A secure seat at the academic high table?

An exploratory study of the field of university-based teacher education for post-compulsory education and training in England: a Legitimation Code Theory analysis

Mark Francis Herrett

UCL Institute of Education

Thesis submitted for the Degree of Doctor of Philosophy

Certification

I, Mark Francis Herrett, confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

Word count: 87,028

Abstract

As a specialised field of study in English universities, teacher education for the post-compulsory education and training sector (TE-PCET) is under-researched and under-theorised. By portraying the views and perspectives of teacher educators (TEds) about their knowledge context, practices and beliefs at a time of considerable flux for the PCET sector and for university provision of teacher education (TE) generally, the thesis makes a significant contribution to the empirical and theoretical literature for this field. Extensive interviews and programme documentation provided insight into its current state and security of tenure in the academy. Analysis and implications of the findings drew on Maton's (2014) Legitimation Code Theory, an innovative analytic explanatory framework in which organising principles of knowledge practices were conceptualised.

The findings suggest that TEds constructed their field as one of relative low autonomy with little collective agency to insulate itself from external sources of power and influence. It also lacked legitimacy and was marginalised in the academy. Absent a distinctive specialised pedagogy of TE-PCET to articulate an academic TEd identity, there was considerable ambivalence as to the focus and conduct of academic TE-PCET research. This influenced the field's ability to develop a cohesive, distinctive community of scholars with implications for the framing of curricula and pedagogy. In sum, knowledge and knower specialisation were relatively weak in the intellectual and educational domains. In a circular way, this rendered TE-PCET as a specialism susceptible to extrinsic pressures. Analysis drew attention to the potential for TEds to raise the status of university-based TE-PCET; to strengthen its intellectual autonomy and the epistemic power of its knowledge base; and cultivation of a distinctly TEd disposition that would serve to enhance its cumulative knowledge-building potential. This could be achieved by a sustained focus on a distinctive 'higher' TE disciplinary discourse.

Impact Statement

Given the scholarly inattention afforded it, there is a need and much scope for different ways of examining TE-PCET as a distinctive semi-autonomous social field of practice and the knowledge practices of its TEds as disciplinary custodians. In this study, drawing on Maton's Legitimation Code Theory tools of Specialisation and Autonomy, TEds' talk and text about their knowledge practices and beliefs are conceptualised as languages of legitimation, the empirical expression of underlying generative mechanisms governing what constitutes legitimacy. Through them, TEds proclaim what they perceive to be legitimate practices, habituses and forms of capital (McNamara, 2007) in academic TE-PCET. These languages embody organising principles (legitimation codes) which afford insight into the facility they confer on a field to exploit opportunities and to resist how others would seek to define and control it. Academic TE-PCET was thus an object of analysis structured by, within the limits of the study, the organising principles structuring its external relations with other social fields of practice and those structuring its symbolic and social relations. These analytical tools enhanced an understanding of the conditions under which academic TE-PCET might be sustained or wither as a distinctive specialism in contemporary academia (McNamara, 2009a).

The study offers new understandings of the work of TEds in academic TE-PCET as part of an agenda to recover knowledge in accessing the black box (Young, 2008) of academic TE-PCET knowledge. It shifts the focus from enquiries into ways of knowing and coming to know in deriving professional expert judgement in TE-PCET, where reflective practice is ascendant, to a scholarly consideration of knowledge as an object.

The methodological approach that included the drafting of an external language of description offers a framework that affords TEds the means of surfacing and articulating the organising principles of academic TE-PCET. This would support them in gaining greater conceptual purchase on their work, extending to their research, curriculum design, teaching and assessment practices. It thus offers a feasibly productive approach for establishing a more conceptual and systematic approach to academic TE-PCET work. It supports TEds in revealing properties and tendencies of knowledge of which they may be unaware that can lead to unanticipated consequences antithetical to their stated

aims and goals. At the same time, it addresses a recurring criticism of much educational research, and particularly practitioner enquiry, as lacking methodological rigour, theoretical grounding and generalisability (Wyse et al., 2018; Vanassche & Kelchtermans, 2015).

The study, in its various stages, has been presented at the UCL IOE summer conference 2017, the LCT conference 2017 in Sydney, and the LCT conference 2019 in Johannesburg. A draft on the study's conceptual framework is in preparation for submission to a peer-reviewed journal.

Table of contents

List of Figures

List of Tables

Abbreviations

AO	Awarding organisations
CPD	Continuing professional development
CR	Critical realism
EPD	Epistemic pedagogic device
ER	Epistemic relations
ETF	Education and Training Foundation
FE	Further education
HE	Higher education
HEI	Higher education institute
LD	Legitimation device
LLUK	Lifelong Learning UK
LO	Learning outcomes
ITE	Initial teacher education
ITT	Initial teacher training
Ofsted	The Office for Standards in Education, Children's Services and Skills
PA	Positional autonomy
PCET	Post-compulsory education and training
PD	Pedagogic device
PGCE	Post-graduate certificate in education
RA	Relational autonomy
REF	Research Excellence Framework
SR	Social relations
TE	Teacher education
TE-PCET	Teacher education for the post-compulsory education and training sector
TE-schools	Teacher education for the compulsory schools sector
TEd	Teacher educator
TELL	Teacher Education in Lifelong Learning
UCET	Universities' Council for the Education of Teachers

Acknowledgements

I am indebted to my supervisor, Dr Lynne Rogers, for her unwavering support, patience and professional guidance during my doctoral candidature. Lynne's encouragement gave me confidence to continue with the project when moments of self-doubt threatened to derail progress. I thank Professor Michael Young for shaping my thinking on my master's and for intellectually challenging me at my PhD upgrade. That experience sharpened my focus and strengthened the argument of the thesis. I gratefully acknowledge the insightful feedback from Professor Gemma Moss who reviewed the thesis prior to submission. The staff at the UCL doctoral school and libraries were incredibly supportive and helpful as were staff in the IOE department of Education, Practice and Society. To them I owe a great deal of thanks.

I am most grateful to Professor Karl Maton at the University of Sydney, for taking the time to meet with me on the occasions I was in Sydney visiting family, to hear of my work and offer insights that extended and deepened my understanding of LCT in its application to my study. I would also like to express my gratitude to the members of the LCT Centre for Knowledge-Building at the University of Sydney. I greatly appreciated their practical support and intellectual generosity.

For their support, intellectual curiosity and feedback, and of course friendship, particular thanks go to my fellow doctoral students, Sabrina Poma, David McClymont, Robert Tam, Siew Fung Lee and Denise Buchanan, and my dear friend Alice Klieger. Thanks must also go to Cheryl Lumsden for championing my entry into the teaching profession and supporting my professional development over a number of years.

Of course, this work would not have been possible without the teacher educators who offered their time and generous contributions as research participants. I am most grateful to them.

Finally, I would like to thank my family: my parents and siblings for their cheerleading from afar in Australia and Germany, and of course my husband, Gary, whose love, encouragement and support continue to sustain me.

Chapter 1 Introduction

As a specialised field in the academy, teacher education for the post-compulsory education and training sector (TE-PCET) in England is one about which the academic literature is silent. Given the policy discourse that portends an uncertain future for university-based teacher education (TE) generally, this exploratory study seeks to gauge the state of this specialism. It will consider the field's cumulative knowledge-building potential, and its ability to withstand external pressures and harness opportunities. In times of uncertainty, this will shed light on its security of tenure and future trajectory in the academy.

The fundamental object of analysis is university-based TE-PCET as a field of specialist academic practice (Bourdieu, 1993b; Lawn & Furlong, 2011) lensed through the teacher educators (TEds) as its disciplinary custodians (Fitzpatrick, 2009; McNamara, 2009a). Twenty-seven TEds from three universities in England, supplemented by course programme and associated documentation, form the study's empirical base. The study is a thematic analysis of TEds' views about their knowledge practices and beliefs in research, curriculum, pedagogy and assessment. Drawing on the conceptual architecture of Legitimation Code Theory (LCT), this analysis is theoretically reconstituted (McNamara, 2009a) to analyse the bases of TEds' proclamations of the field's legitimacy and their own, expressed in these views.

In this chapter, I offer my personal and professional reasons for pursuing the study. I expand further on its aims and rationale. Locating the study in the sociology of education literature, I present social realism as the study's epistemological perspective, and a brief explication of LCT as its explanatory framework. To contextualise the study, an overview of the PCET sector in England is provided. Following this, I address the empirical and intellectual research problem and the research questions to which I sought answers. The chapter concludes with an outline of the structure of the thesis.

1.1 The researcher's position and emergence of the thesis

Prior to my appointment as a university-based TEd, I worked as a TEd in a further education (FE) college. Like most teachers who move into TE work, my transition from college lecturer to college-based TEd fourteen years ago was more accidental than

planned (Eliahoo, 2014; Field, 2012; Menter & Murray, 2011). Managers perceived that I was a competent, committed lecturer delivering courses in the Business Studies curriculum. It was on that basis that I was encouraged to join the teacher training team on a small fractional contract. Over time, in concert with my role as an Advanced Practitioner, this became a full-time position. Initially, I delivered City & Guilds teaching awards for initial teacher education (ITE) before working in partnership with a university delivering its ITE programme as part of a franchise arrangement. Franchising refers to a university authorising an approved partner institution, usually an FE college, to deliver, and sometimes assess, all or part of the university's ITE programme leading to the University award.

On my appointment as a TEd, and subsequently, I was concerned that my suitability for this specialist work rested on my experiences in the classroom. My formal teacher knowledge was derived from my own generic post-graduate certificate in education (PGCE) course undertaken years previously. Going back further, my bachelor's degree in economics from Australia held no suitable knowledge appropriate for TE. It seemed that my experience as a teacher, accrued solely in one college, was privileged over any theoretical underpinning knowledge about TE as a disciplinary specialism. What I brought to TE was highly context-bound and -dependent knowledge. The basis of achievement and legitimation as a TEd seemed to be experience and good teacher skills. That troubled me. I felt, and research affirms, that being a good teacher does not necessarily translate to being a good TEd (Loughran, 2006; Zeichner, 2005) and that teacher expertise differs from TEd expertise (Bullough, 2005; Smith, 2005). The importance of knowledge was downplayed or, arguably worse, obscured: what knowledge was necessary to succeed as a TEd was invisible to me.

Furthermore, in my college experience working with TE colleagues I was aware, at times, of differences in our knowledge practices. What was privileged, for instance, in observations of beginning teachers differed regarding the emphasis on practical teaching skills and underpinning theoretical knowledge, or how reflective practice was valued, operationalised and modelled. I had strong views on providing student-teachers a route to professional authority based on the ability to be critical in their perspectives. I emphasised the importance of accounting for strategies and views linked to theory or

research. There were different emphases and perspectives on this point amongst my peers. It is important to highlight, however, that my peers and those within the professional community of TEds with whom I had contact, were dedicated, highly professional and experienced practitioners.

To alleviate doubts about my legitimacy as a TEd, I embarked on a master's degree at the Institute of Education, University of London to secure a more solid TE knowledge foundation. Whilst that aim was not fully realised, the degree provided a platform to explore literature regarding the education of the professions. Specifically, the work of Basil Bernstein on knowledge structures has been very influential in my thinking. Its constitutive function supporting the study's theoretical foundation I address in chapter 3.

Following the completion of my master's, I left FE-based TE for the academy. This brought into sharper focus for me what was particularly *higher* about *higher education* (HE) TE. Indeed, its location in the academy suggests knowledge production, given the traditional role the university plays in the intellectual field (Wheelahan, 2014). In my years as a college-based TEd working in a university partnership I had extolled, in hindsight without factual basis, the virtues of the university's role in offering fresh knowledge insights into TE for the collective benefit of me, my student-teachers and the broader PCET sector. A comment from a university external examiner was telling, however. Reviewing the university's provision, the examiner expressed surprise that the PGCE course programme had not changed in any substantial way in the twenty years since she had been a student at the same university. That perspective, coupled with my move into the academy, piqued my interest about knowledge practices of the university-based TEd.

I was curious as to what knowledge was being produced and the nature of the relationship, if any, between this knowledge and the curriculum developed for ITE. Did TEds see their specialism embodied in practical expertise (Young & Muller, 2014a) or specialist knowledge or both? If specialist knowledge, what form did this take? Were TEds, as academics, producing new knowledge? If so, did that inform their pedagogy, how and in what way? What did TEds consider was *higher* about university-based ITE?

Why was it there? I ruminated over these sorts of questions. Ultimately, it led me to the doctorate.

1.2 Aims and rationale for the research

There is a paucity of empirical research into the knowledge practices of university-based PCET TEds and this specialised field. TEds are generally considered 'invisible educators' (Crawley, 2016; Thurston, 2010) about whom the scholarly literature is mute (Azumah-Dennis et al., 2016). Indeed, the invisibility of TEds and TE-PCET may reflect this field's 'poor relation' (Crawley, 2018: 31) or 'Cinderella' status (Menter, 2016: vi) within the international literature on TE.

I argue that this lacuna needs addressing at a time of uncertainty in PCET. Following reforms (BIS, 2012a, 2012b), the sector has been deregulated and it is no longer a statutory requirement for PCET teachers to be qualified. It also resides in a policy space where the efficacy of university provision of TE and the academy's relevance and contribution to improving the practice of education (Furlong & Whitty, 2017) are questioned. There has been a concerted move away from university-based TE in favour of the education and training of teachers in the workplace (Beauchamp et al., 2015; Childs, 2013; Czerniawski et al., 2019). HE's contribution to TE has thus been diminished (Ellis & McNicholl, 2015), its influence in considerable decline (Murray & Mutton, 2016). In England, questioning the academy's significance to TE reflects the 'discourses of derision' (Murray, 2017: 1020) about TEds from policymakers, stakeholders and commentators on the right (see, for instance, Gibb, 2014; Gove, 2013; Moore, 2013). Mirroring perspectives in the USA, Hong Kong, the Netherlands (Darling-Hammond & Lieberman, 2012) and Australia (Groundwater-Smith & Mockler, 2017), these discourses challenge the notion that there is a knowledge base for teaching that necessitates a pivotal role for the academy in teacher preparation (Darling-Hammond & Lieberman, 2012; Whitty, 2014).

Undoubtedly this 'strong turn towards practice and the practical' (Murray et al., 2019a: 151) in English TE poses a threat to the continuation of university-based TE provision (Tatto & Menter, 2019). This could be consequential considering the TEds' crucial role and influence on the quality of teaching and learning in schools and colleges, student

outcomes, and the improvement of educational systems generally (Ellis & McNicholl, 2015; Murray et al., 2019b). Teacher education is a fundamental component of economic and social development (Tatto & Menter, 2019). This suggests the need for universities, and TEds, to articulate and 'justify their claims to centrality in the education process' (Murray, 2017: 1021), to 'clarify the value of the pedagogy of teacher education and research-informed practice that they offer' (Hordern, 2014b: 232). This elevates TEds as key insiders and stakeholders (Murray et al., 2019b) but whose insider perspectives on policy and practices in research and pedagogy of TE remain under-researched (ibid.).

TEds are educators of a profession and, apart from imparting the tips and tricks of the trade, they convey implicit values, attitudes (Murray, 2008b) and standards of professional integrity and judgement (Beck & Young, 2005) that underpin professional practice. Ideally, on ITE programmes in universities student-teachers will be socialised into recognising what constitutes valid teacher knowledge, how that knowledge is valued and used in the formation of their professional expertise.

For PCET, however, this may be problematic. Following the reforms, the sector is deregulated, with attendant implications as noted. In addition, like TE for the compulsory schools sector (TE-schools), there is no agreed codified knowledge base for teaching (Winch, 2004) or teacher education (Goodwin et al., 2014). No formal qualification programmes (Crawley, 2014; Eliahoo, 2014; Goodwin, 2019) nor professional standards exist for TEds in England to guide the structuring and framing of their knowledge base. When one also considers that PCET TEds in the academy are drawn from the PCET sector (Noel, 2006) rather than disciplinary fields in academia, there may be differences amongst them as to what counts as teacher knowledge, or what knowledges should be prioritised, and how knowledge should be produced and validated. Whilst ostensibly practising TE in the broad sense of preparing new teachers for the sector, a TEd's own (original) teaching specialism, academic trajectory and experience of teaching, may reflect and privilege different forms of knowledge. This would potentially convey mixed messages as to what counts as the basis for success and achievement in teaching. This is not to be underestimated for, as Furlong et al. (2000: 36) make clear with reference to pre-service TE-schools:

> what student teachers learn during their initial training is as much influenced by *who* is responsible for teaching them as it is by the content of the curriculum. (my emphasis)

Considering the foregoing, this study is an exploration of the specific knowledge grounds upon which TEds base their own claims and that of academic TE-PCET to academic legitimacy as a distinct specialised field in the academy. This will offer insight into its current and future position within it.

The study draws on concepts from Maton's (2014) Legitimation Code Theory (LCT), which is a sociological framework for analysing knowledge practices, dispositions and beliefs. TEds' depictions in talk and text are theoretically reconstituted to excavate the organising properties of TEd knowledge practices. These properties afford insight into the bases for a sustainable, distinct academic culture (Henkel, 2010) and critical mass of scholars (Delamont et al., 1997), considered among the necessary conditions for establishing focused research programmes, and designing and delivering integrated, coherent professional curricula (McNamara, 2009b). Simply, such programmes are key resources for cumulative knowledge-building in intellectual and educational fields. Insight into the organising principles of a field thus affords an understanding of the facility the principles confer on it to exploit opportunities (McNamara & Fealy, 2011) and, particularly given the current policy discourse concerning TE, to resist how others would seek to define and control it.

A key theoretical premise of LCT is that in their knowledge practices and beliefs TEds are at the same time making a claim of legitimacy which Maton (2014: 24) terms 'languages of legitimation'. Languages of legitimation are:

> claims made by actors for carving out and maintaining spaces within social fields of practice. These languages provide a ruler for participation within the field and proclaim criteria by which achievement within this field should be measured. That is, they offer messages as to what should be the dominant basis of achievement.

Central to Maton's argument in conceiving of knowledge practices as languages of legitimation is that they are the empirical expression of underlying generative mechanisms that govern what constitutes legitimacy. They are hence both *structured* and *structuring* (Maton, 2014; McNamara, 2010a). They are *structured* in that they

reflect strategic stances shaped by actors' positions within the social field. They are *structuring* in that they are not simply a reflection of those positions within power relations of the field, but the knowledges comprising the claims embody intrinsic structures and properties that can, in turn, have structuring significance for the field (Maton, 2014). That is to say, languages of legitimation encompass organising principles that have effects (ibid.).

1.3 The sociology of education and social realism

This study resides within a relatively new but growing body of literature in the sociology of education (Moore, 2013b): social realism. Maton (2014) refers to those working in this tradition as a 'coalition of minds' following work that emerged in the 1990s (Maton & Moore, 2010b). Despite diversity of intellectual antecedents and manner of argument, these scholars (for example, Moore & Maton, 2001; Moore, 2013b; Muller, 2000; Rata, 2012; Wheelahan, 2010a; Young, 2008) make a persuasive case for considering knowledge as an object of study in its own right with properties, tendencies and powers. Social realism has been in critical response to both positivist and social constructivist/post-modernist accounts of knowledge and truth. The former denies the sociality of knowledge in that beliefs must be context- and value-free, and objective (Moore, 2013b). The latter holds that knowledge is socially constructed within historical and cultural conditions (Maton, 2014) and hence about relations of power between groups in society (Maton & Moore, 2010a; Moore, 2007); on that basis it is claimed knowledge cannot be objective (Rata, 2012).

Social realists adopt a middle ground position. They acknowledge that whilst knowledge production is inescapably social – actors in social fields of practice socially produce knowledge (Rata & Barrett, 2014) – it is not constructed as individuals see fit. This would reduce knowledge to standpoints entwined with particular social interests (Moore, 2013b) in the immediate socio-historical context of its production (Rata & Barrett, 2014). This would see knowledge 'as if it is *nothing but* social' (Moore, 2000: 25, original emphasis), where concepts and one's experience of the world are bounded in one seamless reality (Young, 2008). Rather, it is separated from experience by the development of concepts relatively independent of any particular experiential base

(Moore, 2013b; Rata, 2012). Objectivity of knowledge is guaranteed by being the product of socio-intellectual networks extensive in time and space (Rata & Barrett, 2014) and whose collective procedures allow for its independent evaluation (Moore, 2013b). Knowledge is thus able to transcend the social conditions of its production (Muller, 2000; Young, 2008) and is irreducible to them. This underscores one argument of social realists that not all forms of knowledge are equal, that some are more powerful than others for reliability and explanatory power. This allows for the importance of disciplinary knowledge (Rata, 2012), knowledge that is context-independent, that which Young (2008) refers to as 'powerful knowledge' in the sense of its powers of generalization, abstraction and affordances for new ways of thinking or imagining (Wheelahan, 2010a; Young, 2008).

Social realism supports these claims by drawing on critical realist (CR) philosophy (Bhaskar, 2008) and its commitment to depth ontology that conceptualises real structures and mechanisms that lie beneath surface appearances embodied in practices and beliefs (Clarence, 2013). This affords insight into ways practices are shaped and changed over time. This can be understood through CR's notions of *ontological realism*, *epistemological relativism* and *judgmental rationality*.

Briefly, *ontological realism* posits a reality independent of human experience and from which humans can create knowledge (Moore, 2013b). One can distinguish between the world and our experience of it, the distinction serving to highlight that knowledge of reality is not reality itself. This is because reality for critical realists is identified at three levels: the *real*, *actual* and *empirical* that are hierarchically arranged domains, the foundation of which is the *real*. The *real* is made up of objects – natural or social – which have structures and possess causal powers and causal liabilities or passive powers, that is, capacities to behave or produce certain effects (powers) or 'susceptibilities to certain kinds of change' (liabilities) (Sayer, 2000: 11). When these generative mechanisms interact with other mechanisms, they produce something new. The extent to which their powers or liabilities will be realised will depend on the circumstances of their interaction (Moore, 2013b). This process of 'emergence' (Sayer, 2000) means that what is produced cannot be reduced to its constituent parts despite those parts being necessary for its existence. In the social world, then, causal powers may be activated

but the results will depend on the conditions at that time. The *actual* refers to *what* happens when and if these powers and liabilities or mechanisms are activated and what effects they have. The *empirical* represents the human experience of the *actual*. This study draws on the domain of the real when considering generative mechanisms and structures, for example, disciplines as socio-epistemic entities (chapter 2), the legitimation device, and structures of knowledge and knowers (chapter 3). These are ontological entities from which events and experiences emerge and which are represented by the accounts of the study participants (chapters 5 – 8).

Epistemological relativism holds that the world can be known only via knowledge that is produced by humans through descriptions and discourses (Sayer, 2000) reflecting the conditions under which it was produced (Moore, 2013b). As such, it cannot be universal Truth but subject to 'change over time and across socio-cultural contexts' (Maton & Moore, 2010a: 4). This does not imply judgemental relativism, however, the notion that we cannot adjudicate amongst knowledges (ibid.). Rather, *judgemental rationality* draws attention to the *ways* in which knowledge is arrived at and for which we may have greater confidence. We can thus be 'more secure in what we choose to believe' (Moore, 2013b: 345).

Social realism thus affords an understanding that knowledge and knowers may be seen and analysed together without reducing one to the other. Chapter 4 will address the methodological implications of social realism for the research design, drawing on these philosophical underpinnings.

1.4 Context: the PCET sector in England

PCET is a complex, multi-faceted sector with significant implications for the economy and society. Despite this, PCET is considered by many to be the Cinderella of education in England (Norton, 2012; Orr & Simmons, 2010; Poma, 2017). Subjects cover a broad spectrum of vocational and academic specialisms and levels in sites as disparate as prisons, community and adult education colleges, FE colleges, sixth form colleges, private colleges, and workplaces. It is a sector reliant on predominantly fractional and part-time teaching staff (Jameson & Hillier, 2008; Orr, 2008). FE colleges encompass the largest institutional component within PCET, accounting for over 2.2 million students in

2017-18, employing 60,000 teaching staff with learning delivered across 189 general FE colleges and 73 sixth-form colleges in England (AoC, 2017). The student profile is equally diverse with students ranging from 14 years (Bathmaker & Avis, 2013) through to retirement age. Most teachers come into the sector from other professional or skills backgrounds (Orr & Simmons, 2011). Often a teacher's professional allegiance is to the original profession or occupation rather than to the teaching profession itself (Orr, 2008; Spenceley, 2006) resulting in a fragmented professional 'teacher' identity and culture (Blair, 2011).

Following years of 'benign neglect' (Lucas, 2007: 93), the training of teachers for PCET has been the subject of quite intense reform by successive UK governments over the past two decades regarding standards and regulatory frameworks (Fisher et al., 2019; Fulford et al., 2019). Prior to 2001, participation in ITE was voluntary. With the election of the New Labour government in 1997, the requirement that all FE teachers hold teaching qualifications based on national standards (ibid.) was mandated with effect from 2001. Following the recommendations of the Lingfield Independent Review of Professionalism in Further Education (BIS, 2012b), however, it is no longer a statutory requirement for teachers in the sector to be qualified as teachers (BIS, 2012a; 2012b).

Commensurate with this policy churn, professional standards for teachers in PCET have undergone several iterations over the past two decades (Fulford et al., 2019) commencing with FENTO standards (FENTO, 1999), largely employer-led and modelled on an occupational-industrial approach of competences and skills, and which formed the basis of teaching qualifications for the sector (Fulford et al., 2019). These standards were subsequently criticised by her Majesty's Inspectorate, the Office for Standards in Education (Ofsted). In a 2003 report, the standards were considered an inappropriate basis for TE programmes (Ofsted, 2003). The successor organisation to FENTO, Lifelong Learning UK (LLUK) introduced revised standards (LLUK, 2006) which underpinned a new qualification framework for ITE. These comprised of prescribed learning outcomes and assessment criteria that were 'mapped' to ITE programmes (Lucas, 2013). Underpinned by an objectivist view of knowledge (Maxwell, 2010), an inherent assumption was that standards would capture the complexity of teacher professional knowledge. Maxwell (2010) suggests that the standards ignored the significance of

context and workplace learning settings emphasised in more recent socio-cultural conceptions of professional knowledge. The standards were thus criticised as technicist, mechanistic and too prescriptive (Lucas et al., 2012; Lucas & Nasta, 2010); an inadequate representation of codified knowledge for PCET teaching (Lucas, 2007), subject to uneven application amongst the TEd community (Lucas et al., 2012).

Following the Lingfield review and subsequent deregulation of the sector, the LLUK standards were scrapped. A new employer-led organisation, the Education and Training Foundation (ETF) was charged with devising, in concert with the sector, new standards. The resultant (current) twenty standards are structured around three areas: professional values and attributes, professional knowledge and understanding, and professional skills (ETF, 2014). They have no regulatory force although Ofsted draw on them when inspecting provision (Ofsted, 2015). Thompson (2014) notes that the standards do not specify levels of performance but rather offer general aspirational statements as to what teachers should value and know at any stage of their career. They are designed less as a prescriptive set of competences and more of what professionals should be committed to in order 'to maintain and improve standards of teaching and learning, and outcomes for learners' (ETF, 2014: 1). Fulford et al. (2019: 23) suggest that the standards, 'at least implicitly', are 'more sympathetic to ideas about the individual and social construction of teacher knowledge to be found in literature on the work-based learning of teachers'. This has resonance for this research and will be addressed in the discussion sections in chapters 7 and 8 when considering TEds' curriculum and pedagogy knowledge practices.

The involvement of the academy in this provision extends back over more than 60 years (Simmons & Walker, 2013). The most recent data (Zaidi et al., 2018) shows that, in England, 34 universities offered this provision. Forty-six Awarding Organisations (AO), dominated by City & Guilds and Pearson, awarded ITE qualifications delivered mainly by FE colleges. This AO provision has been criticised as a 'rather mechanistic, technical-rational approach' (Simmons & Thompson, 2007: 179) to teacher training. The majority of ITE provision for the sector is in-service on a part-time basis usually over a two-year period. This is not to suggest, however, that all in-service student-teachers are in paid employment in teaching (Thompson, 2014; Zaidi et al., 2018); that is, they are not

necessarily experienced teachers. This may reflect those seeking to be qualified soon after employment or to secure voluntary placements in colleges to become qualified (ibid.). Whilst in-service student numbers have declined over the period 2011-12 to 2015-16, pre-service student numbers at universities have remained relatively stable (Zaidi et al., 2018).

Further, in comparison with TE-schools where there are between 15 and 20 subject areas, the PCET curriculum has possibly up to 200 (Crawley, 2014; Eliahoo, 2017) and this diversity requires generic ITE programmes (Eliahoo, 2017) which dominate over subject-specific ones (Lucas et al., 2012; Rogers, 2011). The university programmes are offered at different levels: level 5 Certificate in Education (Cert. Ed.), level 6 Professional Graduate Certificate in Education (ProfGCE) and level 7 Post Graduate Certificate in Education (PGCE). Not all universities engaged in the provision offer all levels.

The diversity and complexity of PCET gives insight into the challenges faced by the TEds, an under-researched occupational group.

1.5 Teacher educators, teacher education and the research problem

The empirical research problem

There has been growing academic interest in TE-schools. This is partly in response to how governments have sought to position the field and its practices (Loughran, 2014). The focus has tended to be on the organisation and structuring of provision, and to what ends (ibid.). This has been at the expense of a more scholarly consideration of the role of the TEd and their knowledge work (Murray, 2014).

For PCET more relevantly, there is a paucity of research on TEds and their knowledge and skills (Crawley, 2013; Eliahoo, 2014; Noel, 2006; Thompson, 2014; Thurston, 2010) and as a field for PCET, TE is 'under-researched and under-theorized' (Loo, 2014: 338). I could find no empirical peer-reviewed research that exclusively privileged the voice of the university-based TEd for PCET, nor that offered an exploration of the field in the academy pertaining to their knowledge practices. This study seeks to fill that gap. It will also address the under-theorisation of the field by theorising knowledge. Given the study's theoretical aims, this is necessary because the accounts of knowledge for

teaching and TE, and the predominant methodology of reflective practice in developing knowledge, are inadequate to this end, as I shall briefly sketch.

The intellectual research problem

Knowledge is far from a silent topic of research interest. Typologies and taxonomies of knowledge abound, and for teaching the most prominent is Shulman's (1987). These are useful for articulating knowledge content at a descriptive level and are thus valuable tools that bring knowledge into view (Maton, 2014). They only take the theorizing so far, for they are limited by this *kind of theorizing* (Georgiou et al., 2014; Maton, 2014). That is, they cannot offer the means for analysis of organising principles of which these types are surface realisations (Bernstein, 1990) that would allow for properties, powers and effects to be explored (Maton, 2014; Moore, 2013b).

Similarly, literature that addresses TEds as knowers and their forms of knowing offers insight into TEds' identities as academic workers and their enquiry practices based on reflective practice. Reflection as a form of theorising, however, conflates knowledge with knowing. That is, content is displaced by exploring *conceptions* of content and context: knowledge is a category reducible to the contexts from which it emerges (Young, 2009). An underlying assumption is that knowledge does not have features independent of such practices (Wheelahan, 2010a) rather than, as social realists would argue, an object emergent from but irreducible to the ways and means of coming to know (Georgiou et al., 2014). In such cases, the differences in the forms of knowledge are side-lined (Maton, 2014).

The literature on professional knowledge for TE offers very little by way of analysis of knowledge as an object that would support the uncovering of its organising principles to explore its effects. For this study, this is necessary to consider the implications for the TE-PCET field. LCT satisfies that aim.

1.6 The research questions

Drawing on interview data of 27 university-based TEds and associated programme documentation from three universities in England, the study sought answers to the following research questions:

1. How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?
2. On what bases do teacher educators legitimate their knowledge practices and beliefs in
    a) the intellectual field of knowledge production (research)?
    b) the educational field of knowledge recontextualisation (curriculum)?
    c) the educational field of knowledge reproduction (pedagogy and assessment)?

The first research question establishes the macro context within which TEds practice and their claims for TE-PCET's institutional position. The second question addresses TEds' claims to what is deemed special and worthy of achievement in their specialism. Answers to these questions will afford analysis to gauge the status of university-based TE-PCET and provide insight into the extent to which it might wither or flourish in contemporary academia (McNamara & Fealy, 2011).

It is not my intention to develop a TE professional knowledge canon nor the criteria for such. The study does not seek to further categorise teacher knowledges in typologies, nor contest the range and diversity of knowledge needed for teaching and TE-PCET. Whilst I acknowledge that teacher expertise differs from TEd expertise, I am not attempting to derive TEd expertise. Expertise involves mediation between a body of knowledge and its application within contexts that entail aspects of decision, advice and action, involving manual and intellectual skills (Grundmann, 2017). That is too broad for my purposes. As noted, the theoretical aim of the research is to make visible knowledge as an object. It does not seek to form judgement on the quality of work undertaken by TEds. Indeed, Ofsted has acknowledged the value of TE providers' contribution (Zaida et al., 2018). For the last four years, Ofsted inspectors have consistently rated the quality of their work highly. All university-led ITE provision for PCET in England has been graded a minimum Grade 2 (Good). More than one in ten universities have been graded Grade 1 (Outstanding) (ibid.).

Clarifying terminology

In the field of teacher preparation, the terms *teacher education* or *teacher training*; *student-teacher* or *trainee-teacher*, reflect different, shifting and contested historical and discursive positioning (Czerniawski et al., 2019) of the field. In this study, reflecting

both how the TEds conveyed their understanding of their work and that of the student-teachers, and the place of the academy, the terms *teacher education* and *student-teachers* have been used, unless variations were offered in direct quotations.

The study takes a definition of TEds adopted from Loughran (2014) to be university-based staff with a responsibility for the education of prospective and current teachers enrolled on pre-service and in-service teacher preparation programmes and who have formal responsibility for the professional development of teachers. TE, in turn, includes ITE prior to qualification and continuing professional development (CPD) post qualification. The focus in the study is on TE-PCET as a disciplinary field in the academy and, to distinguish it from college-based provision undertaken by college-employed TEds delivering AO qualifications, I refer to it as *academic TE-PCET*.

Without wishing to engage with the rules and criteria for definitional distinctions of an academic discipline, important as they may be, in this thesis I follow Barnett (2009: 436) in conceiving of 'discipline' with a small 'd', that is, 'broad fields of intellectual and/or professional endeavour' that have presence in the research literature. Thus, following Bourdieu's conception of field (chapter 3), disciplines can be understood as relatively autonomous social fields of practice, comprising both knowledge structures and social agents, and hence are socio-epistemic entities. Section 2.3 will further explore this understanding of disciplines. Reference to 'discipline' from this point forward can be read as coterminous with a specialised field of study or practice. This accounts for how education (and TE as a subspecialism (Becher, 1994)) is viewed as a discipline. I also follow Maton (2014: 63 n1) in that, to avoid confusion between the uses of *field* by Bourdieu and Bernstein, I denote Bourdieu's notion (which is analogous to Bernstein's 'arena' (chapter 3)) by *social field*.

1.7 Structure of the thesis

An overview of the study has been set out in this chapter. It identified academic TE-PCET as an under-researched and under-theorised social field. The aims and rationale for the research were stated and the study situated in the sociology of education literature, drawing attention for the need to theorise knowledge as an object. The thesis, made up of a further nine chapters, will proceed on the following basis.

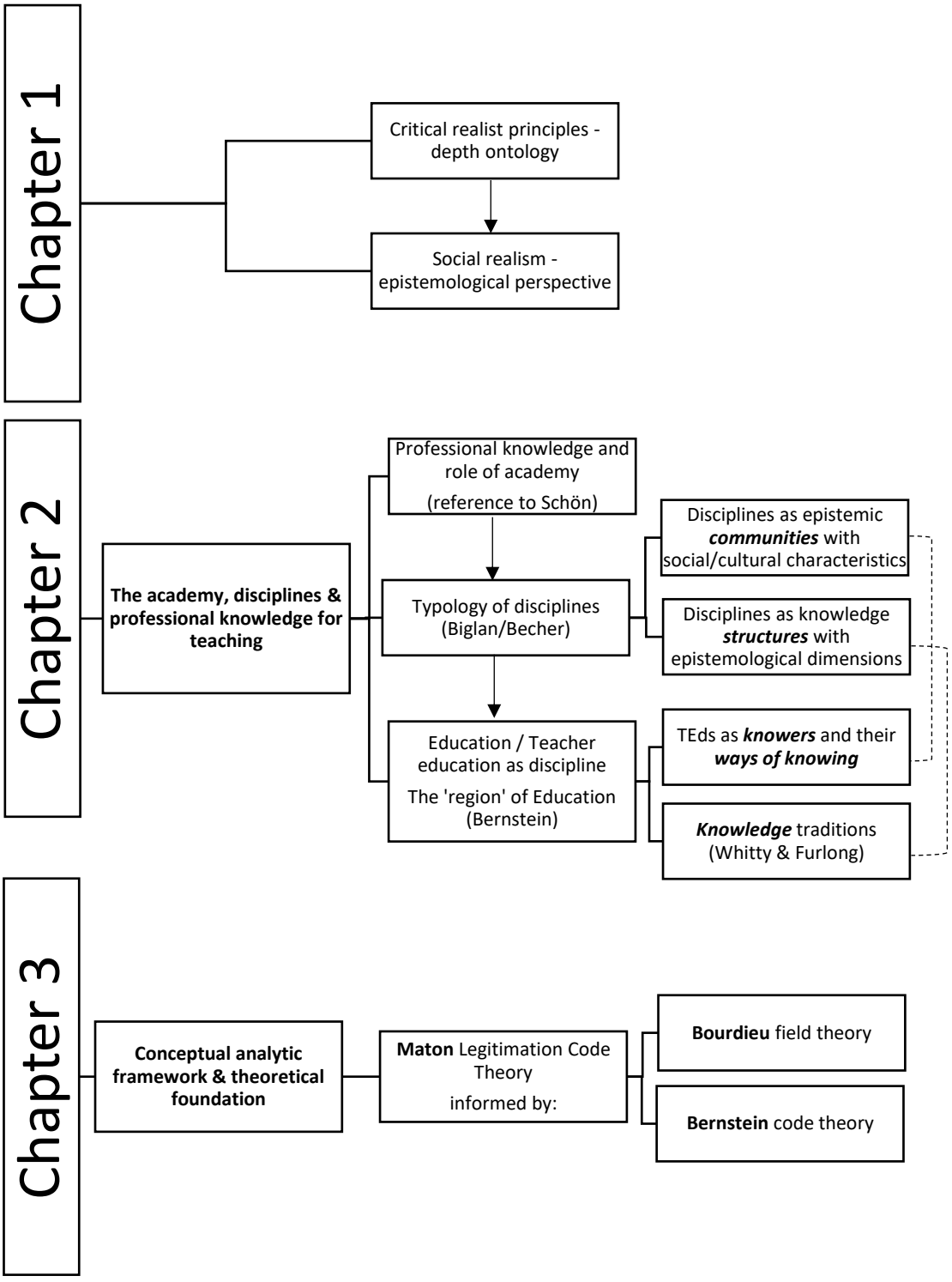
Framed by an understanding of the role of the academy in professional knowledge and conceiving disciplines as socio-epistemic entities, Chapter 2 will explore the scholarly literature relating to TE as a specialised field of study in the academy. It will survey the knowledge traditions and TEds as disciplinary custodians. This will draw attention to the contested nature of knowledge for teaching with implications for the role of TEds as members of a disciplinary community in the academy. This chapter concludes with an acknowledgement of the contribution this literature makes to the study. Its limitations, particularly regarding the research problem, foreground the setting out of the explanatory framework adopted in the study and its theoretical foundations in Chapter 3. Figure 1.1 provides an overview of the bodies of literature and theory that the study draws on.

Chapter 4 offers a detailed account of the research methodology. It considers the methodological implications of a social realist study for the research design. It will proceed to an account of the choice of institutions, participants, and data collection. A detailed account of the staged approach to analysis culminating in themes linked to theory is expounded. Chapters 5 – 8 present the outcomes of this analysis.

Addressing the first research question, chapter 5 provides an account of how the TEds conceive of the institutional position of academic TE-PCET, considering its relations with other disciplines in the academy, the social field of PCET and government policy makers. Chapter 6 considers the intellectual field of academic TE-PCET in response to research question 2a. It reports on the TEds' perceptions of the academy as a research/knowledge production site, the dispositions that they bring to that site, and their resultant knowledge production practices. Chapters 7 and 8 consider the educational field. Addressing research question 2b, chapter 7 reports on the TEds' perceptions of the approach of the PCET sector to curriculum, the academy's and their resultant practices in mediating curricula in those circumstances. Chapter 8 offers an account of their approaches to pedagogy and assessment considering the curriculum perspectives, in response to research question 2c. In the penultimate chapter, Chapter 9, the findings are reviewed and the implications for academic TE-PCET arising from the study are discussed. Chapter 10 concludes the thesis. In addition to recommendations for academic TE-PCET, the chapter addresses delimitations and limitations of the study,

suggestions for future research, and the theoretical, empirical and methodological contributions to knowledge.

Figure 1-1 Principal bodies of literature and theory used in the study



Chapter 2 Knowledge and knowers: the academy, disciplines and professional knowledge for teaching

2.1 Introduction

In the absence of scholarly literature on academic TE-PCET as a distinct academic field, this study sought a greater understanding of this specialism. This situated the study in literatures that address the role of the academy in professional knowledge. Specifically, disciplines as key mechanisms for generating and validating knowledge, influenced by both the structure of knowledge and the nature of the relations between actors within disciplinary communities; and education as a discipline where, in England, it is inextricably tied to TE as an academic field within it (Ellis & McNicholl, 2015).

The education of teachers is the discipline's raison d'être (Biesta, 2011; Furlong, 2013), and central to its academic mission (Ellis, 2012). Yet there appears to be no settlement on the epistemological and sociological questions attaching to education and TE as a sub-discipline: questions of theory, method, evidentiary base, and the struggle to defend a distinct space in the academy, endure. Operating in a hybrid space that is at once research-oriented and experiential (Furlong, 2013), TEds as disciplinary custodians and their academic community navigate tensions inherent in its knowledge traditions. This may account for TE being conceptualised as ambiguous and ill-defined (Grenfell & James, 1998; Murray et al., 2019a) with implications for the sustainability of the field in the academy.

Given the paucity of literature on TE-PCET, this review is accordingly dominated by reference to TE-schools. It sets the context within which the research resides and is a precursor to the conceptual framework and research design presented in the following two chapters.

2.2 Professions and professional knowledge – framing the argument

Whilst as a concept, 'profession' is contested (Evetts, 2013; Freidson, 2001; Saks, 2012; Young & Muller, 2014a), one enduring attribute of a profession and an occupation's claim to professional status is the possession of specialist knowledge (Freidson, 2001). Complex work considered valuable for society is specialised and unavailable to the

uninitiated (Hordern, 2015). Maintaining authority over this knowledge base has been a key tenet of professions (Beck & Young, 2005). This classic assumption (Guile, 2014) in the literature considers tertiary education and training based on theoretical knowledge as a necessary precursor to professional work. Disciplinary knowledge frames professional formation, identity and expertise. This in turn affords the professional the 'legislator' role such that they can ''legislate' for individuals and the community on matters pertaining to their domain of expertise' (Guile, 2014: 131). Professions, at least traditionally, embodied ideals of public service and were able to operate relatively autonomously, their professional codes of conduct promulgated from within the profession via the jurisdiction of a self-regulating professional body. The laity placed a high degree of trust in their expertise and services (Evetts, 2006; Kotzee, 2014b; Saks, 2012; Whitty, 2008). This speaks to the power and status of professions.

Young and Muller (2014a; 2016) note that much of the literature considers issues of power and status without necessarily interrogating the forms and effects of professional knowledge, of particular significance for this thesis, where it is contended that different forms of knowledge have different powers and tendencies that have effects. Distilling contemporary debates within the sociology of the professions, the authors remark that the nature of professional knowledge, and particularly conceptual knowledge, needed for work in the rapidly changing knowledge society has been overlooked. Offered instead is a focus on professional expert judgement, the 'can do' of professional expertise in terms of skills and competencies. This has been at the expense of a scholarly consideration of 'what the *knowledge is that professionals have had to acquire to be experts*" (Young & Muller, 2016: 207, original emphasis).

For higher professional education curricula and in the literature on professional knowledge, reflective practice has had considerable influence here (Bradbury et al., 2010; Young & Muller, 2014a; Winch, 2010), particularly in the nursing (e.g., Kinsella, 2007), social care (e.g., Fook, 2010) and teaching (e.g., Furlong, 1996; Orr, 2008) professions. Whilst concepts that underline reflective practice in the modern era can be traced back to Dewey's (1933) reflective thinking, and exemplified in models (e.g., Brookfield, 2017; Gibbs, 1988; Kolb, 1981), it is the work of Donald Schön and his theory

of reflective practice that has had a pervasive influence on professional knowledge and formation (Young & Muller, 2014a; 2016). It is worth briefly outlining Schön's principles for that reason. I also introduce it here for it foreshadows a contestation over the role of the academy and disciplinary knowledge, and the privilege it affords the knower in coming to know in professional contexts.

2.2.1 Reflective practice in professional education

In a penetrating critique, Schön (1983, 1987) referred to the traditional model of professional education in the academy and the dominant orthodoxy of 'Technical Rationality' (1983: 21), where theory taught on professional programmes was intended to be applied to problems in practice, as ill equipped to prepare the professional for practice. The academy tended to privilege abstract, propositional ('know that') knowledge that he criticised for placing students at a considerable distance from the demands of the everyday professional world. Neophytes, Schön asserted, were not adequately prepared to cope with the messiness, uncertainties and challenges – the 'swampy lowland' (1983: 42) – of everyday professional life. Schön (1983: 69) proposed a new 'epistemology of practice' in which the traditional theory-practice relationship was inverted, and practice competence was placed at the core of professional training. This he referred to as the 'reflective practicum' (Schön, 1987: 157-172).

Heralding an education in 'professional artistry' (Schön, 1987: 22), research-based knowledge was to be framed by the arts of problem solving, implementation and improvisation which could be used as tools for mediation in the use and application of theoretical knowledge. This would, Schön maintained, build on what he referred to as 'knowledge-in-action', that is action which is 'tacit, spontaneously delivered without conscious deliberation' (Schön, 1987: 28). Where an outcome is unexpected, the 'surprise' generates reflection-in-action, that is, the questioning of assumptions underpinning knowledge-in-action, giving rise to on-the-spot experimentation (Schön, 1987: 28). Together with reflection-on-action – making sense of an action that has already happened (Schön, 1983; Eraut, 1994) – professionals can build a repertoire that will inform future, similar situations; that is, they can generalise from the specific (Schön, 1983) and thereby generate new knowledge.

There is considerable literature critical of Schön's work (for instance, Eraut, 1994, 1995; Erlandson, 2005; Kotzee, 2012; Newman, 1999) that is beyond the scope of this review. What is relevant, however, is that in Schön's critique of technical rationality a spotlight alights on the academy - the site of this research study - and disciplinary knowledge. I wish to address this by first outlining an understanding of disciplines, the fundamental organising mechanisms of disciplinary knowledge in the academy, before considering TE as a discipline (Loughran, 2009).

2.3 Locating the study in the academy: disciplines as socio-epistemic entities

> All disciplines, in order to be disciplines, have objects of study, and in order to be robust and stable, display objectivity – that is to say, they possess legitimate, shared and stably reliable means for generating truth. Truth is, by this account, a stable partnership between the objects of study and an informed community of practitioners (Young & Muller, 2016: 75).

Here attention is drawn to both the epistemic and social dimensions of disciplines. The nature of the objects of study and those engaged in that partnership account for differences between disciplines: dimensions of disciplinary knowledge are said to shape unique disciplinary attitudes, behaviours and beliefs, and the form a discipline takes may influence its security and trajectory in the academy.

Biglan (1973a, 1973b) differentiated disciplines and his resultant typology continues to resonate today (Simpson, 2017; Tight, 2019). He distinguished between *hard* and *soft* disciplines in terms of paradigmicity (Muller, 2009), that is, 'the degree of consensus or sharing of beliefs within a scientific field about theory, methodology, techniques and problems' (Lodahl & Gordon, 1972: 58). Biglan also distinguished between *pure* and *applied* disciplines that reflected the 'degree of concern with application' (Becher, 1989: 11) of its disciplinary output. Specifically, and mindful of the risk of oversimplification, the *hards* have defined boundaries that help sustain theory development, are concerned with universal laws and causal propositions, and generate cumulative and generalisable findings. The *softs* are characterised by weak boundaries and theoretical architectures with relatively ill-defined objects of study. The *pures* tend to address themselves and not the external world of professions, for example, whereas the

applieds are subject to more external determinants, reflecting their orientation to outside problems. This hard-pure soft-applied continuum speaks to a discipline's *cognitive* dimension (Muller, 2009).

The hard-pure and soft-applied disciplines distinction can be traced back to a Durkheimian understanding of the distinction between the sacred and the profane. Sacred knowledge is not tied to specific contexts and extends beyond immediate experience. As noted by Muller & Young (2014: 130):

> its distinctiveness lay both in its non-context boundedness and in its internal connections that relied on ties internal to the body of knowledge itself, not on external relevance or utilities.

Profane knowledge, on the other hand, is tied to specific contexts and concerns practical considerations in the material world. It is of value within those contexts but with limited generalizability beyond them (ibid.).

Becher (1989, 1994) expanded Biglan's typology, considering the *social* dimension in terms of convergent/divergent and rural/urban continua (Becher, 1989). *Convergents* conform to agreed methodologies and standards and represent relatively stable research elites. *Divergents* accommodate intellectual promiscuity that leave them vulnerable to shifting research standards (Trowler, 2012). The rural/urban dichotomy speaks to the degree of 'social connectedness' (Muller, 2009). *Urban* disciplines, for instance, have a high people-to-problem ratio and thus engage in highly collaborative research endeavours. The *rural* disciplines, on the other hand, enjoy a lower people-to-problem ratio and hence less collaboration.

The Biglan-Becher typology, while useful 'shorthand representations of complex realities' (Krause, 2014: 4), has been called into question. For example, within academic tribes (Becher, 1989) there are individuals who may hold different ideological orientations that in turn will affect how they view their discipline. This less essentialist account (Trowler et al., 2012) challenges the power of disciplines to condition practices of its disciplinary custodians, that is, the knowledge structure is not necessarily the driver of disciplinary cultures (Trowler, 2014). Individual academic identities shape and

are shaped by 'a continual ebb and flow of power and dialogue between institution, individual, and stakeholder groups' (Trowler et al., 2012: 258).

Regarding the epistemic dimension, the impact of substantial changes in higher education (HE) globally and within disciplines have seen the rise of inter-, multi- and trans-disciplinarity. This reflects shifting disciplinary boundaries and the influence of massification of HE (Altbach, 2013). The exclusivity of the university as the main site of knowledge generation in an increasingly market-led, internationally competitive, technical and modern knowledge-based society (Furlong & Whitty, 2017; Young & Muller, 2016) is thus challenged. The work of Gibbons et al. (1994) and their categorisation of Mode 1 and Mode 2 knowledge production is relevant here.

Gibbons et al. (1994) posit that knowledge production cannot be confined solely to traditional research in the academy as represented by Mode 1 knowledge for, in Mode 1:

> problems are set and solved in a context governed by the, largely academic, interests of a specific community. By contrast, Mode 2 knowledge is carried out in a context of application. (Gibbons et al., 1994: 3)

Mode 2 knowledge emphasises the tacit components of knowledge (ibid.), grounded in contexts for which solutions are sought to problems, characterised by trans-disciplinarity such that it is:

> more socially accountable and reflexive. It includes a wider, more temporary and heterogeneous set of practitioners, collaborating on a problem defined in a specific and localised context. (ibid., 3)

Mode 2 knowledge and the recasting of knowledge production as multi-site claims to address practical problems that require inter-disciplinarity to solve them. This has also seen outside stakeholders, for example, think-tanks and consultancies, having considerable influence in directing the type of curriculum offered by the academy (Millar, 2016). This has resonances with education as a discipline, which will be addressed in 2.4.

Whilst not discounting the value of 'useful applied research', Young & Muller (2016) argue that the Gibbons et al. (1994) thesis fails to recognise that innovations depend on conceptual advance that can be found predominantly in the disciplinary

communities within universities. A proclamation heralding their end would be premature, for 'disciplines seem almost obstinately to linger on' (Young & Muller, 2016: 74). As Henkel (2010) notes, disciplinary organisation as a model remains a powerful identifier to which newer epistemic communities aspire. It retains a key role in academic identity formation (ibid.; Bernstein, 2000).

It is on that basis that disciplines are socio-epistemic entities (Furlong, 2013; Hordern, 2014; Young & Muller, 2016) embodying both knowledge structures with epistemological properties and knowledge communities sharing cultural and social characteristics. These norms afford consensus on the value of knowledge and disciplinary procedures for evaluating knowledge claims that are internally generated (Hordern, 2018). It draws attention to the social realist perspective that avows both the objectivity and sociality of knowledge (Shay, 2014) underlining the core theoretical premise of languages of legitimation introduced in 1.2:

> The notion of legitimation highlights both the sociological nature of knowledge practices, as comprising strategies by actors socially positioned within a field of struggle over status and resources, and its epistemological nature as potentially legitimate knowledge claims. (Maton, 2014: 41)

2.4 Education as a discipline

To the question, what sort of discipline is education and specifically the sub-specialism of TE as an academic field within it: how robust and stable, and how well defined are its objects of study? After introducing education as a soft-applied discipline, this section first explores its epistemological properties with reference to knowledge traditions in TE in England, followed by an exploration of TEds and the TEd community. It will demonstrate that TE is a disciplinary specialism with a considerable degree of arbitrariness in its knowledge base. This is because as an academic field, it is a site of struggle amongst stakeholders and interest groups, namely the academy as an institution, government, employing colleges, TEds, professional associations and student-teachers, inviting questions over 'what' and 'whose' knowledge should predominate (Tatto, 2019). This suggests TEds as TE's disciplinary custodians may be challenged to form a defined academic identity with implications for their epistemic

community and its possession of reliable and legitimate processes for generating truth (Young & Muller, 2016).

The soft-applied region of education

Furlong (2013: 41) notes that 'what educational knowledge is, how it should be researched and … acquired in initial teacher education' has been a political struggle since the mid-nineteenth century. For universities, the study of education as an intellectual endeavour and the practical dimension of educating teachers are held in constant tension (Furlong & Lawn, 2011). Researchers and TEd scholars navigate that tension. This is a considerable challenge because the knowledge traditions are complex and unstable 'and their legitimacy has to be argued for in constantly changing institutional conditions and in changing relationships with different audiences' (ibid., 175).

To that end, education is a non-paradigmatic, idiosyncratic (Biglan, 1973a), soft-applied discipline (Becher, 1994; Muller, 2009; Neumann, 2001; Neumann et al., 2002) or 'region', Bernstein's (2000) term for fields that are at the interface between the pure disciplines, or 'singulars', and the fields of practice to which knowledge is applied. Regions are 'knowledge structures where several singulars are brought together within an integrating framework' (Young, 2008: 154). This implies a prioritising or ordering of knowledge relations; those based, on one hand, on abstractions and generalisations accordant with the intellectual field of singulars, and on the other, the particularity of specialised knowledges concretised in context, as is the nature of professional work (Barnett, 2006). Common to soft-applied disciplines is 'overlapping membership' across the academic community and professional practitioners' associations, the latter often strongly influencing curricula and research agendas together with client groups (Becher, 1994: 156). This also has implications for the institutional position of soft-applieds wherein 'perceived relevance is a strong criterion for determining funding support' leaving them 'particularly vulnerable to external pressure' (ibid.). Perceived relevance in education is (potentially) highly contested depending on whose perspective is privileged (e.g., that of government, employers, institutions, and academics) and how they respectively conceive of the issue or problem (Hordern, 2017). This, in turn, may determine the relative weighting of disciplinary-based and practice-based knowledge

deemed appropriate for teaching (ibid.). A further tension to navigate is whether knowledge for teaching is considered 'normative' or 'objective' (Furlong & Whitty, 2017). Normative refers to the moral, social and political values (Shay, 2012) attaching to the aims of education. An objective understanding emphasises the explanatory power of knowledge courtesy of disciplinary protocols for adjudicating knowledge claims.

Understanding education as a soft-applied region offers a useful lens into the infrastructure of knowledge production and validation for the purposes of professional education (Hordern, 2014) that helps set the conditions for the reorganisation of knowledge deemed suitable for curriculum and pedagogy (ibid.). Specifically, disciplinary and other knowledges must be selected, simplified, adapted and recast, that is, recontextualised (Bernstein, 2000) or transformed for a curriculum of learning. These 'selectively restructured' knowledges need to take account of the 'technological or organisational problems encountered in specialised work settings' (Barnett, 2006: 147). Barnett refers to this as 'reclassificatory recontextualization' (ibid.) resulting in a ''toolbox' of applicable knowledge'. Added to this layer of complexity is the need then to recontextualise it for pedagogy. Educational knowledge may thus be conceptualised differently depending on the different social sites in which it is developed and articulated (ibid.), for example, the college/school, academy, and professional bodies, as the following knowledge traditions will attest. This may have consequences. A region that lacks clarity on its disciplinary bases may see curricula lacking 'conceptual coherence' (Muller, 2009: 216). Cleaving away from the practical, occupational demands of the profession, however, may result in curricula and pedagogy lacking 'contextual coherence' (ibid.) thus leaving neophytes ill-equipped to deal with complex forms of problem-solving (Wolff, 2018) in line with Schön's critique of technical rationality. This at once acknowledges the complexities of knowledge for professional TE. Attempting to recontextualise different types of knowledge through a process involving dedicated classroom learning and intentional workplace experience to relate formal and informal learning, is a perennial problem for TE (Lucas, 2007) and its pedagogy.

In the TE community, a constructivist pedagogy that focuses on the learner as an active participant in the acquisition of knowledge is predominant (Beck, 2019; Schleicher, 2012). This, in turn, has a bearing on the nature of assessment of professional learning. In addition to essays and project-based assessments, for example:

> peer and self-assessment tasks are more common, the intention being to improve self-reflection and practical skills… [G]uidelines for marking and grading are typically ambiguous, because many of the practical skills students are expected to demonstrate are inexplicit and difficult to specify in precise terms. There is, therefore, more need for constructive, informative feedback on assessment tasks (Neumann et al., 2002: 409).

Having described in general terms the soft-applied discipline of TE, with a brief description of potential implications for curriculum and pedagogy, I now examine more closely its knowledge dimension. This is followed by a review of the social dimension as it pertains specifically to the TEds as knowers and their ways of knowing. These sets of literature draw attention to the enduring debates about the types of knowledge appropriate to TE and the role the academy should play. Drawing attention, inter alia, to the permeability of its disciplinary boundaries, (in)security of its institutional position and vulnerability to external determinants shaping its form and focus, it reinforces the point that these disagreements have implications for the field and its disciplinary custodians. Collectively this suggests consequences for academic TE as a 'research-informed, research-oriented or research-based' (Menter & Murray, 2011:2) specialism. Note that the epistemic and social dimensions are not necessarily sharply distinct but are employed for clarity of presentation.

2.4.1 The knowledge dimension: knowledge traditions

Furlong & Whitty (2017) identify three clusters of knowledge traditions in the study of education that I selectively draw upon when considering TE in England. The first cluster relates to academic knowledge or 'singulars' (Bernstein, 2000); the second considers practical knowledge; and the third is categorised as integrated knowledge traditions.

Academic knowledge traditions

Representing a multidisciplinary set of discourses (Furlong & Whitty, 2017; McCulloch, 2017), the 'traditional' or foundation disciplines of education (Furlong, 2013) are

sociology, psychology, philosophy and history of education. They represent the canon (Lawn & Furlong, 2011). Although emerging at different times (McCulloch, 2017), they were collectively dominant from the 1960s through to the 1980s (Bridges, 2006) on 'the assumption … that disciplinary knowledge, however abstract in itself, could be a direct guide to practice' (Furlong & Whitty, 2017: 19). Hirst (in Hirst & Carr, 2005: 618) argued that teachers needed theoretical understandings afforded by these specialisms, independent of context, so that they may develop practical wisdom based on theoretical reason 'if it is to begin to be reflectively adequate to all the complexities of educational situations and their possibilities'. A central role for systematic conceptual knowledge in the form of these disciplines, produced and iterated within the academy (Tatto & Hordern, 2017) would therefore afford a sound basis upon which teachers could build professional judgement.

By the 1980s, there was growing concern as to the relevance of this foundations approach (Carr, 2006). It was perceived that the knowledge generated was not so easily relatable to the discourses circulating within the field of educational practice (ibid.) and teaching practice. Following Schön (1983, 1987) and others (e.g., Eraut, 1994), it was claimed that the tacit nature of much of the knowledge within the 'swampy lowland' (Schön, 1983: 42) of the professional world could not be captured or reflected in theoretical, disciplinary-based knowledge. In England, since then, there has been a tendency by government and policy makers to question its relevance and applicability. An emphasis on practical knowledge has been the result (Furlong & Lawn, 2011).

At first glance, practical knowledge, often perceived as 'knowledge largely free of formal concepts and theories, learned by experience, and instrumental for performing concrete tasks in concrete settings' (Freidson, 2001: 31) may be conveniently contrasted to academic knowledge. This distinction between academic and practical knowledge, however, is not clear-cut, for the latter is ''inflected' with elements of academic knowledge' (Furlong & Whitty, 2017: 30). Young & Muller (2014a) make a similar point regarding pure and applied knowledge; that is, knowledge specialised to develop conceptually and knowledge specialised to a contextual purpose. Young & Muller (2014a: 9) say that the interrelatedness of these two specialised knowledge forms 'co-opted parts of the other for its own purpose' meaning:

> contemporary for-purpose 'professional' knowledge has, embedded in it, conceptual cores of different sorts; and likewise, much contemporary theoretical knowledge has roots in technical solutions reached in advance of basic science to explain it.

This reinforces the point that the theory-practice binary is not so easily rendered. Teachers, for example, certainly need procedural knowledge to *know how* to do things by drawing on techniques and skills for teaching. Crucially, these various kinds of know-how are dependent upon conceptual knowledge (Beck, 2009; Freidson, 2001; Muller & Young, 2014; Winch, 2004). The degree of 'inflection' and relative weighting of theoretical cores within practice knowledge that at the same time must consider particularities of situated practices, are issues that underscore what Furlong (1996: 155) has described as the 'endemic uncertainty' of professional teacher knowledge. With that caveat in mind, I turn to the practical knowledge traditions.

The practical knowledge traditions

Carr (in Hirst & Carr, 2005) debunked the role of generalisable educational theory. Later, he argued that it was:

> simply an expression of a widely felt need to ground our beliefs and actions in knowledge that derives from some authoritative, external and independent source. (Carr, 2006: 137)

He suggested that no such authority exists. Given the complex interplay of context, emotion, artistry and theoretical knowledge in teaching, Carr & Skinner (2009) suggest that educational theory cannot be the sole preserve of academics and researchers working in a de-contextualised zone, separate and abstracted from the everyday concern of practitioners in their classrooms. One implication to draw from this is an orientation to a craft knowledge basis for teaching.

Teaching as craft knowledge

Whilst there are different conceptions of 'craft' knowledge (Gamble, 2006), teaching as craft relies on teachers gaining teaching knowledge from practice (Barnett, 2006; Winch, 2012). The classroom is the primary locus of ITE (Winch, 2012): a teacher learns by immersion in the classroom with an experienced mentor, akin to an apprenticeship. Teaching is a form of know-how developed through situated, context-specific practices

allowing student-teachers to gain practical knowledge 'derived from a mixture of tradition, maxims, dogma and rules of thumb' (Carr, 2006: 138).

This practical knowledge tradition privileges 'the particular, contingent, and the culturally specific' (Shalem & Slonimsky, 2014: 202). One could point here to the influence of Polanyi's (1966: 4) conception of the tacit dimension to knowledge, based on the premise that 'we can know more than we can tell', that which cannot be codified but embodied within the practitioner by exposure to practices, situations, and more experienced others. It is evidenced in models of practice such as the Dreyfus and Dreyfus (1986) model of skill acquisition involving five stages from novice to expert, a model underpinned by its authors' emphasis on *'knowing how'* rather than '*knowing that'* (Dreyfus and Dreyfus, 1986: 4, original emphasis). It is manifest in Schön's (1983; 1987) reflective practitioner model. In the context of a professional's expertise, knowledge is thus exercised in a 'fluent way without passing through cognition at all' (Young & Muller, 2016: 209) reflecting Winch's (2010: 138) depiction of these practice knowledge traditions as fluency theories:

> Fluency theories make the claim that an essential, or almost essential, feature of expertise…is the fact that their performance is not only of a very high quality in relation to the standards appropriate to that field, but that it is conducted without hesitation, with rapidity and in such a way that the expert is not able to give a full account of what it is that he or she does, such that a non-expert could become one through listening to and acting on such an account.

The key is the role of experience, gaining a feel for teaching work. To varying degrees, this conception of teaching as craft-based has been evidenced in official policy in England since the 1980s (Beauchamp et al., 2015; Kuhlee & Winch, 2017; Whitty, 2016), the implications for university TE of which were addressed in chapter 1. The coalition government's White Paper of 2010 noted:

> Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice. (DfE, 2010: 19)

In a speech to the National College Annual Conference, the then Secretary of State for Education, Michael Gove (2010), commented:

> Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom.

Arguably, fluency theories and the practical knowledge tradition acknowledge that the academy is not the exclusive realm for knowledge production in accordance with the Gibbons at al. (1994) thesis. Nonetheless, it has been critiqued as representing a reductive anti-intellectualist position (Kotzee, 2014; Shalem & Slonimsky, 2014). Downplaying of a 'systematised conceptual reservoir of teaching' and an emphasis on 'tools for practice' (Shalem & Slonimsky, 2014: 198), and reliance on individual experience and intuition, can render the professional educator an 'idle wheel' (Kotzee, 2014: 171). This can lead to 'parochial knowledge' (Goodson, 2003: 130) circulating outside the academy. Such knowledge would be cut off from the academy's protocols that warrant 'intellectual critique', in turn limiting 'the development of teachers' cognitive maps of power' (ibid., 130). Referring to the lack of agreement as to the existence of a body of empirical theory for teaching, Winch (2004: 190) makes the point that, regarding the reliance on conceptions of teaching as craft work:

> (o)ne can only contribute to applied theory if there is a body, however tentative, of applied theory to contribute to, and one can only become a practitioner of applied theory if one has acquired that theory in the first place.

This weakening of the region of professional TE knowledge, then, presents a challenge for curriculum designers. McNamara & Fealy (2014: 166) argue that:

> [c]urricula based on weak regions tend to be characterised by a carrier bag assortment of 'topics' addressed by means of attenuated versions of disciplinary knowledges, detached from their disciplinary matrices, together with attempts to instil generic competencies and graduate attributes. They may be delivered by teachers who are not specialists in the disciplines being plundered and who are often long removed from the relevant professional practice context…This is a recipe for the reproduction of failure.

This form of professional TE can, therefore, downplay epistemological and sociological debates about education and mask, if not appear to render immaterial to the student-teacher, a conceptual and normative framework of education (Winch, 2012). That is to say, a view of what counts as teacher knowledge grounded in abstract principles, is contestable and subject to critique in line with protocols for establishing truth claims;

and the value position underpinning the purpose of education for learners, teachers and society (Furlong & Whitty, 2017). Thus, according to critics, craft-based accounts of teacher knowledge as rendered here contribute to a devaluing of the professionalism of teaching (Abbott, 1988; Gamble, 2010; Loo, 2014; Shalem & Slonimsky, 2014; Shalem, 2014; Winch, 2004).

Teacher competences and standards

Associated with perhaps the most instrumentalist interpretation of teaching as craft lies the notion of teaching as a technical activity manifest in competences and standards. Invoking Bernstein's (2000: 59) critique of 'trainability', where practices are detached from a disciplinary base and hence offer no basis for professional or intellectual identity formation (Beck, 2002), Beck & Young (2005) refer to this as a drift to 'genericism'. This is where the professional logic is subordinated to the logics of the market and/or the State (Beck & Young, 2005; Beck, 2008; Freidson, 2001). Rather than the professional *education* of teachers, here the context of the particular focuses on professional *training* (Furlong & Whitty, 2017) in competences and skills attuned to meeting the demands of government and its agencies (e.g., Ofsted). Standards afford governments the opportunity to control the work of teachers and education (Sachs, 2016) through, for example, accountability regimes that demand reporting on student outcomes or teacher performance. The effect, suggest Groundwater-Smith & Mockler (2009: 8), is deflection away from 'an understanding of the complexity and nuance of teaching practice' and stifling of debate to engender a compliant teaching profession (Sachs, 2016). Down (2012: 66) offers that teacher standards thus operate in 'insidious ways' perpetuating 'commonsensical ideas' regarding teaching and denying a space for normative considerations of the ethical and moral basis for education. For PCET, the standards-led, outcomes-based competence model of in-service teacher training drawing on a set of overarching professional standards (LLUK, 2006) is relevant. These standards made minimal reference to specific knowledge, instead resting on generic competence statements open to interpretation (Lucas, 2007; Nasta, 2007). The since revised standards (ETF, 2014) reinforce this.

The under-specification of disciplinary knowledge (Taylor, 2014) and educational theory (Marshall, 2014) in teaching standards would suggest that TEds in the academy have

considerable scope in choice of content, strategies and means of developing curricula, possibly more crafted to the needs of student-teachers in specific contexts. These may then represent 'local, organisational and workplace knowledges that have no explicit link to disciplinary knowledge' (Hordern, 2017: 205). This may deprive student-teachers 'the systems of meaning in disciplinary knowledge', where content of the curriculum is 'disaggregated so that it consists of isolated 'bits' of knowledge' (Wheelahan, 2010a: 106). The scope of student-teachers' professional development is thus limited (Ulvik & Smith, 2019). The extent to which TEds may defer to this characterisation is addressed in 2.4.2.

Integrated knowledge traditions

The practical knowledge traditions emphasise tacit, situated knowledge. One means by which this type of knowledge can be explored and articulated is through networks of professional knowledge, with TEd scholars working in partnership in 'hybrid spaces' (Zeichner et al., 2015: 124). It speaks to the idea that, even where the practical view is dominant, it does not necessarily mean that research is side-lined (Alvunger & Wahlström, 2018). Hargreaves (1999; 2003) heralded professional knowledge generation in the school with practitioners as the main source of such knowledge (Hargreaves, 1999). It may be claimed that its growing influence in educational thinking and policy in England (Hordern, 2018) was in reaction to the perceived relative practical irrelevance inhered in the traditional hierarchies of disciplinary knowledge (ibid). There can, however, be important implications for cumulative knowledge-building in the field if, as noted by Hordern (2018: 588-589), this form of knowledge generation does not hold itself up for scrutiny using 'criteria for judging truth claims developed through disciplinary processes'. Instead:

> those with power to define the current context of 'practice', in particular in England governments and leaders of educational organisations, set the terms for what counts as valid knowledge (ibid.),

thus potentially rendering more or less redundant the role of the disciplinary community.

Associated with this, albeit in less formalized forms, is practitioner enquiry and action research as part of teacher-research communities (Lytle & Cochran-Smith, 1992). Often

self-evaluative and highly situational knowledge, drawing on existing literatures (Furlong & Whitty, 2017), it reflects 'the democratisation of the research process' (Furlong, 2013: 38). This is considered a valuable form of continuing professional development for teachers, affording them roles 'as agents and source, and not the objects, of reform' (Winch et al., 2015: 207) with its associated benefits for professional empowerment and (potentially) autonomous judgement (ibid.).

One challenge for the discipline of education, and its sub-specialism of TE, is how this local, context-specific knowledge relates to the already existing formal, public disciplinary knowledge. There can be, in other words, considerable reinventions of the wheel (Furlong, 2013) with much of the knowledge not made publicly available for critical scrutiny to test its robustness (Furlong & Whitty, 2017; Wyse et al., 2018). Indeed, as Furlong (2013: 84) notes:

> Practitioner enquiry that simply celebrates might well be a useful professional development for those teachers who engage in it but, by definition, cannot count as research. As a result, it has a somewhat problematic role in the development of the discipline.

Summary

TE is a soft-applied discipline or region where theoretical and contextualised knowledges converge to support a field of professional practice (McNamara & Fealy, 2014) but where questions of TE's form, legitimacy and location (ibid) persist. There appears to be no agreed foundation on which to base the privileging of either theoretical or practical knowledge nor, indeed, how and where such knowledge is produced or acquired. This is due in part to the claim that teachers' knowledge is tacit hence theoretical knowledge is not seen as central to the acquisition of professional knowledge (Shalem & Slonimsky, 2014). At one end of extremes, theoretical knowledge, offered as a means of developing practical wisdom based on theoretical reason (Hirst in Hirst & Carr, 2005), is considered too academic and remote from the exigencies of practice. At the other, practical knowledge, encapsulating much of what is tacit, situated and highly contextualised, is conflated with a technical-rational model of competence (Furlong, 2013; McNamara et al., 2014). Whilst neither knowledges are separate and distinct, but rather holistic and integrated (McNamara et al., 2014), they

are reflected in arguably unhelpful bifurcations associated with teacher knowledge, such as pure/applied; conceptual/contextual; and abstract/concrete.

Of further relevance for this study is how the TEds as scholars in an epistemic community are positioned by these contested disciplinary traditions. Arguably, contestability of teaching knowledge extends to the knowledge base for specialist TE work. As the literature following will demonstrate, lack of agreed, codified knowledge shaping TEd consciousness would suggest an uncertain academic identity. This has implications for new knowledge production, professional autonomy, and communal cohesion for an epistemic community of scholars who may struggle to secure control over their field.

2.4.2 The social dimension: TEds as knowers and their ways of knowing

What is distinctive about the TEd in the academy, unlike their school- and college-based counterparts, is that simply put, they are members of the university (Furlong, 2013). They generate and have access to theoretical knowledge based on their and others' research; they are members of an institution 'that insists that they subject their own knowledge, their skills and their values to critical scrutiny' (Furlong, 2013: 179). The capacity of the university-based TEd community to generate new knowledge will also rest in part on the existing knowledge base of the TEds and their ability to surface, articulate and communicate their own assumptions and tacit knowledge about their practice (Korthagen et al., 2005; Loughran, 2006). It may reasonably be claimed that if neophyte teachers across all phases of education are to have access to differentiated forms of knowledge, able to rise above the specificities of context, they will need to be taught by specialists in both practice and theory (Loughran, 2009; Winch, 2004). TEds should be able to provide meta-commentary (Lunenberg et al., 2007; Ruys et al., 2013) that explicates underlying philosophical and pedagogical perspectives, linked to relevant publicly available theory (Ruys et al., 2013; Swennen et al., 2008). However, Swennen et al. (2008: 532) suggest that studies indicate that TEds fail to do this, instead relying 'solely on personal experience, implicit theories and common sense'. This may reflect the nature of teacher education standards and the knowledge base of TEds.

Absence of teacher education standards and codified knowledge base

There are no formal professional formation, induction and mentoring programmes for TEds in England (Eliahoo, 2017) nor in many countries in Europe (Dolan, 2019; Myrdal et al., 2013) and in the US (Goodwin et al., 2014). Further, there are no *agreed* standards or a codified knowledge base for TEds (Goodwin et al., 2014), although attempts have been made to define one, despite its complexity (Murray, 2008b). This has been mainly part of accreditation frameworks (Murray, 2014) the most notable of which are those originating from the Association of Teacher Educators in the USA (ATE, 1992) as well as the standards and knowledge domains identified by the Dutch teacher education association (Lunenberg et al., 2014). As with *teacher* standards, interpretation of *TEd* standards may be variable and the potential for using them as a tick sheet noted (Koster & Dengerink, 2008). Kleinsasser (2017: 1039) suggests that authors writing about TEd knowledge also 'tend to mesh teacher educators' knowledge and work'. Goodwin & Kosnik (2013) argue that, whilst standards are necessary, they lack specificity regarding TEd preparation for TE work.

Ball et al. (2014: 331) caution that, in the absence of formal induction programmes accompanied by an agreed, conceptual knowledge base, the seductiveness for the TEd of the 'familiar', courtesy of a 'vast reservoir of experience', may result in convictions which 'may have the status of knowledge' because they may be shared amongst the TEd community. However, if this 'wide range of untested assumptions and biases, the product of unexamined experience and cultural myths' (ibid., 331) go unchallenged or unexplored the professionalism of TE and its TEds will be impoverished.

In respect of a disciplinary discourse grounded in a pedagogy of TE, Loughran (2006) suggests it should address three inter-related apsects: TEds teaching about teaching, student-teachers learning about teaching, and student-teachers learning about learning. Noting the complexity of developing a pedagogy of TE (ibid.), he nonetheless contends:

> Teacher education must be comprised of scholars with expertise in, and of, teaching; in the field of teacher education, the content must surely be teaching. Teacher education is teaching teaching; teacher education scholars must therefore be expert pedagogues with sophisticated knowledge and skills

> of teaching teaching, which is the central content of their discipline and their field of scholarly endeavor. (Loughran, 2009: 198-199)

TEd hybrid identity and implications for professional development in the academy

Much of the literature on and by TEds from different countries relates to formation of a TEd identity as academic worker (Kleinsasser, 2017; Murray & Male, 2005; Murray & Kosnik, 2011; Swennen & Volman, 2019; Swennen et al., 2010). As a concept, identity can be difficult to define (Beauchamp & Thomas, 2009) drawing on and relating theories from psychology, sociology, anthropology and inter-disciplinary fields such as cultural studies (Holland et al., 1998). From a sociocultural perspective (Beauchamp & Thomas, 2009; Swennen & Volman, 2019) identity is considered in the literature as a concept combining the:

> intimate or personal world with the collective space of cultural forms and relations…lived in and through activity…conceptualised as they develop in social practice. (Holland et al., 1998: 5)

Regarding the professional identity of TEds, the cultural space is TE and the TEds' personal sense-making of their experiences in that space (Swennen & Volman, 2019). The interaction between a TEd's personal philosophy and professional practice (Beijaard, 2019) suggests it is not something fixed and imposed (Sachs, 2005) but rather a continuing construction and re-construction (Swennen & Volman, 2019) as TEds negotiate past histories with social, institutional practices and values that form their present professional contexts (Murray et al., 2019a; Williams, 2010). The professional identity of TEds is therefore more than self-understanding (Kelchtermans, 2013) and can shift over time (Beauchamp & Thomas, 2009; Murray et al., 2019a). There are resonances here with Bourdieu's habitus (chapter 3). For TEds in academic TE-PCET, whose voices are absent in the academic literature, this is explored in detail in Chapter 6.

A related body of literature considers the place of TEds within the university, exploring their experiences of transition from the school-based teacher to the university-based TEd (e.g., Boyd & Harris, 2010; Field, 2012; Murray & Male, 2005). Murray & Male (2005: 126) conceptualise academic TEds as 'first-order practitioners' (schoolteachers) working in the 'second-order' settings of the academy where, as second-order

practitioners, 'their academic 'discipline' is their knowledge of schooling'. This serves to highlight an important distinction: that between a field of research in *teacher education* and a field of research in *teaching* (Grossman & McDonald, 2008). A cultural transformation on the part of the TEd is required, 'from normative to analytical, from personal to intellectual, from particular to universal, and from experiential to theoretical' (Labaree, 2003: 13). Murray et al. (2011) in their study of schools-sector TEds' construction of their identity within two university departments in England, note that very few TEds come to the academy with doctorates or experience of research. These concerns are reflected in a growing body of literature that considers the professional development of TEds in the school sector (see, for instance, Van der Klink et al., 2017) and for the PCET sector (Crawley, 2016; Eliahoo, 2017).

That literature suggests the need for research capacity-building amongst the university-based TEd community (Christie & Menter, 2009; Menter & Murray, 2011; Murray et al., 2009a,b; Willemse & Boei, 2013). This may be challenging. A study by Murray (2008a) looked at the induction of new TEds in pre-service training as a form of work-based learning and immersion into informal research and teaching practices as part of micro-communities of practice. This study raised concerns regarding the consistency and quality of induction, with the author calling for a curriculum of induction for TEds. As Ellis et al. (2013: 277-278) report, there seems to be limited possibility for university-based TEds progressing through a defined academic career structure, given that they are 'denied opportunities to accumulate academic capital from their labour within the value systems of higher education where research activity is prioritised'. This reflects their positioning within the university as 'uneasy residents of academe' (Ducharme & Agne, 1989: 67) and TE's historically low status (Murray et al., 2019b; Murray, 2008b) and marginalisation (Murray, 2007; Rothblatt, 2011) in the academy.

Hatton (1997) and Maguire (2000), however, draw attention to the structure and status of the institution as being a determinant of professional attributes of TEds employed there. This suggests that ITE is 'highly differentiated and internally divided' (Maguire, 2000: 1) and where, in prestigious research-intensive universities, for example, there is greater likelihood of positive engagement with research practices (Ducharme & Ducharme, 1996; Reynolds, 1995). Ellis et al. (2012) undertook research surveying job

advertisements for TEds and conducted interviews with senior figures in education departments in English universities. They highlighted how TEd academic work was conceptualised differently between the 'old' and 'new' universities[1] which 'related to questions of research and the capacity of teacher educators to develop a 'research profile'' (p691). In the old research-intensive universities, Gleeson et al. (2017) claim TEds are required to serve two masters, one reflecting the need to have currency with the professional field of schools and the other to satisfy research commitments and associated publication in peer-reviewed journals. This reflects 'a contradiction between research productivity and professional credibility' (Ellis et al., 2012: 691) and the TEd in such institutions a 'hybrid category of academic worker'. This contrasts with the new universities whose leaders conceptualised TEd work as:

> an exceptional category, somewhat distinct from the rest of the institution, with different expectations made of them and different institutional goals. (ibid., 691)

Boyd & Harris (2010: 12) studied sixteen TEds appointed within the previous four years at one English institution, described by the authors as 'not a 'research-intensive' university'. The study explored becoming a university-based TEd and it found that TEds did not identify as active researchers or academics. TEds' expertise was grounded in the classroom and they did 'not appear to value strong links between research activity and teaching' (ibid., 20). Their identity as practitioners appeared 'to constrain the priority they give to scholarship and research activity' (ibid., 13).

Mayer et al.'s (2011) study into Australian TEds' trajectories highlighted the accidental nature of the transition from school to academy, their choice of career as TEd not a conscious one, with attendant implications for their role as academics. Those who identified with expertise in the classroom tended to emphasise practical knowledge over peers with less practical experience and more research expertise. The authors noted that, following TEds' recruitment into university TE resting on expertise as practitioners, they had a 'growing realisation of the requirements of the role a

[1] As noted by Murray (2008b: 31,n1), 'old' universities were pre-1992 institutions established by charter and tend to be more research-intensive. The 'new' universities are post-1992 institutions established by statute. Many were former polytechnics with a focus on vocational and professional course programmes.

university academic plays' (Mayer et al., 2011: 257). This may result in a rejection of the profane duties associated with teaching and a move to 'embrace research, sometimes moving out of the field of learning to teach as their focus of scholarship' (ibid.). A survey of 18 European countries conducted by the European Commission found that a third of the countries reported TEds moving away from TE to more distinct disciplinary areas (Caena, 2012). It is incumbent on the teaching profession and academe, therefore, to:

> understand the role of 'teacher educator' within the context of 'academic' as one with its own field of research and scholarship as well as an informed knowledge base about learning to teach. (Mayer et al., 2011: 247)

The authors go on to suggest that it could be argued that TE 'is a specialised field without specialists' because of TEd academics 'falling into' the work (ibid., 258). Goodwin (2019: v) makes a similar point, suggesting that TEds in the academy lack a distinctive disciplinary identity and TE positioned 'as a field without a knowledge base'. It is noted that these studies concern the compulsory schools sector. The extent to which these findings may apply to TE-PCET, considering the distinctiveness of academic TE-PCET as a specialised field and its claims to a specialised knowledge base as articulated by its TEds, are explored in this thesis.

The 'tribe' of teacher educators: an epistemic community of scholars?

Research on identity formation, professional learning and development has tended to concentrate on the individual and their individual professionalism (Hadar & Brody, 2017) rather than the profession (European Commission, 2013). Relatedly, few professional organisations (ibid.) exist that could regulate the quality of TEds in the legislator role (Guile, 2014). Part of the role of a professional organisation would be to agree knowledge appropriate for the profession. In England, there are professional associations, such as the Teacher Education in Lifelong Learning (TELL) network, an informal community of members who meet, conduct seminars and promote collective interests. This extends beyond university-based TEds to include college-based TEds and mentors. There is also in England an institutional network, the University Council of Teacher Education (UCET) to that end.

There is nevertheless a growing body of literature that explores engagement with and involvement by 'certain professional sub-groups' (Murray, 2017: 1017) as part of a

professional learning community (Hadar & Brody, 2010) of collaborative inquiry (Dinkelman, 2011) in the field of self-study of teacher education practices (S-STEP). It has generated considerable literature: the *International Handbook of Self-Study of Teaching and Teacher Education Practices* (Loughran et al., 2004), a dedicated journal*, Studying Teacher Education A journal of self-study of teacher education practices*; and to date, since 2005, nineteen volumes of the Springer publishers' book series, *Self-Study of Teaching and Teacher Education Practices*. This is largely in response to the 'growing momentum for the articulation and development of a pedagogy of teacher education' (Loughran, 2006: 173). It is interesting to note that an accepted pedagogy of TE does not currently exist (Boyd et al., 2007; Field, 2012; Loughran, 2006). Field (2012: 824) suggests that, if it did, given the 'accidental' transitions to TE work, it would be developed in an 'ad hoc fashion'. Nevertheless, Loughran (2011: 285) claims that, S-STEP:

> with its focus on teacher educators as researchers of their own practice, has raised the stakes in relation to research. S-STEP has created new opportunities for teacher educators to question what research is and how it should be done because of this focus on practitioner inquiry.

This valuable body of literature has also supported understandings of becoming a TEd, negotiating identities as practitioners and academics, and about continuous learning to be a TEd through sustained enquiry. The S-STEP movement partly reflects the:

> long traditions of practitioner engagement in small-scale and often informal action research, often seen as a vehicle for professional improvement or renewal. (Murray et al., 2011: 272)

Loughran (2011: 284) speaks of the importance of reflection as a key means for a TEd academic 'to embrace the world of ideas, theories, research and practice that matter in shaping a pedagogy of teacher education'. For TE-PCET, Azumah-Dennis et al. (2016: 10) suggest that a TEd's 'capacity to critically reflect is partly what defines the PCET teacher and teacher educators' being'. The authors go onto claim that not only does reflection pertain to a characteristic of TEd quality but also in self-study it underpins the basis of an approach to research and scholarship (ibid., 10). This work informs one's scholarly identity as a TEd of teaching and learning expertise (Loughran, 2011).

In their systematic literature review of S-STEP, Vanassche & Kelchtermans (2015) highlight the challenge for the TEd S-STEP researcher in navigating boundaries of rigour and relevance. This involves the personal and/or professional development in tension (potentially) with a grounding in a publicly accessible knowledge base for TE. This mirrors the concern raised in 2.3. The 'so what?' question is resonant if the value of the research output claims do not, and cannot, extend beyond the particularities of practice. Thus, S-STEP has not particularly focused on developing an academic knowledge base (van der Klink et al., 2017) for a pedagogy of TE despite that being how it has been promoted (Snoek et al., 2011).

Leading proponents of S-STEP (e.g., Berry, 2007; LaBoskey, 2004; Loughran, 2007, 2010; Zeichner, 2007) acknowledge the need for the S-STEP movement to conceptually, theoretically and methodologically (Zeichner, 2007) build on existing work in the field. Loughran (2010) claims that there are examples of self-study research that contribute to public knowledge that offer conceptualisations for others to examine and build upon. He is, nonetheless, mindful of its tendency to context dependency. As Zeichner (2007: 37) avers:

> Although there is clear evidence in many self-studies in teacher education that the teacher educators who conducted them benefited from the research experience in a personal way and became better teacher educators as a result, there has been little attention to how we can begin to accumulate knowledge across these individual studies in a way that will influence policy makers and other teacher education practitioners.

Vanassche & Kelchtermans (2015: 520) found a number of S-STEP studies where the use of 'concepts, theories, models' were 'unclear, ambiguous or implicit'. These studies reflected personal interests, were 'mostly descriptive-reflective … and developed largely independent of existing theories, concepts or hypotheses' (ibid.). Certainly, as Labaree (2003: 17) notes, the nature of educational research is 'normative, practical, experiential, and particularistic'. This suggests that, despite growth in consortia, journals and book series, in knowledge terms it tends to segmented knowledge and therefore may lack the means of conceptualising practices in ways that can capture similarities and difference across contexts.

The foregoing has focused almost exclusively on TEds for the TE-schools sector based in the academy, highlighting the scarcity of literature on TEds for PCET. As noted in 1.2, there is a paucity of academic literature on TEds in PCET and their knowledge and skills (Crawley, 2013; Eliahoo, 2014; Noel, 2006; Thompson, 2014; Thurston, 2010).

PCET TEds

Referencing her doctoral study exploring the professional development needs of beginning and experienced TEds in PCET in the south of England, which included both university-based and college-based TEds, Eliahoo (2017: 187) revealed a 'particular animosity' to doctoral qualifications for TEds amongst a survey of 70 TEds working in TE-PCET. In the survey almost two-thirds of participants disagreed with the need for a professional doctorate (EdD). An even higher number of participants disagreed with the necessity for a PhD, as they felt that these qualifications 'could lead to the TEd becoming divorced from the needs of their students, appearing to be 'too academic' and working at 'too high' a level' (Eliahoo, 2017: 187). Instead, priority was accorded to practical knowledge, skills and experience.

This speaks to a degree of academic readiness that may partly account for Clow & Harkin's (2009) research findings of college-based TEds that highlighted the lack of any consensus on propositional knowledge used by them. This finding was reinforced in a study undertaken by Lucas et al. (2012). This research evaluated the then existing regulatory regime in shaping student-teachers' learning and professional development and the influence, inter alia, on the pedagogical practice of TEds in university-led ITE partnerships. Based on questionnaire and workshop data involving university-based TEds, there was no agreement on what was meant by the term 'learning theory', for instance, nor what theories should be covered in the curriculum.

> It seems that in practice the introduction of theory into ITT [Initial Teacher Training] courses is (and probably always has been) constrained by time, resources and *the knowledge and views of the teacher educators themselves*. (Lucas et al., 2012: 691, my emphasis)

A study by Aubrey & Bell (2017: 108) investigating how TEds in four large FE colleges and one university in England were impacted by the ITE reforms between 2000 and 2010 found that they employed 'their own professional and personal philosophies' to

avoid or subvert the intentions of the reforms. This individualist prerogative may have implications because research suggests that student-teachers are influenced at least as much by how they are taught as by what they are taught: 'who' is delivering rather than the 'what' of curricula content (Furlong et al., 2000; Loughran & Berry, 2005).

The relative lack of a sustained research culture amongst PCET TEds is acknowledged by Crawley (2018: 25-26). He argues that:

> TEds also need to more assertively claim their professional status, work together in new ways and engage in more research about their field, if they are to make their own future.

It is unsurprising that Crawley has been instrumental in the establishment of the TELL body to support that endeavour.

Summary

TEds tend to rely on experience, implicit theories and common sense in their work (Swennen et al., 2008). This may reflect in part the absence of formal preparatory programmes, a codified knowledge base and public standards for TEd work in England. Indeed, TEds' identity as first-order practitioners in a second-order setting of the academy suggests that they are challenged to develop an insulated academic identity and research-capacity. This may account for their relative marginalisation as academic workers, commensurate with the marginalisation of TE as a sub-specialism in the academy. Reinforcing the pervasiveness of reflection as a form of theorising professional work, the literature on TEds' work as researchers has tended to be on their own practices, drawing on reflective enquiry as part of the S-STEP movement where the focus has been on the TEd as an individual professional coming to know. The practices within S-STEP have not tended to contribute to a cumulative knowledge base to realise a disciplinary discourse centred on a pedagogy of TE (Loughran, 2006, 2009). There has been less focus in the literature on the community of TEd scholars beyond studies focused on small-scale innovation in micro communities of practice (Murray et al., 2019c) although S-STEP and dedicated journals represent fora to which the community can contribute.

2.5 Conclusion

Viewing disciplines as socio-epistemic entities and foregrounding the literature review with reference to the enduring debates about the role of disciplinary knowledge in the formation of professionals, the chapter considered education as a discipline in England given the central role TE plays in defining it and this study's exclusive focus on *academic* TE-PCET.

TE is a field shaped both by the disciplinary knowledges (the singulars) and the knowledges circulating in the social fields of practice thus forming the region. Given that it embraces the academy and schools (and colleges) as co-sites of teacher learning, it has been described as an ambiguous, ill-defined field (Murray et al., 2019a) on account of *what* knowledge counts and *who* decides. This epistemological uncertainty and degree of incoherence (Czerniawski et al., 2019) concerning its foundational base, form (e.g., different conceptions of practical and theoretical knowledge) and utility, underline the 'endemic uncertainty' (Furlong, 1996: 155) of teaching knowledge. This in turn suggests consequences for the sustainability and a distinctly academic culture attending to TEds as TE's disciplinary custodians whose uncertain academic identities have affected cumulative knowledge-building in the intellectual field. In the highly regulated environment in England this has undoubtedly allowed for the emergence of overly simplistic versions of teaching as craft in the practice tradition that may account for TE's perceived marginalisation in the academy (Czerniawski et al., 2019).

This review of literature has framed the study. The clear gap in the literature is a scholarly consideration of academic TE-PCET as a discrete specialised field. The study seeks to gain insight into academic TE-PCET lensed through its PCET TEds as academic workers. It addresses their legitimation of the discipline, and what they consider to be distinctive about it as a specialism. This insight is necessary in order to provide a foundation to explore academic TE-PCET's ability to exploit opportunities, resist external threats (McNamara & Fealy, 2011), and build an epistemic community that can sustain a research agenda and develop and deliver coherent curricula. This speaks to the need to excavate organising principles of knowledge to reveal its properties, tendencies and hence effects.

To that end, I return to the research questions to which the study seeks answers:

1. How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?
2. On what bases do teacher educators legitimate their knowledge practices and beliefs in
    a) the intellectual field of knowledge production (research)?
    b) the educational field of knowledge recontextualisation (curriculum)?
    c) the educational field of knowledge reproduction (pedagogy and assessment)?

This highlights the need for the study to consider how TEds construct their field of TE-PCET in the academy and their practices that bind them as members of a 'tribe', occupying a distinct disciplinary space within it. This is particularly necessary in light of the 'fuzziness' and 'ill-defined' nature of the supra-field of education within which TE sits in the academy.

Chapter 3 Theoretical and conceptual framework

3.1 Introduction

This study pertains to the construction of academic TE-PCET as a field of social practice. It seeks to gain insight into the field's status, its security of tenure in the academy and its cumulative knowledge-building potential. In the absence of empirical data exclusive to this specialism, one is left to speculate and make assumptions based on what is known about academic TE-schools given the literatures in chapter 2. This seems an unreliable basis to form judgement about academic TE-PCET. One of the theoretical aims of this research, therefore, is to provide a framework for conceptualising the 'rules of the game' of academic TE-PCET. That is, to make explicit the organising principles of knowledge practices that are deemed legitimate, and by whom, and thereby provide insight into the current and potential future shape of academic TE-PCET as a distinct field in the academy.

Given the research questions and considering the literature review, the study called for a theoretical foundation and conceptual framework that could address three principal aims. First, a means of being able to view academic TE-PCET as a distinct field irreducible to other fields was required. This is on account of the supra-field of TE being ill-defined and ambiguous given its form as a soft-applied region and the contestation over the knowledges appropriate for teaching. In addition, and specific to TE-PCET, the foundations in both the fields of HE and PCET underpin TE-PCET, the latter also extending to government, industry, and employers. Further, the limited literature on TE-PCET (e.g., Aubrey & Bell, 2017; Eliahoo, 2014) did not differentiate sites of practice; there was no distinction made between HE TEds and college-based TEds.

Second, given the paucity of literature privileging the voice of the university-based TEd for PCET and their work, this called for a means of gaining insight into TEds' academic and educational dispositions to illuminate what underpins their practices, claims and beliefs. This would afford understanding the basis of their achievement and success as TEds in the academy.

Third, theoretically, knowledge *itself* – its intrinsic properties and powers - remains under-theorised. That is to say, the literature on disciplines and knowledge traditions in

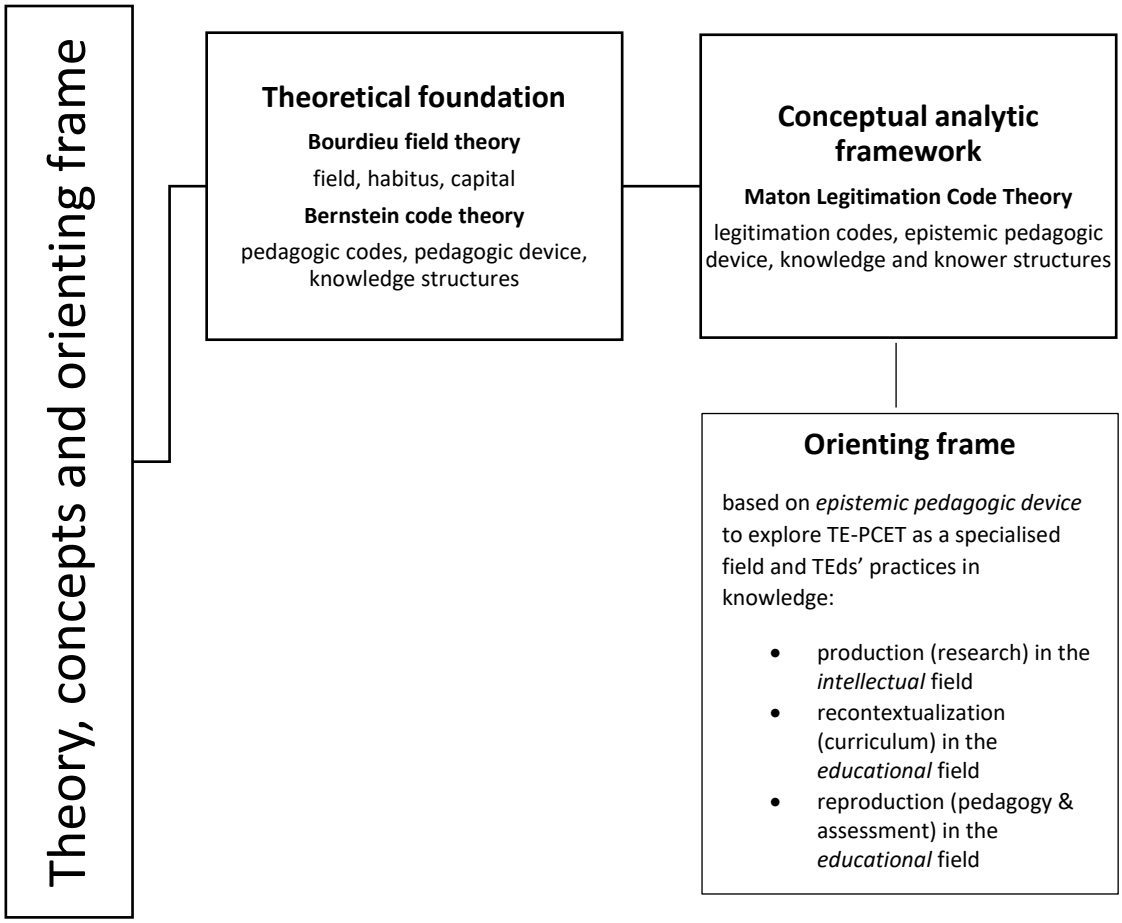
respect of TE highlighted the tendency to typologies, taxonomies and (often-inferred) sets of binaries (e.g., pure, applied; hard, soft; conceptual, contextual; context-independent, context-dependent; propositional, procedural; formal, informal; and abstract, concrete). These bring knowledge into view – one of the key theoretical aims of the research - and offer useful first steps as *exploratory* accounts of knowledge. However, they suffer from knowledge myopia (Howard & Maton, 2011; Maton, 2014) in that, whilst a useful first step to seeing knowledge as an object (Maton, 2014) they do not extend beyond empirical surface description to enable analysis of their characteristics or their internal structure that account for their differentiation. They are thus inadequate as *explanatory* theoretical frameworks (Howard & Maton, 2011). Furthermore, the literature on TEds highlighted how knowledge is constructed through reflective practice and immersion in communities of practice. Knowledge is conflated with knowing, blurring the boundaries between knowledge and how it can be known. Moreover, TEds' identity formation highlighted how TEds' experiences are shaped by power relations, thereby foregrounding knowers and knowing, and backgrounding knowledge (Georgiou et al., 2014).

To address this under-theorizing of knowledge called for a means of distinguishing between surface practices and the underlying structure (Maton, 2005b), thus conceptualising the underpinning organising principles that generate a diverse range of knowledge forms and practices and that transcend the gravity-well of individual contexts (Maton, 2014). This refocused attention to the features of knowledge as an object and less to the purposes for which knowledge is designed to serve (Wheelahan 2010a); to move beyond empirical descriptions of the contents of knowledge. This would allow for the effects and powers of knowledge to be explored, fundamental to this study's aims in seeking to determine academic TE-PCET's potential for cumulative knowledge-building, and its position in the academy.

The purpose of this chapter, then, is to present the theoretical foundations for the study and articulate the analytic tools that will be utilised to meet the above criteria. Depicted in Figure 3.1, there are three interdependent and mutually constitutive parts to the theoretical architecture as follows:

1. Selected elements of Pierre Bourdieu's field theory and Basil Bernstein's code theory will provide the study with its **theoretical foundation**.
2. This in turn offers the foundational elements for, and are extended and subsumed within, the explanatory **conceptual analytic framework** and specific conceptual tools of Legitimation Code Theory (LCT). Given the review of the literature in the preceding chapter considered *knowledge* and *knowers* as key themes within disciplines as socio-epistemic entities, LCT allows for both knowledge practices and knower dispositions to be brought together.
3. Further, I have abstracted and selectively drawn on components of one element of LCT, the epistemic pedagogic device, to serve as the **orienting frame** for the study, thus delimiting its scope (see section 3.3.3).

Figure 3-1 Theoretical / conceptual framework and orienting frame for the study



The study thus offers a framework that allows a reorientation of focus from *seeing* to *analysing,* from *types* to *principles* (Maton, 2014). LCT affords the study the means of analysis of TEds' knowledge practices in research, curriculum, pedagogy and assessment. This analysis is brought into relation with analysis of the TEds themselves to offer a comprehensive insight into their field: that is to say, the dispositions that they bring to academic TE-PCET, the HE context within which that is situated, and their resultant experiences and practices (Maton & Chen, 2020).

3.2 LCT: foundational concepts of Bourdieu and Bernstein

As a conceptual framework within social realism, LCT provides researchers with tools to identify the underlying organising principles of social fields and hence explore the effects of knowledge. Over the past decade, there has been considerable empirical research into education that draws on LCT. This covers research at institutional levels, from primary through to university education, disciplinary specialisms, and national contexts (Maton et al., 2016). For professional education, for example, studies in academic development (Ellery, 2017); design (Dong et al., 2015; Giloi & Belluigi, 2017); engineering (Wolff, 2017; 2018); law (Van Heerden et al., 2017); marketing (Arbee et al., 2014); nursing (McNamara, 2009a; 2009b; 2010a; 2010b); and vocational education and training (Locke & Maton, 2019) have drawn on different dimensions of LCT.

LCT incorporates and extends, inter alia, the work of Bourdieu's field theory and Bernstein's code theory. Bourdieu's work highlights the significance for intellectual and educational fields of the *structured* position-takings of actors in struggles over status and resources, that is, their stances and claims to legitimacy (McNamara, 2007) are a function of the *relationships* of positions (Moore, 2013a). Knowledge relations are thus for Bourdieu intrinsically *arbitrary* (ibid.): a reflection of power relations (Maton, 2014). Bernstein's work, on the other hand, highlights the significance for intellectual and educational fields of the *structuring* effects and non-arbitrary nature of knowledge (ibid.) comprising 'more or less epistemologically powerful claims to truth' (Maton, 2000: 149).

In LCT, following Bourdieu, social fields are described as spaces in which actors cooperate and struggle to maximise status in relation to others, contesting the control

of resources and 'striving both to attain more of that which defines achievement and to shape what is defined as achievement to match their own practices' (Maton, 2014: 17). The practices of actors therefore represent competing claims to legitimacy (Carvalho et al., 2009; Maton, 2014) and are conceptualised as *languages of legitimation*. The organising principles of actors, their practices and dispositions, and social fields, are conceptualised as *legitimation codes*, each code representing the 'currency' as a ruler in the field (Maton, 2014: 18). The means whereby these principles are created, maintained, transformed or changed is via the Legitimation Device (LD) (ibid.) that Maton puts forward as the deep, generative mechanism underlying all social fields and is therefore, resonant with Bourdieu's capital, akin to a market place for currency exchange in which people enter with social currency or value of various forms and quantities. The LD is the ruler of the field: whoever controls the LD controls how people define what is legitimate as reflected in the legitimation codes.

What immediately follows is a highly attenuated summary of aspects of the Bourdieu and Bernstein corpus relevant to the study. It provides the theoretical roots to the LCT conceptual tools discussed in 3.3.

3.2.1 Bourdieu's 'thinking tools': field, capital, and habitus

Bourdieu's 'thinking tools' of *field*, *capital* and *habitus* are each integral to understanding the social world (Thomson, 2012). They are important for this research in supporting the conceptualisation of academic TE-PCET as a distinctive field of study in the academy in line with the study's aims above. The Autonomy dimension of LCT in section 3.3.1 will enhance this conceptualisation.

Field

Noted in chapter 2, 'discipline' was contested, 'a continuous struggle to occupy a field' (Lawn & Furlong, 2011: 4). For Bourdieu, *field* reflects 'a critical mediation between the practices of those who partake of it and the surrounding social and economic conditions' (Bourdieu & Wacquant, 1992: 104). Field thus refers to a social-spatial arena of specialised or differentiated practice occupied by agents (individuals, groups of actors, institutions) who struggle over resources and status to assert authority over it, to maximise their position and through such dominance possess the 'means to make it

function to their advantage' (Bourdieu, 1993a: 88). Hence, the field is a space with actors engaged in a form of game playing involving struggles underpinned by explicit and/or implicit rules known to those playing the game. The structure is represented by two competing determinants of hierarchisation: an internally oriented, intrinsic principle and an externally-oriented principle (McNamara, 2007). The former looks inward to the disinterested 'sacred' activities of the field. In the case of HE, for example, it may be the pursuit of knowledge for its own sake (Maton, 2005a). The latter orient practices beyond the field, for example, again in the case of HE, generating research income (ibid.) The tension between the two structures the field. The structure of a field as a whole means that, prism-like (Bourdieu, 1993b) it refracts external influences according to its specific logic (Maton, 2005a). Wider macro influences of social, political and economic power will be refracted in particular ways depending on the field's relative autonomy from other fields and its internal logic, politics and structure (Jenkins, 2002; Maton, 2005a). The internal structure of the field mediates those effects. Chapter 5 explores this in detail concerning academic TE-PCET as a specialised field.

Capital

Each field, as a site of struggles, presupposes a set of resources that are required to gain entry and play the game. Capital is accumulated in fields, that is, the assets (goods and resources) which are at stake in the field (Jenkins, 2002) the forms of which represent the currency values that agents can draw on in their struggles for status and authority. This can act as the ''energy' that drives the development of a field through time' (Moore, 2012: 102). What volume of capital one possesses distinguishes the 'haves' from the 'have-nots'. What counts as 'having' is reflected in the forms of capital available. Bourdieu highlighted these as cultural, economic, social and symbolic, the latter of which being the form of capital that can stand for all the others and can be exchanged in other fields (Thomson, 2012).

The volume and form of capital possessed by agents determines their relative position in a field and their mode of practice within it. Aiming to increase volume of capital and seeking to make their form of capital the defining mark of achievement in the field (Maton, 2005a) are at the heart of agents' 'fields of struggles' (Maton, 2005b: 39).

Habitus

The formation and acquisition of symbolic capital (Moore, 2012) can be understood by *habitus.* Habitus refers to an embodiment of internalised collective dispositions, experiences and histories (Asimaki & Koustourakis, 2014; Rawolle & Lingard, 2013). These dispositions are acquired through socialisation and experience courtesy of one's education and upbringing (Wacquant, 1989). Habitus conceptualises ways of seeing, feeling, acting and making sense of the world, and which shape and are revealed through current practices. Such sets of dispositions for agents in a field allow for adoption of certain stances and strategies – position-takings – that are reflected in their field positionality.

The value and limitations of Bourdieu's theory for this study

Bourdieu's field theory is valuable in enabling academic TE-PCET to be conceptualised as an object of study. It does so by offering a means of objectifying TEds' practices and beliefs as a set of positions in the academy (Maton, 2005a). This was necessary because the literature is silent on academic TE-PCET and only provides approximations based on the TE-schools sector.

In focusing on social relations of power for how agents are differentially positioned in fields, however, knowledge practices are part of the scholastic game (Thomson, 2012) such that 'what is exposed is the game' (Bernstein, 1995: 14): knowledge practices are reduced to epiphenomena of its play of positions in the field (Maton, 2014). Herein lies the blindspot for this study, the case of *what*: knowledge. Bourdieu's insights can reveal agents' differential positions in *relations to* knowledge but not the *relations within* knowledge and its constituent features (Bernstein, 1990). The structuring effect of knowledge on intellectual and educational fields of practice, agents' identities and their practices, therefore, is occluded. This is fundamental to the study's aims. The conceptual apparatus offered by Bernstein supports such an analysis.

3.2.2 Bernstein's theory: codes, pedagogic device and knowledge structures

Bernstein's work in the sociology of education foregrounds knowledge as an object of study (Maton, 2009). His theoretical framework on codes, the pedagogic device and knowledge structures show:

> how structurings of intellectual and educational knowledge specialize actors and discourses in ways that shape social relations, institutional organization, disciplinary and curricular change, identity, consciousness and habitus. (Maton, 2007: 87)

Underpinning Bernstein's theoretical corpus was the consideration and illumination of the way power and control operate in pedagogic settings and pedagogic relations. Bernstein uses the principle of *classification* to conceptualise power relations. Classification refers to the degree of insulation between social groups, discourses, and agents (Bernstein, 2000). The power residing in the classification principle is in the form of defining 'what counts' as legitimate and how it should be differentiated from other categories. Power thus creates, sustains and legitimises boundaries between different categories or contexts such as disciplines, subjects, professional groups, and institutions. *Framing* is concerned with the regulation of the locus of control of communication within these categories or contexts (Moore, 2013a), between transmitters and acquirers of knowledge. In educational terms, classification regulates the 'what' of knowledge and its contents; framing regulates the 'how' of its transmission concerning the control over the selection, sequencing, pacing and criteria of knowledges to be transmitted (Bernstein, 2000).

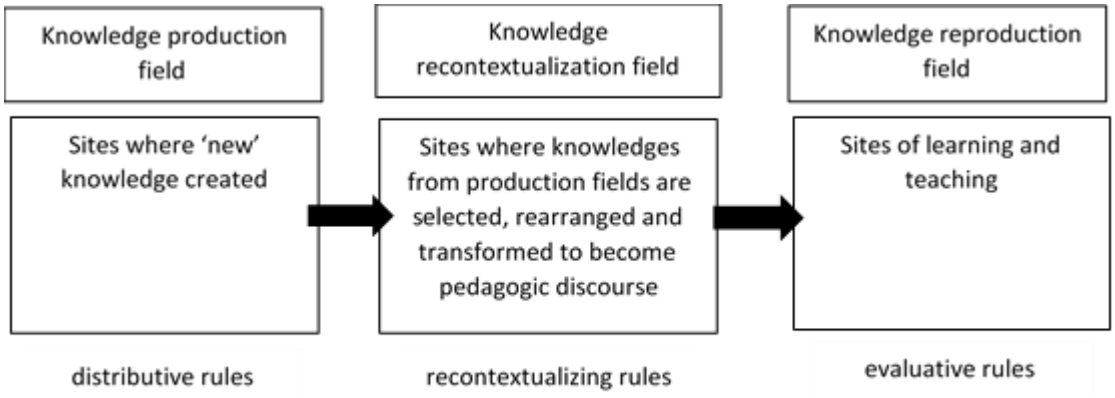
The relevant combination of relative strengths of *classification* (C) and *framing* (F) gives the *code* (e.g., +C / —F). Any given code modality embodies rules regulating and distributing power and forms of control in a field of practice, thus encapsulating what is considered appropriate capital, habituses and practices within the field and what is deemed a marker of achievement within it (McNamara, 2007).

Pedagogic device

Bernstein conceptualised the pedagogic device (PD) (Figure 3.2) as the underlying generative mechanism that generates, sustains and changes the structuring principles

that any given code modality represents and of which practices are realisations. In the creation and transmission of knowledge, Bernstein (1990: 206) posits that the PD represents an 'arena of struggle' (analogous to Bourdieu's social field) across three sub-fields of practice in an operational hierarchy: knowledge production, recontextualisation and reproduction. The field of *production* is where new knowledge is (typically) created or advanced via research in intellectual fields. *Recontextualisation* is where this knowledge is translated into curriculum knowledge. The *reproduction* field is where the curricularised knowledge is pedagogised. These three sub-fields can represent discrete sites, for instance, knowledge produced in the academy, recontextualised in curriculum by government education specialists and reproduced in the classroom. The device resides within a space defined by relationships between the state, its government and government departments, educational system, economy and civil society (Moore, 2013a). Within and across these spheres, their agents strive for control of the device in order to shape pedagogic discourse and further their own interests (Maton, 2004). Of relevance to this study is that in the academy all three sub-fields overlap and TEds engage in practices across and within each as researchers, curriculum designers and teachers. This study's design encompasses all three fields.

Figure 3-2 Bernstein's arena created by the pedagogic device



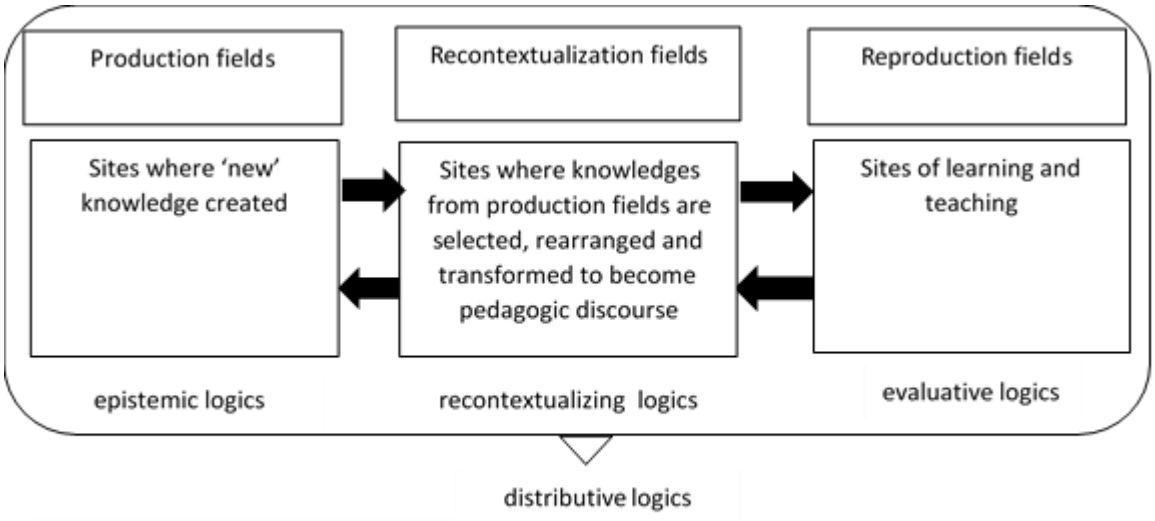
(Bernstein 2000: 25-39)

The epistemic-pedagogic device

Maton (2014) has developed the PD in several respects in the conceptualisation of the epistemic-pedagogic device (EPD), a full explication of which is not necessary for the purposes of this thesis but can be found in Maton (2014: 43-64). In essence, the PD is

primarily concerned with the *educational field* and the underlying processes constructing pedagogic discourse rather than new knowledge in the *intellectual field* (Maton, 2014). As Figure 3.3 shows, there is recognition that knowledge flows (and is transformed) around the arena in multiple directions rather in the predominantly one way direction (from left to right) in the PD. Knowledge enacted in the field of reproduction can lead to changes in the way curricula are developed. Similarly, flowing from recontextualisation fields to production fields, knowledge can form antecedent knowledge for the production of 'new' knowledge. Considering Maton's conceptual advance, the EPD allows for an integration of the analyses of all three fields of the device. LCT provides the conceptual tools to analyse practices across all three sub-fields together with the habituses actors bring to the arena created by the EPD. This is fundamental to this study's aims.

Figure 3-3 Arena created by the epistemic-pedagogic device



(Maton, 2014: 43-64)

As previously noted, in LCT the Legitimation Device (LD) is conceptualised as the deep, generative mechanism underlying all social fields. The EPD is thus a key component of the LD.

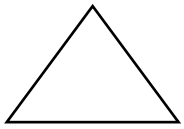
Knowledge structures - vertical and horizontal discourses

The *structure* of knowledge in the field of knowledge production will influence the type of curriculum in the recontextualisation field and thence the type of pedagogy in the reproduction field. This section therefore provides conceptual language and tools to

reveal the nature and implications of the structure of knowledge for disciplines to which the Biglan/Becher typology alludes.

It was towards the end of his life that Bernstein directed his attention to the forms and structure of knowledge generated from a distinction between 'vertical' and 'horizontal' discourses (Bernstein, 2000: 155). Horizontal discourse refers to common-sense, everyday, often tacit knowledge that is 'likely to be oral, local, context dependent and specific' (Bernstein, 2000: 157) thus bounded by the specific context in which it is realised (Wheelahan, 2010a). Here learning is acquired tacitly by way of modelling or showing (Bernstein, 2000). This correlates with the practice knowledge traditions and Winch's fluency theory discussed in section 2.4.1. *Vertical discourse* is representative of esoteric scholarly or professional knowledge that, unlike horizontal discourse, is relatively independent of and abstracted from meanings embedded in everyday life (Moore, 2013a) as represented by the canon in education (2.4.1).

Within vertical discourse, Bernstein conceptualises two knowledge structures, the *hierarchical* and the *horizontal*. These are distinguished by how theory develops (verticality) and how theory relates to the world (grammaticality) (Muller, 2007). Verticality in the case of *hierarchical* knowledge structures is where theory develops through the integration and subsumption of propositions at lower levels (Maton, 2010) to create more general propositions and theories (Bernstein, 2000; Muller, 2007). This is exemplified by the physical sciences and symbolically this can be represented as a triangle:



Horizontal knowledge structures in vertical discourse, on the other hand, do not have this high capacity for verticality. They develop by adding more segments or languages (L) horizontally, accordant with the social sciences and humanities (Bernstein, 2000). Symbolically this can be represented thus (Bernstein, 2000: 161):

$$L^1\ L^2\ L^3\ L^4\ L^5\ L^6\ L^7....L^n$$

Whereas verticality is concerned with how theory develops internally, grammaticality is 'how theoretical statements deal with their empirical predicates' (Muller, 2006: 13). Horizontal knowledge structures with strong grammars will have shared rules to enable speakers of one language to talk to speakers of other languages within the discipline. They would recognise the object of study and agree what counts as research evidence (Wheelahan, 2010a), for example, in mathematics, economics, linguistics (Maton, 2014) thus allowing for an element of verticality like that inhered in hierarchical knowledge structures (Maton & Muller, 2007; Muller, 2007). They are regulated by a recontextualisation principle whereby:

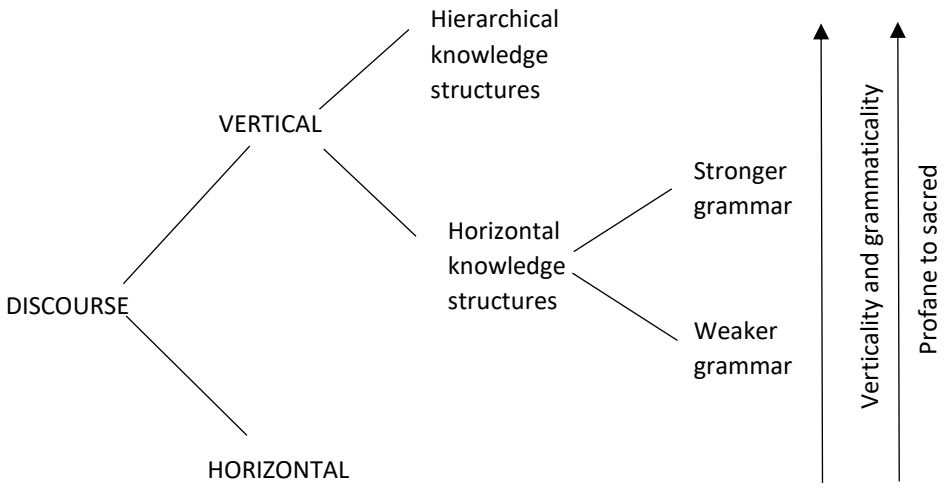
> competent members can give an explicit account of the way in which they arrived at a specific position; they can retrace their steps and show how they have made the recontextualized objects 'hang together'. (Muller, 2000: 84)

For those with weaker grammars, and which lack shared rules, empirical descriptions are difficult to generate: there may be little basis on which to agree the object of the study or the means of researching it (Maton, 2014: 69). As Muller (2006: 14) states:

> grammaticality determines the capacity of a theory or language to progress through worldly corroboration; verticality determines the capacity of a theory or language to progress integratively through explanatory sophistication. Together, we may say that these two criteria determine the capacity of a particular knowledge structure to progress.

Figure 3.4 represents these conceptual relationships.

Figure 3-4 Vertical and Horizontal discourses



Adapted from Bernstein (1999); McNamara (2007)

As suggested by the Biglan/Becher typology (section 2.3), these knowledge structures have implications for the shape of intellectual fields of production (Maton & Muller, 2007) and specialise consciousness and identity differently within them (ibid.). Horizontal knowledge structures with *strong* grammar, have shared rules: theories are open to one another thus enabling a degree of integration of language (Moore, 2006). Horizontal knowledge structures with relatively *weak* grammar, on the other hand, tend to proliferate: with such an approach, different theories are defined as competing paradigms (Moore, 2013a). Here a synthesis of knowledge can be difficult given the incommensurability of the languages. Without recourse to empirical research as the basis for agreement between the languages, it settles on critique (Maton & Muller, 2007). It then becomes possible that 'the speakers of each language become as specialised and as excluding as the language' (Bernstein, 2000: 162). In respect of educational research, Labaree (2003: 14) notes:

> Soft-applied knowledge does not accumulate easily because findings are more visibly open to challenge than is the case with hard-pure knowledge. As a result, educational researchers continually tend to rebuild the foundations of the field, instead of building scholarly skyscrapers on the apparently durable base of hard-pure research. And this works against the "urban" concentration of integrated scholarly effort, instead leading to a dispersion of resources into a variety of parallel projects that are scattered across the terrain, each working its own discrete portion of the educational context and building its own intellectual foundations for analyzing that context.

This discussion also highlights implications for knowledge acquisition. Horizontal knowledge structures with strong grammar support the acquirer in recognising what it is they are 'speaking'. Meanings are not tied to a context; they transcend the context and provide the learner with means to integrate knowledge and understandings 'not consumed at the point of its contextual delivery' (Bernstein, 2000: 160). For horizontal knowledge structures with weak grammar, the acquirer may be unsure whether they are writing or speaking the subject. How it is transmitted may be down to the perspective of the transmitter. University student-teachers of ITE, for instance, will need to recognise and realise a vertical discourse reflected in multiple specialised languages that make up a horizontal knowledge structure (McLean et al., 2013) which 'address human behaviour, conduct or practice' (Bernstein, 2000: 166). These have a

strong relation to horizontal discourse of everyday life (McLean et al., 2013). For the acquirer, then, it might be a struggle to realise that voice so a 'gaze has to be acquired, that is a particular mode of recognising and realising what counts as an 'authentic' sociological reality' (Bernstein, 2000: 164). This gaze is tacitly transmitted, most likely through oral transmission in the context of a social interactional relationship with those who possess the 'gaze' (ibid). This will be further explored in Maton's LCT framework and knower structures (3.3.2).

The value and limitations of Bernstein's work for this study

Bernstein's work is valuable to this study in conceiving of knowledge as an object of study. It offers the means of identifying boundaries between different knowledges circulating within TE as outlined in the literature reviewed in chapter 2, their different forms, derivations and potential effects. The pedagogic device, reconceptualised by Maton (2014) as the epistemic pedagogic device (EPD), frames the key components and the deep underpinning principles of actors' claims to control what criteria of achievement should be dominant and therefore legitimate. Whoever controls the EPD therefore controls the rulers of participation and achievement in fields embodied by their strategic stances aimed at maximising their positions within the fields.

The foregoing would suggest that the soft-applied region of academic TE-PCET is a vertical discourse with horizontal knowledge structure and weak grammars. Bernstein (1999) suggests that in such cases disciplinary knowers have limited means of insulating their constructions from experience grounded in horizontal discourse. This weak grammar, as Bernstein notes, suggests that there may be little basis on which to agree the object of the study or the means of researching it, its capacity to progress thus limited. This echoes the concerns raised in chapter 2 in respect of the practical and integrated knowledge traditions.

Maton (2014) argues, however, that there may be a different strength to knowledge fields that Bernstein's model does not shed light on that allows for knowledge-building and progression (Maton, 2014). This raises the question: could academic TE-PCET have different capacities for knowledge-building and progression and if so, what is the basis of these differences (ibid.)? The key point is that, by focusing on one dimension of fields,

that is, the formation of *knowledge*, Bernstein's work occludes another dimension, the formation of *knowers*. This is addressed specifically in 3.3.2.

3.3 LCT – Autonomy and Specialisation

To recap, absent from the literature are empirical studies exclusively addressing academic TE-PCET as a specialised field of study. This chapter is addressing the theoretical foundations and conceptual tools that afford the study the means to gain insight into the current and potential future shape of academic TE-PCET as a distinct field in the academy. As noted in chapter 1, languages of legitimation embody organising principles that afford insight into a discipline's bases for a sustainable, distinct academic culture (Henkel, 2010) and critical mass of scholars (Delamont et al., 1997). These are conditions necessary for focused research programmes in the intellectual field of knowledge production, and the design and delivery of integrated, coherent professional curricula (McNamara, 2009b) in the educational fields of knowledge recontextualisation and reproduction.

There are currently five principal dimensions of LCT – Specialisation, Semantics, Autonomy, Temporality and Density (Maton, 2014) where each dimension is focused on conceptualising principles underlying practices. A complete structural analysis of the field of academic TE-PCET drawing on all dimensions of LCT was not the purpose of this study, however. Rather its focus was principally TEds and the way in which they constructed the field of academic TE-PCET by way of their representations of their practices, with a focus on knowledge production, curriculum, pedagogy and assessment. To that end, these representations may be conceptualised as realisations of settings of the legitimation device (LD), a key component of which is the EPD. Embodied in their discursive practices (talk and associated documentation – chapter 4) about knowledge practices, beliefs and contexts are claims to status and resources for carving out and maintaining their intellectual and institutional positions (Maton, 2014) in the field of academic TE-PCET. Their strategies are used to help shape the rules of the academic game, deeming what counts as legitimate academic participation, and who decides (McNamara, 2007).

The research draws on Autonomy and Specialisation. Extending Bourdieu's hierarchisation principles of fields, Autonomy will offer a conceptual lens to address, principally, the first research question (*How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?*). This relates to the external relations of the field of academic TE-PCET (that is, external to academic TE-PCET as a distinct field in its own right). It will furnish the means of conceptualising the structuring of these external relations via an analysis of how practices, beliefs and ways of working from the higher educational and other social spheres are articulated within the experiences and perceptions (Locke & Maton, 2019) of TEds in academic TE-PCET. This will establish the macro context within which TEds practice, embodying their claims for the institutional position of the field (chapter 5). This will frame the substantive part of the study, in which are explored the intellectual claims via relations between its social and symbolic dimensions (chapters 6 - 8) as articulated by the TEds. These relations construct what is deemed special and worthy of achievement in knowledge practices and beliefs in the arena across the three sub-fields of knowledge production, recontextualisation and reproduction. That more substantial part of the thesis will draw on Specialisation.

3.3.1 Autonomy

Following the discussion of Bourdieu's *field,* autonomy is concerned with a field's external relations, the degree of differentiation and insulation *between* fields thereby establishing its marker of status. In the case of HE this has traditionally been associated with 'academic freedom' and 'institutional autonomy' (Maton, 2005a: 692) as manifest in the oppositions expressed in the binaries of, for instance, education/training, pure/applied, and liberal/vocational where the former are valorised (ibid.) over the latter. LCT Autonomy extends Bourdieu's idea by conceiving autonomy as consisting of two analytically distinct dimensions: *positional autonomy* and *relational autonomy* where each can be points on a continuum from stronger (+) to weaker (-). It will be drawn on in the study to determine academic TE-PCET's external relations.

Positional autonomy (PA)

Positional autonomy refers to the nature of the relations between positions in one social universe and positions in other universes (Maton, 2005a). Essentially, it is concerned with where actors are located and the degree to which the social context is insulated from external control and influence. In the case of HE, this refers to academic freedom (McNamara, 2010a). Where agents occupying positions in the field of practice originate from within that field, the field is said to exhibit stronger positional autonomy. Where agents occupying positions originate from or are largely located outside the social field in question, the field is said to exhibit weaker positional autonomy.

Relational autonomy (RA)

Relational autonomy refers to the relations between principles of relation, that is, the ways of working, measures of achievement, aims, the logics within a social universe and those emanating from outside it. In HE, pursuit of knowledge for its own sake, valorised over economic imperatives (such as preparing students for employment) would indicate stronger relational autonomy.

Positional autonomy invites the question: *who* runs the field? And, for relational autonomy, according to *whose* principles (Maton, 2005a)?

The nature of each dimension draws on Bernstein's concepts of external classification and external framing which relate to the strength of the boundary insulation between categories and the locus of control across them (Maton, 2005b). The conceptualisation provides for a typology of four principal modalities or autonomy codes (following Locke & Maton, 2019: 6-7):

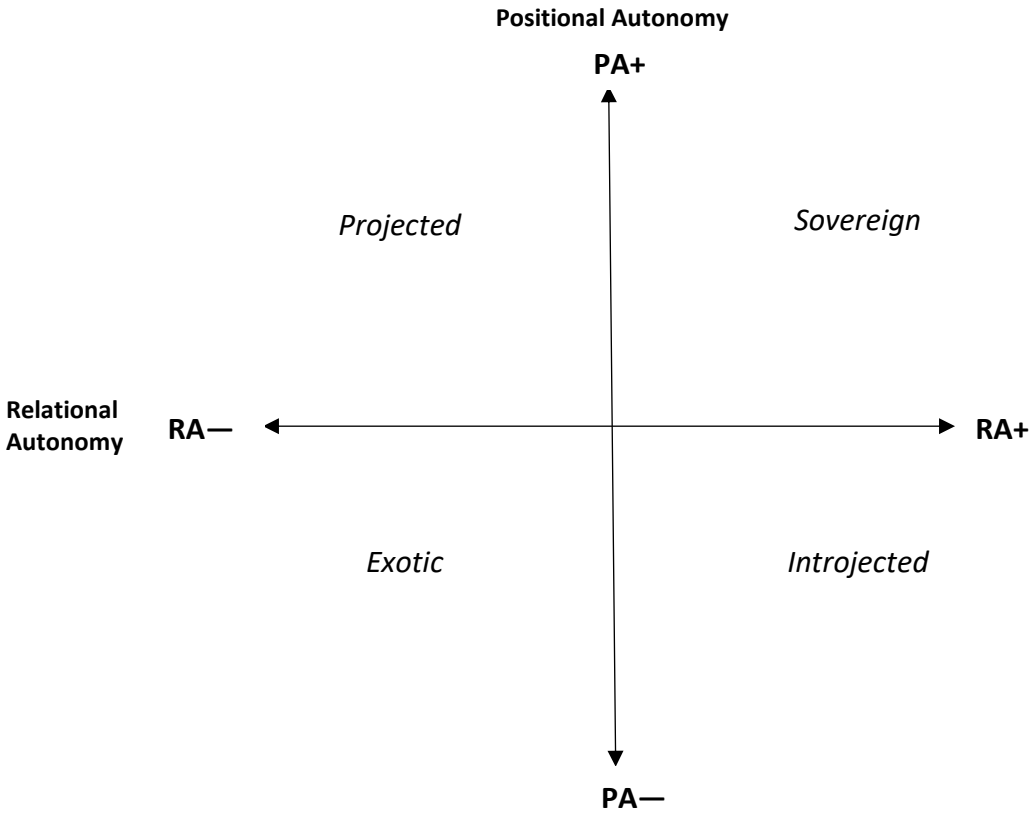
- *sovereign codes* (PA+, RA+): status is granted to strongly insulated positions and autonomous principles; i.e. what is valued stems from within the context and acts according to its specific ways of working;
- *exotic codes* (PA—, RA—): legitimacy accrues to weakly insulated positions and heteronomous principles; i.e. what is valued, and ways of working, come from elsewhere;

- *introjected codes* (PA—, RA+): legitimacy resides with weakly insulated positions and autonomous principles; i.e. what is valued stems from outside the context but oriented to ways of working from within;
- *projected codes* (PA+, RA—): status resides with strongly insulated positions and heteronomous principles; i.e. what is valued stems from within the context but oriented to ways of working from outside it.

The relative strengths of positional and relational autonomy can vary independently and seen as intersecting continua across a Cartesian plane in Figure 3.5.

Maton (2005a, 2005b) draws attention to the traditional notion of the elite university, valorising liberal humanist ideals and insulated from external control (*sovereign code:* PA+, RA+) in contrast to lower status institutions (such as former polytechnics in England) weakly insulated from government control and oriented to the needs of the market (*exotic code:* PA—, RA—). LCT Autonomy extends Bourdieu's hierarchising principles to reveal two further dimensions: the case of the institution being led by non-academics from outside of academia (e.g., from politics, industry) but run according to academic principles (*introjected code*: PA—, RA+); and, conversely the institution managed by academics but according to economic / vocational principles (*projected code*: PA+, RA—). The former is less likely, but the latter is particularly relevant to this study. TE-PCET has been deregulated and many providers are embarking on revalidation of programmes freed from the strictures of LLUK standards. It is, nonetheless, subject to audit from the government inspectorate, which applies criteria to provision drawn from outside academia. The conceptual delicacy offered by LCT Autonomy can capture the shifts in either component of autonomy at this time of change.

Figure 3-5 Autonomy plane



In summary, following Maton (2016a; 2016b) Autonomy explores practices in relatively autonomous social realms whose organising principles are given by autonomy codes. In this study, these concepts are used in order to construct academic TE-PCET as a semi-autonomous field of social practice. They afford analysis of the degree to which TEds are perceived as being from inside HE or associated with other fields such as government, business and PCET (positional autonomy); and their ways of working are perceived as based on specifically higher educational principles or on those from outside HE (relational autonomy) (Locke & Maton, 2019).

For TEds as TE-PCET's disciplinary custodians, their degree of control and ways of working are intimately entwined with how both they as *knowers* and *knowledge* are specialised within their field.

3.3.2 Specialisation - basis for differentiation in intellectual and educational fields

Knowledge and knower structures and specialisation codes

Bernstein's work on knowledge structures is of immense value to an understanding of knowledge but offers only a partial account of knowledge fields: knowledge structures are not the only dimension. That is to say, 'for every knowledge structure there is also

a knower structure' (Maton, 2014: 72) thereby offering a more complete perspective of a disciplinary field. This knower structure, mirroring Bernstein's conceptualisation of *hierarchical* and *horizontal* knowledge structures, may also be hierarchical or horizontal. Maton (2014: 70) defines a hierarchical knower structure as a:

> systematically principled and hierarchical organization of knowers based on the construction of an **ideal knower** and which develops through the integration of new knowers at lower levels and across an expanding range of different dispositions (my emphasis).

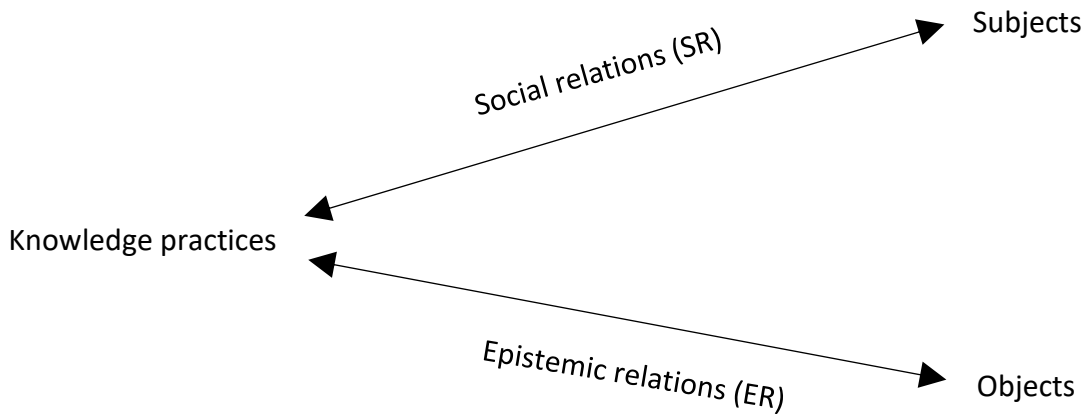
A horizontal knower structure, on the other hand, is defined as a:

> series of strongly bounded knowers, each with specialized modes of being, thinking, feeling and acting, with non-comparable habituses (or embodied dispositions) based on different trajectories and experiences (ibid., 71).

Maton thus extends Bernstein's work in a framework that allows analysis of how both *knowledge* and *knowers* may be specialised. The notion of a hierarchical knower structure is important in overcoming a deficit tendency when viewing horizontal knowledge structures: knower structures can embody a hierarchy of their own and thus a field may develop and progress through *sociality* by means of subsuming and integrating habituses (Maton, 2014).

Specialisation posits that knowledge practices and contexts establish not only *what* is legitimate to know and *how*; they establish *who* is an ideal knower. In other words, Specialisation is premised on the fact that 'practices and beliefs are about or oriented towards something and by someone' (Maton, 2014: 29). This allows for a conceptualisation of *epistemic relations* (ER) between knowledge and its object, a non-arbitrary relation intrinsic to the knowledge itself (Luckett, 2009), *analytically distinguished* from *social relations* (SR) between practices and their subject / author, that is, an arbitrary relation based on power dynamics and context (ibid.) as illustrated in Figure 3.6.

Figure 3-6 Specialisation of knowledge practices



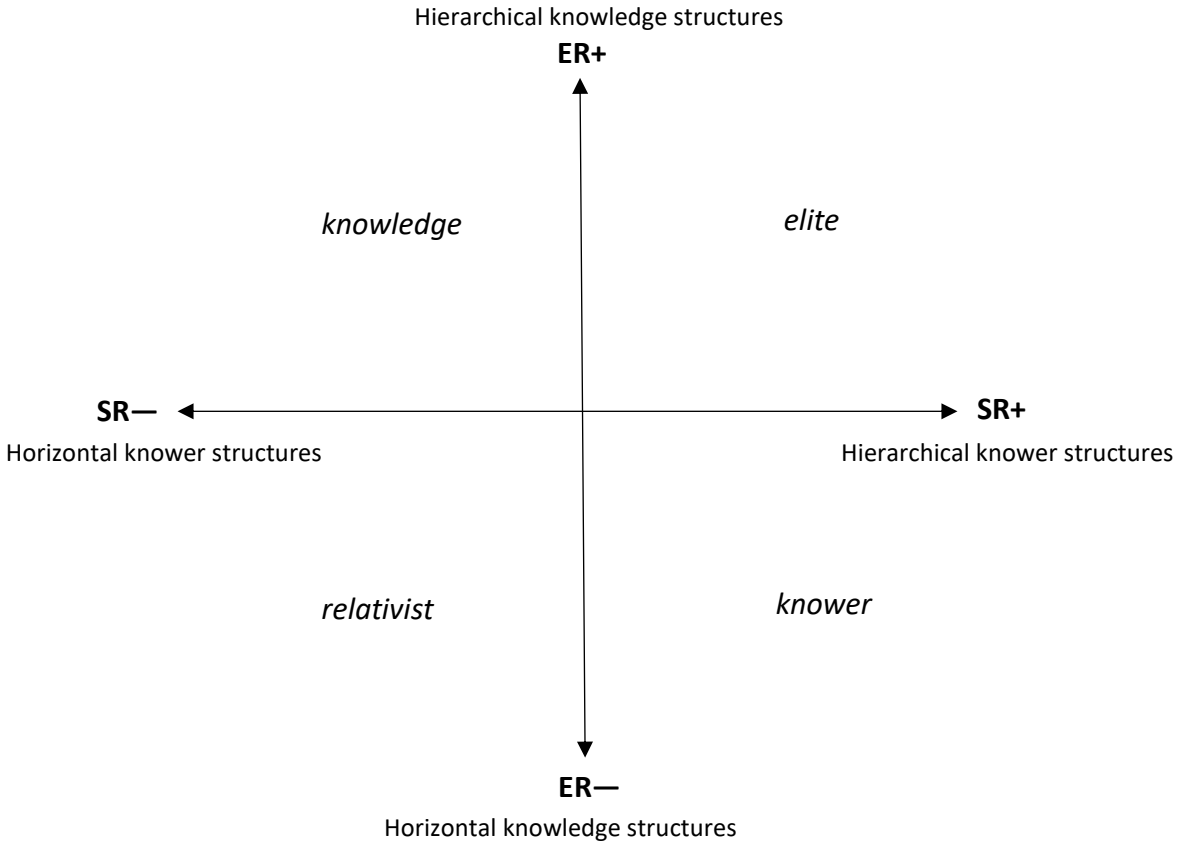
Combination of *relative* strengths of ER
and SR = *Specialisation codes*
(Maton, 2014: 174)

These relations bring into focus *what* can be described as knowledge (ER) and *who* can claim to be a legitimate knower (SR). Bringing these two aspects together, drawing on Bernstein's classification and framing principles, it is possible to conceptualise the underpinning principles of knowledge practices as *specialisation codes* (Maton, 2014). The conceptualisation provides for a typology of four different modalities or specialisation codes (ibid.) depicted in Figure 3.7:

- *knowledge codes* (ER+, SR—): where legitimacy is based on possession of specialised knowledge of determinate objects of study and/or specialised means of accessing said objects; attributes of knowers are not considered significant;
- *knower codes* (ER—, SR+): where dispositions of knowers mark the measures of achievement and specialised knowledge less emphasised. Dispositions may be innate, socially based or cultivated;
- *elite codes* (ER+, SR+): where the basis of achievement is possession of specialised knowledge and being the right kind of knower; and
- *relativist codes* (ER—, SR—): where neither specialist knowledge nor knower dispositions appear to legitimate practices and identity - 'a kind of 'anything goes'' (Maton, 2014: 31).

Following PA and RA in Autonomy, the relative strengths of the classification and framing for ER and SR can vary independently and ER and SR seen as intersecting continua across a Cartesian plane – the Specialisation plane (Figure 3.7). As for the Autonomy plane, the Specialisation plane represents a topological space whereby each relation may be relatively strongly (+) or weakly (—) classified and framed and not just simply 'strong' or 'weak' (Maton, 2014).

Figure 3-7 Knowledge-knower structures and Specialisation codes



(adapted from Maton, 2014)

In the science disciplines, Maton (2014) suggests that the knowledge code (ER+, SR—) dominates such that the hierarchical principle lies in the knowledge structure (Luckett, 2009). Who you are as a knower is relatively immaterial (SR—) provided you possess the knowledge and draw on the correct methods and procedures (ER+). In the arts and humanities where knowledge boundaries are blurred, the knowledge structure less hierarchical thus exhibiting weaker grammar (ER—), the hierarchical principle lies in the knower structure (ER—, SR+) (ibid.). One's disposition and social and cultural capital that underpin one's knowing (one's 'gaze') is privileged (although often implicit rather

than explicit). Here one's 'taste and judgement' are thus formed 'by immersion in the cultured and acculturating milieu' (McNamara 2007: 36) of these disciplines. In other words, they tend to have hierarchical knower structures. Essentially this translates in practice to mean:

> For knowledge-code fields the principal basis for legitimacy is developing knowledge, and training specialized knowers is a means to this end. For knower-code fields the principal basis for legitimacy is developing knowers, and creating specialist knowledge is a means for doing so (Maton, 2014: 96).

Importantly, the relative strength of the epistemic relation (ER+) reflects the relative strength of the relations to a determinate object of study – the *what* that is the focus of the practice or claim, **and/or** the relative strength of relations to the ways of dealing with or referring to a particular object of study (Wolff, 2018) – the *how.* They thus give insight into the extent to which knowledge practices strongly bound and control legitimate objects of study **and/or** the legitimate procedures for constructing such objects[2].

Similarly, the relative strength of the social relation (SR+) reflects the relative strength of the relations to *kinds of knowers*, concerning their subjective characteristics (Martin, 2016), **and/or** the relative strength of relations to their *ways of knowing* through interactional relations with 'significant others' (Maton, 2014: 185) as one might find in master-apprentice relations (ibid.). They thus give insight into the extent to which knowledge practices strongly bound and control legitimate kinds of knowers **and/or** the legitimate ways of knowing[3].

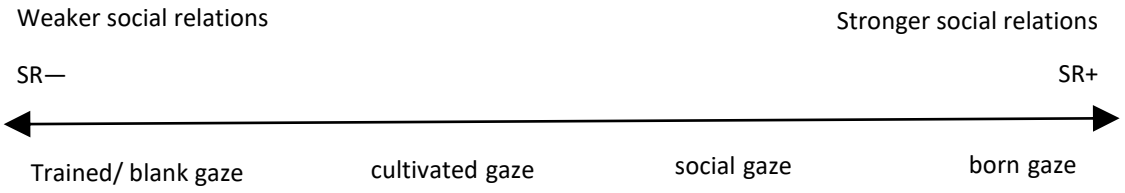
[2] This distinction Maton conceptualises in his 4-K model (2014:171-195): *ontic relations* (OR) between practices and that part of the world towards which they are orented; and *discursive relations* (DR) between practices and other practices, the combination of which generates *insights*. Both are constituents of epistemic relations. This finer grained conceptual delicacy informed the analysis but is not explicated in the thesis for brevity and readability.

[3] Following note 2 and the 4-K model in which social relations can be distinguished further into *subjective relations* (SubR) between knowledge practices and 'kinds of knowers'; and *interactional relations* (IR) between knowledge practices and 'ways of knowing', the combination of which generates *gazes*.

Gazes

To recall, referencing disciplines characterised as a horizontal knowledge structure with weak grammar, Bernstein (1999: 165) suggested that 'to know is to 'gaze''. Maton's conceptualisation of social relations offers a conceptual advance on Bernstein's 'gaze' where the distinction between *kinds of knowers* and *ways of knowing* helpfully articulates four types. As shown in Figure 3.8, these gazes reflect a continuum of progressively weaker social relations: born, social, cultivated and trained/blank. The progressively weaker social relations reflect a corresponding increasing openness to potential knowers (Maton, 2014).

Figure 3-8 Social relations and gazes



Briefly, those whose practices reflect their innate natural talent or genius (neither that is to say, learned in the classroom nor acquired through experience) possess *born* gazes. They are both the right kind of knower and have the right dispositions, and reflect the strongest social relation. Those legitimate knowers who belong to a social category (e.g., race, gender, sexuality, social class) possess *social* gazes and the gaze can only be acquired courtesy of belonging to this group and sharing the same attributes. This speaks to a strongly bounded and controlled kind of knower. In intellectual fields, this is associated with standpoint theories (e.g., queer theorists, Black feminism theorists). Unless one can successfully change social class, gender, ethnicity, for example, the social gaze will only be for those who possess it already (Maton, 2010). Less strong *relative to* born and social gazes are *cultivated* gazes. Here the *kind of knower* is not circumscribed but rather the *ways of knowing* are limited to specific legitimate means; that is, dispositions can be inculcated and the gaze acquired by immersion in relationships with those who already possess the gaze. This would closely accord with Bernstein's (2000) notion of gaze and reflect Biglan's assertion that dimensions of

disciplinary knowledge shape unique disciplinary attitudes, behaviours and beliefs (section 2.3). It is the relative strength of these interactional relations that allow for cultivated gazes to represent, alongside born and social gazes, relational modalities of stronger social relations (SR+) (see p. 81, n.3), the '+' indicating the presence of a hierarchical knower structure based on an ideal knower: that is, either born, social or cultivated. Relatively weakest is the *trained* gaze: who you are as a *kind of knower* and the inculcation of dispositions are relatively immaterial. One can be trained into the legitimate gaze (SR—). Importantly, however, that depends on the strength of the commensurate epistemic relation whereby specialist knowledge/skills are emphasised. If the epistemic relations are also weak (ER—), hence a relativist code (ER—, SR—), then it is a *blank* gaze.

It is helpful if in advance I identify that in this study, as will be made clear in subsequent findings chapters, there was no evidence offered where TEds claimed that they were 'naturals', or 'born to their work', or that they had an innate sensibility that transcended experience or was independent of cultivation of some kind. This draws attention to the *cultivated* gaze where the basis of success and achievement in academic TE-PCET would draw on cultivated *disciplinary* knower attributes and dispositions, rather than a particular *social* category (there are no limitations on who can know). In order to reflect relatively *stronger* social relations, these dispositions would, crucially, be cultivated via protracted interactional relations with 'significant others' in the disciplinary firmament. This would be in the form of a disciplinary master and extended exposure to, and immersion in, exemplary models (Maton, 2014; Luckett & Hunma, 2014), that is, 'ideas, theories, and works treasured by the cultivated elite' (Freidson, 2001: 96) that represent a recognised canon and delivered via a systematic, structured programme of learning (Moore, 2009). This is not to claim a canon as a hegemonic construct; asocial, ahistorical and thus unchanging: it is subject to changes that result from those working within its tradition over time (Moore 2013b; Maton & Moore, 2010a). Nevertheless, it is crucial for ensuring a 'focus and basis for intersubjective debate' (Maton, 2014: 100) within disciplinary discourse. This explains why in this study the cultivation of attributes and attitudes such as criticality, creativity, passion and enthusiasm that are relatively

free-floating of a disciplinary anchor are *discounted* as evidence for stronger social relations.

It is important to note that the dominant codes which establish the 'rules of the game' may not be transparent or go uncontested (Maton, 2014). There may be more than one code present, resulting in struggles. There may be, for instance, 'code clashes' amongst TEds. That is, disagreements as to what constitutes the basis of status and identity: for example, what is known about and how (knowledge code) versus who you are (knower code) (ibid.). This may, in turn, send conflicting signals to the neophyte teachers and impact their ability to recognise the unwritten 'rules of the game' that the codes establish.

In summary, following Maton (2016a; 2016b), Specialisation explores practices in terms of knowledge-knower structures whose organising principles are given by specialisation codes. These comprise strengths of *epistemic* relations and *social* relations mapped on the Specialisation plane to explore the workings of the epistemic-pedagogic device, one of the key aspects of the Legitimation Device. In essence, drawing on Bourdieu, Specialisation visualises one dimension of the socio-spatial arena in which agents occupy relational positions and, by ensuring their own codes are dominant, attempt to maximise their positions (Maton, 2018).

3.3.3 The EPD as the 'orienting frame' for the study

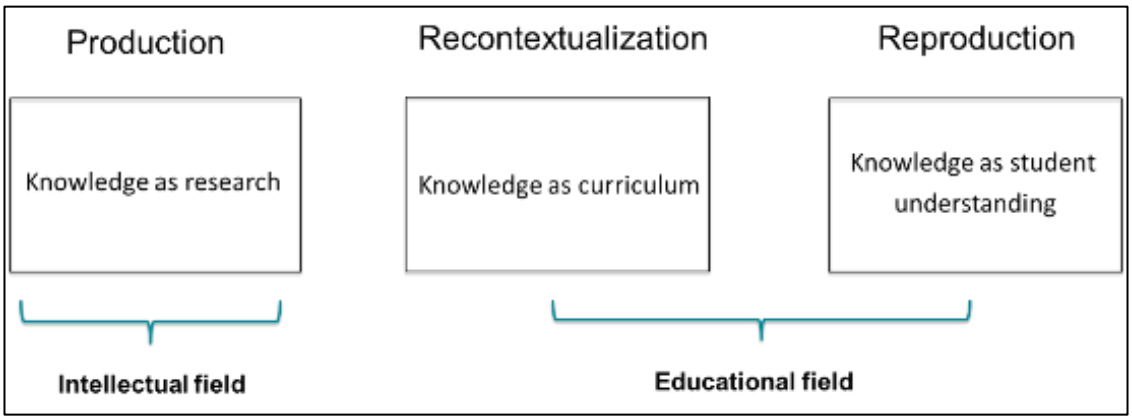
For theoretical purposes, the EPD is fundamental to the conceptual architecture for it is the generative mechanism over which actors struggle for control and represents the *object* of contestation. It acts to 'set' the comparative values of specialisation codes which serve as the *means* for contestation (Jackson, 2014) thereby establishing the basis of hierarchies (Maton & Chen, 2016) in academic TE-PCET.

In addition, for practical purposes it was drawn on in this study as an 'orienting frame' as shown in Figure 3.9. That is, it oriented the focus of the study to those knowledge practices and beliefs that pertain to the construction of academic TE-PCET as a semi-autonomous 'arena of struggles'. Specifically, knowledge production ('knowledge as research'), knowledge recontextualisation, of which curriculum is its symbolic structure ('knowledge as curriculum') and knowledge reproduction, in which pedagogy and

assessment reflect the valid transmission of knowledge and its valid realisation, respectively, to secure student understanding ('knowledge as student understanding').

The EPD's guise as an orienting frame draws attention to what the study is *not*: an analysis of the flows of knowledge across the sub-fields of production, recontextualisation and reproduction according to specific field rules (Figure 3.2) or logics (Figure 3.3). Relations between the three sub-fields and how knowledge is transformed as it moves from research through to pedagogy (Ashwin, 2014) are backgrounded and not problematised. It does not seek to explore criteria that would establish the boundaries between the sub-fields of the arena. Whilst it explores knowledge practices and beliefs in the three contexts it is not concerned directly with recontextualising activity involving de-locating knowledge from production and shaping it for curriculum structures and pedagogy. Such caveats arise from the premise of the research that, as an under-researched specialism, an overarching understanding of academic TE-PCET was first needed. What arises from the study may point to future research that could interrogate specific subfields of the device. As an orienting frame, the EPD as the arena is represented in Figure 3.9.

Figure 3-9 Arena of the EPD as an orienting frame for the study



(Maton, 2014; Ashwin, 2014)

3.4 Conclusion

This chapter detailed the theoretical foundations and conceptual / explanatory framework underpinning the study of academic TE-PCET. The research required a means of seeing the field as a distinct specialism, and the basis of success and

achievement within it. This was necessary because of the relative silence in the scholarly literature concerning this specialised field, its academic community and practices, and in the context of literature on TE-schools in the academy that called attention to the degree of arbitrariness attending to knowledge for teaching and TE.

Conceptually refashioning the soft-applied region of TE as an 'arena of struggle', with the EPD establishing the grounds over which TEds struggle and compete for resources, it has provided the study conceptual language and tools to excavate underpinning organising principles of knowledge in both the intellectual and educational domains. In particular, to move beyond description of different knowledge forms (section 2.4.1) to analysis that articulates the *epistemic* and the *social* dimensions of knowledge to reveal the different powers and tendencies and hence effects of knowledge. This will support judgements on TE-PCET's capacity to resist how others may seek to define and control it, to exploit opportunities (McNamara & Fealy, 2011) and build and sustain a distinct epistemic community.

A brief review of the relevant aspects of Bourdieu's field theory drew attention to academic TE-PCET being conceptualised as a distinct field of study. The more detailed exposition of the relevant parts of Bernstein's code theory, regarding classification and framing, vertical and horizontal discourses and the pedagogic device, conceptualised knowledge as an object in possession of powers and effects that can react back and shape TE-PCET. Together, the explication of Bourdieu's and Bernstein's work relevant to this study progressively brought into sharper focus those aspects of the conceptual framework of LCT and its dimensions of Autonomy and Specialisation, that provide a fine-grained means of conceptualising the 'rules of the game' of academic TE-PCET.

Theoretically, for the study, the EPD was vital for an understanding of one element of the Legitimation Device that acts as the generative mechanism underpinning social fields of practice. For practical purposes, using the EPD as an orienting frame, I selectively abstracted those elements that could satisfy the study's aims given that it encapsulates the range of knowledge practices in which TEds are engaged. In acknowledging this, it underlines the point that as an exploratory study it can offer a partial conception of the 'rules of the game'. Nonetheless, I offer that the study makes

an important first step in an empirical and theoretical exploration of an under-researched and under-theorised field of education.

Chapter 4 Methodology

4.1 Introduction

This chapter addresses the research methodology given the study's aims and the theoretical architecture. Six sections make up the chapter. The first section briefly returns to the sociological perspective of social realism to which the study is aligned to consider its methodological implications. There follows an account of the overarching qualitative research design, the research methods and a detailed account of the process of data collection. Next, the chapter addresses measures undertaken to address the quality of the research, including ethical considerations, researcher positionality and insider research. The final section moves to data analysis and the process followed in developing an analytic device based on LCT.

4.2 Research approach

A research paradigm is said to constitute abstract beliefs and principles that inform the researcher's world view (Mackenzie & Knight, 2006) and how one interprets and acts within the world (Lather, 1986). These beliefs are reflected in the ontological, epistemological and methodological premises underpinning a research project.

As noted in Chapter 1, this study was framed by the social realist tradition of the sociology of education (Maton & Moore, 2010a; Moore, 2009; Muller, 2000; Wheelahan, 2010a; Young, 2008). This tradition, inter alia, seeks to overcome the subjectivist doxa associated with constructivist and post-modernist theories of education (Luckett, 2019; Maton, 2014). Here the preoccupation with 'subjective states of consciousness and mental processes' reflects:

> the widespread belief that 'knowledge' entirely comprises a state of mind, consciousness or willingness to act, is wholly sensory in source, and must be inextricably associated with a knowing subject. (Maton, 2014: 4)

This leads to 'knowledge blindness' (ibid.) where knowledge is confused with how it can be known. Social realism seeks to overcome this by enabling us to see knowledge as an object with its own tendencies and powers that can have effects. As noted in chapter 1, this can be explained by reference to the critical realist (CR) philosophical position

underpinning social realism, particularly to ontological realism and CR's commitment to depth ontology introduced in chapter 1 (1.3).

Whilst the conceptual tools used in this study are informed by the critical realist philosophical position, it is not a critical realism study. It is not concerned with mapping the ontological character of social reality. Its interests reside in the sociological domain. Intellectual and educational fields, comprised of both relational structures of knowledge practices as well as TEds as actors located within specific socio-historical contexts (Maton, 2014), speak to an interplay between agency and structures. This is explored via TEds' languages of legitimation elicited by engagement with them through talk and text (section 4.4). As the research subjects, their situated perspectives and understandings are representations of an objective reality (Wheelahan, 2010a).

Grounded in the social realist tradition, LCT as the analytic framework for this study thus offers a theoretical language that breaches the surface reality and establishes contact with the reality that exists below the level of events. It is important to note that representations of that reality are nonetheless constructions: a realist position adopts an interpretivist stance in gaining purchase on that world. In other words, knowledge of a real world can only be provisional and interpretive. As noted by Sayer (2000: 23):

> Explanation requires mainly interpretive and qualitative research to discover actors' reasoning and circumstances in specific contexts – not in abstraction from them.

It is therefore appropriate that as a researcher, my understanding of the world under exploration comes via an examination of the experiences, perspectives and understandings of the TEds' (as research subjects) world, and in this way, I can gain knowledge of that world. A qualitative approach was considered most suitable for this task.

4.3 Research design

Chapter 2 revealed that research was unavailable that specifically addressed how TEds in academic TE-PCET perceived the distinctiveness of their field. There was no research exploring knowledge practices and beliefs regarding research, curriculum design and pedagogy expressed by academic TEds themselves. The voice of the TEds was thus

necessary in seeking an understanding of these issues the research posed. Wishing to delve below surface descriptions to reveal organising principles of such practices and beliefs demanded an approach in which contextual and social dynamics could be explored. This was in keeping with the social realist position of LCT adopted by the thesis: participants' accounts were considered social constructions that were nonetheless 'real'; they had properties and tendencies of their own. Qualitative research, which affords an exploration of meanings rather than measurement, and allows for greater depth and detail, was thus a suitable research design to pursue.

In order to explore TEds' knowledge practices and beliefs in the context of the academy, the study had several characteristics deemed suitable for a qualitative approach as articulated in the research methodology literature. Specifically, the study was not a contrived situation but related to a natural research setting. This afforded understanding and exploration of the academic TE-PCET contexts within which TEds operated and acted, and the influence of context on actions (Maxwell, 2005). TEds' multiple and subjective perspectives (Flick, 2014) and meanings (Merriam & Tisdell, 2016) held prominence over my imposed meaning or that of a theoretical architecture (Creswell & Poth, 2018). These allowed for an understanding of the process by which experiences and events took place (Maxwell, 2005). Rather than imposing or testing a theory deductively from the outset, the research considered data on its own merits, noting patterns and categories (themes) before considering these in light of theoretical literature and thereby allowing data to 'speak'. Subsequent sections at appropriate points below will engage with and where necessary address the challenges presented by these elements.

4.3.1 The Research Settings

Rationale for selection of universities

Three university TE-PCET departments from different regions of England were chosen as sites for the research. I have named the institutions Blackbridge University (BU), Farrisdown University (FU) and Randmeadow University (RU). These institutions represented the range of types of university engaged in academic TE-PCET. Reflecting the broad dichotomy in UK higher education (HE) between 'new' universities (generally

ex-polytechnics) designated 'teaching intensive' (McLean et al., 2013: 262) and 'old' universities, designated 'research intensive' (ibid.), two of the universities matched that description. A third had undergone a recent shift from what had been, historically, teaching-led to become more research-focused. It represented a hybrid of the new and old. Within the constraints of the study, the aim was for a representative sample of academic TE-PCET in England. In order to protect anonymity, I do not identify institutions based on these descriptors (see ethics discussion 4.6.2). It should be noted that the status and power of the institutions (and/or their respective education departments) that attach to their positioning within the HE supra-field, were not a consideration for their inclusion in the study.

From a pragmatic perspective, access to data was also a consideration, given that I was the sole researcher. Access was made possible and facilitated by previous professional connections and networking. I had been employed as a sessional lecturer at one of the universities in the study which, for reasons of confidentiality and anonymity, I will not identify. Researcher positionality is discussed further in 4.6.1.

4.3.1.1 Participant selection

I sought to engage all PCET TEds from the three institutions. This was in order to capture the spectrum of seniority, experience, qualifications, teaching commitments and subject specialisms, and thereby offer the potential for context-rich and detailed accounts (Ravitch & Carl, 2016) of this specific academic TE-PCET population. (Appendix 1 outlines participant background information.) This was not a data saturation strategy *per se* but rather a purposive sampling strategy (Cohen et al., 2007) for scope and variation to ensure as much as possible that comprehensive data could be obtained (Robson & McCartan, 2016) commensurate with the study's aims. On a practical level, it was a viable proposition: 31 TEds were employed across the three universities at the time of the main data collection (2016-2017).

4.4 Methods

4.4.1 Interviews

In order to capture the TEd voice and explore how as academics they understood or made sense of TE as a social field of practice, I used the semi-structured interview as

the principal research instrument. (The indicative interview protocol can be found in Appendix 2.) I viewed the interview akin to an unfolding conversation but one that was nonetheless bounded by what I wanted the interview to achieve. I wished to avoid limiting TEd responses, instead affording them space to think aloud with the use of probes to support deconstruction of the assumptions inherent in their work. This could facilitate examining 'institutional and social practices', and 'barriers and facilitators to change' (Starks & Trinidad, 2007: 1372). Whilst capturing important specific information pertinent to the aims of the study, the semi-structured interview was also a suitably flexible instrument to allow for a response in the moment to new ideas on the topic, perceptions or views (Merriam & Tisdell, 2016; Robson, 2002). This meant that either the TEd or I could introduce new or unexpected aspects in situ. In short, the interview as an instrument offered a powerful means of gaining purchase on the TEds' world, revealing 'the meaning of their experiences, to uncover their lived world' (Brinkmann & Kvale, 2015: 3).

4.4.1.1 Development of Interview schedule

Exploratory in nature, the interviews drew on and were inspired by my reading of the literature, including research conducted into academic and pedagogic practices from doctoral theses employing LCT as an analytical framework (e.g., Chen, 2010; McNamara, 2007) and my own understanding of the field in the context of TE-PCET. My individual meetings with four TEd academics in 2015 also informed this process. Discussed in these meetings were types of knowledge produced by university-based TEds, research methods used, TEd involvement in the design of the curriculum, and influences on their approach to pedagogy. The subsequent semi-structured interview schedule explored themes relating to TEds' perceptions of the academy as a site for TE-PCET; TE disciplinary knowledge; TEds' roles as researchers, curriculum designers and teachers; and practices / strategies used in both the intellectual and educational fields. Questions invited TEds' personal reflections, perspectives and opinions on their own, and their peers', experiences.

Specifically, initial questions addressed career trajectories, formative professional experiences and academic qualifications, and their relevance to work as university-based TEds considering current roles and responsibilities. These were important

questions designed to establish how the TEds perceived the foundations for this specialised work and the processes of acquiring disciplinary knowledge. Questions concerning academic TE-PCET and its place in the academy invited TEds to reflect on the rationale for academic TE-PCET; the value it offered PCET and student-teachers, and its influence on policy-making and professionalism generally. TEds were invited to reflect on their personal contributions in that context. This afforded the opportunity to consider their own place in the academy, and what they considered constituted a successful TEd, including the criteria by which they would gauge that success. Questions sought insights into the basis on which they specialised (e.g., researcher, practitioner); perceived tensions around identities as academics and teachers; and the barriers and opportunities the academy, and outside stakeholders, placed before them. Broadly, this cluster of questions aligned with the first research question of the study.

Regarding the intellectual field, questions probed the nature of TEds' knowledge production practices. These included, for example, how new knowledge was incorporated in academic TE-PCET; TEds' contractual (or implied) obligations to undertake research; formal and informal methods of knowledge production and dissemination; and the extent to which TEds collaborated on research projects with peers, non-TE academics, across institutions and with external bodies. Concerning the educational field, TEds were asked, inter alia, about the relationship between theory and practice in the ITE curriculum. Their views were sought on what they thought relevant or, alternatively, unnecessary content in the curriculum; the influence of external stakeholders (e.g., Ofsted); the degree to which they had flexibility in the design and enactment of the curriculum; and how it was currently delivered and assessed. This enabled TEds to express their view on, for example, what knowledge should be privileged, and where and how best it be acquired.

Following Merriam & Tisdell (2016: 120), I drew on a range of question types. For example, devil's advocate-type questions challenged respondents to consider an opposing view or explanation. Here, some leading questions were used as a probing technique (Brinkmann & Kvale, 2015) (e.g., question 4: *should ITE be delivered in a university setting*?). Hypothetical questions were employed in order to enquire as to what they might do, or what a phenomenon might be like in a particular situation (e.g.,

question 17: *What would your ideal TE curriculum look like if you had freedom from outside influences or restrictions (e.g. Ofsted, the academy)?*

The interview schedule was a guide and a prompt: given the nature of both the semi-structured interview and participants involved, it was not imperative that each question be asked in order. Invariably participants addressed several of my intended talking points without being asked or prompted.

TEds' voices were also embodied in curriculum documentation for which they were responsible and / or to which they had contributed in their production.

4.4.2 Documents

The principal documentary evidence was programme handbooks and module/unit handbooks for ITE course programmes at levels 5 and 6 (and level 7 for two universities); and assessment grids used by TEds (for two universities only). In the interviews, TEds confirmed that their teams, in accordance with each university's validation procedures, had written these documents. They thus conveyed the TEds' collective interpretation and understanding of the professional standards, curriculum content, and what they considered were appropriate means of content delivery and assessment. Analysis of these principal documents was in conjunction with the analysis of the TEd interviews in constructing the arguments put forward in this thesis, particularly regarding curriculum and pedagogy practices (chapters 7 and 8).

I also accessed supplementary documentation. This included the professional standards published by Lifelong Learning UK (LLUK, 2006) and the Education and Training Foundation (ETF, 2014); Ofsted reports; online resources, such as TEds' research and publication profiles on the universities' websites; and core texts (prescribed reading, listed in the programme documentation). This helped contextualise the study and offer evidence to support arguments arising from the analysis. They were not subject to a coding analysis (section 4.5.1).

Table 4.1 outlines the principal documents drawn on in the analysis. (For the purposes of anonymity and confidentiality, I do not identify document ownership. The ethics discussion in section 4.6.2 addresses this in more detail.)

Table 4-1 Course documentation from the three universities used in analysis

Programme documents		
University A	**University B**	**University C**
PGCE 2016-17 Generic programme handbook PGCE 2016-17 Generic study guide PGCE Full-time 2016-17 Generic Unit handbooks	PGCE 2015-16 Generic programme handbook PGCE 2016-17 Unit handbooks	Generic programme handbook Certificate and PGCE Unit handbooks
Assessment criteria grids for two universities		

4.5 Data collection

Conducting the interviews

It was only following ethical consent granted from UCL as the institution in which I was enrolled as a doctoral candidate, that research participants were approached. Through personal contacts and introductions courtesy of professional peers, TEds were first contacted by email or telephone inviting them to participate. I shared a brief overview of the research aims, why they were approached, and an indicative time commitment to enable them to make an informed decision. I also made them aware of what was to be done with the data. Following initial contact, a participant information sheet was sent out with an informed consent form to be signed, dated and returned at the time of the interview (Appendix 3).

Of the 31 TEds who were invited to participate, 28 agreed and 27 were interviewed. Three declined due to work commitments, and one was unavailable during the data collection phase. Interviews took place between July 2016 and March 2017. Mutually convenient dates, times and venues were agreed. Most of the interviews took place in TEds' offices or quiet spaces on the university campuses. The exception were seven interviews (from two universities) conducted over the telephone. This was a necessity when not all participants were available for interview on the same day. The distances involved and cost of travel made it impractical to make multiple visits.

As noted by Shuy (2002) it can be difficult to determine the appropriateness of face-to-face versus telephone interviewing. Certainly, telephone interviewing denies apprehending non-verbal cues (for example, displaying discomfort or confusion) (ibid.).

It is claimed that the 'contextual naturalness' of face-to-face interviews allows for small talk and use of non-verbal communication to make people feel at ease, potentially leading to more open expression (Shuy, 2002: 541). I did not feel that these issues were of concern. First, initial contact had assured participants of my bona fides as a TEd professional peer: it was not a de-contextualised undertaking. Second, I adopted the same approach in both face-to-face and telephone interviews, engaging participants in small talk to put people at ease and dealing with any questions or concerns before formally commencing the interview.

During interviews, given shared professional backgrounds as TEds, I drew on a 'method of friendship' (Fontana & Frey, 2005: 697) which enabled me to ask questions 'strangers would not normally ask' (Brinkmann & Kvale, 2015: 109). I felt that the rapport, the shared cultural experiential backgrounds, and the symmetrical power relation between myself and the respondent in most cases, meant that they had 'an open range of response possibilities, including a rejection of the premises of the interviewer's questions' (ibid., 201). This notwithstanding, I was conscious to ensure that my participants felt comfortable and not made to feel vulnerable by being put on the spot. Mindful too of the theoretical implications of what was being said, I was able to clarify my interpretation of the meanings of their answers during the interview. This form of 'on-line interpretation' afforded on-the-spot confirmation or disconfirmation on the part of the TEd (Brinkmann & Kvale, 2015: 221).

The length of the interviews ranged from 45 minutes to 80 minutes, the average taking one hour. All interviews were digitally recorded. Following the completion of the interview, there was a debriefing (Brinkmann & Kvale, 2015) where participants were invited to address any concerns and/or elaborate points discussed. In some cases, new information was shared after the formal interview. Where this information was pertinent to the study, permission was sought to use it. Following transcription, transcripts were sent to participants to check for accuracy and, if they wished, to clarify any points. Four respondents provided additional information post-transcription. One asked for certain personal information to be removed from the interview record; the remainder clarified factual responses (e.g., providing the name of an author they could not recall in the interview).

Collection of principal documentation occurred after the interview data, based on documentation availability. Documents were thus rendered 'mute evidence' (Hodder, 2003: 703) because their content could not be discussed in interviews. Nevertheless, they were important documents intended to convey and guide action for TEds and student-teachers alike. They also afforded correspondence between TEds' verbal responses in interviews concerning what they said they did and what they were required to do.

4.6 Quality of the research

4.6.1 Positionality - insider research

I described my work in TE-PCET and what prompted me to pursue this study in chapter 1. In this sense, I was an insider-researcher. As suggested by Drake (2010) researchers whose study stems from prolonged engagement in an area often have assumptions and insight into what they might expect to find. This draws attention to researcher insider-ness and positionality in the research.

My insider-ness did not stem solely from my position within the professional field. I chose to conduct at least a part of this study, collecting data from interviews and documents from an institution with which I had strong and enduring professional links. These links were first established when, employed as a TEd by an FE college, I delivered the university's provision under a franchise-type arrangement. Thereafter I was employed directly by the university as a sessional lecturer working remotely with various FE colleges.

The notion of insider and outsider may best be viewed on a continuum rather than as a binary (Milligan, 2016) that is, there are degrees of insider-ness. This may be perceived as both the researcher's positionality within an institution and within a professional field more broadly. As researchers, we adopt different positionings depending on the people with whom we are interacting, and the shared linguistic and socio-cultural norms (ibid.). This has both advantages and disadvantages.

Shared cultural understandings and knowledge of participants and their contexts can offer insights not available to outsiders. Being an insider-researcher can also act as a

check on validity (Maxwell, 2005). Privileged information can be exploited (Mercer, 2007) and candour engendered courtesy of the credibility and rapport shared between researcher and participant (ibid.). On the other hand, these very benefits can be disadvantages as the potential for myopia and taken-for-grantedness may result in important significances going unremarked, assumptions not surfaced or challenged, sensitive issues not raised (Mercer, 2007). Critical subjectivity (ibid.) is called for; researcher reflexivity is imperative in field research. As Probst & Berenson (2014: 815) note:

> Reflexivity serves as a dual-lensed critical consciousness: the awareness of oneself engaging in experience, like an arrow pointed at both ends or an eye that sees itself while gazing outward at the world.

I discuss how I addressed this in the context of the validity of the research in 4.6.3.

Brannick and Coghlan (2007: 67-71) address four principal challenges for insider-researchers researching workplaces: 'access', 'preunderstanding', 'role duality' and 'organizational politics'. In the case of my employer, I had *primary* access, that is, the ability to access the TEds and undertake the research. The degree of insider-ness, however, was relatively low. For instance, my role was not based at the university campus. I did not share office space with the TEds, and I had irregular and infrequent contact with them. I was not fully immersed in the institutional culture. Given this relatively marginal status, I lacked full 'preunderstanding', that is, an awareness of the organisational traditions and protocols and which were part of my research enquiry; for example, the processes of curriculum design and validation. As I did not have a permanent employment contract, I was unfamiliar with the contractual research requirements and hence avenues of support for aspiring researchers in the department. I thus avoided 'role conflict…loyalty tugs…identity dilemmas' (Brannick & Coghlan, 2007: 70) that might ordinarily be the case. This distance was also manifest in the research not being action research: there was no emancipatory element to the study nor an expectation of any practical implementation for the work of the department arising from the research.

The study sought deeper theoretical understanding of an under-explored field. It nevertheless held within its focus on knowledge the potential to surface competing

allegiances amongst TEds concerning the debate as to *what* and *whose* knowledge was privileged in academic TE-PCET. I needed to be mindful not to fuel such debates nor be perceived as adopting a position in them. To this end, I ensured that I did not share with the participants the names of colleagues who had agreed to participate nor relay any specific information shared in the interviews. Preliminary findings during data gathering were also not shared until all data had been collated and thematised.

4.6.2 Ethics

As a researcher, I owed a duty of care to my participants and their respective institutions. One of the key commitments in that respect was anonymising data. Saunders et al. (2015) highlight the complexities and the challenges the researcher faces in balancing two competing imperatives: maximising protection of identities and maintaining the integrity and value of data (ibid., 617). They suggest one adopt a 'contextually-contingent' rather than 'one size fits all' (ibid.) approach in an effort to arrive at a 'best possible' or 'least worst' (ibid., 628) option for the particular dataset. Due to the very small number of universities in England involved in TE for PCET, I did not reveal geographical locations. Further, I did not identify the universities – Blackbridge, Farrisdown and Randmeadow (pseudonyms) – based on the rationale for institution selection (see 4.3.1). Specific titles of TEds were not used, and their qualifications and disciplinary backgrounds slightly altered if specifically referred to in extracts. Pseudonyms were used to avoid the participant being identifiable. In some cases, I used a smoke screen (Kaiser, 2009; Saunders et al., 2015) in the form of a gender change. In instances in which an extract threatened anonymity because identifying features could not be disguised, the quote or documentary evidence remained un-attributed. Examples where this was manifest included, for instance, when addressing details of institutional arrangements (Chapter 5), doctoral projects or departmental research initiatives (Chapter 6), and assessment practices (Chapter 8) that may be known amongst the broader TEd, PCET or academic communities (the potential readers of the thesis).

Despite my commitment to safeguarding participants' and institutions' anonymity, I acknowledge that there remains the risk to *internal* confidentiality (Tolich, 2004) given the insularity of the research context: that is, participants might still identify themselves

or peers. Similarly, there remains a risk to *external* confidentiality (ibid.), the potential to be identified by the intended audience of the thesis. Nonetheless, I believe the approach adopted provided an appropriate balance between identity protection and integrity of data.

During interviews, I was conscious to ensure that TEds felt comfortable and not made to feel vulnerable or exposed. Prior to the interview, I inquired as to whether they had any questions or concerns. I also reiterated that their participation was voluntary and if they were not comfortable in answering a question, they were not compelled to answer. I referred each respondent to the signed consent form (section 4.5) and sought confirmation that they were happy for the interview to be digitally recorded. Other elements of their signed consent were verbally confirmed at this time, including my commitment to their confidentiality and anonymity, and their right to withdraw from the interview at any time, or from the research later.

Interview transcriptions, digital recordings and interview memos were securely stored in encrypted files. Once digital recordings were transferred from the device to a secure hard drive, they were deleted to avoid risk of exposure should the device be lost. All data files stored were assigned a pseudonym, not the TEd's name.

4.6.3 Validity of research

The quality or validity of qualitative research speaks to its evaluation based on rigour and credibility, its soundness (Noble & Smith, 2015) or trustworthiness (Merriam & Tisdell, 2016). This means addressing some of the problems associated with qualitative research such as researcher bias, misinterpretation of participants' meanings, making spurious associations or drawing premature conclusions, and the lack of transferability or generalisability of findings. Several authors in the qualitative research literature (e.g. Creswell & Poth, 2018: 259-264; Merriam & Tisdell, 2016: 242-264; Maxwell, 2005: 110-116; Yardley, 2000; 2017) suggest strategies for alleviating some of these problems.

Deep immersion in the theoretical literature of social realism, Bernstein and LCT supported a strong and trustworthy analysis, enhanced with reference to other studies using the same theoretical architecture (e.g., McNamara 2007; 2009a, b; 2010a, b). This sensitivity to the context of theory (Yardley, 2000), however, was not at the expense of

sensitivity to the data. Ensuring that theory did not overwhelm or impose itself on the data was important. The use of the translation device, or external language of description (explained in detail in Section 4.7), showed how the specificities of the empirical context of the study related to the concepts and vice versa. The means of analysis and the use of the conceptual tools of LCT allowed the data to engage in productive dialogue with theory. Such analysis also supported transferability in the sense of *analytic* generalisability.

Prolonged engagement in the empirical field was necessary to avoid potentially making spurious associations and coming to premature conclusions. Here, initial understandings were 'tested' in subsequent interviews with respondents (e.g., determining the degree of interest in others' research; gaining understanding of what autonomy TEds had in interpreting and applying the curriculum). This was a form of triangulation that allowed for cross-checking and comparing of data (Merriam & Tisdell, 2016). Reference to curriculum documentation also supported triangulation inasmuch as what participants shared in interviews could be checked against the documentary evidence.

I strove to maintain a professional distance by noting assumptions I might have had prior to the interviews based on my personal knowledge of a participant with whom I had a professional association, or of the field itself. During the interviews, asking questions such as '*have I understood you correctly there? Is this what you're saying?*' were helpful in revealing or exposing blind spots (Probst & Berenson, 2014). I used memos following the interviews (see 4.7.1) to capture insights, puzzlements, reflections on assumptions and biases I might have brought to an interview. I also maintained a secure, electronic research journal that served as a platform for adopting a critical stance where I played devil's advocate towards my own findings (Brinkmann & Kvale, 2015).

Explication of the process of analysis, the detailed account of the stages of analysis, the derivation of the codes and the use of a translation device demonstrated transparency and the rigour of the research. The workings out have been made explicit and this process is intended to be replicable. Rich, thick description at the early stages of analysis was achieved by full, complete verbatim transcriptions and use of field notes. A form of

peer review (Merriam & Tisdell, 2016) was undertaken. I sought perspectives on my analyses at different stages with reference to experts (e.g., Professor Karl Maton at the University of Sydney) and the academic community via presentations of papers at LCT international conferences at the University of Sydney (Herrett, 2017) and the University of Witwatersrand (Herrett, 2019), as well as doctoral seminars and conferences.

Finally, my values, past experiences and orientations to the field are embedded throughout the thesis (Creswell & Poth, 2018). As such, it was important that my motivations for undertaking the research and the assumptions that I brought to it (Merriam & Tisdell, 2016) were made explicit in Chapter 1. This was held uppermost in my mind as I carried out the research in order to surface researcher biases and to be alert not to impose my meanings or misinterpret the meaning of respondents.

Of course, in qualitative research the analyses and conclusions are a matter of interpretation on my part; it is for the reader to form a judgement on the efficacy and validity of those conclusions and the means by which those conclusions were formed.

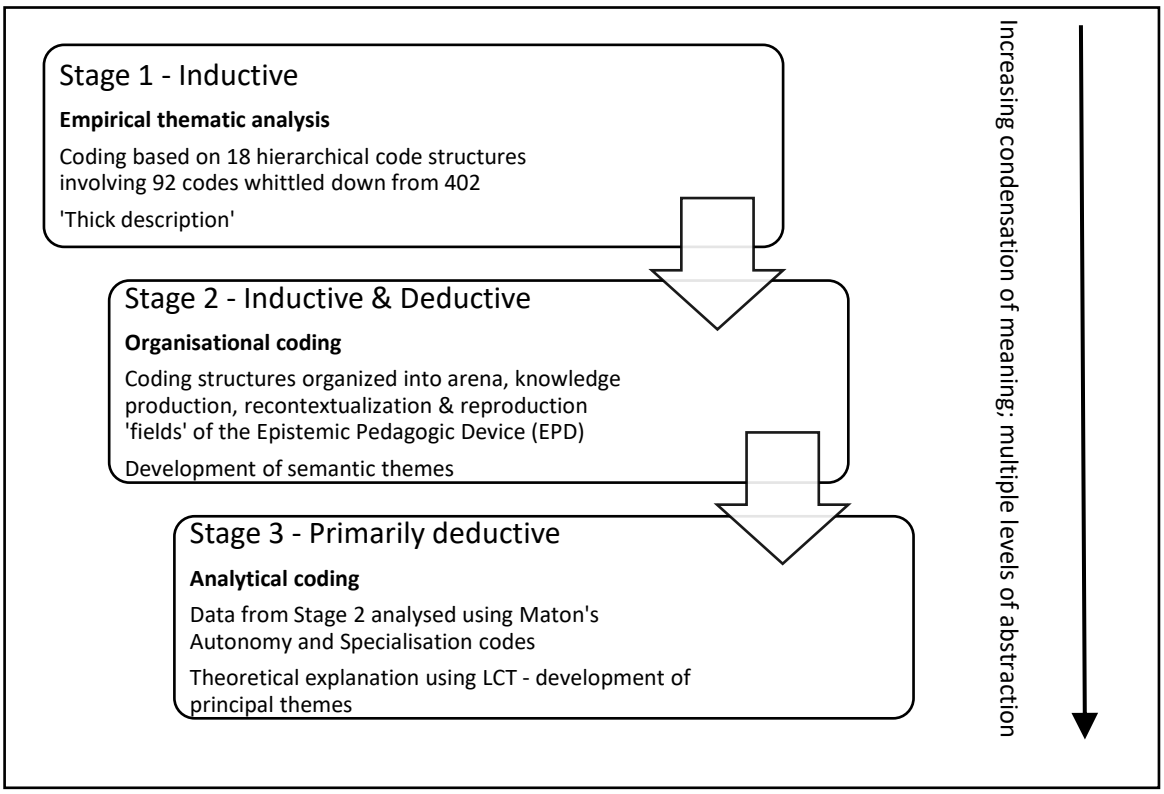
4.7 Data analysis

The process of data analysis for the research was derived from Merriam & Tisdell (2016), Miles et al. (2014), Braun & Clarke (2006), Maxwell (2005) and Bernstein (2000). The staged analysis, as outlined below, was informed by Maton & Chen (2016). The aim of this approach was to get a 'feel' for the data by immersing myself in its rich detail and to move slowly from within that data towards theory (Maton & Chen, 2016). This avoided imposing concepts too early and enabled a productive dialogue between data and theory. It involved a dynamic and dialogic (Merriam & Tisdell, 2016) three-stage process, as displayed in Figure 4.1, involving:

1. searching for patterns of meaning (code categories) that emerged from an empirical thematic analysis of the data;
2. arrangement of these categories according to the orienting frame of the epistemic pedagogic device (EPD) (Chapter 3); and
3. development of an analytic device known as a 'translation device' (Bernstein, 2000) whereby the internal language of a theory is transformed into an external language of description (ibid.). This allowed for analysis of the descriptive data

in stages 1 & 2 to be theoretically reformulated drawing on the concepts of LCT (Maton & Chen, 2016).

Figure 4-1 Summary of 3-stage empirical thematic analysis



4.7.1 Empirical thematic analysis

In stage one of the analysis my theoretical and conceptual knowledge of the literature was put to one side. I was aiming to 'ignore the theory and model' (Bernstein, 2000: 137) by immersing myself in the data. This meant that the data was able to 'speak' without being made to force-fit into pre-existing codes (Miles et al., 2014) based on analytic preconceptions (Braun & Clarke, 2006). This stage of analysis was about making sense of raw data (Lincoln & Guba, 1985). This helped ensure the necessary disruption to my initial ideas about the data so that its full potential could be mined. It is noted, of course, that my theoretical and epistemological commitments underpinning the research were such that data was not coded in an epistemological vacuum (Braun & Clarke, 2006); one's gaze is, after all, theory-laden (Maton & Chen, 2016).

In this first stage, then, all interviews were initially replayed before transcription and notes added to the interview logs that were made immediately following each interview. This initial step was part of the analysis process as it allowed for the development of ideas that informed future categorisation (Maxwell, 2005). It was also akin to 'a conversation with the data, asking questions of it, making comments to it' (Merriam & Tisdell, 2016: 204). These memos captured my thoughts on the respondents' remarks (e.g. '*says she doesn't feel an expert and doesn't do any formal written research but is still very interested in understanding where the problems in the curriculum lie e.g. where is it breaking down*? *NB don't assume anti-intellectualist*'). I noted in the memos a respondent's demeanour during the interview ('*displayed a particular apathy to notions of doctorates for TEds').* Memos also supported my reflection on the process and the questions ('*an interesting distinction made between theory and practice – something to refer to in later interviews'*). They provided an important means of facilitating further thinking and stimulated insights ('*I'd infer from what she'd said, that the value of research is in how it can be measured as demonstrating an impact'*). These various insights were drawn on in subsequent interviews, made possible as data analysis occurred concurrently with the interview data collection.

I transcribed each interview as soon as possible following the interview. Interview scripts were printed, annotated and a summary written. Importantly, this facilitated the first cycle coding (Miles et al., 2014) whereby codes or descriptive labels were assigned to data that reflected symbolic meaning (ibid.) based on my and/or TEds' accounts of what was being transacted in the interviews (Maxwell, 2005). Figure 4.2 provides an example of codes applied to a short data segment at this stage. An example of a first cycle coded interview script is in Appendix 4. The same approach regarding descriptive labels was adopted when analysing document texts.

Figure 4-2 Data extract with codes applied

Data extract	Coded for
well I think there's a historical understanding and acceptance that ITE courses need to be validated, led by and developed by universities and I think that's quite a strong feeling, certainly from our point of view, that that's an important component in terms of structuring and giving a framework	1. justification for TE in academy 2. purpose of TE in academy

Coding data was the first step in categorising chunks of data and hence a form of data condensation (Miles et al., 2014). Initially, 402 codes were derived from the data. Through a process of synthesis, the 402 were reduced to 92 codes. This winnowing of the data (Creswell, 2013) allowed for code categories to develop. In other words, a form of 'second cycle' or 'pattern' codes (Miles et al., 2014: 86). Braun & Clarke (2006) refer to these as 'themes', representing some level of '*patterned* response or meaning within the dataset' (ibid., 82, original emphasis) into which individual codes would fit. This process ultimately resulted in 18 hierarchical code categories.

I brought all relevant data coded under each category together by copying and pasting extracts from the interview scripts and documents into tables. I then wrote up three substantial narrative reports, one for each institution. This was a helpful exercise as the process of coding presents a potential danger of failing to see the contextual wholeness. Each report chapter represented one code category (theme) and its associated subthemes (Appendix 5). Extensive use was made of quotes. Summaries of each report chapter were then compared across the dataset. This offered a check on the validity of individual categories and that they worked for the entire dataset (Braun & Clarke, 2006). Any gaps or inconsistencies were noted. One example was the strong demarcation between researcher and practitioner identities evident in one university that was less evident in the data for the other two. This process also resulted in some sub-code categories deemed independent categories. The full coding scheme is in Appendix 6. An extract from one of the hierarchical code categories describing code sets and codes is in Table 4.2.

Table 4-2 Extract of coding scheme

1.2 The university provision	This set of codes identifies factors relating to TEds' perceptions of the exceptionalism of the academy for ITE
1.2.1 Rationale	This sub-set of codes identifies TEds' perceptions as to why TE-PCET is located in the academy
1.2.1.1 Teaching knowledge	Codes comments on TEds' exceptional knowledge of teaching
1.2.1.2 Experience	Codes TEds' comments on extent of TEd experience as teachers, managers, inspectors
1.2.2 Research	Codes TEds' identification of the academy's research contribution to ITE
1.2.3 Qualifications	Codes TEds' perceptions as to distinction between university ITE qualifications and Awarding Organisation qualifications
1.2.4 Advantages	This sub-set of codes identifies TEds' comments concerning the advantages the academy confers on ITE
1.2.4.1 Status	Codes data indicating the high status attached to university-based ITE
1.2.4.2 Validation	Codes data indicating that university-based ITE validates the professionalism of PCET teachers with employers
1.2.4.3 Quality marker	Codes data concerning the academy as representing a mark of quality in the marketplace of ITE

To sum up, this first stage of the data analysis was an inductive approach using empirical thematic analysis to provide a 'thick description'. Coding was based on 92 codes whittled down from 402 and arranged into 18 code categories (hierarchical structures) that represented patterns of meaning across the dataset. This afforded the next stage of the analysis, organisational coding.

4.7.2 Organisational coding

Following the coding in stage one, the next stage of analysis involved a move towards theory and involved organising the 18 hierarchical structures into 'theoretical categories' derived from prior theory (Maxwell, 2005: 97). All 18 coding hierarchies were therefore arranged according to the orienting frame outlined in Chapter 3, that is,

the EPD's arena and its knowledge production, recontextualisation and reproduction sub-fields. The results are presented in Table 4.3.

Table 4-3 Results of data organization based on the EPD

Elements of EPD:	**Description**	**Code hierarchies sorted under each element of EPD**
Arena	Features of the distinctiveness of academic TE-PCET as embodied by TEds' perspectives	1.1 Local context 1.2 University provision 1.3 External relations 1.4 University-based TEd exceptionalism
Intellectual field: Knowledge production (research)	Features of academic TE-PCET research embodied by TEds' practices and perspectives	2.1 Research 2.2 Academic identity 2.3 Qualifications 2.4 Discipline
Educational field: Knowledge recontextualisation (curriculum)	Features of academic TE-PCET curriculum embodied by TEds' practices and perspectives	3.1 Curriculum 3.2 Theory-practice 3.3 Development 3.4 Policy churn 3.5 TE as specialist subject 3.6 TEds disciplinary specialists
Educational field: Knowledge reproduction (pedagogy & assessment)	Features of academic TE-PCET pedagogy embodied by TEds' practices and perspectives	4.1 TEd practitioner identity 4.2 TEd role 4.3 Assessment 4.4 Learner

(template based on Chen (2010))

The coded data within each element of the EPD was further reduced by aggregating the code categories into overarching themes. These themes make up the substantive content of the findings chapters. Figure 4.3 provides an example of data aggregation.

Figure 4-3 Sample of aggregation of code categories to overarching theme

Extract from hierarchical coding scheme
1.2 University provision 1.2.4 *Advantages* 1.2.4.1 *Status* 1.2.4.2 *Validation* 1.2.4.3 *Quality marker*

Overall theme
'Academic TE as a marker of quality: status, marketability and employability' (Chapter 5, section 5.2.3)

To summarise, the second stage of data analysis drew on a mix of inductive and deductive approaches in order to organise the coded data according to the arena and sub-fields of the EPD as the orienting frame. This second stage enabled the final stage of the analysis, that is, a theorisation of the data drawing on LCT principles.

4.7.3 Analytical coding

This next stage involved analysing data within the arena and intellectual (research) and educational (curriculum, pedagogy and assessment) fields using LCT. The key issue of the thesis was to explore TEd knowledge practices, TEd dispositions and their effects in the context of academic TE-PCET as a distinct specialised social field of practice. The analytical task was to excavate the structuring principles that characterise the arena of academic TE-PCET, and the knowledge practices and beliefs of the TEds within its intellectual and educational fields, in order that a conjectural inference may be drawn for academic TE-PCET. Stages one and two remain in the descriptive domain: descriptions that reflect the realisation of the organising principles rather than the principles themselves (Maton & Chen, 2016). An orienting frame points to what needs to be explored; an analytic framework provides 'the conceptual means for doing so' (ibid., 35). The next step in the analysis process was to analyse the data using LCT concepts of Autonomy and Specialisation.

In order to accomplish this, I needed to devise a 'translation device', that is, a language of description that acts as a 'reading device' (Bernstein, 2000) to enable a dialogue between concepts and data:

> Briefly, a language of description is a translation device whereby one language is transformed into another. We can distinguish between internal and external languages of description. The internal language of description refers to the syntax whereby a conceptual language is created. The external language of description refers to the syntax whereby the internal language can describe something other than itself. (Bernstein, 2000: 132)

As Maton (2014: 113) emphasises, each object of study requires its own external language of description given the specificities of data unique to one's study. It represents a means of translating concepts to empirical descriptions and from empirical

descriptions to concepts (ibid., 137). This establishes the dialectical relations between theory and data, explained by Morais (2002: 564) in a study on pedagogy:

> Our research methodology is also based on Bernstein (2000) and rejects both the analysis of the empirical without an underlying theoretical basis and the use of the theory which does not allow for its transformation on the basis of the empirical. We have developed an external language of description where the theoretical and the empirical are viewed in a dialectic way. The theoretical models, the language of description and the empirical analysis interact transformatively to lead to greater depth and precision.

What LCT offered me was the strong *internal* language of description. The process of creating an *external* language of description started with the stage one analysis where, as noted, ignoring the theory and model (Bernstein, 2000) I immersed myself in the data to realise the richness afforded by the corpus without imposing concepts on it. Stage two, as noted, heralded the move towards theory (Maton & Chen, 2016). Stage three, the final stage of analysis, involved devising a translation device that was specific to this study and which reflected a fidelity to both concepts and data.

The creation of the translation device was not the end of the analysis: it was the means of theorising. Following the template offered by Maton & Chen (2016: 41) broad themes arising out of the organisation coding for the intellectual and educational fields were interrogated by posing questions such as:

1. What form do epistemic relations take in this context? What form do social relations take?
2. What form do *stronger* or *weaker* epistemic and social relations take in this context?
3. Does this theme indicate stronger or weaker epistemic relations and/or social relations?

Similar questions were asked of the data regarding positional and relational autonomy under the Arena coding categories.

The realisation of these concepts particular to this study can be found in Table 4.4 and 4.5.

Table 4-4 Manifestations of positional and relational autonomy in the study

Theoretical concept	**Degree of emphasis on**	
Positional Autonomy (PA)	The field of academic TE-PCET	TEds being from inside education running academic TE-PCET
Relational Autonomy (RA)		TEds' ways of working as based on specifically HE principles

Table 4-5 Manifestations of the epistemic and social relations in the study

Theoretical concept	**Degree of emphasis on**	
Epistemic relations (ER)	Research	Production of new disciplinary knowledge for pedagogy of TE
	Curriculum	Disciplinary content knowledge of course programmes
	Pedagogy	The teaching of disciplinary content knowledge
	Assessment	Explicit evaluative criteria
Social relations (SR)	Research	TEds' personal scholarly disposition
	Curriculum	TEds' personal knowledge and experience
	Pedagogy	TEds' personal dimension of the teaching process
	Assessment	TEds' personal dimension of evaluation

(template based on Chen (2010))

This process was involved, lengthy and the emerging external language of description repeatedly refined. It necessitated repeated returns to the data, comparing examples across the dataset, whilst mindful not to completely isolate the data chunk from its broader context. It started with what my instinct told me but returned to the theory and the concepts: as Maton & Chen (2016: 42-43) suggest, repeated movements between *wide-angle* / *soft focus* analysis of the context and *telephoto* / *hard focus* analysis of specific examples.

One example of the movement between theory and data was when considering respondents' talk of the importance of having a 'feel' for TE-PCET work courtesy of their personal experience of a prolonged immersion in the social field of PCET practice. Explicated in 3.3.2 was that the relative strength of the social relation (SR) reflects, inter alia, the relative strength of relations to the knower's *ways of knowing* through *interactional relations* with *significant others*. Considered in the light of theory, I was

inclined to consider this an example reflecting a stronger *social relation* based on the dispositions of the subject as knower and, more specifically, to be an instance of stronger *interactional relations* in which the *significant other* was the PCET sector. I was inclined to interpret this, because personal experience was being emphasised, as an example of a relatively strong ('+') form of cultivation (a *cultivated* knower code: SR+). Moving back and forth between the data and theory, however, refined my thinking. Fundamentally, it was clear from the dataset that TEd experience varied considerably. This suggested that the boundary control over interactional relations was quite weak. Bringing into academic TE-PCET a disparate set of experiences meant that there was not a prescribed set of interactional relations. By asking the question of the data such as, 'how strong are the boundaries here?' deemed TEds' disparate personal experiences as reflecting relatively weak interactional relations and hence weak social relations (SR—). This is one example of the process in which understanding was refined. Thus, by developing my own cultivated gaze courtesy of a lengthy and sustained immersion with the theory of LCT and the data, I was able to derive a translation device for the study. Of course, derivation of the external language of description remains, as Maton & Chen (2016: 43) remind us, 'always conjectural'.

The external language can be found in Tables 4.6 and 4.7 for Autonomy and Specialisation respectively. Each table is divided into two sections. Within each section, reading from the left acts as a translator of theory into data; reading from the right acts as a translator of data into theory (Maton & Chen, 2016), the former showing how concepts were enacted in this study, the latter showing how data was conceptualised as exemplifying relative strengths of the concepts (ibid.). It is noted that the indicators arose from the data rather than imposed on *a priori* grounds (Chen, 2010).

Taking Table 4.6 as an example, the positional autonomy (PA) is on the left; the relational autonomy (RA) on the right. In the 'Arena of EPD' row of 'positional autonomy', the quote:

'*In terms of being a university, we are given a lot of freedom as to how we operate*'

suggests TEds have considerable degree of autonomy in the running of their field. This represents stronger positional autonomy and has been coded 'PA+'. Equally, the quote

for ‘PA—’ exemplifies the kind of data representing weaker positional autonomy. They give insight into the kinds of data that reflect differing strengths of relation and how further data was conceptualised (ibid.).

The value of deriving this device was in codifying and systematising analysis: note, it was not the end-point of the analysis but the basis of the exploration of the research questions. As Maton & Chen (2016: 47) suggest, evolving an external language of description requires immersion in the data and the theory. Bridging the two through a translation device ‘enables both thick description and thick explanation, both empirical fidelity and explanatory power’ (ibid.). Creation of such a device and making one’s analytical steps explicit support reliability. It also offers a means of analytical generalisability, in this case, a form of assertational logic whereby the claim for generalisability is one based on theory:

> By specifying the supporting evidence and making the arguments explicit, the researcher can allow readers to judge the soundness of the generalization claim. (Brinkmann & Kvale, 2015: 297)

This device offers other researchers a template for use in their own projects. It was also considered important to develop because the thrust of the thesis was not in describing the surface features of the empirical but in the generative mechanisms and resultant structuring principles that give rise to events and experiences. This analytical approach thus provided the means of exploring the structuring principles underpinning academic TE-PCET and the TEds’ knowledge practices, dispositions and beliefs. From this, it was possible to draw conclusions and offer an explanation in satisfaction of the research questions. The aim was to make explicit the basis of the theorising of the data and hold up for inspection the empirical relations, the conceptual relations, and how they so relate. It therefore offered the bases upon which knowledge claims for this specific problem-situation could be made.

In summary, data analysis, following Figure 4.1, was staged: empirical thematic analysis; a descriptive account based on the coded categories arising from the empirical thematic analysis using the orienting frame of the EPD, followed by an analysis of the descriptive data using LCT (ibid.). In so doing, it charted a course of increasing abstraction and

condensation of meaning, embodying the induction-deduction dialectic. It thereby established the means for a theorisation of data.

Table 4-6 An external language of description for Autonomy codes

		POSITIONAL AUTONOMY (PA)			RELATIONAL AUTONOMY (RA)		
		Concept manifested – Emphasis on:	**Indicators**	**Empirical quotes from the data**	**Concept manifested** – Emphasis on:	**Indicators**	**Empirical quotes from the data**
+ ▲ ▼ –	**Arena of EPD**	Insulation of the discipline of Teacher Education from external control	**PA+** Emphasis is placed on TEds having the power to run the discipline of Teacher Education and insulate it from control by external others	In terms of being a university, we are given a lot of freedom as to how we operate	Insulation of the discipline of Teacher Education from external ways of working	**RA+** Emphasis is placed on principles and ways of working intrinsic to the academy and the discipline of Teacher Education	we really want to ask educational questions about education which is, what's the value of it, what are they learning…which is an educational question
			PA— Downplays the power of TEds to run the discipline of Teacher Education	every single thing on the programme is micromanaged [by others] … there's no autonomy, there's no physical, cognitive, ethical autonomy whatsoever and I don't think that higher education exists to do that		**RA—**Downplays academic principles and ways of working from academia, subordinated to those from other fields, such as government	(W)e have a very high employability rate on this course [and] we say at interview to the student teacher … 'We can tell you that the employability rate has been very, very high and has been noted by Ofsted as being very, very high'

(template based on Chen (2010))

Table 4-7 An external language of description for Specialisation codes

		EPISTEMIC RELATIONS (ER)			SOCIAL RELATIONS (SR)		
		Concept manifested – Emphasis on:	**Indicators**	**Empirical quotes from the data**	**Concept manifested –** Emphasis on:	**Indicators**	**Empirical quotes from the data**
+ ▲ ▼ —	**Intellectual field: Research**	The legitimate 'problem situation'/object of research and/or the means of constructing new knowledge for ITE	**ER+** Emphasis is placed on 'new' knowledge relating specifically to pedagogy of TE (i.e. Loughran, 2006) as a specialism Adheres to HE-sanctioned research models and methodological procedures	I do think that we need to be encouraged to look at how we can improve what we know about teaching, learning and assessment [for TE-PCET] [Research] has to follow certain rules; it has to be peer assessed; it has to be within academia in order for it to become considered either research or knowledge.	TEds as legitimate knowers based on personal knowledge and experience i.e. how TEds can legitimately know as legitimate knowledge producers	**SR+** TEds develop scholarly disposition through, e.g., master-apprentice relations in doctoral study with doctoral supervisors, academic peers, contributing to and participating in academic conferences/publications	I can draw on material from anthropology, from political philosophy, from psychology all of which are pertinent to [my topic of interest]. So, you know, […] that wouldn't happen outside a university setting. You need people who are willing to get together and think and read and discuss and look at the bigger picture
			ER— Less emphasis is placed on 'new' knowledge specific to teaching, learning and assessment in TE-PCET New knowledge draws on an unspecified range of research models and methodological procedures	some of the research… has absolutely nothing to do with teacher education at all I'm lucky in that my immediate line manager takes a very broad approach to what research is…So that my sort of lesson preparation, my organising modules, my coaching work. So it doesn't have to be a paper or working towards a PhD or anything like that		**SR—** Experiences from inside academia de-emphasised or absent. Extends to embracing uncircumscribed personal experience and opinions as basis for developing a scholarly/researcher disposition	I would apply the 'so what' difference to it, what what's the evidence, how is that actually changing what I'm doing as a teacher educator and it's that 'what difference does actually doing the doctorate mean to my practice'
+ ▲ ▼ —	**Educational field: Curriculum**	The legitimate content of curriculum and/or the means of constructing curriculum content for TE-PCET	**ER+** Insulated theoretical foundation of strongly bounded objects of study as determining form of legitimate educational knowledge Theoretical principles emphasised as specialised procedural knowledge or concepts	we need to have an understanding of certain disciplines, the social science disciplines, such as, social theories and theories about how to learn in psychology	TEds as legitimate knowers based on personal knowledge and experience i.e. how TEds can legitimately know as curriculum specialists	**SR+** Emphasis is placed on TEds' dispositions and backgrounds cultivated through prescribed interactions within disciplinary master-apprentice relations (e.g.MA study) representing the ideal curriculum knower	I did an MA in psychology of education …and the curriculum at that time was very much shaped by disciplines and so I was the [educational] psychologist […] it is that kind of lens from which I speak
			ER— Theoretical foundation and theoretical principles downplayed or absent in defining legitimate educational knowledge	let's look at practice and draw it from there … I firmly believe that there is an important element for the practical reality of the classroom and making theories		**SR—** Personal experience and opinions working with a range of others within and without HE (and/or as former PCET teachers)	we have a dialogue with centre coordinators in colleges … so there's a continual curriculum reassessment … on the basis of feedback from centres

		EPISTEMIC RELATIONS (ER)			SOCIAL RELATIONS (SR)		
		Concept manifested – Emphasis on:	**Indicators**	**Empirical quotes from the data**	**Concept manifested –** Emphasis on:	**Indicators**	**Empirical quotes from the data**
+ ↕ —	**Educational field: Pedagogy**	The legitimate teaching of content based on disciplinary pedagogic principles	**ER+** Transmission of disciplinary content knowledge is explicit and emphasised as determining form of pedagogy.	we absolutely advocate the central importance of critical reflection in educational practice and model that	TEds as legitimate knowers based on the personal dimension of the teaching process	**SR+** TEds' strategies, techniques and preferences cultivated via exemplary model of TE pedagogy as 'significant others' & are explicitly emphasised as determining form of pedagogy.	it was pretty clear that the people who wrote the programme were trained according to the book [on TE] and therefore recycling the content of that book [when teaching]
			ER— Transmission of content knowledge downplayed as not significantly shaping form of pedagogy.	it's better for people [students] if they identify it themselves … it's much better to get them thinking		**SR—** Individual TEds' preferences informed by uncircumscribed 'significant others'. May reflect personal preferences based on disparate experiences	I'm gonna do this because I think this is right [and when teaching] I've changed, tweaked modules because I've thought it would be beneficial to the learners and to their practice as opposed to doing what the university wanted me to do
+ ↕ —	**Educational field: Assessment**	The legitimate evaluation based on explicit criteria	**ER+** Explicit, specific evaluative criteria are emphasised in judging student performances.	[Student-teachers use] a range of well-chosen creative resources and strategies which *match their learners' needs and interest* and ensure *all their learners make progress* (original emphasis)	TEds as legitimate knowers based on the personal dimension of applying evaluative criteria	**SR+** Evaluation of legitimacy of student performances resides with individual TEds drawing on TE pedagogical principles as 'significant others'.	well..yeah, I guess I'm bringing my lens in … my baggage [but] it's still rooted in the standards and stuff especially the [assessment] grids. And also how I was trained as a CELTA [teacher] trainer
			ER— Explicit, specific evaluative criteria are less significant in judging student performances.	other creative ways of assessment move away from that particular model [of essays] and are a little bit more interactive a little bit more inclusive		**SR—** Evaluation of legitimacy of student performances resides with individual beliefs of TEds drawing on personal perspectives and experiences. Interactions with TE pedagogical principles are downplayed as 'significant others'.	you have to play a game of how you word assessment [to meet criteria] to give yourself enough freedom to be able to play with it … you have to learn to play that game

(template based on Chen (2010))

4.8 Conclusion

This chapter described the methodological approach employed in the thesis. It began with social realism as a research tradition, underpinned by the philosophical perspective of critical realism. The methodological implication, considering the study's aims, was a qualitative research design. The chapter reviewed the principal research methods, namely semi-structured interviews and documentary evidence. It provided a rationale for the choice of institutions and TEd participants. It included a discussion of the ethical considerations associated with insider research and the various strategies employed that sought to assure the quality of the research.

The chapter explained the approach to data analysis using the EPD as an orienting frame. Data analysis followed a three-stage process that began with a thick description of data courtesy of empirical thematic analysis. Moving through the second and third stages, it followed a process of increasing abstraction and condensation of meaning culminating in the development of a translation device using LCT Autonomy and Specialisation.

Chapter 5 The institutional field position

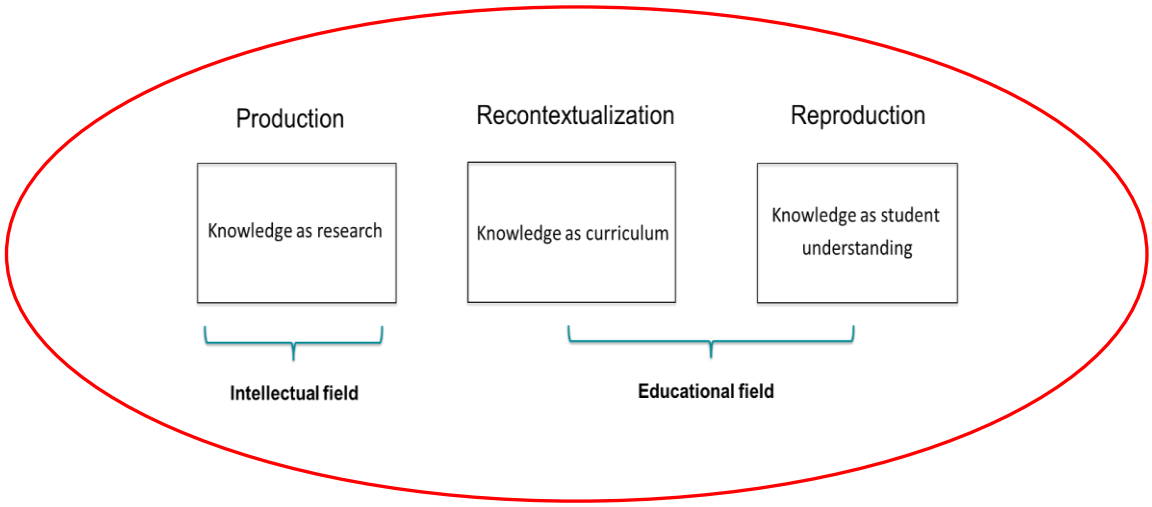
5.1 Introduction

This chapter is the first of four chapters that present the findings of the research. The chapter addresses the first research question:

> *How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?*

Drawing on the EPD as an orienting frame for the study, this question relates to external relations to the arena created by the EPD, as presented in Figure 5.1. Subsequent chapters will explore each of its constituent parts: chapter 6 will address *knowledge as research* in the intellectual field of production; chapter 7 will consider *knowledge as curriculum* in the educational field of recontextualisation; and chapter 8 will address *knowledge as student understanding* concerning pedagogy and assessment in the educational field of reproduction.

Figure 5-1 Arena created by EPD as the orienting frame for the study



The findings presented in the following four sections, arranged according to themes drawn from the thematic analysis as outlined in chapter 4, relate to TEds' perceptions of academic TE-PCET's legitimacy as a distinct specialised field of practice. Specifically, 5.2 presents findings that address TEd perceptions as to the rationale for academic TE-PCET. This section speaks to TEds' views on the distinctiveness of academic TE-PCET provision. Section 5.3 presents findings regarding TE-PCET's

internal relations with other disciplinary specialisms in the academy. This addresses, inter alia, how TEds claim their work is perceived by non-education disciplinary peers and academy management, and the implications for cross-disciplinary work and scholarly activity. Section 5.4 considers TEds' views on academic TE-PCET's external relations with the social field of PCET practice and the benefits and potential challenges that arise from the nature of those relations. Findings regarding external relations with policy makers and the government inspectorate, Ofsted, are presented in 5.5. Following a summary in section 5.6 of key findings, section 5.7 synthesises and theorises the analysis drawing on LCT Autonomy in respect of the translation device (Table 4.6).

Conceptually what is being explored is the TEds' construction of the institutional field of academic TE-PCET in England, and in what way it is differentiated from other social realms. The purpose of this chapter is therefore to bring into focus academic TE-PCET as a distinct object of study. It will provide a frame through which to view and contextualise subsequent analysis of TEds' perceptions of their intellectual and educational field knowledge practices. Signposted throughout this chapter will be references to subsequent chapters in cases that warrant further and more detailed explication appropriate to the contexts of either the intellectual or the educational fields.

As a reminder, reference to 'BU', 'FU' and 'RU' throughout the thesis refer to the three institutions in the study: Blackbridge University, Farrisdown University and Randmeadow University, respectively. In instances where identifying features threaten anonymity, references and individual quotes from the data are unattributed to a specific TEd and/or institution (e.g., 'female TEd, uni A') following the ethics discussion (4.6.2).

5.2 A rationale for academic TE-PCET in the academy

This set of sub-themes addresses how TEds perceive the distinctiveness of academic TE-PCET. The findings suggest that TEds believe that advantages accrue to both TEds and student-teachers by being members of the HE community, with the university

represented as the repository of TEd expertise. This speaks to TEds' claims to authority and power embodied in their symbolic capital. Somewhat surprisingly, however, was a degree of ambivalence as to the *necessity* for TE-PCET to be in the academy *per se*: rather, a 'neutral space' away from employer organisations, and the quality of the individual TEd, were underlying themes. Indeed, no reference to an explicit, esoteric specialised body of knowledge for academic TE-PCET was offered to account for its location. This was in respect of both a pedagogy of TE-PCET in the intellectual field, and a knowledge base for the preparation and practices of student-teachers in the educational field. This suggests a somewhat contradictory situation for academic TE-PCET with implications for its position within the academy, and arguably, for who ultimately controls it.

5.2.1 The academy - a space for exploration of ideas and critical reflection

At the outset, many TEds acknowledged the historical perspective of TE-PCET provision in the academy, suggesting that it 'just is' (Brenda RU), that 'historically' (Carol BU) the academy was 'crucial' (Bryony RU) in the training of teachers in England. The academy was said to have 'led' the validation and development of TE-PCET for 'a number of years' (Linda BU).

TEd participants spoke of the academy as offering a unique space. In this space traditional HE values of academic freedom of expression and the exploration of ideas open to challenge and reflection, could be fostered. This was said to be to the benefit of both student-teacher and TEd. Underpinning this theme was an expression of the value of a *higher* education in developing critical thinking skills in student-teachers. This highlighted that academic TE-PCET offered an *education* rather than simply training to do a job:

> I think you need initial teacher education because you need teachers to be educated in the discipline of education, not trained – I think you train dogs, not people - and I think you particularly need to educate people to make good professional judgements in complex and unfolding situations that are often moral in nature. (John FU)

This theme will be explored further in Chapter 7.

Many TEds claimed that it was important for student-teachers that ITE be set apart from the day-to-day 'minutiae' (Emma RU) of PCET workplaces. This was claimed for both on-campus provision and off-site in-service provision delivered in PCET colleges. It was suggested that this distance from the workplace – whether literal or metaphorical - gave student-teachers space to develop a critically reflective stance towards their work:

> You can bundle up the bits that they need to know in practical terms but reflecting on educational practice and reflecting on political engagement are things that I think are best done in a university environment with access to academics. (Stephanie BU)

TEds claimed, in principle, that the university as a 'forum' or space also afforded them an environment in which ideas could be explored, and intellectual interests developed and nourished. TEds claimed that their teams represented a repository of expertise in an environment where exposure to new ideas, reflection and critique were encouraged:

> (W)e're building up a repository of knowledge that's taken years to develop, but, also, you're still looking for what's happening. We know the more you read, the more you listen to alternative viewpoints, the more that there're different perspectives for you to weigh up against one another, that's what informs you and that's what helps you. (June FU)

TEds claimed an advantage of academic TE-PCET was the degree of freedom of thought and independence from technical rationalist imperatives and a managerialist 'tick box' culture that were said to pervade PCET college environments:

> In terms of being a university, we are given a lot of freedom as to how we operate, so certainly much more than I had in a further education college. (Emma RU)

Partner PCET colleges involved in TE-PCET provision of two universities were said to be beneficiaries of this neutral ground, where academic TE-PCET was variously described by several TEds as the 'centre' or a 'hub' of a 'network'. The teams in these universities claimed to offer 'real expertise and real research interest in certain things' (Fay, RU) that benefited the partner colleges and their staff on in-service ITE

programmes. Further, TEds claimed that their expertise qualified them as arbiters of quality practice and provision, particularly for provision contracted out to college-based TEds employed directly by the PCET college partners. It also extended to commentary about the variable quality of subject mentors to whom all three institutions' student-teachers were allocated. This was especially related to the lack of theoretical understanding and insight to support student-teachers and the danger of exposing student-teachers to poor examples of pedagogy modelled by mentors:

> A lot of stuff in colleges is quick-fix and, you know, razzmatazz and snake oil, and you just only need to 'do that' and 'have that' and 'here's a bank of lesson plans and just add water and it'll all be fine'. We all know that that doesn't work but, you know, if that's all you've been exposed to you can't blame the teacher if that's what they've been exposed to. (June FU)

Opportunities for critical thinking and reflection, a neutral space and access to a repository of knowledge contrasted with non-HE ITE provision.

5.2.2 HE ITE in contra-distinction to non-HE ITE provision: a 'theory-informed' practice focus versus a 'practice' focus

Several TEds suggested that non-academy ITE provision, offered in-house by college-based TEds, privileged a practice approach to teaching. Insufficient critique and poor modelling of practice within the PCET institutions were claimed as characteristic of non-academy provision. Whilst not proclaiming that theory was evacuated from non-academy provision, it nonetheless was said to focus on prescription, toolkits, and non-questioning of theoretical perspectives:

> I don't always think there's enough rigour on the academic side of learning pedagogy and theory as there perhaps is at the university. And I think, sometimes, there's a little bit of tension between theory and practice, or the theory, sometimes, when the teacher training is done in-house in a college. (Judith FU)

June (FU) suggested her university programme had a distinct advantage over the practice-focused City & Guilds award. Student-teachers were encouraged 'to go the extra mile' rather than simply 'do this and do that' as part of a toolkit. This allowed the student-teachers to 'explore ideas' and see the 'bigger picture' (June FU). Carol

(BU) echoing the point of academic TE-PCET as a repository of expertise, suggested that student-teachers on non-HE ITE programmes lacked 'the wide experience, knowledge, literature' afforded by TEds in the academy.

These insights speak to the quality and affordances of academic TE-PCET provision.

5.2.3 Academic TE as a marker of quality: status, marketability and employability

Several participants felt that academic TE-PCET provision was a marker of quality in the marketplace for ITE qualifications. Participants from all three universities proclaimed the high esteem in which their provision was held, and the reputation of quality attached to their programmes, citing Ofsted inspection outcomes. This was said to have helped underpin ongoing demand for courses; conferred advantages to student-teachers in the employment market; offered student-teachers 'a powerful validating of their professionalisation' (Edwina RU); and helped elevate the profile of PCET teaching as a profession, ensuring parity of esteem especially with the primary and secondary school-teaching profession. Student-teachers appreciated the university 'name' and hence 'might rate the qualification' (Brett FU) in their estimation. Documentation from one university claimed:

> In a competitive employment marketplace, the qualification of 'PGCE' is instantly recognisable to potential employers as signifying that you have well-developed graduate skills and attributes as well as the appropriate teaching qualification needed. (Uni C PGCE programme handbook)

Similarly:

> I think it validates our sector as a sector in comparison to, you know, primary and secondary, and HE [teaching]. And, I think before we were the forgotten sector, and I think now we are a much stronger sector because of that. And I think, especially if teachers are going to university to get that certificate, it is an assurance of …quality …. So, I think it's only a good thing. I suppose the question is, is it an elitist thing. But I do think … if we want to stand up with primary and secondary teachers and be valued as equal then, yeah, I think we do need that sort of qualification there in the HE institution. (Judith FU)

Whilst acknowledging that it did represent a marker, Claude (RU) did question whether it was necessarily deserved:

> I think absolutely it [academic TE-PCET] is, it's a **marker** but whether that marker actually represents something better I'm not convinced. And yet in the employment world, I'm sure if you get a certificate that has a university logo on the top of it, employers might go, 'Ooh, it must be something better!' but I'm not sure, in practice, it is. (original emphasis)

Claude's comment reflected an undercurrent amongst participants that the quality of provision was dependent on the calibre and standard of the individuals delivering provision rather than, necessarily, its location in the academy or the qualification awarded.

5.2.4 Does the location of academic TE-PCET really matter?

Many TEds suggested that contribution to the development of student-teachers' knowledge and skills was not necessarily due to a 'superior' university programme:

> I still come back to the teacher educators being the key people rather than it being necessarily set with the organisation you're getting your award from. (Patrick RU)

Brett (FU) referred to a group of highly regarded retired PCET teachers recruited to contribute as TEds on both university and non-university programmes. Their 'years and years of experience as practitioners and their knowledge of the FE sector' qualified them to work as TEds. Noted by Emma (RU):

> It doesn't mean I see people who work in a higher education as being somehow hallowed or offering something of higher merit if you like from what they [students] get from their further education compatriots.

Linda (BU) referred to the 'amazing, just amazing' work of college-based TEds at a FE college whose initiatives and innovations were 'fantastic'. She felt that they could 'probably put some of my peers [in the university] to shame'. Hassan (BU) felt that, at a fundamental level, 'it's about *how* it's taught and by whom' (original emphasis).

Claude (RU) alluded to his own background working with AO qualifications in PCET colleges in the past:

> I think, pre-Lingfield[4], I never necessarily thought that [TE located in the academy] was necessary and that hasn't changed at all really … I think the good things, there are certain advantages for it to be located within universities. But, because I've also got quite a lot of experience working with teacher ed. provision validated by an awarding body, very positive experiences, I never felt that was a pre-requisite to it being effective … I mean one of the things with universities would be that they tend to be a little bit more independent and they can tell the government to, you know, 'F off' if they don't like what they're doing. But I don't know if I think that's decreased anyway. I know awarding bodies are more susceptible to, you know, having to conform to what the government asks of them but I think that's quite the case for universities anyway. So I don't 'pre-', and I don't, 'post-' think it necessarily has to be [in the university].

Respondents at Blackbridge also made the point that TE-PCET provision need not be in a university setting but 'it does need to be a kind of special sort of institution' (Michael BU). The key was that it not be in the employer institution; the university provided space, and afforded freedoms for the student-teachers, the implication being that a 'third space' could provide the same attributes:

> I think teacher education has to be away from your employer college, I think that's the most important thing. (Alan BU)

Claire (RU), questioned the utility of academic TE-PCET provision, and suggested that the real reason had little to do with higher learning in academia and more to do with its historical origins:

> I strongly suspect that the most important real reason [for academic TE-PCET] is the vested interests of certain academics […] people who, to be blunt, people who have a vested interest in maintaining their employment. The reason I say that is that, in my experience, there's nothing academic about programmes that we teach, the level, the content, it's not really academic, properly speaking.

Summary of 5.2

TEds conveyed that academic TE-PCET afforded considerable advantages for critical, reflective thinking, and collectively the TEds offered a deep repository of expertise.

[4] This refers to the PCET regulatory regime prior to the reforms as noted in chapter 1.

TEds' symbolic capital derived from expertise could reconcile an account that emphasised *education* over *training* but that which need not necessarily be conducted in a university. This appeared linked to the lack of reference to an insulated disciplinary discourse to account for academic TE-PCET's place in the academy. The extent to which TEds' symbolic power is adequate to assert control, and secure for TE-PCET a seat at the academic high table is at least, in part, following Bernstein, dependent on the strength of the boundary insulation of disciplinary knowledge.

5.3 Relations with other disciplinary fields

This set of sub-themes consider how TEds positioned academic TE-PCET in relation to other sub-fields of the academy. It addresses how TEds perceived a university culture in which the vocational orientation of their work lacked disciplinary status. This was concordant with differential treatment of employment contracts of researchers and teachers. TEds suggested that there were implications for cross-disciplinary work. This may reflect that TEds' symbolic capital and authority were afforded by expertise as teaching practitioners, concerned with PCET and its profane knowledges, in contrast with their non-TE academic peers. Collectively, this speaks to the relative permeability of academic PCET's disciplinary boundaries on account of its orientation to vocational practice.

5.3.1 Status of education as a discipline: vocational focus de-valorised

A common refrain from TEds was that education, and TE specifically, lacked parity of esteem with other disciplinary areas in the academy. TEds' work was dismissed as vocational or continuing professional development (CPD). It was generally held in 'low regard', not a 'proper academic subject like, you know, philosophy or … sociology' (Francine, FU). This was linked to how education as a discipline was perceived within the academy:

> What the underlying attitudes of academics in other parts of the university to education as an academic discipline, I think it's more questionable as to whether they a) understand what that is, and b) value it in the way that they perhaps might value more traditional academic disciplines. But I've never

> really had that conversation with colleagues, so I don't know whether that's true. But in the sector, as a whole, I know that colleagues in other universities are constantly having to battle to gain any kind of recognition for the value of their work and, you know, with senior managers, for its continued existence and justification for its resourcing. And certainly, for example […] if they are research intensive universities, with very few exceptions, I'm not sure that anyone in the university would know anything about the educational research that's going on in the university and how prestigious it was. (Edwina RU)

It was felt that academics in non-education disciplines in the university had little if any understanding of the sector, the type of provision that was offered in PCET and the needs of teachers working in the sector. Rachel (BU) suggested that of the few who did, they 'probably think that it's very low level and they think of it in those elite terms'. As John (FU) commented:

> I do think in this institution there is a kind of tacit snobbery about practice in general, not just education – well, actually, I think it's probably more pronounced in relation to educational practice – where sometimes I have heard my work described, and the work of my colleagues, as being described as vocational – as if … the practice of the academy is somehow not vocational … I do think that education has to fight for a place, and to earn the respect that it deserves amongst some of the other natural and social sciences here.
>
> We often get told 'well you're CPD aren't you'. Well, no, we're not, you know. So, even within the academy I think that PCET's bottom of the pile. And I would say that, yeah, in this university pharmacy would be seen as much more important than teacher education. (June FU)

This had implications for cross-disciplinary scholarly work by TEds in the academy. For example, research output from education faculty members, including TEds, was not seen as 'proper research' (Di BU). Reflecting on what she perceived was her university's relatively weak performance on the last REF exercise for education, Francine (FU) remarked:

> I think a lot of the factors at work there were to do with the kind of additional quality burden that people in education have that other departments don't have; and some kind of lower status, kind of, and maybe other departments' view of what good research is. So, good research is

> something that sits in a book on a shelf that no one but about ten people in the world ever read, you know, whereas I think in education we've got a duty to try and get the stuff out there, and help people to engage with it, and see what they think of it, and try and do that. … I mean, there's a place for both; they're not equally seen as important in the institution.

From the foregoing, it was perhaps unsurprising that there were very few examples of engagement with academic peers on cross-disciplinary work outside the education faculty or TE department.

5.3.2 Limited contribution of non-education academic disciplines to provision

It was suggested by several participants that the minimal collaboration with non-education peers reflected how the broader academic community perceived TEds' identity and their work. A division existed between research and teaching work, in which the former was said to be valorised over the latter; and it was teaching work with which TEds were most associated.

It is not unusual for academic workers in universities to be employed as teaching fellows, research fellows or academics. At one university, for example, a distinction was made between a *professional* contract and an *academic* contract. TEds employed on the former were not obliged to submit research outputs to the REF exercise, although all were encouraged to undertake research. This appeared to entrench a perception that researchers were held in higher esteem than teachers in the university.

Alan (BU) referred to the challenge of engaging in both teaching and research as a TEd. He felt that it was possible to:

> move from one to the other but I don't think you can ride the two horses fully together. You see yourself as one or the other...

Other disciplinary specialists in the academy, Rachel (BU) suggested, viewed TEds as 'definitely second-class citizens'. This challenged TEds when attempting to make any impact within their institution and draw attention to education and its value as a discipline in the academy.

Hassan (BU) referred to the split between research and teaching as an 'apartheid'; Di (BU) believed that TEds were viewed as not 'academic enough'. She made the point that TE did not attract large research grants, and the TEds did not get published:

> well, not very much, not like the professors…I think there is quite a divide between the academy and practice in the field.

Mary (BU) commented that TEds were viewed as 'less academic' and that 'we don't know as much as them'. The result was a general lack of collaboration or engagement with non-education disciplinary schools in the academy.

At Randmeadow, TEds confirmed that their contracts included a research component. This notwithstanding, TEds mirrored the views expressed by Blackbridge participants:

> If I'm being frank, I'd say [cross-disciplinary work] it is disappointingly small. I spend a lot of my time within the university trying to highlight the potential of greater links between teacher education in PCET and the rest of the university … I don't think they do nearly enough to link up with the huge amounts of expertise that there is in the PCET team. (Edwina RU)

Emphasising that education was a discipline, Francine (FU) suggested that disciplines like philosophy and psychology, which she believed had a contribution to make to TE, tended to 'colonise' education. This was one key reason why there was little appetite, from the TEds' point of view, for cross-disciplinary work:

> The problem is all those other disciplines want to ask questions from their discipline about education. And we really want to ask educational questions about education which is, what's the value of it, what are they learning, and what are they getting out of their studies - the learners at any level - which is an educational question. (Francine FU)

The 'apartheid' to which Hassan (BU) referred was also manifest in differences in the nature of the work of academic TE-PCET, particularly teaching load, and that of non-education disciplines.

5.3.3 Scholarly activity and teaching commitments in tension

The teaching component of TEds' work was a key factor influencing TEds' ability to conduct research and engage with the wider academy. Contact time with student-teachers was claimed to be much higher than other disciplinary areas and non-education academics 'do not have the teaching load we have' (Emma RU). This was perhaps not surprising. As Francine (FU) highlighted, ITE programmes were different to a 'standard' undergraduate programme in a disciplinary area, like history, for example. In that case, she could be expected to have less student contact and draw on the help of PhD students in delivering seminars, for instance.

Di (BU) said that a number of colleagues would like to do more research but they did not have the time nor did the professional (*c.f.* academic) contracts specifically allocate hours for it, unlike those 'in other academic posts'. Similarly, Judith (FU) referred to the tension between teaching and research that was largely a factor of time. She felt pressured to undertake and contribute to research by the department:

> I keep getting told, you know, […] 'You can't do that; […] you need to make sure that you're doing your research. You don't have to spend all your time working for your students and things.' Whereas I think I have a tendency to put my students first. And I suppose that's the practitioner side of me: ultimately, I want to do the best for my students. […] And, you know, the department wants me to do other things. So, I think that sometimes I'm a little bit piggy in the middle with that because research takes time. So, there's the need to find that balance between the academic and the practice.

Edwina (RU) acknowledged similar pressures and tensions:

> I think I'm constantly missing the opportunity to systematise my thinking and capture it in the way you would traditionally expect an academic to be doing. And, if I'm feeling that, then I know that a lot of my colleagues would be feeling that because everybody's in the same boat with this business of having too much contact time and not having enough reflective time.

Chapter 6 examines TEds' scholarly research practices in detail.

5.3.4 TE-PCET the poor relation of compulsory sector-TE in the academy

TEds claimed that TE-PCET was generally set apart from the compulsory primary and secondary TE provision within the academy.

At one university, TE-PCET had been traditionally marginalised from the other two phases of primary and secondary. This was partly a factor of its isolated campus location, and being relatively small provision by comparison. The profile of TE-PCET at this university had changed following an Ofsted inspection of TE for all phases of education in which TE-PCET had performed very well. As a TEd noted:

> (B)ecause there aren't very many of us … people don't know about us. And, so, following the Ofsted, people suddenly knew about us and so we've had a much bigger voice than we've ever had before. (male TEd, uni C)

June (FU) suggested that TE-PCET did not have parity of esteem with TE-schools at any university. She suggested that TE-schools peers perceived it as continuing professional development (CPD):

> We often are viewed as not real teachers. It's like primary and secondary – that's proper teaching, isn't it, where post-compulsory teaching, well, that's like something else isn't it, that's like CPD.

A TEd manager suggested that, in addition to not being a traditional disciplinary area, at his university it was different from secondary TE provision in that the secondary programme was offered exclusively at masters' level. TE-PCET, on the other hand, was not '(a)nd if it was it wouldn't be appropriate for the sector'. As such, he was not convinced university management knew where TE-PCET belonged. Further, given the university systems were designed for graduates, it caused problems because the TE-PCET programmes could also be offered at non-graduate (level 5) level:

> The systems, the technical systems, the websites, the application process, all that stuff is a nightmare for us. It assumes everyone's a graduate, basically. And I'm sure that will change in time, although I am slightly worried about our programme because it's not very big, it doesn't fit in even with PGCEs and the university has problems with qualifications that are so diverse, they don't understand why a PGCE has all these different forms. (TEd manager, uni B)

This spoke to a broader issue raised by TEds: the challenge of delivering and assessing a HE qualification with a practice focus.

5.3.5 Being forced to 'fit' with traditional academic protocols not necessarily appropriate to professional education

It was suggested that the university systems and structures were aligned to more 'traditional' academic subjects. This conflicted with what and how the TE-PCET teams interpreted and valued their work:

> The difficulty in actually getting the university … to accept a curriculum that is more based around practical knowledge - I think that's very - I think that I'd struggle. I would find that very difficult as well to propose something that fully equates with my vision of the kind of practical knowledge and adaptive expertise, and also ticks the boxes the university requires me to tick. (Claude RU)

Another TEd was critical that her TE-PCET programme must offer masters' level credits. The university required that student-teachers be able to exit with a qualification even if they failed their teaching placement:

> Another problem we've got with the system is that there's standard university regulations that students on master's programmes, even if there're workplace elements, should always be – if they fail the workplace elements - they should still be able to take away a PG Cert[5]. So there needs to be, they want recognition of master's modules, even if they're part of a programme with a workplace element which they might fail. (female TEd, uni A)

Summary of 5.3

In brief, this section has highlighted the relatively low status attached to academic TE-PCET. TEds claimed their work was de-valorised by academic peers. Their employment contracts and conditions of work placed them at a disadvantage regarding the type, volume and potential for scholarly activity. TE-PCET had struggled to maintain parity of esteem with TE-schools. TEds felt that they were 'uneasy

[5] This is a postgraduate certificate awarded at level of a master's degree. It is not a teaching qualification but a recognition of credits achieved.

neighbours' (Linda BU) in the academy and their work not easily accommodated within academic protocols and systems. The volume of capital TEds accrued reflected that TEds were seeking to assert authority over knowledge oriented to profane considerations. This profane knowledge appeared to be undervalued by the academy and TEds' non-education peers who valorised more sacred knowledge forms.

5.4 Relations with the practice field of PCET

The two sub-themes here relate to how TEds perceived academic TE-PCET in relation to the social field of PCET practice. They reflect two competing perspectives, one that embraces openness to PCET, which I refer to as 'boundary crossing', and another that cautions against isolation and distance from the PCET field of practice, characterised as 'ivory tower'. This analysis points to the somewhat contradictory position of TEds searching for authority over different forms of knowledge from within and without the academy.

5.4.1 Boundary crossing

Respondents from the three universities referred to projects that involved direct engagement with the social field of PCET. For example, one TEd referred to a project that supported action research by PCET practitioners as a form of 'brokerage': the TEd academic acted as a facilitator bringing together specialists from within the academy to work with TEds and teachers in PCET. This has resonance with literature on the 'hybrid space' (Zeichner et al., 2015) and the TEd as 'hybrid worker' (Ellis et al., 2012; Zeichner, 2010):

> There is a collaborative model around research, people in the colleges doing work, you know, action research and stuff and going to conferences supported by the university. (female TEd, uni A)

Chapter 6 will revisit such projects in more depth when discussing research practices. Here it is noted that whilst not all academic TEds were involved in these projects, engagement with such projects suggested that the academy was not entirely isolated or insulated from PCET contexts. In addition to projects, the nature of everyday TE-PCET work, in which TEds observed student-teachers in workplaces and liaised with

their student-teachers' college subject mentors, oriented many TEds to the practice field.

TEds from two universities referred to a mutually beneficial relationship with PCET partners that included collaboration on curriculum design and implementation. One TEd pointed out that the university was 'really open to ideas from our partnership leaders', referencing an example of an innovative resource that could support student-teachers in their reflective practice on the programme. The other university's TEds involved in partnership provision shared similar instances, for example, regarding assessment methodology for various module components on the programme. Dialogue with partner colleges was highly valued and the collaborative nature was said to offer 'the best of both worlds' (female TEd, uni C).

5.4.2 Academic TE-PCET – the ivory tower

Despite the links established between academic TE-PCET, its TEds and PCET, TEds drew attention to the potential for academic TE-PCET to be set apart: 'distanced' was a recurring word. It was noted by some TEds that the 'theory-informed' focus of an academic TE-PCET programme may predominate at the expense of practice knowledge; and where, given the length of time away from day-to-day PCET practice, TEds may fail to appreciate the challenges faced by PCET teachers. The academy itself, and its impositions, were said to conspire to potentially distance academic TEds from the PCET social field of practice.

Referring to university provision generally, Claude (RU) suggested that academic TE-PCET was 'a body that is distanced from the classroom', 'too distant from the actual reality' of teaching that, somewhat ironically, created 'the qualification that provides the knowledge for the teachers in those classrooms'. The danger, he suggested, was an overly theoretical programme more akin to an educational studies programme. This was fundamentally different to a teaching qualification. The predominant form of assessment on academic ITE programmes, in which essay writing featured strongly, entrenched that notion. Chapter 7 examines this in detail.

Individual TEds acknowledged the potential impact of their work setting them apart from PCET. June (FU) acknowledged that, as academics, the TEd team may be perceived by PCET 'as kind of exclusionary' and she admitted that she did not 'always know so much about what's happening out in the colleges'. Alan (BU) suggested that there was the danger that 'your thinking becomes too abstract'. He felt that once one was well established in the academy, where 'it's theoretical [knowledge]' that is privileged, it can mean that 'the practical side of it can go, if you're not careful'. Another TEd who had relatively recent experience of teaching in a PCET college combined with her academic work, found it extremely challenging. She acknowledged that TEds can become 'too isolated from the practice that's going on'. Her work in the college gave her:

> insight into – I, kind of, knew about it, but you forget – of what it's like. Because it does get a bit ivory tower-ish here, you know.

Margaret (RU) questioned how cognisant her academy colleagues were of changes in pedagogy due to technological innovations, for example. She suggested that they worked at a considerable distance from the challenges faced in PCET colleges, particularly regarding behaviour management issues. This was something Fay (RU) addressed directly, claiming that:

> I'm really, really interested in classroom management, and think it's fascinating. But I feel, as I'm not a practitioner of that, it would be very much teaching granny to suck eggs […] I've never had to deal with a class of people [with challenging behaviours]. If I've got a PGCE group and one of them's on a mobile phone I'll give them a dirty look and they'll put away the phone. It's not what people are dealing with in colleges.

TEds spoke of PCET college management being 'distrustful of the university' (Claude RU), perceiving the university 'imposing things on them' (Francine FU). Terry (RU) made clear that he felt that within PCET there was an 'anti-academic, anti-intellectual, anti-thought culture'. Noting that this was not universal, he felt that it nevertheless:

> dominates quite a lot of at least the senior management of FE colleges and I find that quite disturbing, the resentment towards, what I might consider to be real learning.

Some TEds claimed that PCET perceived the academy as too focussed on abstract ideas that had little or no bearing on practical teaching. Claude (RU) noted that college management perceived that:

> the university programme is filling their teachers with notions … [They believe] you should just learn to do stuff in the classroom; you shouldn't be thinking about all this other nonsense, like critiquing policy and stuff.

From the foregoing, it is noted that TEds' desire to remain close to the practice field reinforced challenges for them in maintaining positions within the academy, given the weaknesses in the boundary between the academy and the PCET social field of practice. It invites consideration of the extent to which the maintenance of TE-PCET as a specialism resides with TEds and their authority as academy insiders.

5.5 Relations with policy makers and Ofsted

5.5.1 TEds' limited influence on government policy making

TEds suggested that the work of academic TE-PCET TEds, their insights and expertise in research and practice, had very limited influence with government policy makers. They offered that politicians and political advisors had limited understanding of PCET because they did not have 'skin in the game' (Linda BU). TEds suggested that, like their TE-schools counterparts, government did not listen to the collective voice of TE:

> I think we try, but in the words of Michael Gove, 'we're fed up with listening to experts'. So, I don't think people in universities and senior people in schools are listened to any more. (Frank RU)

Some suggested that, if heard, the messages were not deemed of value nor acted upon. June (FU) stated that despite academic TE-PCET's repository of expertise, it did not translate to meaningful impact on policy thinking:

> [A colleague] and I have spoken with leading politicians … we've sat on working bodies for this, working bodies for that, and [my colleague], in particular, has been involved in all sorts of things. And ultimately it always

> comes down to, you know, what the politicians want to hear and how much it's gonna cost. And, frankly, they are wedded to the idea that universities do not need to be involved in teacher education, you just need to shove them in a school, shove them in a college, and that's all they need, you know?

Edwina (RU) felt that academic TE-PCET had little agency in influencing policy initiatives. Policy was directed downwards and ITE had no choice but to adapt:

> I fear sometimes that it doesn't even register remotely on any minister's radar what's going on, nor the necessity of, or the value of, the formal education of teachers in the FE sector. I think it's, you know, very, very low on their order of priorities [and yet] we continually have to be looking out for how it might need to adapt to the latest sort of avalanche of policy initiatives…Yeah, in political terms, I struggle to see a time when any government is going to have sufficient belief and faith in a given body of knowledge about education and teacher education from within the UK to strongly base its policies upon that […] In this country I really do struggle to see a time when that would be influential.

5.5.2 Ofsted hegonomy

Several policy initiatives to which TEds referred related to the government inspectorate, Ofsted, and its expectations and requirements. These were said to be subject to change, which had a destabilising effect. Its inspection regime was considered 'high stakes'. A poor inspection outcome represented a potential threat to the continuation of TE-PCET provision:

> Policy changes all the time, and Ofsted's a big thing, what happens when Ofsted comes in, you know, what do they want? You don't know what they want. (Carol BU)

TEds suggested that Ofsted had a pervasive influence on their work. Following an inspection, priorities suggested by Ofsted had to be taken 'on-board' (Judith FU). Having to prioritise 'what Ofsted wants' meant that it 'squeezed out' time to undertake original research because it demanded 'a huge amount of data and data analysis', the result being that 'original research has gone down' (Francine, FU):

> The Ofsted agenda has changed our own practice massively. So most of our research is not research in the traditional sense, it's about how are we gonna

> get through this Ofsted inspection to the highest possible outcome that we can. So it's about ensuring that we're, you know, ahead of the game, we're, you know, scanning the horizon for what's the next thing that's coming on there. It's not like, you know … thinking about those kind of issues that are important: we just aint got the time on the ground. It's that simple. (June FU)

> There's been such a relentless storm of policy initiative and requirements, and inspection and so on, over the last twenty years there's literally hardly been any space for the community to research its practice in a rigorous way. (Edwina RU)

This 'squeezing out' and the impact on research (which will be addressed further in Chapter 6) courtesy of government initiatives that influenced Ofsted inspection foci was highlighted by Emma (RU):

> My initial [research] question was relating to [an area] within teacher education that's no longer flavour of the month; we've moved on from that so, in fact, my data would not have been redundant. But the shift has happened so quickly onto things like Prevent, you know, the agendas - the political agendas change so rapidly that I would have been out of date.

It influenced what college management required of academic TE-PCET in the preparation of its teachers:

> I get messages from students' colleges saying, 'Please, can you make sure your trainees have got something around stretch and challenge' because apparently that's one of the latest buzz words. (Di, BU)

Ofsted's hegemonic influence extended to how student-teachers sought to interpret their practice:

> We've just had feedback from [student representatives] and they … would like us to observe them in Ofsted style. Well [I said] 'No! We'll let you wait for that treat!' Because, because, you know, 'No! You do the practice, we'll talk about how you can understand it with the theory'. (Linda BU)

There was resentment at this pervasive influence on research, teaching practices and content that threatened the autonomy traditionally enjoyed by HE:

> It's a really, really bad thing that outside people [Ofsted] can come in and tell universities what to do. And, you know … it can only take a change of

> direction in the wind and those people [Ofsted] will be telling us what to teach and it would not be a good position to be in. (Francine FU)

One TEd believed that Ofsted had 'colonised' TE where success as a manager of academic TE-PCET was judged as 'meeting Ofsted-style targets or goals'. He held a view that management of academic TE-PCET were in effect agents for Ofsted:

> I've not felt that there's any real influence on government policy from people outside of what you might call government circles, I honestly don't believe that anyone pays any attention [to academic TE-PCET]. I think that there's probably developed quite a, if you like, a cadre of pro-government people within academics who actually see their jobs as formulating policy but they're there, they occupy the position they occupy because they are pro-government, do you see what I mean, they're not really pro the teaching profession, they're there to provide support to government policy. I felt that very, very strongly with - I think it's receded a bit recently - but I felt that very strongly within universities, people going off to work at Ofsted and becoming, if you like, cheerleaders for Ofsted. Do you see what I mean? I've seen it as a type of a form of colonisation of universities by government – it's people who are basically enforcing government policies and values.

Academic TE-PCET was, however, not immune from co-opting a favourable Ofsted inspection outcome as both justification for certain practices and validation of their work:

> (A)ttainment is really good too, you know… Ofsted said that was fine, those percentages [for attainment], so the model works in terms of the impact on the student-teachers. (Francine FU)

> That programme is now being held up as the flagship for next time Ofsted comes. (female TEd, Uni C)

Universtiy websites referenced Ofsted inspection grades and included selective quotes from reports. Promotional material highlighted Ofsted results, for example:

> Ofsted recognised the quality of the university's provision in the training of teachers for Further Education as 'Grade 1' – Outstanding. (Uni A)

Course handbooks referenced Ofsted:

> The PGCE at [university name] is a stimulating programme that was highly praised by Ofsted during their recent inspection in [month, year].

5.6 Summary

The foregoing explored the degree to which academic TE-PCET was differentiated from other social fields of practice. This was necessary to understand how TEds viewed their field as a distinct specialism in support of a rationale for its academy location. It further considered TE-PCET's relations with other disciplinary fields in the academy, the social field of PCET practice and government and other stakeholders.

TEds suggested that the academy offered a space for the exploration of ideas and critical thinking appropriate for a theory-informed practice-focused professional education. It was thus considered a marker of quality. This afforded status and employment opportunities for newly qualified teachers. Somewhat contradictorily were claims that TE-PCET need not necessarily be in the academy, despite its advantages: a space independent of the employing colleges and the quality of the TEd delivering the programme were key factors. This 'otherness' was reinforced when relations with non-education disciplinary fields were considered. TEds suggested that they did not enjoy the same status as their peers, seemingly disparaged for their vocational orientation. Employment contracts as teachers rather than researchers reinforced that perception. This vocational orientation and the need to remain close to PCET were considered important, despite concerns that 'working away in our ivory tower' (Hassan BU) might undermine the relationship. Relations with the external field of government and policy makers suggested that Ofsted regulation considerably curtailed their autonomy. Collectively these themes point to the challenges for TEds in maintaining positions of authority within the academy given the weakness of the boundaries between the academy and PCET, and the different kinds of knowledge to which their work was oriented.

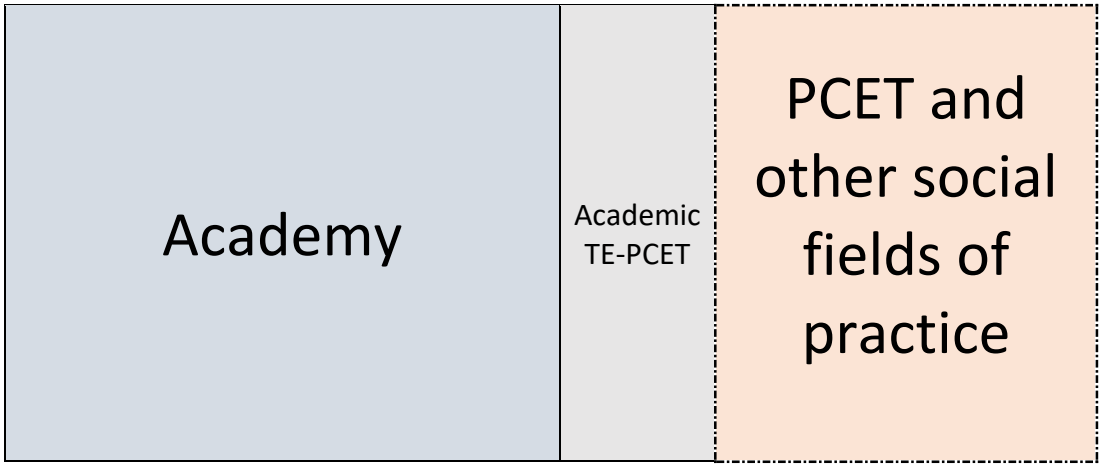
5.7 Discussion

For any discipline oriented to a social field of professional practice the academy should represent a key space in which its intellectual dimension is sustained and nourished. This will be through, inter alia, its links with the professional practice field. It is reasonable to suggest that academic TE-PCET retain close links with the social

field of PCET practice and the findings presented in this chapter conform to that premise. Analysis of the foregoing suggested, however, two principal foci in tension that I have labelled the 'hub' and the 'silo', concerning the institutional field position of academic TE-PCET.

Academic TE-PCET was portrayed as the 'hub' of a network, open and outward looking to the PCET social field of practice and other external fields such as politics and industry, and hence with relatively weak external boundaries. Simultaneously, regarding its internal orientation to the academy, it was set apart – akin to a 'silo' – strongly internally bounded from other disciplinary areas. In effect, academic TE-PCET was positioned *in* the academy but its focus largely not *of* the academy. This insider-outsider dualism as represented in Figure 5.2 foreshadows a contestation over the institutional field position of academic TE-PCET: essentially, who is running academic TE-PCET (*positional autonomy*) and according to whose principles (*relational autonomy*). It is to this I now turn with a theorised discussion drawing on LCT Autonomy.

Figure 5-2 Field position of academic TE-PCET in relation to academy, PCET and other social fields of practice



5.7.1 Autonomy codes

Positional autonomy

Underpinning the TEds' idea of the academy was intellectual liberation: a critical space, a chamber for debate and critique of ideas, ideologies and policies from within and without. It was against this background that as an arena, TEds represented academic TE-PCET as a repository of expertise. Consequently, TEds portrayed themselves as invested with cognitive authority (Wilson, 1983), knowing 'what they were talking about' and hence deemed 'credible', and their knowledge claims 'worthy of belief' (ibid., 15). They claimed this afforded them a degree of control over the intellectual substance of their work and, in some cases, that of non-HE 'others':

> We have the expertise and we are able to lead. (Fay RU)

This was evidenced, for example, in TEds' elevated position as arbiters of quality of provision and teaching practices in PCET; and in their role as research facilitators, co-managers and sponsors of others' (e.g., PCET actors') research projects.

This expertise could be said to secure for TEds the jurisdiction of judgement (Shalem & Slonimsky, 2014) in the teaching profession. It afforded academic TE-PCET a jurisdictional space (Findlow, 2012) to be independent of subordinate enactments (McNamara, 2010a) of teaching and influences from the social field of PCET practice seeking to determine the substance of TE-PCET. TEds held a form of symbolic capital because of their collective repository of expertise. On this reading, academic TE-PCET had relatively stronger positional autonomy (PA+).

Academic TE-PCET, however, must be seen in the context of the control exerted by arguably more powerful agents issuing from the political field over its processes and outcomes. Indeed, TEds were not dominant agents: they claimed that they had very little influence over policy makers. This placed academic TE-PCET and its agents in the subordinate position of reacting to policy pronouncements, in effect relegating them as 'subservient partners' (Shattock, 1999: 278) in shaping the parameters (Maton, 2005a) within which academic TE-PCET operated. Ofsted, the high

accountability inspectorate regime in England (Ellis et al., 2013) was particularly relevant here.

Noted by TEds in this study as high stakes, failure to conform to Ofsted requirements had consequences: for example, a poor inspection outcome could lead to a collapse in student demand and eventual course closure (Ellis et al., 2013; Furlong, 2013). Despite claims to academic freedom, TEds' exercise of control over their work was circumscribed by the degree of control exerted by Ofsted. This was evidenced by the curtailment of the shape and volume of academic TE-PCET research activity; resources allocated to data collection and monitoring; and syllabi reoriented to satisfy 'what Ofsted wants' (Francine FU). Shattock (1999: 278-279) highlighted the implications for academic work of the control exerted by a regulatory regime:

> (T)he opening of university education departments to OFSTED inspections represents an extreme example of the exercise of state control over an area of academic work. Whatever sympathy one has for the national need to improve educational standards in schools the imposition of these controls over universities must be seen as … a severe intrusion into academic life.

In this conception, Ofsted held a dominant position within academic TE-PCET. As noted by Maton (2005a: 697):

> In terms of higher education, if agents occupying positions within the field (such as monitoring bodies or university governance) originate from or are primarily located in other fields (such as industry or politics), the field exhibits relatively weaker positional autonomy.

Weaker positional autonomy was reinforced when considering the positioning of academic TE-PCET within the HE supra-field. TEds perceived that their non-TE academy peers projected onto TE a devalorised and marginalised position in the academy: the vocational and practical orientation of their professional discipline exposed them to profane influences on their work. In this conception, TEds were teachers rather than academic researchers. Their work that originated from outside academia was vocational and therefore 'not academic enough' (June FU). TEds felt that their professional expertise, associated closely with the social field of PCET practice, marked them as 'lesser' by their academic peers: their particular

jurisdictional space (Findlow, 2012) undermined their claim to sit alongside their peers at the university 'high table' (Furlong, 2013: 41). This inhibited their ability to act more autonomously as academic workers. Put another way, the source of TEds' credibility as experts in their professional field that was oriented outwards to the social field of PCET practice (the jurisdictional space as 'hub') was deemed a diminution in the eyes of their academic peers. This contributed to the TEds' (and the arena's) marginalisation in the academy: the jurisdictional space as the metaphorical 'silo'.

In summary, for **positional autonomy (PA)**, or who runs academic TE-PCET, the TEds generally portrayed themselves as invested with a degree of control in the academy, particularly in relation to actors positioned in the social field of PCET practice. This must be set against the arguably more powerful regulatory framework within which academic TE-PCET operated: the TE-PCET arena was subject to the control of agents from outside the academy. This suggests relatively weaker positional autonomy (PA—).

Securing stronger positional autonomy would be dependent, inter alia, on relatively strong relational autonomy (McNamara, 2010a).

Relational autonomy

TEds suggested that academic TE-PCET maintained a degree of insulation from what they claimed were more profane imperatives characterising the preparation of new teachers in non-academic TE-PCET accredited programmes (or more specifically ITT – Initial Teacher *Training*) and the management of PCET teachers and teaching in that social field of practice. TEds were critical of the influence of technicist models, toolkits and reductive interpretations of teaching work that they associated with non-academic provision, and were critical of the anti-intellectualism amongst (at least some) PCET management:

> that culture of targets, kind of a technical view of education, a behaviourist view of it all. (Francine FU)

TEds claimed that employers decried a perceived focus on abstract conceptualisations rather than the day-to-day practicalities of classroom life (with which, it must be said, some TEds agreed to varying degrees), and a focus on 'what works', and were said to be 'distrustful of the university' (Claude RU). This aligned with a rather narrow instrumentalist conception of teacher professionalism, oriented to acquisition of trainable skills and competences (Beck, 2009); teaching thus reduced to an assemblage of tools in a toolkit.

Whilst not denying the importance for teachers of practical knowledge, TEds emphasised a teacher *education*. They sought for PCET teachers a discerning, ethical basis for the profession. In this, TE demanded critical thinking skills and refined judgement to underpin development of 'adaptive expertise' (Claude RU). The values and measures of achievement deemed as markers of success and legitimacy thus appeared aligned with *higher* educational ones. Collectively, these aims necessarily set academic TE-PCET apart from how others would seek to define the scope of teacher preparation and professionalism, associated with prescriptive means for utilitarian ends: a claim for a relatively strong relational autonomy – insulated from more profane value systems.

I return, however, to the influence of government and other stakeholders. The 'high stakes' Ofsted inspection regime is particularly relevant. The location of such agents in the field of academic TE-PCET necessarily shaped it regarding priority setting and ways of working. This extended to, for example, data gathering, monitoring and reporting, resulting in a 'squeezing out' (Francine FU) of research output in the intellectual field. Indeed, Ofsted inspection foci reflected government policies and values: government priorities directed provision in areas such as equality and diversity, the Prevent and safeguarding agendas in the educational field. Such ways of working, practices, and aims that emanated from outside academia reflected 'the coercive force of…powerful managerial discourses' (Henkel, 2010: 9) on academic TE-PCET practices.

Any resistance to Ofsted infiltration of TE-PCET and profane influences on TEd values was arguably undermined because management within academic TE-PCET either

lacked sufficient clout with policy makers or, as claimed by one TEd, were 'colonised' by Ofsted. As noted in 5.5.2, however, there was evidence that TEds sought validation, at least partially, in Ofsted commentary that supported their ways of working. A favourable Ofsted inspection was a valuable marketing device used for promotional material in attracting potential student-teachers, potentially boosting demand for ITE programmes. TEds co-opted into this to some extent. On one hand it was resisted, deemed to varying degrees antithetical to their core values; on the other, if their provision was rated highly it raised their profile and potentially boosted their reputation within their university.

For student-teachers, TEds asserted that academic TE-PCET was a quality marker, an aid to securing employment given that employers valued a university qualification. An 'outstanding' Ofsted grade (the highest) in combination with a university award, suggested validation rested not on the academy providing knowledge for knowledge's sake but in satisfying external interests. The principles of achievement and success were market oriented; the marketplace for qualifications suggested a valorisation of values from outside the academy. Student-teachers were said to be interested in the kudos and credibility that their education would provide them with employers, rather than for intrinsic benefits of academic TE-PCET.

This suggested, then, a shift from the values and principles of the academy to more profane concerns: survival in a marketplace and differentiating one's provision from the competition. This is where perhaps the boundaryless-ness of the 'hub' was more consequential: the openness to the social field of PCET practice meant that the principles of achievement and ways of working needed to be oriented to extrinsic principles. In other words, what the market in the form of employers and student-teachers as consumers of a highly rated product, and government, especially in the form of Ofsted, demanded. In comparison to their academic peers, TEds perceived that they were accountable to non-university ways of working. To an extent, TEds reinforced this perceived projection by non-education academic peers by claiming that there was not anything particularly transcendent about academic TE-PCET; that the quality of TE provision was instead related to the inherent distinction of the

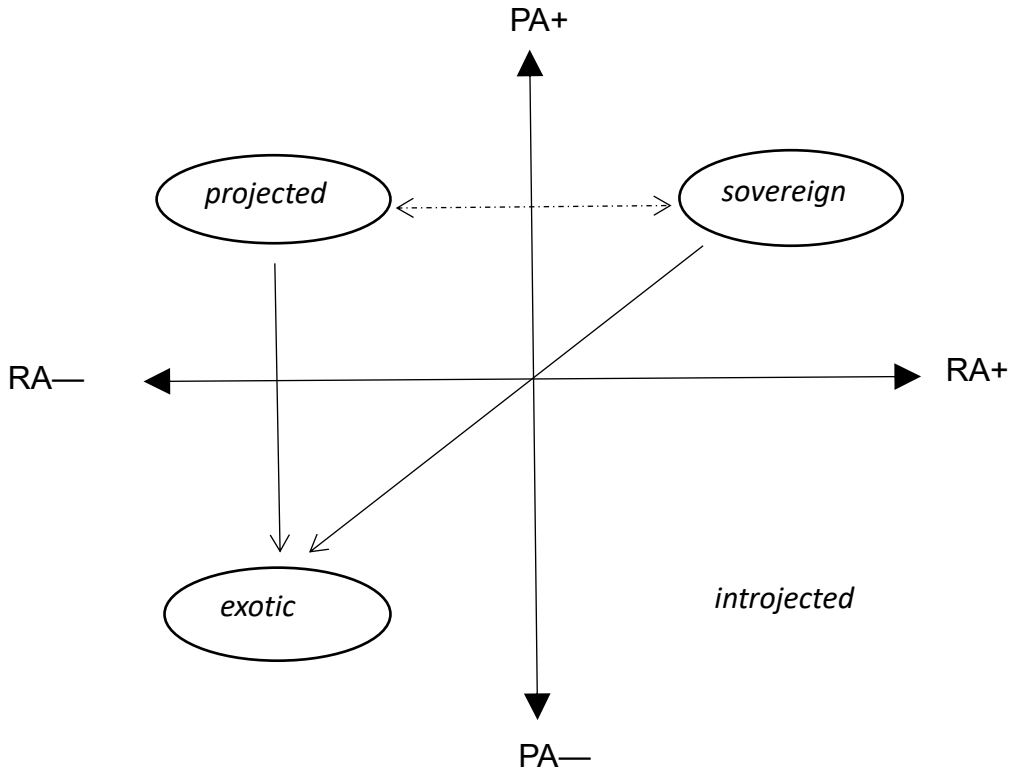
particular educator, and hence the jurisdictional space need not be the academy *per se*. It needed, rather, to be somewhere neutral. This would be in accord with views expressed in interviews to the effect that the academic protocols (e.g., forms of assessment) and the prominence afforded theory over practice could isolate academic TE-PCET and undermine its utility for the preparation for professional practice.

For **relational autonomy (RA),** in the first instance, TEds sought to stake out a space for academic TE-PCET in the provision of teacher *education* rather than *training*, and the associated principles and ways of working that accompany that. This was, however, in tension with principles emanating from outside the academy. Ofsted principles held sway encompassing particular forms of power and control: what Ofsted wanted would determine markers of success and achievement. At the same time, by claiming that the academy *of itself* was not of necessity a key component of teacher preparation, but rather the TEd was, indicated a degree of albeit unintended collusion in this determination. Collectively, this suggested that academic TE-PCET had relatively weaker relational autonomy (RA—).

This analysis is represented graphically in Figure 5.3. The *sovereign* code reflects TEds' claims for their control of academic TE-PCET, and reflecting the emphasis on education (critical thinking; moral education values, etc.) over training to do a job – that is, *HE* values and ways of working. The *projected* code represents the ambivalence towards academic TE-PCET's place being *of necessity* in the academy where the emphasis is on the TEd as expert. There is a potential code clash between, on the one hand, the sovereign code that reflects the participants' account of the value of *education* rather than *training* and the description of themselves as disciplinary experts, and, on the other hand, the projected code by which they questioned the *necessity* for the academy. The dashed double-arrow line between the sovereign and projected codes indicates the inherent tensions – a code clash – from within the TE community itself. This also reflects the point made in the introduction that academic TE-PCET was *in* the academy but not *of* the academy. The solid one-way arrows from both sovereign and projected to the exotic reflects the

inevitable pull that academic TE-PCET had experienced: academic TE-PCET was weakly insulated from government control and oriented to the needs of the market (PA—, RA—).

Figure 5-3 TEds' perceptions of institutional field position of academic TE-PCET



5.8 Conclusion

This chapter reported the findings related to the first research question regarding the distinctive institutional field position of academic TE-PCET as perceived by the TEds:

> *How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?*

Based on the empirical thematic analysis outlined in 4.7, the findings were analysed using the LCT dimension of Autonomy to reveal the organising principles. These are conceptualised as autonomy codes, based on the relative strengths of positional and relational autonomy.

TEds located in the academy were obliged to give effect to and conform with external policy goals extrinsic to purely *HE* norms. This influenced the TEds' ability to retain autonomy as free intellectual agents against the powers of the State in dictating what

they should focus on, value and promote. From this analysis it would appear that TEds had little collective agency to insulate the field from external sources of power, control and influence (PA—). The 'hub' theme reinforces the weak external boundaries: the values that stem from outside the academy are the principal bases of legitimation (RA—). Further, academic TE-PCET was marginalised within the academy akin to a silo, deprived of time and resources that traditional academic disciplines and their disciplinary custodians in the academy, it was claimed, enjoyed. TEds appeared caught between observance and acquiescence to the specific logic of the university field and external determinants of legitimacy. On this reading, academic TE-PCET was vulnerable and exposed.

It may be suggested that academic TE-PCET needs higher autonomy, that is, to chart a trajectory from the current exotic code towards the sovereign code (PA+, RA+), if it wishes to secure its jurisdictional space in the academy. To achieve this, I suggest that TEds would need to be able to express and defend a disciplinary discourse capable of gaining conceptual purchase (McNamara, 2010a) on teaching and learning in academic TE-PCET as part of a cohesive community of scholars. The next three chapters will explore the nature of academic TE's disciplinary specialisation in the intellectual and educational fields.

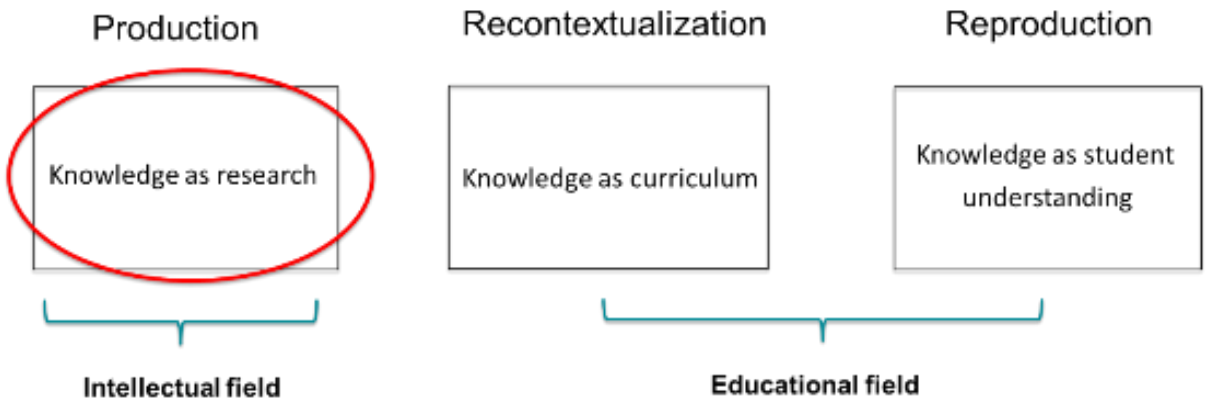
Chapter 6 The intellectual field: knowledge as research

6.1 Introduction

The previous chapter addressed TEds' conceptions and beliefs about the institutional field position of academic TE-PCET, and what distinguished it from other social fields of practice. Of relevance for the purposes of this chapter was the conclusion that academic TE-PCET was marginalised within the academy, occupying the lower rung of the disciplinary status ladder, and subject to considerable external influences. This left TEds with little apparent autonomy. Such a conclusion invited further exploration of the TEds' knowledge practices and beliefs. Specifically, the extent to which the knowledge comprising TEds' claims in the intellectual and educational fields, by virtue of their intrinsic structures, have structuring significance for the field that may shed light on this perceived marginalisation. This chapter pursues that line of enquiry, addressing the second research question regarding the *intellectual field* of academic TE-PCET as presented in Figure 6.1:

> *On what bases do teacher educators legitimate their knowledge practices and beliefs in the intellectual field of knowledge production for academic TE-PCET?*

Figure 6-1 Arena created by EPD - chapter focus on knowledge production



Drawing principally on interview data, the chapter is divided into three main themed sections. The analysis in each section is synthesised and conceptualised in a discussion using LCT Specialisation.

Section 6.2 offers TEds' conceptions of the intellectual context of the academy. It considers the research culture in the academy and the requirements of, and opportunities for, TEds in academic TE-PCET to undertake research. This provides the backdrop to an exploration of TEds' dispositions to an academic identity in 6.3 in which TEds' prior experiences and academic qualifications, and their identity perceptions as researchers and teacher-practitioners in the academy context, are analysed. Resultantly, section 6.4 offers an analysis of TEds' knowledge production practices in the context of the disciplinary status of TE, and the type, purpose and dissemination of research undertaken. The conclusion draws the threads of this conceptualisation together to answer the research question.

6.2 The context: the academy, research culture and academic TE-PCET

This section offers TEds' perceptions on the academy as an intellectual field of practice. Analysis suggests that TEds portrayed the intellectual field of the academy as privileging strongly classified and framed knowledge *and* knowers in the production and validation of knowledge, where prioritisation was accorded research over teaching work.

The academy and scholarship

TEds claimed the academy placed a premium on research that embodied principles of originality, significance and rigour as promulgated by the Research Excellence Framework (REF). Accordingly, it was suggested the academy conferred status on those who conformed to these principles for knowledge production. TEds claimed this inhered in the researcher an academic kudos or credibility, tightly bound within a disciplinary specialism. This was also the criteria by which doctoral studies were said to be judged.

Holding a doctorate meant that 'you know something extremely well and that becomes your kudos... your specialism' (Elena RU). Respondents thus acknowledged that the doctorate represented intellectual standing in the scholarly and student communities. TEds claimed that a doctoral graduate possessed a distinctive specialised knowledge base; that the doctorate provided a solid grounding in the

development of research skills; and that it enhanced the academic profile and credibility of the candidate and potentially the university:

> [O]bviously it's fundamentally important for a university to have, you know, those that teach on their programmes having the best possible qualifications to do so and academic profile to do so (Edwina RU).

Michael (BU) noted that:

> anyone who's labelled a lecturer really ought to have a PhD as far as the university's concerned.

In addition to doctoral output, undertaking research that was publishable in peer-reviewed journals and REF-able, or producing 'two [research] papers a year' deemed a university worker a 'credible academic' (Carol BU). Faculty management advised Linda (BU), a doctoral graduate, that she needed to identify a 'particular research focus' to be a 'credible academic'. Linda conveyed her faculty head's admonition that she not be a 'generalist' and was advised:

> You must find something which is yours. Because if you do a bit of this and you do - if you remain a polyglot you will never - you won't make a name for yourself if you remain a polyglot.

Elena (RU), whose view reflected that of most participants, articulated the academy's position on the production of new knowledge and the legitimacy of those producing knowledge:

> I can only interpret it in academia because that's what we know. This is what we're being told this is what research is, [what] it's got to be: it has to follow certain rules; it has to be peer assessed; it has to be within academia in order for it to become considered either research or knowledge. If I came up with an idea tomorrow - which I can do on a regular basis, I have ideas about stuff - that wouldn't be knowledge because it hasn't been approved; it hasn't been peer assessed; it hasn't been presented under certain formats, so it's not knowledge … although I'm sure it can be, of course it is: people come up with new ideas all the time. But, for me, research is [about] formalising my own role which is to go through the hoops to become this credible academic...and [be a] person who can then have opinions about stuff.

6.2.1 A requirement to research? Expectations, affordances and hindrances

Whilst not compulsory that TEds at the three institutions either hold a doctorate or work towards one, John (FU) suggested TEds in the academy should be encouraged to embark on doctoral study, arguing:

> I think we owe it to our students to be able to have a sufficient grasp of a knowledge of our own discipline at the appropriate level to be able to pass that on to our colleagues.

This notwithstanding, TEds in all three institutions claimed there was an expectation that they engaged in research activity. At Randmeadow University, TEds were contractually obligated with a stipulated contractual allocation of hours for research activity hence the 'expectation…that you're going to be a researcher' and operate 'as an academic would be' and producing 'published material' (Emma RU). Blackbridge and Farrisdown distinguished between professional and academic contracts. Many TEds were on professional contracts that did not formally require research for publication and submission to the REF although 'most of the people in my team would really like to be doing more research' (Rachel BU). Tension arose because of the distinction between academic work and teaching work as manifest in the staff contracts.

Blackbridge employed researchers and practitioners and there was a 'big gulf' (Hassan BU) between them. Hassan claimed this contributed to an 'apartheid' as reflected in the 'different cultures around who researches and who teaches', the result of which was said to 'silo-ise' (Alan BU) TEds. Alan held a doctorate, had engaged in doctoral supervision, and participated in research projects. He drew attention to the challenges for TEds bridging a perceived gap between teacher and researcher identities:

> [I]t comes back to that division between academic researchers and teachers and I think there's a huge chasm there, and I think there always has been. And I don't think it's unique to this university, and I don't see how you cross those boundaries; don't know how you fertilise across them.

Hassan (BU) suggested that with more TEds either having completed or undertaking doctorates, the 'academic kudos' gained might 'break down' this line of demarcation.

Brett (FU) confirmed that 'we're always promoted [sic] to undertake our own research'. His colleague, Judith, stated that despite not having a contractual allocation of hours apportioned for research, 'I have been asked to conduct research, and I am conducting research'.

Whether there was a contractual obligation or a personal inclination to research, increasing workloads and lack of time influencing their roles were recurrent themes. Terry (RU) suggested that there was tacit acknowledgement that workloads prevented TEds from realistically pursuing research opportunities:

> The university tells you that it wants you to do research, and would like you to do research, for obvious reasons, because of the way the university values it. But in the faculty of Ed they didn't really expect - they might ask for it, they might say that they require it - but they know that they can't really expect people to do it. I think they know that very well, so they're involved in trying to square the circle, so, yeah. So, it was required but I don't know whether it was **really** required. (original emphasis)

Research thus tended 'to be the preserve of those…passionate and wanting to devote a lot of their own time to develop a research profile' (Edwina RU).

June and Francine at Farrisdown were critical of Ofsted-related demands and quality assurance processes that resulted in 'very, very little time to do research at **all** on teacher education' (June, original emphasis). These pressures had increased over the years such that '**original** research has gone down' (Francine, original emphasis).

TEds claimed that securing enough time to pursue research to a sufficiently rigorous and systematic degree would most likely require a move away from TE-PCET work. Hassan (BU) suggested that if one were to argue for more research time and become 'research-engaged…the chances are…you're taken off initial teacher education'. Others echoed this sentiment. Alan (BU) claimed:

> if you want to move yourself into a kind of academic role then - as a researcher - then you're going to have to drop the teacher education to some extent.

Terry (RU) concurred and felt that a PhD may provide a path out of TE-PCET:

> because the work that I do, the workload that I've got, what I'm asked to do is not sustainable … the workload increases all the time so in that respect I feel that there's a need for a path out.

The refrain that time was a major consideration affecting TEds' research work was acknowledged by a senior leader at Randmeadow, Edwina. She provided an example comparing Randmeadow TEds' student contact time - in excess of 450 hours - with those of academic peers in another named department who 'are on an average of, something like, 120 contact hours for the year':

> So there's just this huge difference there in terms of that anybody in that department having the potential to devote time to produce REF-able matter compared to teacher education, I think, is very stark. (Edwina RU)

Such differences speak, in part, to the disciplinary status of TE work. It was established in 5.3 that non-TE academic peers were perceived by TEds to hold views that de-valorised TE as 'vocational' work not grounded in a distinct discipline. TEds suggested that this undermined their claim to academic status in the academy. This will be taken up in 6.3.1.

The following discussion draws together these findngs and the analysis synthesised using LCT tools of Specialisation. As explained in chapter 3, Specialisation establishes why certain actors and discourses are deserving of distinction or status based on how they are constructed as special or unique (Maton, 2014).

6.2.2 Discussion

This section highlighted an overarching theme concerning the intellectual field context of the academy as perceived by the TEds: one of the fundamental missions of the academy was the production of rigorous research in specialised domains by specialist scholars. The consequence of this, with implications for academic TE-PCET, was a distinct research-teaching bifurcation.

Repeated reference by TEds to the notion of the 'credible academic' as a researcher working within a distinct discipline producing 'publishable' research exemplified this theme. Research practices in the academy as perceived by TEds relatively strongly circumscribed legitimate objects of study as reflected in their distinct disciplinary specialisms. Emphasis was thus on knowledge production derived not by personal interpretation but by adherence to rigorous academic protocols such as those defined by the REF criteria. Ideas were not knowledge unless vetted in accordance with protocols and processes. These needed to be 'rigorous, systematic and robust' (John FU). Knowledge practices in the intellectual field thus relatively strongly delimited the legitimate means and procedures for constructing such objects. Taken together this reflects relatively strong epistemic relations (ER+).

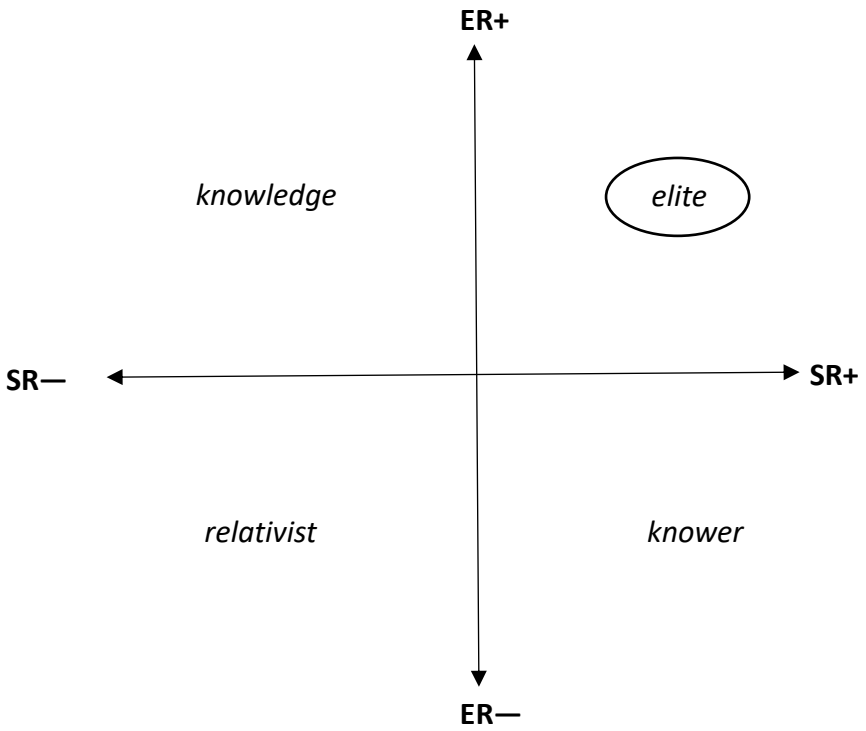
Ascension to the academic high table and membership of a legitimate knowledge community was secured through intense socialisation, namely, apprenticeships with scholarly 'significant others'. This was in the form of master-apprentice relations in doctoral study. Successful completion of said apprenticeship and continued engagement with scholarly others conferred on academics kudos and credibility to be able to make legitimate knowledge claims and be, as Elena (RU) noted, the 'person who can then have opinions about stuff'. The traditional notion of the academy in this conception was hence a socialising context for the cultivation of a particular type of knower - that of the scholar - reflecting relatively stronger social relations based on a *cultivated gaze* (SR+).

Consequently, TEds perceived that, in the intellectual field, research work in the academy was valued more highly than teaching work. Producing research worthy of inclusion in the REF was said to 'silo-ise' (Alan BU) academy workers involved mainly in teaching work. The valorisation of the scholar was reflected in the time allocated for research: TEd contracts focused on teaching and contained more contact hours with student-teachers and less time (if any) for research in relation to non-education peers. This resonates with the 'silo' theme in the previous chapter whereby TE-PCET was distinct and set apart from the mainstream academy. It was suggested there that TEds struggled to achieve parity of esteem with academic peers who deemed TEd

academic habituses illegitimate, lacking the requisite academic capital valorised in their adopted epistemic community (McNamara, 2007).

In summary, TEds characterised the underlying structuring principles of the intellectual field of the academy as an *elite* code (ER+, SR+) as portrayed in Figure 6.2. The intellectual field in the academy represented a space in which the basis of legitimacy resided in academics who possessed distinctive specialised knowledge, who drew on established academic protocols in the production of knowledge in those specialisms. Academics thus belonged to a relatively strongly bound and controlled specialist community whose legitimacy as researchers rested on being cultivated through relatively strongly bound and controlled ways of knowing, for example, by master-apprentice relationships embodied within doctoral study.

Figure 6-2 Specialisation plane for intellectual field of academy perceived by TEds



This is not to suggest a necessarily accurate reflection of the intellectual HE supra-field: determining the factual basis and logic of these accounts is beyond the scope of the thesis. Rather, by excavating the organising principles that shape the intellectual field of knowledge production *as perceived* by the TEds reflects their

understanding of the 'rules of the game' and by which they may be positioned, or position themselves, in this supra-field. Their capacity to 'play the game' may now be explored through an analysis of their dispositions (section 6.3) and practices (section 6.4). Drawing on LCT Specialisation, excavating the underlying organising principles of dispositions and practices will determine the degree to which these match the elite coding orientation that they perceived dominated the supra-field of HE.

6.3 TEd dispositions: prior experiences shaping current actions

This section addresses three sub-themes regarding TEds' dispositions for intellectual work: the role of PCET experience and postgraduate studies as a form of intellectual formation as an academy worker, and a consideration of TEd identity as researcher and teaching practitioner. This analysis suggests a relatively weakly insulated intellectual foundation for academic TE-PCET work, given the TEds' strong advocacy for experiential knowledge in their professional formation as TEds. It also reveals a clear divide between TEds disposed to research work, embodying dispositions for both research and teaching, and those who were not. The latter embraced the role of TEd as a teacher where teaching held primacy over research.

6.3.1 Foundations: the role of PCET experience and postgraduate studies

Excepting one TEd who did not have a teaching background prior to TE-PCET work, TEds had teaching experience ranging across primary, secondary, PCET and HE settings. Subject teaching specialisms ranged from academic subjects (e.g., sociology and psychology) to vocational subjects (e.g., beauty therapy) (Appendix 1). Apart from one TEd who expressly pursued a career in TE-PCET, the move into TE-PCET work was variously described as accidental, opportunistic: 'through…serendipity rather than a planned route' (June FU). Typically, as noted by John (FU), this 'route' into becoming a TEd:

> tends to be either that people are around long enough, happen to be in the right place at the right time to get asked to do a few hours here, a few hours there in teacher education and gradually notch those up into more and more hours, rather than a proper systematic route into becoming a teacher educator.

Once working as an academic TEd, TE-PCET work tended to be learnt 'on the job', often in relative isolation. Bryony (RU) commented:

> There isn't any other mechanism within the university that looks at how we work and what we do.

Given the practitioner background of its TEds, Edwina (RU) hinted at the challenge of articulating an academic identity in the context of TE-PCET:

> Maybe I'm doing this in a, kind of, weak way which is a comparison with whatever else you might describe them, as if they're not academics – you know, what would they be – trainers? Well, they're absolutely not trainers, they're educators, and they're educators with a specific knowledge of a specific discipline which they have the luxury to be able to reflect upon and refine and develop in an academy. They have the freedom of speech and thought to be able to do those things in a way that colleagues in the further education sector consistently say that they lack, and, in spades, they say they lack in schools. So, if one of the functions of the academy is to create safe spaces for people to develop and refine thinking and new ideas about theory and practice then we are privileged to exist in that space. So, yes, we are academics.

John (FU) appeared to concur with this view of TEd as academic disciplinary custodian working at the interface between theory and practice. This aligned with his view of TE-PCET as a field 'worthy of academic study'. The extent to which such distinct academic study was evidenced in TEds' preparatory academic experiences was not evident from TEds' accounts, however. Specifically, masters' degrees were not compulsory for academic TE-PCET work as evidenced by some TEds having acquired a master's degree since appointment, or who were pursuing masters' study, at the time of interview:

> There is a general prerequisite that you have to have your PGCE; there's also a kind of desired, but not essential I would say, proof of MA study, normally. (Peter BU)

It is noted that the PGCE need not have been in PCET.

A range of objects of study had been pursued at masters' level including post-compulsory education; education policy; English literature; psychology; sociology;

history; politics; and policy studies. Very few TEds claimed that knowledge acquired on their masters' programmes informed or extended their foundational knowledge for TE-PCET as a disciplinary specialism.

Whilst masters' study may not have provided knowledge foundations directly relevant to TE-PCET work, TEds said that it developed their 'criticality' (Fay RU), afforded them 'different perspectives' (Di BU), and exposure to literatures that were 'generalisable' (Michael BU). Generally acknowledged was that TEds working in the academy needed tertiary qualifications for credibility as academy workers. Higher academic study afforded insights into academic protocols such as the 'discipline of academic writing and what makes a good essay and things like referencing' (Margaret RU); it offered foundations for critical appraisal of trainee academic output (Brett & Judith, FU). Elena (RU) suggested her master's helped her 'to make sense of the job' but, in knowledge terms, 'I wouldn't say that any of my qualifications prepared me for the role, no'.

TEds considered their experiential knowledge to be as relevant and valuable for TE as formal academic study. Several TEds drew attention to their previous work as teachers, managers, inspectors or civil servants working in a variety of educational and policy spaces as providing a foundation for their work. Frank (RU), for example, drew on his experiential knowledge as the basis of authority:

> I mean, my PGCE is primary [education] so there are some crossovers there, there are some generic features about education … things about, perhaps, lesson planning and classroom management, those sorts of things. But […] my masters isn't a direct link to that so… it's been about experience, really.

Having studied subjects unrelated to education at master's level, one TEd claimed that her expertise was derived from years spent working as a senior FE college manager and part-time Ofsted inspector. Another TEd had studied PCET as a subject in both undergraduate and postgraduate degrees. He had gained considerable experiential knowledge during his career in FE colleges prior to, and during, his studies and his work in TE-PCET. He claimed that the degrees provided little

grounding in the foundational disciplines of education and thus were inadequate for academic TE-PCET:

> I don't think I probably got the foundation that I would have got if I did a degree in psychology or sociology … So I do feel that there's a bit of my education missing somewhere, which is interesting.

This absence to which he referred was in contrast with that of Hassan at Blackbridge, one of the few TEds who claimed academic studies warranted their knowledge in TE-PCET in any distinctly disciplinary sense. Hassan had a master's in the psychology of education and identified as an 'educational psychologist'. Those disciplinary values he brought to his work. Whilst acknowledging that one's knowledge base developed as one's career progressed, Hassan suggested that 'I don't think you can take the discipline out of the person'.

It was clear that TEds brought a variety of experiences and range of qualifications to their work in the academy. This had implications for how TEds viewed their identities within it.

6.3.2 Researcher identity

Echoing Edwina's point about the academy providing the space for TEds' reflection and creativity, Emma (RU) offered her perspective on developing and exploring ideas, and making connections with other researchers. She claimed she was 'somebody who questions, somebody who wants to read and investigate and think and be critical'. This was reinforced by what she defined as 'HE-ness'.

Others concurred. Carol (BU), for example, found research interesting and a key part of her identity and saw no tension or contradiction in the dual identity of researcher and practitioner – 'there isn't a conflict for me'. Similarly, her colleague, Michael, positioned himself as both academic and teacher; for him, the two were indivisible. Brett and Judith at Farrisdown both expressed enthusiasm about the potential for undertaking research that sat alongside their commitment to teaching.

Randmeadow TEds referenced prospective changes regarding the contractual obligation to research as noted in 6.2. What was proposed allowed an opt-out of

research activity substituted with teaching. Emma was concerned that this would undermine TE-PCET's already marginalised status in the academy, suggesting that:

> people openly in our department say, 'I'm not into research, that's not my bag; I'm a teacher educator'. But I see both of those as being hand in hand because otherwise you might as well be working in an FE college. (Emma RU)

Claire (RU) held a view in union with Emma's, mirroring those of other researcher-practitioners. Claire did not perceive any personal tensions in embracing dual roles of researcher and practitioner, believing that the practice of teaching nourished her research interests. Referencing perceived pressures to contribute to the REF, she claimed that was no greater 'than the pressure to get students through the PGCE. It's part of the job, it's what we do'.

Claire suggested that peers might hold different perspectives on this dual identity. Her hypothesis as to why there might be a cleavage between a practitioner and an academic identity amongst TEds in the academy addressed anti-intellectual antecedents:

> the word 'academic' itself, you know, it has, you know, negative connotations. Anything that's not seen as being practical is perceived as problematic and it's easy to dismiss, you know, 'oh, that's just for you', that sort of thing … Trite – it's a trite answer, narrow minded and an anti-intellectual one, but it's not an untypical one, I think.

Others echoed Claire's sentiments. In respect of the wider academic TEd community, Michael (BU) referred to TEd peers he had previously worked with at a different university who 'were almost, if you like, anti-academic…not bothered about all this theoretical nonsense'. John (FU) noted that 'I do have colleagues who see themselves … as teachers who are not remotely interested in research'. He was concerned this reflected a 'false dichotomy, that elevation of practice over theory and a diminishment of research'.

6.3.3 Practitioner identity

Underpinning the perspectives expressed by TEds and represented by Claire, Michael and John, was a TEd identity as principally a teacher-practitioner, that is, a distinct non-researcher identity. A number spoke of this anecdotally with reference to the broader academic TEd community and, in this study, it was represented more distinctly by a subset of the Randmeadow TEds.

Frank (RU) drew attention to a clear dichotomy between teacher-practitioner and researcher unrelated to contractual differentiation. He referred to himself and others, those oriented to teaching rather than research, as 'foot soldiers':

> Within our department there's a real split …That's really interesting, that's a real, a real split. Well, no, it's not a split in the sense it's divisive – there's no division there - but there's a sense in which, 'oh, your research is in this', and 'he's doing that, but we know all about teaching don't we, you know, we know all about the procedures to do with…extensions and resubmissions and the negotiated learning plans, exam boards' … There's a very strong sense that there are some people who just get on with the teaching and then there are others who do research.

This teacher-practitioner identity was allowed for in the proposed changes to the TEd contracts at Randmeadow. Fay suggested that the proposed changes to the research requirement would more appropriately reflect her interest in teaching rather than research. She looked forward to substituting research activity for more teaching hours.

Brenda (RU) made clear her identity was distinctly that of a teacher-practitioner. In acknowledging that there were colleagues who were research-active, she suggested:

> Different people have different qualities and they're all useful in that whole. So, if you've got a balance of that I think that's good, but I think there must be equally recognised that they [teacher and researcher roles] are both valuable, and it's that balance … that makes the whole picture better.

Patrick (RU) concurred, suggesting some colleagues were 'more inclined to do research than others'. These 'others', Patrick commented, did not identify as researchers 'and I would see myself as probably one of those people'. Patrick was

concerned that too much focus on 'academia' might obscure the focus on practical knowledge that teachers must acquire. He downplayed the 'real theoretical, academic' focus when:

> what we need are real, really good, strong practitioners who can be teacher educators.

Mirroring Brenda's point of drawing on the collective strengths of teacher-practitioners and researchers, Patrick appeared to equate systematic research practices with an 'elitist' academic identity:

> I think it is a problem; I think it is a concern, for me, that it becomes something like developing the elitist side rather than the side for everything and everybody. And I'm very much more for going for people's strengths – some people would be fantastic at doing that sort of stuff and others are very much grounded in their practice and that's what they want to do. But I don't think we should make all people do everything.

Patrick (RU) believed that teacher-practitioner TEds as academics should be held in the same esteem as their TEd-researcher peers. He suggested that TEd teacher-practitioners who might have felt 'less confident and less able' to engage in traditional primary research were individuals who believed in reflecting on their practice and engaging in 'practical research', 'developing and constantly reviewing' practice.

In summary, this section explored TEd perceptions about the role of experience and qualifications as foundations for intellectual work in TE-PCET and identities as researchers and practitioners. It was found that TEds' experiential knowledge was valued as highly as formalised academic knowledge. This was perhaps because there was a general view that formal study did not provide, or extend, foundational knowledge appropriate for the intellectual work of TE-PCET. Whilst many TEds identified as researcher-practitioners, a significant minority identified as practitioners, a perspective that mirrored anecdotal evidence from several TEds regarding the wider academic TEd community.

6.3.4 Discussion

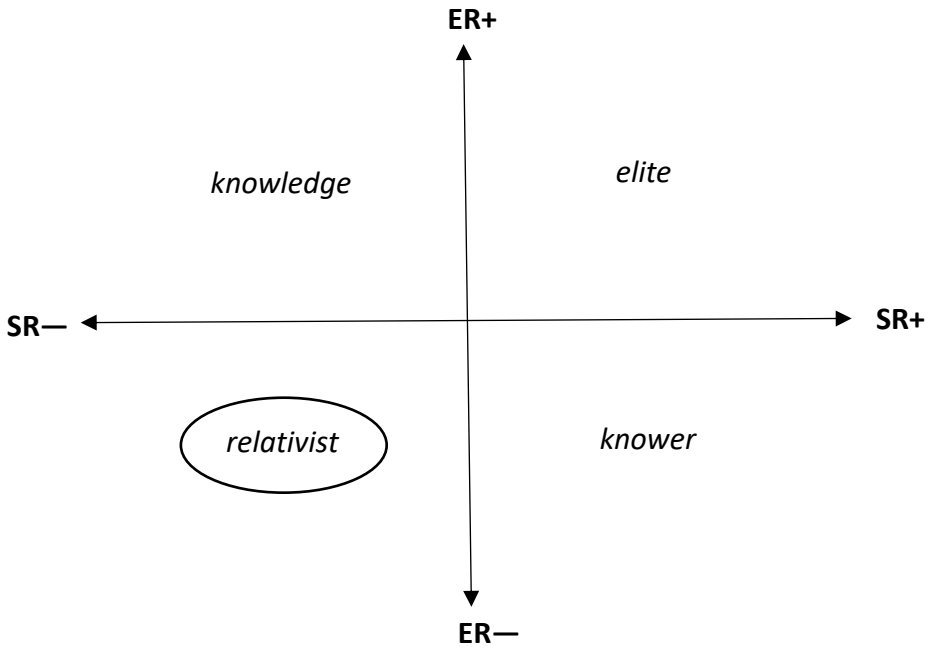
Two principal themes were identified from this analysis of TEds' experiences and dispositions. Firstly, there was a downplaying of educational knowledge as the basis of TE-PCET work in the intellectual field. Secondly, there was a distinct researcher-practitioner and practitioner bifurcation amongst TEds, more pronounced amongst the Randmeadow peers.

Regarding the first theme, there was absence of a formal professional academic qualification and hence an agreed foundational, codified knowledge base for TEds. TEds claimed their prior academic studies did not provide disciplinary foundations for TE-PCET work. Masters' degrees offered a range of knowledge contents that were deemed, at best, tangential to a pedagogy of TE-PCET. A master's degree, according to respondents, was not a requisite but otherwise a desirable qualification and the respective principal objects of masters' study were those aligned to personal interest. In other words, there were no agreed objects of study in the preparation of TEds nor strong acknowledgment for the type of principles and procedures in accessing agreed objects of study for TE-PCET. Apart from Hassan (BU) who strongly asserted the importance and relevance of his psychology of education studies for his work as a TEd, this suggests a downplaying of educational knowledge, that is, relatively weaker epistemic relations (ER—) as the basis for one's disposition to academic TE-PCET work.

Further, membership of the TEd community was not dependent on meeting specialised requirements for TEd work and on that basis was not difficult to acquire. It was independent of a tightly prescribed social category, relatively open to teachers, managers, inspectors and/or civil servants from a range of teaching backgrounds and subject specialisms, who as John (BU) noted, happened 'to be in the right place at the right time'. There was de-emphasis on a prescribed form of induction and formalised professional experiences courtesy of tutelage from acknowledged disciplinary masters. This relative heterogeneity of disciplinary backgrounds and professional experiences of TEds underlined that relatively strong controls did not exist to ensure that interactions with prescribed 'significant others', whether in the

form of subjects as experts, or objects as models and exemplars, would serve to define legitimate ways of knowing. The 'ideal' *disciplinary* knower was not made explicit nor therefore the means of cultivation to ascend a knower structure hierarchy. Taken together this suggests relatively weaker social relations. Insofar as one might conceive immersion in the PCET community of practice as representing a form of cultivation, it could only be considered relatively weak. This is because 'significant others' were weakly defined. Without identifiable and firmly circumscribed ways of knowing, this analysis suggests it reflects relatively weaker social relations. Collectively, the foregoing suggests a relativist code (ER—, SR—) of legitimation characterised by a blank gaze. Figure 6.3 offers a heuristic depiction.

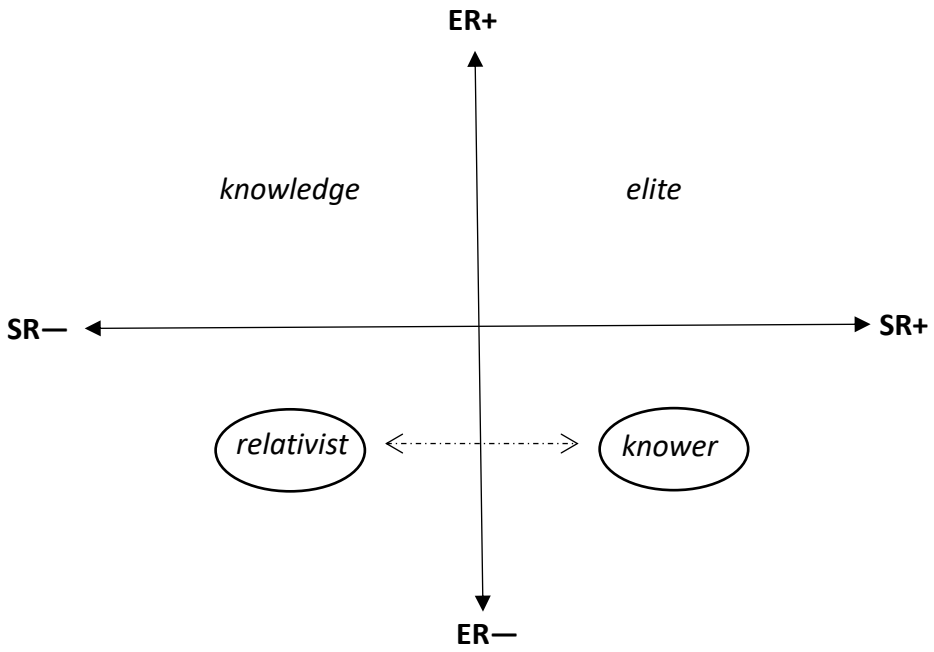
Figure 6-3 Specialisation plane for TEds' dispositions brought to the academy



Finally, when considering TEd identity within the intellectual field there was an underpinning distinction between a TEd identity as researcher-practitioner and practitioner. The former represented TEds disposed to research work; the latter represented TEds who were not. The former, whilst not denying their teacher identities, asserted that the basis of their legitimacy *in the intellectual field* was in their interactions through, principally, doctoral study and/or engagement with specialist academics, being 'part of a thinking, challenging, questioning community'

(Emma RU) thus reflecting a cultivated knower code (SR+). Practitioner TEds downplayed this type of knower in the intellectual field. In effect, it appeared that they sought to relatively weaken boundaries around and control of the ways of knowing deemed legitimate. In appearing to reject the strengthening of the cultivation into being the 'right' kind of ideal academic knower that dominated the intellectual supra-field (following 6.2.2) they thus asserted a basis for legitimacy residing in their subjectivity as practitioners from outside it. They sought to 'hold onto' their practitioner identity cultivated in the *educational field* as first-order practitioners (Murray & Male, 2005). Assertions of parity of esteem made by practitioner TEds would thus dissolve boundaries between researcher-practitioner and practitioner TEds as academic knowers thereby denying, or at least downplaying, the legitimacy of the scholarly cultivated gaze and those who possessed it (Maton, 2014). This suggested a social relations *code clash* (Figure 6.4): whilst recognising the field rules of the game, TEd researchers realised them in their embrace of the cultivated gaze that narrowed the gap with the perceived elite coding of the academy; TEd non-researchers, on the other hand, recognised the rules but appeared unwilling – seemingly consciously - to realise them.

Figure 6-4 Specialisation plane of TEd scholarly dispositions in intellectual field



The extent to which the organising principles of TEds' dispositions affected, and shaped, TEd research practices will now be explored.

6.4 Knowledge production practices

As highlighted in chapter 2, cumulative knowledge development in a field would necessitate, inter alia, consensus on the boundaries of its specialised knowledge base drawing on agreed methodologies in the acquisition, analysis and employment of agreed objects of enquiry (Bridges, 2006; Grossman & McDonald, 2008). This section explores these principles for academic TE-PCET as an intellectual field by first considering the conception of TE-PCET as a discipline. It then proceeds to TEd research practices, addressing how TEds defined research, the type of research undertaken, its focus and relevance to academic TE-PCET, and the degree of collaboration and dissemination of research. A synthesis of these findings reveals objects of study mostly unrelated to a distinctive disciplinary discourse embodied in a pedagogy of TE-PCET heralded by Loughran (2006, 2011) (section 2.4.2), and a downplaying of strongly defined academic knowledge protocols when undertaking research.

6.4.1 The disciplinary status of TE in the academy: differing conceptions

TE was variously described by TEds as a subject; a sub-discipline of education; an applied discipline; and a discipline. This uncertainty may reflect different understandings of TE and the Janus-faced view of the TEd. That is, positing a 'teacher educator' specialism as a separate field of study (Knight et al., 2014) and TE oriented outwards to the practice field, the former oriented inwards to the intellectual field engaged in research on *teacher education* (Grossman & McDonald, 2008) focused on teacher preparation and the latter on research on *teaching* (ibid.) in the educational field. I highlight here some of the perspectives held by TEds in management positions at the three universities:

> I'm making these unhelpful polarisations in my own mind between what I'm calling traditional academic disciplines and professional academic disciplines, but I think that it's an applied discipline. And […] as I work in education I see enormous connections between teaching of people at any

> stage of their lives and fundamental underlying concepts, and so on, which clearly are the, you know, things that can be explored theoretically, and can be taught about, and are a distinct discipline, and way of thinking about the world. So, yes, absolutely, it's a distinct discipline, yes. (Edwina RU)

Farrisdown TEd leaders' disciplinary conceptions of teaching appeared aligned with Edwina's. They advocated for TE to hold disciplinary parity with, for example, sociology, psychology and philosophy in the academy. June (FU) believed TE should be 'seen as something that should be taken every bit as seriously as you would develop psychology or sociology'. John (FU) stressed that there was a distinct difference between:

> what you need to know, and what you need to be able to do to be a good teacher; and what you need to know, and what you need to be able to do to be a good teacher *educator.* (original emphasis)

John's perspective closely aligned with an understanding of a disciplinary discourse grounded in Loughran's promotion of a pedagogy of TE, that is, a field of research on *teacher education* as distinct from *teaching*. John and June at Farrisdown had sought to address this by devising a master's for aspiring TEds. This did not progress for internal, political reasons. John was critical of many TEds who did not perceive the need for a specific TEd qualification. In his view they failed to appreciate the distinctive knowledges underpinning each role and the values and attributes such a programme would cultivate.

Others were less convinced of the disciplinary status of TE. Reflecting a focus on teacher preparation separate from a pedagogy of TE-PCET, Claude (RU) averred that, were TE a discipline, the associated qualification would be an 'Ed. studies qualification and I don't think it is; I think they're very different'. Rachel (BU) spurned the conception of TE as a discipline:

> I'm less concerned about teacher education as 'Teacher Education'; I'm more concerned about it as part of a perspective on training for work in general.

She appeared to question TE's place in the disciplinary firmament. Her perspective was informed by sociocultural views of education and learning that offer a critique

of the traditional role of the academy providing theory to be later applied to practice, emblematic of Schön's technical rationality. That is, where:

> you learnt without going to work before you go to work. You learn in the abstract, in a separated way. And modern sociocultural theories say that's wrong, basically [because] you need to do it, you can't just learn about it…there isn't an automatic process through which knowledge, as a 'thing', translates into practice. (Rachel, BU)

It would appear, then, that there was limited agreement on the disciplinary status of TE. This may account for the findings in 6.2.1. The lack of a definitively bounded discourse invites the possibility that TEds' personal conceptions and beliefs may differentially shape their ambitions and expectations for knowledge production practices. This would extend to what objects of study to pursue and the means of so doing.

6.4.2 Defining TE research: from systematic research to professional enquiry

TEds highlighted traditional scholarly research that adhered to principles of rigour, originality and significance. Knowledge production practices conforming to these principles I place under the umbrella term 'systematic research'. Less systematic representations of research in participants' accounts, such as reflective practices, I classify as forms of professional enquiry. This distinction mirrors Murray et al.'s (2011) work which distinguished between research with a small 'r' akin to Boyer's (1990) scholarship of teaching (for example, reading for pedagogy) and research with a capital 'R' reflecting new knowledge production via research activity and primary data collection. Where I refer to specific research activity, I anonymise TEds and institutions to protect identities.

6.4.2.1 Systematic research practices

Edwina (RU) provided a contextual frame through which to view TE-PCET research practices. She made clear her views were not specific to Randmeadow but applicable to the academy generally. She alluded to the paucity of research into TE-PCET as a distinct disciplinary specialism and suggested a fundamental shift in priorities of academy management was needed. This would demand 'a very different mind-set

from the point of view of senior managers in faculties of education' to redress the perceived lack of rigorous, valid research into TE-PCET emanating from TEds. According to Edwina, management of schools of education would need to:

> literally plan for the use of resource and the deployment of staffing in a different way; to set particular priorities over a period of time, to say, 'right, the proportion of either everybody or a group of people's time over the next five years will be devoted to this endeavour, this research endeavour' … And then in five years' time we will have built at least a base from which a number of team or individual research projects bid for funding [and] could develop into something more substantial over a period of time: I mean a big, long endeavour to turn it around. And I think if you were to do that, at that, sort of, macro level – this is a big priority – then you would probably start to attract people who want to research teacher education.

Doctoral research undertaken by TEds

Edwina was suggesting systematic research was not a strategic institutional goal for TE-PCET. This was confirmed by other respondents and, consequently, those who chose to undertake individual systematic research, especially doctoral research, were afforded freedom of choice in pursuing objects of study of interest to them. Of note, 15 TEds in this study had, or were in the process of completing, doctoral study (Appendix 1):

> The nature of doctoral study is that it's an individual choice and the majority of people choose things that might not necessarily and shouldn't necessarily be applied to a particular aspect of their work; there might be something of other kind of interest. (Edwina RU)

Whilst acknowledging individual choice, John (FU) desired that TEd research focus on a pedagogy of TE-PCET. TEds should be strongly encouraged to 'improve what we know about teaching, learning and assessment', exploring, for instance, the relationship between TE-PCET and PCET teachers' classroom practices and its outcomes; or what was most impactful to theorise effective interventions. This would support Loughran's (2011: 280) promotion of a pedagogy of TE - 'the ways in which knowledge and practice of teaching about teaching is developed and refined' – as foundational to a disciplinary discourse for academic TE-PCET.

Such a focus on a pedagogy of TE-PCET was evident in three of the completed or partly completed doctoral studies in the dataset. Two addressed ITE student-teachers' experiences of ITE programmes linked to TEds' facilitation and assessment of learning activities, such as teaching observations of student-teachers' teaching practice; the third addressed teacher cognition and principles of assessment.

A doctoral TEd's anecdote from her own (non-TE related) research suggested that the paucity of this type of research was not uncommon in academic TE-PCET. She claimed credibility as an academic was bestowed on those who undertook research in more distinct disciplinary fields. During her own research, this TEd was advised by a professor of education that, within TE faculty nationally:

> there was less than 30% of people who were actually directly involved in researching teaching and learning, or were doing this kind of action research or research-informed teaching or evidence-based research … And if I did something in teaching and learning, or some action research, it was not going to be as credible as me doing something which was seen as part of the disciplines.

Echoing this sentiment, another TEd who claimed his research might have had some 'broader application' to TE-PCET, suggested that it nevertheless had more credibility and more 'purchase' as its focus and evidence base were not immanent to TE-PCET.

More commonly, mirroring the theme of the 'hub' in chapter 5, a greater proportion of doctoral foci were oriented outward to the PCET social field of practice. This is not to suggest that such research was of little consequence for TEds' work. Studies, for example, on policymaking, therapeutic support services, end-of-career teacher identities, a philosophical treatise on creativity, informed individual TEds' knowledge of education, its policy contexts, PCET learners and teachers. TEds acknowledged, nonetheless, that these studies were not pursued to interrogate TE-PCET to produce academic knowledge for a pedagogy of TE-PCET. This suggests TEds were more comfortable researching their (original) first-order settings rather than a pedagogy of TE-PCET in the second-order setting of the academy.

Perceptions on the value and contribution of doctoral research to academic TE-PCET

TEds questioned the contribution that doctorates could make to an enhanced understanding of a pedagogy of TE-PCET, conforming to Eliahoo's (2014; 2017) findings. With the exception of the three TE-related doctoral TEds, this was a view held by both doctoral and non-doctoral TEds:

> Many people doing doctorates are doing quite a small study and doing a small sample and I would apply the 'so what' difference to it, what - what's the evidence, how is that actually changing what I'm doing as a teacher educator; and it's that 'what difference does actually doing the doctorate mean to my practice'. (Patrick RU)

Frank (RU) referred to a staff meeting in which peers shared their research:

> [T]hat was really interesting [and] quite illuminating … because there were one or two people who talked about research in such a way that it did make it seem quite - extremely specialised and extremely - I suppose over everyone's heads. So that kind of abstract, rarefied; it's really rarefied and over people's heads.

Terry (RU) questioned whether academic research should serve instrumentalist interests. He queried the 'kind of positivistic notion of research' that seeks to 'find out the answers and then incorporate it into what we do as best practice' noting that:

> I feel that a lot of the stuff which appears to be **most** immediately instrumentally useful is not useful at all. (original emphasis)

Interestingly, the researcher whose object of doctoral enquiry was directly relevant to a pedagogy of TE-PCET claimed there was very little interest amongst peers for the findings. He commented that insufficient attention was paid to knowledge that had been produced by 'several people in the team who've gained EdDs or PhDs':

> My research was … central to what we do as teacher educators … [but] although I've had conversations with one or two individuals … there's, I think there's a sort of assumption that, 'Well, I don't know whether it's gonna be useful to us so, hey'. So… It's a cultural thing. I think it's a cultural thing. I don't really understand it, if I'm honest.

The benefit to this TEd, personally, was in the kudos and credibility it afforded, and could potentially secure further research work. This left open the possibility of moving away from TE-PCET work, examples of which were provided.

Non-doctoral systematic research by TEds

Non-doctoral systematic research took the form of projects undertaken in collaboration with a small group within their own institutions or on secondment to another team within the faculty. Projects were generally 'one-off' courtesy of small research grants from bodies such as ETF or the (now defunct) Learning and Skills Improvement Service. One example was an evaluation of a government policy initiative in schools in England. Another project was established to support PCET practitioners undertake research into their own practices.

No evidence was forthcoming of systematic collaborative research projects undertaken with student-teachers nor pedagogy of TE-PCET research. With one exception - a project that explored personal and social education in schools - the projects did not involve collaboration with other universities.

Perceptions on the value and contribution of non-doctoral systematic research

As there were no examples of pedagogy of TE-PCET research, views on non-doctoral systematic research addressed its impact on the PCET social field of practice. One TEd felt strongly that her university's project work with ETF was powerful research because of its perceived value to PCET practitioners. Rachel (BU), on the other hand, was sceptical that ETF-funded projects had any real impact on the PCET sector because 'everything's being done more or less on a shoestring' and the time available to undertake them was limited. The output from such projects, and the impact on TE, Rachel claimed, would be limited.

Commenting on published, peer-reviewed research, TEds tended to draw on their own personal insight in judging its merits. Many TEds critiqued published peer-reviewed research as esoteric and potentially of limited utility for TE-PCET particularly if it did not resonate with their lived experience or perspective. It was variously described as 'very niche' or reflected a 'very strong ideological bent' (Linda,

BU). Referring to the 'scale of the research' published in journals, Frank (RU) suggested that:

> if it's something which is just poking around with, you know, a handful of students in a very niche way and [if] there's a very strong ideological bent and there is something very therapeutic in there as well then the whole thing for me loses validity and credibility.

Further, the requirement to conform to traditional academic protocols to ensure rigour could result, according to Elena (RU), in 'perverse' outcomes that rendered the research 'a load of rubbish':

> Some, I find it amazing; others I'm thinking, 'you've been reviewed on this?', you know. Or sometimes I think what a waste of everyone, what a waste of your time.

6.4.2.2 Professional enquiry practices

In addition to systematic research, TEds shared examples of less formal research. Here research included reflection on practice and forms of knowledge maintenance, such as keeping abreast of policy developments in PCET, and accessing publications related to the PCET sector.

Reflection was informal and personal, rather than a collaborative endeavour. Linda (BU) stated:

> I'm very much an on-the-hoof sort of reflector … I mean I write copious notes all the time. […] Yeah, we don't do enough of that collaborative sort of reflection. We're sort of all siloed; that's my view.

Patrick (RU) referred to 'research-informed teaching' being the result of reflective practices. He felt that this research had greater relevance for TEd classroom practices rather than systematic research:

> I suppose that's the sort of research and development that has a greater impact than, possibly, looking at samples of three or four people in case studies.

Research thus defined in broad terms was, according to TEds, sanctioned by TE-PCET management at Randmeadow:

> [T]here is a requirement in our contracts to undertake research but I'm lucky in that my immediate line manager takes a very broad approach to what research is. And, so, what I do - I've been told over a number of years - can count as research. So that my, sort of, lesson preparation, my organising modules, my sustainability work. So it doesn't have to be a paper or working towards a PhD or anything like that. (Fay, RU)

TEds also shared examples of professional enquiry interests that extended beyond knowledge maintenance. These examples were tentative ideas ('I'm interested in…', 'I would like to…', 'I've started looking into…') or had progressed to non-systematic literature reviews and engagement in special interest groups in the academy. Consistent with systematic research, the majority of professional enquiry was unrelated to a pedagogy of TE-PCET. Two examples were the exception: an enquiry into a mentoring and coaching initiative for TEds and their student-teachers, and a pilot study exploring different means of capturing teaching observations remotely. In most cases, these enquiries were (or intended to be) pursued because of a personal interest, sometimes in collaboration with a peer with a similar interest.

Perceptions on the value and contribution of professional enquiry to academic TE-PCET

Whilst professional enquiry might nourish independent interests and inform local understandings, it was confined to its context. This had implications for knowledge development. As senior leader at Farrisdown, John believed his role was to assist TEd researchers in research that was, echoing the REF criteria, 'sufficiently rigorous, original and significant to be worth it, to be worthy of institutional support'. Reinforcing the distinction between systematic research and professional enquiry, John noted that much activity that was termed 'research' and undertaken in his faculty was not: 'I don't think they're systematic enough or rigorous enough'. Consequently, this research was not disseminated to the broader academic community nor represented an authoritative contribution to the field. As John's counterpart at Randmeadow, Edwina pointed out that TEds' backgrounds often led them to practice-focused research, primarily small-scale, according to what they already knew. The foregoing analysis appeared to confirm that. This had an impact

on the potential for cumulative knowledge-building for TE as a distinct discipline, to which Edwina alluded:

> Colleagues who come here to work almost always come from a practice background, so they come from a college or they come from a school and their first instinct in terms of being a researcher is to continue to research school-based or college-based aspects of education … But what I think we don't, as a sector, do nearly enough of is use the knowledge, the expertise and, really importantly, the data that we sit on as teacher educators to research effective teacher education and development, and I think there's a real vacuum in research knowledge and evidence around the effectiveness of teacher education, particularly initial teacher education.

6.4.3 Limited formalised research collaboration and dissemination of research amongst TEd peers

The recurrent theme of time constraints affecting TEds' work contributed to limited opportunities for research dissemination and sharing of research interests beyond the relatively few TEds engaged in a shared interest project.

In addition to time, there was also a degree of ambivalence about and lack of engagement with the research output of peers. Echoing the point made by the (unnamed) doctoral TEd in 6.4.2.1, Francine (FU) also deemed it a 'cultural thing' at both faculty and institutional level. Fay (RU) claimed that many peers:

> haven't got a clue what I'm doing … and I haven't got a clue what they're doing with regards to their special interests… it tends to be very, very distant: everybody's working on their own projects and there's not a lot of cross-fertilisation.

Bryony (RU) highlighted that much of the research undertaken in her faculty 'doesn't tend to be done in a collective way' and when it was it was 'ad-hoc' and the result of 'a friendship network':

> unless you have a conversation about what that is, you don't know what they're doing. And as practitioners I think that's not necessarily all that useful.

Hassan (BU) suggested that there was more interest in TEds' research 'from outside' rather than 'internally'. At an institutional level, for Michael (BU), 'it feels like there's

a whole pile of things that go on that I don't really have knowledge of and I don't know how to influence'. Claude (RU) suggested that 'we often don't take part in the more academic activities' because TE is 'maybe less involved in some of the research activity than other areas of the university' thus limiting possibilities for research dissemination.

Claire (RU) offered a perspective on TEds in general on what she perceived as a lack of an inquiring mindset or research-oriented ethos:

> I've been part of conferences, I've set up conferences to try to help the kind of wider dissemination of professional knowledge and been struck by, you know, poor attendance, lack of interest, lack of engagement. And, you know, I'm not sure that I have seen evidence that teacher education is that interested in developing itself in this way, although we claim to, of course.

6.4.4 Discussion

Two principal themes from the foregoing were discerned. Firstly, TEds described a TE-PCET intellectual field in which TEd research practices were not specifically pertinent to TE-PCET as a specialised discipline; in effect, the field's objects of study were relatively boundless. This could partly reflect the ambiguity expressed by academic TE-PCET leaders regarding a TE disciplinary discourse and thus its relatively weak disciplinary robustness (Muller, 2009). Secondly, as a field, there was a de-emphasis on legitimate approaches and procedures of enquiry used in the construction of these relatively heterogeneous objects of study.

Taking the first theme, there was a de-emphasis on a pedagogy of TE-PCET as an object of study in both systematic and non-systematic research practices. In most cases TEds who had undertaken, or were undertaking, doctoral studies did not have as their object of study a focus on teaching, learning and assessment for TE-PCET. Neither did professional enquiry practices, apart from the coaching and teaching observation enquiries referred to by two respondents. Absent, too, was evidence for a research agenda to give effect to enhanced disciplinary understandings of TE-PCET. In other words, knowledge practices relatively weakly bounded and controlled legitimate objects of study. I do not suggest the research undertaken had limited

utility for TE-PCET work. Indeed, it could provide an important contextual backcloth to the work with student-teachers, providing TEds with an enriched, extended understanding of PCET teaching and learning contexts. It was positioned, however, at the interface between TEds' student-teachers and student-teachers' PCET teaching contexts, not TEds and their TE pedagogy in the academy context. That is, it was dislocated from academic TE-PCET. It reflected an orientation to *teaching* as a first-order priority rather than specifically *teacher education* as a second-order activity internal to the academy. This would appear to deprive academic TE-PCET a shared understanding of a pedagogy of TE-PCET and hence specialised knowledge base for TEds (Knight et al., 2014), drawing on research-based knowledge (Hordvik et al., 2020).

Regarding the second theme, legitimate approaches for constructing objects of study were relatively uncircumscribed. Enquiry practices and procedures were multifarious, many of which were apparently not systematic or rigorous. Those that did accord to such principles, for instance doctorates, were not valorised as an essential requirement for TE-PCET work. Managers did not insist on a doctorate as either a pre-requisite or a requirement to pursue once engaged as an academic TEd; non-doctoral TEds claimed disinterest in pursuing them for the purposes of TE-PCET; and there was a degree of ambivalence as to the efficacy of doctoral output for TE-PCET. TEds who had undertaken doctorates appeared to have done so for personal interest and/or the professional kudos and credibility they conferred, and hence deemed important in the academy. TEds appeared to question the utility and relevance to their practice (or to PCET) of other peer-reviewed systematic research. This mirrored one critique of doctorates that they tended to draw on small-scale data and rested on abstruse theoretical or ideological foundations seemingly ill-suited to practical application. There was, therefore, a de-emphasis on tightly bound and controlled procedures and principles that would allow for independent evaluation of knowledge claims to build a knowledge structure in the intellectual field. Epistemic relations were thus downplayed (ER—).

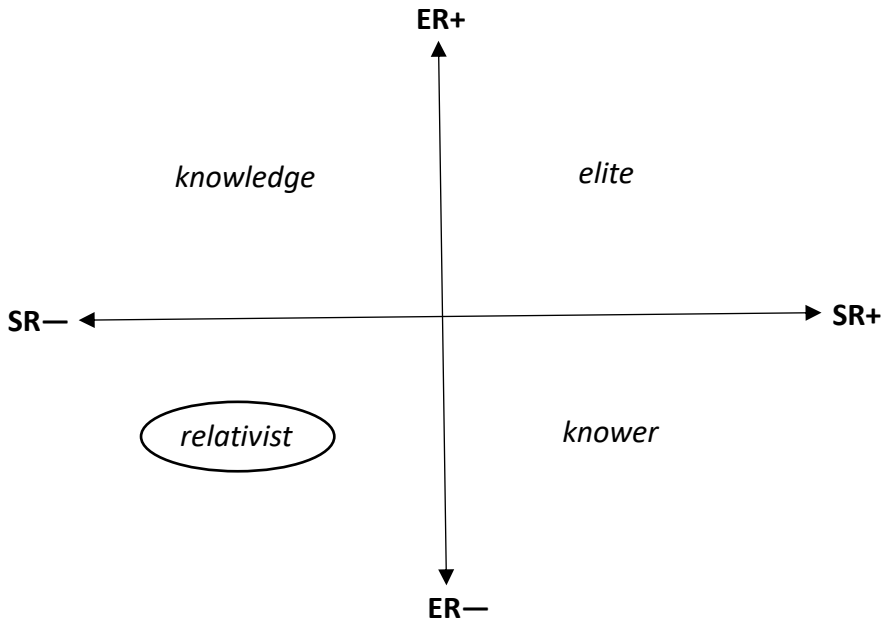
Instead, the basis of legitimation was the *individual* knower. Knowledge claims in the intellectual field that addressed TE-PCET as a specialism tended to be grounded in the individual subjective *experience* of TEds in both their production and contestation of knowledge (Moore, 2013b). Moreover, reflective practices were in the context of everyday conceptions of individual review of situations. There was thus no engagement with 'significant others' in the form of an agreed canon within master-apprentice relations (Maton, 2014) specific to a pedagogy of TE-PCET to help shape TE-PCET theorising. TE-PCET leaders acknowledged this lack of cultivation. For example, John referenced a lack of rigorous, systematic and significant research specific to a pedagogy of TE-PCET. If he succeeded in his goal of raising the quality of research output in this specialism through a programme of doctoral study, as was his preference, it may offer the opportunity for new TEds to be cultivated into this distinct TE-PCET language. That is, it would contribute to a TE-PCET 'canon', offering the potential to shift the basis of legitimacy to a cultivated gaze. It may help realise Edwina's suggestion for a research agenda. This, in turn, could mutually reinforce the development of a distinctive TE-PCET academic discourse, satisfying Farrisdown leaders' desire for TE-PCET to be a distinct discipline demarcated from the traditional 'colonising' disciplines of philosophy and psychology. Further, if reflective practices were extended to a critical, theoretical and collaborative deconstruction of practice – the framing and reframing of problems (Schön, 1983) - it may contribute to forming the basis of a sustained, collaborative research endeavour, thus contributing to a TE-PCET research agenda.

As it stood, TEds were free to pursue individual research topics relatively disconnected from a pedagogy of TE-PCET. It was of personal interest to individuals and not (necessarily) to others as manifest in the apparent lack of engagement with others' research. Interpretive assumptions on the efficacy of the field's research appeared to reside in the individual knower's ideological mindset. In effect, the TEd as researcher-knower was an isolated, privatized (Bernstein, 1990) one. This has implications for an intellectual field's trajectory for, as noted by Bridges (2006: 264):

> (t)he conditions for both the production and validation of research require communities of arguers, enquirers and critics—and a condition for the possibility of such communities of arguers is their sharing in a common language and their shared recognition and reference to some common rules of … intellectual and creative behaviour.

In summary, academic TE-PCET as a distinct intellectual field as portrayed by the TEds, was one that appeared to both downplay a distinctive, insulated specialised body of knowledge and agreed methodologies in the pursuit of defined objects of enquiry as the basis of legitimation for TE-PCET. This suggested relatively weaker epistemic relations (ER—). The basis of achievement was courtesy of the attributes of the individual subject TEds and their individual subjective knowing (Maton, 2014). TEd research practices reflected individual preferences, the resultant 'multitude of personal gazes' of which helped characterise the field as one depriving TEds a 'coherent journey towards a cultivated gaze' (ibid., 103): without common agreement as to its disciplinary foundations, TEds would struggle to be cultivated into speaking a distinctive disciplinary language. This suggests relatively weaker social relations (SR—). Taken together, these themes highlight a relativist code: (ER—, SR—). In essence, the intellectual field of TE-PCET was portrayed as neither specialised by its knowledge nor its knowers. In so claiming it is important to point out what it is not, that academic TE-PCET lacks *any* form of specialised knowledge or specialist knowers. All fields have knowledge and knower structures. The distinction is in the *basis* of the claim to legitimacy as an intellectual field - how knowledge and knowers are articulated (Maton, 2010). The resultant bases for legitimation for TEds' knowledge practices in the intellectual field are represented in Figure 6.5.

Figure 6-5 Specialisation plane for TEd knowledge practices in intellectual field



6.5 Conclusion

This chapter reported the findings related to the second research question regarding academic TE-PCET as an intellectual field:

> *On what bases do TEds legitimate their knowledge practices and beliefs in the intellectual field of knowledge production for academic TE-PCET?*

Based on the empirical thematic analysis of the intellectual context for HE research practices, TEd dispositions and their knowledge production practices, the findings were analysed using the LCT dimension of Specialisation to reveal the organising principles. These are conceptualised as specialisation codes, based on the relative strengths of epistemic relations and social relations.

The analysis revealed that TEds characterised the intellectual (supra) field context of the academy as dominated by an elite code (ER+, SR+). This reflects a double hierarchy in the form of both knowledge and knower structures. Put another way, TEds perceived that the basis of success and achievement for a non-education academic peer in the intellectual field rested on possessing specialised knowledge

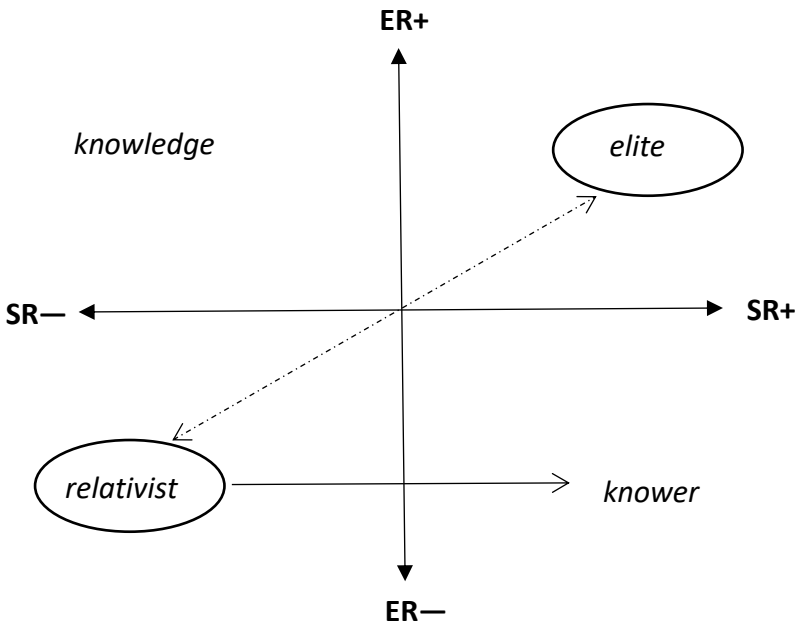
and being the right kind of academic knower. This was courtesy of a scholarly cultivation with significant others into a particular disciplinary language. This would appear to present a challenge to TEds whose representation of their own trajectories to the intellectual field of academic TE-PCET, based on disparate experiences in work and study, reflected a relativist code (ER—, SR—), a relatively weak basis for legitimating insights.

Once ensconced in academic TE-PCET, however, several TEds appeared to embrace the intellectual milieu. They seemed to welcome the opportunities to be cultivated, or continue a cultivation, into the university researcher-scholar identity courtesy of immersion in circumscribed interactions with significant others, especially those embedded in master-apprentice relations of doctoral study. Importantly for this research, however, most objects of study were not TE-related, thus the disciplinary language into which they were being cultivated was not a distinctly TE-PCET disciplinary language. A minority of TEds, in addition, appeared to reject the researcher cultivation deemed appropriate for the intellectual field context of the academy, preferring to maintain a practitioner identity. Moreover, neither researcher- nor practitioner-TEd viewed doctoral study *per se* as legitimate for academic TE-PCET.

Indeed, the resultant analysis of research practices revealed the intellectual field of TE-PCET as one characterised by a relativist code (ER—, SR—). This is because, apart from researcher and practitioner TEds mostly pursuing studies outside the specialised confines of a pedagogy of TE-PCET, the prescribed means of constructing those studies, including doctoral studies, were downplayed by academic TE-PCET as legitimate approaches for the construction of the field's multifocal objects of study. A doctoral TEd may have valorised their own study as a basis of *personal* legitimation in the intellectual field of the academy, but it was not in service of a pedagogy of TE-PCET. The cultivation of the TEd-knower did not rest on a distinctive TE-PCET-focused canon as 'significant other'. This indicates a code clash between the intellectual context of the academy on the one hand, and the TEds' dispositions brought to the academy *and* resultant knowledge practices specific to academic TE-PCET as a

specialist field, on the other. This is indicated by the double-arrow dashed line in Figure 6.6.

Figure 6-6 Specialisation plane for academic TE-PCET in intellectual field



Whilst the researcher-practitioner identity aligns with the cultivated gaze (SR+) privileged by the academy, as indicated by the solid one-way arrow in Figure 6.6, it will struggle to match the perceived elite coding (ER+, SR+) of the academy ascribed to the more traditional disciplines found there. This is because, noted in chapter 2, and confirmed by TEd leaders in 6.4, *academic* identity rests on membership of a distinct disciplinary community within a discipline with defined boundaries (ER+) such that 'their role in the shaping and the substance of academic identities is there reinforced' (Henkel, 2005: 158).

At present, there is a catch-22 situation. On the evidence of this study, any attempt to match the elite coding of the academy may be frustrated because academic TE-PCET would appear to struggle to build a knowledge structure without specialist knowers. Moreover, a field cannot have specialist knowers without specialised knowledge to begin with. Researcher-practitioners in this study were specialist knowers in relatively diffuse and discrete non-TE-PCET related silos. As a number

acknowledged, they were liable to be drawn away to non-TE sections in the academy. This would undermine the field's specialisation potential. A reorientation of doctoral studies as a *product* addressing a pedagogy of TE-PCET going forward, may support the building of such a knowledge structure. This, in turn, could begin a cycle of knower structure building, using the resultant canon as the basis for a distinctly TE-PCET disciplinary cultivation.

From the foregoing analysis, academic TE-PCET as portrayed by this study's participants was a weak region for it lacked a foundational disciplinary core (Muller, 2009). I emphasise this does not mean that provision itself is weak, nor that TEds are bereft of intellectual capital. The analysis seeks to highlight the effects and implications for cumulative knowledge-building. Here, Moore's (2009: 62) point is apt:

> In terms of *data* we have become very rich, but our wealth is in small change. Our need is to start cashing it in for notes of higher denomination – to move from the addition of languages to the *integration* of languages. (original emphasis)

This analysis may have implications for the educational field of academic TE-PCET.

Chapter 7 The educational field: knowledge as curriculum

7.1 Introduction

Exploration of the institutional field position of academic TE-PCET in chapter 5 suggested that it was characterised by relatively weak positional and relational autonomy – that is to say, TEds lacked collective agency to shield and insulate it. It was controlled largely by agents from without according to extrinsic principles that reflected exigencies of the market in the form of the State and social field of PCET. In order to gain deeper insight into this perceived marginalised position, the preceding chapter was the first of three to investigate academic TE-PCET in the context of the intellectual field in the academy and TEd knowledge production practices. One key finding from chapter 6 was the lack of a definitively bounded discourse for academic TE-PCET where TEds' personal conceptions and beliefs allowed for a range of types, forms and foci of research that influenced the scholarly communality of TEds.

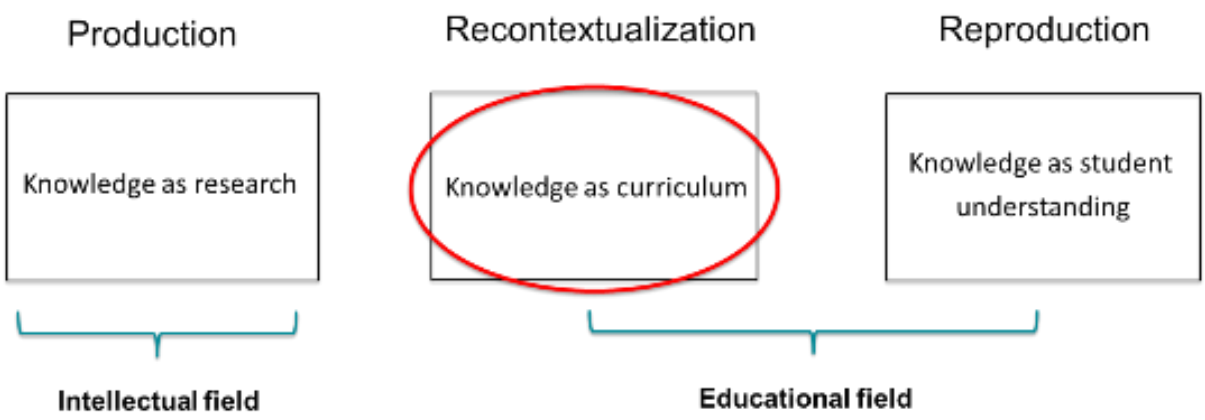
Reflecting the distinction between *teacher education* as a specialism, and *teaching* as a specialist subject within it, this chapter moves the focus to the educational field of academic TE-PCET, and the ITE curriculum specifically, to consider TEds' curriculum knowledge practices and beliefs as depicted in Figure 7.1. As noted by Luckett and Hunma (2014: 195):

> in higher education where researchers and lecturers are usually the same people—the analysis of curricula that academics design can give one access to their assumptions about the basis of legitimation in their field.

In keeping with the delimitation of the study outlined in 3.5, the interest lies not in examining the process of de-locating knowledge from the production field to the recontextualization field according to rules (Bernstein, 2000) or logics (Maton, 2014). Rather, it is concerned with the basis of TEds' claims to legitimacy for the educational field of practice as curriculum designers and developers. It sets out to answer the second research (sub) question:

> *2b. On what bases do teacher educators legitimate their knowledge practices and beliefs in the educational field of knowledge recontextualisation for academic TE-PCET?*

Figure 7-1 Arena created by EPD - chapter focus on knowledge recontextualization



Three sections present the findings. First, findings that relate to TEds' criticisms of the standards-led curriculum are contrasted with how TEds perceive the purpose of an academic TE-PCET curriculum. TEds suggested that the former reflected a reductive technical-rational imperative, favoured by PCET given its focus on the 'can do' of teaching practice. This was at the expense of a more expansive appreciation of teaching's moral dimension. The TEds' embodied expertise and access to theory would undergird this exalted construction. This is explored in section 7.3 where TEds' views of the curriculum reflected a theory-practice fusion purposed to give effect to this construction. This leads to a consideration of TEds' views on their work as curriculum developers (7.5) and the affordances and hindrances associated with that work. Whilst claiming a degree of intellectual autonomy for adapting curriculum, TEds were constrained, inter alia, by self-acknowledged limitations in breadth and depth of TEds' own curriculum knowledge.

A synthesis of the analysis in 7.6 sees the challenges for TEds. First, TEds felt the structure of programmes was influenced by the academy's privileging theory over practice, resulting in overtly academic programmes. This revealed TEds' underlying preference for a greater focus on practical knowledge. Further, there was no shared agreement on theoretical constructs suitable for the curriculum nor a shared understanding of the *meaning* of theory and a questioning of its real value. This meant a retreat to personal insights based on what individual TEds considered

appropriate professional knowledge. This analysis, drawing on Specialisation, leads to the conclusion that a qualified form of 'anything goes' is the basis of legitimation, reflecting weakly insulated knowledge and knowers.

7.2 A critique of the standards-led curriculum

The section addresses how TEds viewed the standards-led curriculum as enacted in non-academy provision. These views were set as a counterpoint to the benefits that, TEds maintained, reflected the academy offer. This, in turn, was linked to a perception of teaching as a moral, ethical profession. This expands on the point made by TEds in 5.2 concerning the rationale for TE-PCET provision in the academy.

The ITE curriculum at each university was validated based on the now-defunct LLUK standards. Since the introduction of ETF standards following deregulation of the sector, TEd teams had incorporated the ETF standards without recourse to a re-validation panel.

Participants expressed concern that the standards-led curriculum, particularly as it was represented in non-academy ITE provision, had led to an overly prescriptive and technicist view of teaching as both an object of study and profession. This was reflected in the common terms shared by participants such as 'recipes' and 'recipe following' with student-teachers learning 'tips and tricks' to satisfy a series of 'tick boxes'. Teaching thus reflected a narrow repertoire of actions or techniques, seemingly lacking an epistemic anchor in disciplinary knowledge; knowledge hence rendered normative and unproblematic (Wheelahan, 2012a). TEds claimed this was a consequence of the influence of Ofsted and government policy-making for PCET. Reference to the former Secretary of Education, Michael Gove's perspective of teaching as craft, best learned in a classroom alongside an experienced mentor, reduced a teacher to 'a robot or a zombie' (John FU). Rather than teaching as craft, it was 'teaching as a trade' (Stephanie BU) open to anyone prepared to undertake the training. Some claimed this was part of a neo-liberal agenda. Terry (RU) noted:

> I think the government is quite interested in … a **vocational** approach to teaching would be one way of looking at it as opposed to a genuinely

> academic approach to teaching … I believe that that is the sort of consequence of neo-liberalism and it's very much to, if you like, demobilise teachers around the world, very much, to deprive them of a real critical understanding of themselves, their roles, their students and themselves and their students in society. But that's what I think it's about. (original emphasis)

Whilst TEds did not discount that student-teachers needed a 'toolbag of strategies' (Emma FU), the concern was that this (potentially) came at the expense of an interrogation of teaching's theoretical underpinning: that is, a focus on the 'know-how' of teaching rather than the 'know-why', fostered by a standards-led approach which was:

> the kind of target driven kind of crap, narrow minded thinking model of what education is … and that's not a very good model to have people learning about. (Francine FU)

As Claude (RU) claimed:

> the worst end of the spectrum is, you know, that teachers just learn little tool-kit things and they, you know, write a plan and [have] a starter, a middle, and an end to a lesson. That's the, you know, that's the horror story that that's all they get.

Francine (FU) claimed this was reflected in the work of some college-based TEds:

> steeped in that culture of targets, [a] kind of a technical view of education, a behaviourist view of it all.

TEds, in that context, were not 'free in their thinking' in 'the creative dimension' (Francine FU).

A review of the LLUK (2006) standards and the ETF (2014) standards that superseded LLUK and upon which the ITE curriculum was based confirmed their performative basis (Beck, 2009). Under three broad categories - 'Professional values', 'Professional Knowledge and Understanding', 'Professional Practice', across six domains were a total of 138 LLUK standards, only four of which referred to any sort of theory (Lucas et. al., 2012). The majority were couched in performative 'can do' terms, reinforcing Young & Muller's (2014a; 2016) concerns and that of others as to the drift to genericism (Beck & Young, 2005). No prioritisation was highlighted in these standards

thus reflective of a technicist model of trainable expertise (Beck, 2009). This, despite Beck's (2009: 7) point that:

> The competencies teachers are expected to acquire clearly involve complex expertises founded in extensive domains of knowledge and understanding, often requiring teachers to draw on relevant research.

The LLUK references draw attention to this. In AK 4.1, teachers are required to know and understand:

> principles, frameworks and theories which underpin good practice in learning and teaching;

and, in A.K 4.3:

> ways to reflect, evaluate and use research to develop own practice, and to share good practice with others. (LLUK, 2006)

The ETF standards consisted of twenty standards in an ordinal list under three categories: 'Professional Values and Attributes', 'Professional Knowledge and Understanding' and 'Professional Skills'. There was no reference to 'theory' except for PKU 9 (ETF, 2014):

> Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.

TEds claimed that the dominance of standards was entrenched in popular TE-PCET curriculum textbooks written to the standards as interpreted by the textbook writers. According to TEds, these discouraged an exploration of deeper epistemological issues. For example:

> if you look at some of these kind of text books, some of them are basically talking about, just looking at aims and outcomes and assessment and making sure that there's congruence between them and blah de blah, and off you go, you know. Whereas, well, what knowledge, and whose knowledge? (Hassan BU)

> you can't limit yourself to reading recipes and trying them out in the classroom which is why successful teaching and quality of good teaching simply can't be based on reading Reece & Walker. All that just gives you is recipes … they're quite modest books, they don't claim to be anything but

> introductions and they don't claim to go into any depth and so on, however they are treated by the students and some teacher educators as the be-all and end-all, as the result and they're not. And I think that's a real shame … important issues are just glossed over because on page 59 Reece & Walker said this. So it's uncritical, it's unworthy of the profession. (Claire, RU)

This critique of the standardised approach to ITE 'where the tips and tricks are detached from … the knowledge base' (Hassan BU) may result in an impoverished programme since 'it's not good enough to know how; you have to know why' (Hassan BU). Consistent with LLUK standards, knowledge is included with reference to contextually specific *applications* of knowledge 'delocated from the system of meaning in which it is embedded' (Wheelahan, 2012a: 156).

June (FU) was critical of vaguely worded standards open to interpretation. They encouraged a 'tick that off' culture:

> sometimes we're battling against it, you know, we're battling against certain people saying: 'well, actually, people only need to know "this"! They only need to know "five tips"! They only need to know the "three Rs"! They only need to know the "seven Qs"!' And all that mumbo jumbo that goes on.

Furthermore, government intervention in the curriculum, through policy initiatives or directives (e.g. the Prevent agenda; safeguarding) resulted in shifting foci. The government kept 'changing the goalposts' and 'they change the standards' (Mary BU) and 'fashions change' (Fay RU). Emma (RU) referred to the importance accorded equality and diversity in the curriculum some time previously where 'that's no longer flavour of the month - we've moved on from that'. Fay (RU) provided another example:

> when we last had the programme validated, we had to incorporate all sorts of things about data because data was seen as being central to assessment. And assignments were written as: 'how do you analyse data?' Rather than 'how do you use feedback?' And now the climate has changed and the terminology has changed so that's interesting to sort of chart the ups and downs and the changes in what is fashionable … That comes from central government. I think it's directly, we're very much at the whims of what Ofsted is saying and we have to react to that.

By way of this critique of the standards-led curriculum, TEds claimed academic TE-PCET should be '*higher* education' TE-PCET, not teacher *training* as represented by prescribed sets of learning outcomes and recipe-following. The moral and ethical dimension to the work of a teacher would be downplayed as a result.

7.2.1 A moral, ethical profession

Teachers needed to be socially aware and engaged. A key role of the academic ITE curriculum was, therefore, in equipping the student-teachers with knowledge that would support them in making 'good professional judgements in complex and unfolding situations that are often moral in nature' (John FU). Teachers needed 'knowledge of the world' and to gain a 'social hinterland' (Terry RU) to appreciate the 'social implications for that role' (Stephanie BU). Teachers needed to be immersed in the 'moral dimension' of the profession, which was, in essence, an 'altruistic profession' (Stephanie BU). There was allusion to 'teaching as a moral practice' (Emma RU); the curriculum should be 'about values' (Linda BU). Becoming a teacher is more than 'just giving them a toolbag to walk out the door with' (Alan BU). Brett (FU) suggested 'producing' effective practitioners corresponded to the ideals of ensuring 'that they make positive and significant impact'; a marker of success was therefore in producing teaching graduates who 'can make differences in their own students' lives' (Brett FU).

Underlying this notion of teacher *education* was the notion of the teacher as critical thinker. The role of the curriculum programme should be, in part, to nourish this critical disposition and to move beyond what Emma (RU) described as the 'minutiae' of an 'overly prescriptive and bureaucratic' teacher-training programme to consider what is 'important in terms of the education of the whole individual'. TEds suggested equipping teachers with the knowledge to enable them to critique and explore alternative understandings of practice was vital given the regular policy interventions and initiatives heralded by government. Thus, given the 'sector's flux' (Claude RU) student-teachers:

> need to have an awareness of where their classroom practice sits in relation to all that's going on around them and what they're being asked to do and

> being able to critically say: 'Yes, I can do that'; and try and have the tools to critically know 'I can't do that'. And I realise that is very difficult in the context that they're in but … they should have the knowledge to stop and look and not say all the time, 'Yes, of course'. They should be able to articulate the argument, 'That's not good because…'. (Claude RU)

Margaret (RU) felt it important that teachers be encouraged to question and critique dominant discourses:

> what are we trying to achieve here? Are we trying to produce workers who are going to do what they're told and to shut up and just get on with it? Or are we actually trying to produce people who can think for themselves and challenge and all the rest of it? And I think, particularly with the political climate at the moment, that teachers should be thinking about these things … I've heard too many teachers saying, you know, 'my managers tell me that … I need to just pass all the students no matter what'. And, so, looking at why; why would your manager be saying that, you know, what is behind all of this? … And I think that [the academic ITE curriculum] gives them at least an idea that 'I don't have to do this' or, at least, 'I should be questioning this, I should be resisting this to some extent'.

John (FU) noted that teaching and learning situations were unique and teachers needed to be able to make appropriate judgements in a moral dimension:

> teacher educators need to be able to help teachers realise that they need to, and can, and will have to, make difficult judgements in difficult and complicated situations that will have hugely moral consequences for other people…I think if you establish the principles, and if you establish the educational values, and you establish the basic working understanding of what is a practice and what makes practice educational, and that education is a moral practice, you help people, kind of, equip themselves with all sorts of understandings of what is required of them to enact good practice.

TEds highlighted that development and nourishment of a critical disposition to enable teachers to make 'moral judgements' rested on access to theoretical knowledge.

7.3 The 'fusion' of the theory-practice relation: reality or aspiration?

TEds suggested that higher-order knowledge in the form of theory could furnish student-teachers with 'critical lenses [that are] very enabling and very empowering'

(Hassan BU) for the 'meaning-making' of practice (June FU). It was in the 'dynamic between theory and practice that good educational judgements are made' (John FU).

Indeed, all participants asserted the value of, and necessity for, theory in the ITE curriculum. As inferred in John's quote, the relationship between theory and practice was variously described as 'fusion' or 'synthesis'. TEds claimed that theory and practice should not 'exist in a dichotomy' (Elena RU), that there must be 'synthesis between the two' (Hassan BU), that the two domains 'are absolutely integral and fused' given that 'there's nothing more practical than a good theory' (Linda BU):

> I still think that the theory needs to be embedded in practice and the practice needs to be embedded in theory and I can't see one without the other, actually. (Patrick RU)

Frank (RU) suggested that:

> practice knowledge is where you see theory enacted or theory disproved or theory working or not.

Except for Farrisdown TEds, proclamations for the synthesis of the theory-practice relation appeared not to be fully realised. At Randmeadow, Edwina questioned whether 'we have the balance right' between 'both theory and practice to be of maximum benefit to trainee teachers'. She claimed that 'there are different views on that in the camp'. There was, in a sense, synthesis fracture. TEds claimed the structure of an academic ITE programme privileged front-loading of theory to be applied in practice. This 'one-way' linear model of the relationship was 'just silly … a completely false construct' (Claire RU) whose purpose was to undergird a justification for academic TE-PCET:

> ITE gives the theory, the trainee applies it, so ITE is indispensable. … [But] there is no linear approach to this, you don't read a text and then try it out. There has to be a dynamic relationship with yourself actually in the classroom doing the stuff. (Claire RU)

Critical of the linearity of 'theory into practice', Claude (RU) suggested this denied student-teachers an opportunity to adequately understand and theorise their practice. Theoretical principles were transmitted from 'on high', abstracted from

trainee contexts and hence difficult to contextualise. It oriented the trainee gaze more to the academic rather than practical classroom strategies:

> And again these are the programmes I know, there's not enough focus on what I call theorising practice; there's too much theory into practice, they learn the theory and how would you apply it rather than, well, let's look at your practice and draw it from there … I firmly believe that there is an important element for practical - what I call procedural skills - of structuring and thinking about pedagogy in terms of its practical reality in the classroom and also the practical reality of the classroom and making theories about that … what's called that adaptive expertise, being able to look at what's happening and interrogate that and then make decisions for the next lesson … My belief is that it's around, kind of, the practical knowledge that is based on an ability to consider and articulate to oneself one's reasons for what you do and the decisions you make in the classroom. (Claude RU)

Closely correlated with this linearity critique was the suggestion by some TEds that the programmes were 'possibly a little bit too academic' (Mary BU) at the expense of a practice focus:

> At the moment it's just academic, pretty much entirely academic, so it inevitably comes down to a kind of knowledge and, you know, book learning and there's nothing in principle wrong with that, it's just not enough, you know. You could have someone who's really expert on the academic theory of teaching but they wouldn't be able to do it. (Rachel BU)

This was reinforced when considering TEds' notions of what an 'ideal' curriculum, free of institutional and regulatory constraints, might look like:

> The pragmatist in me says the practical should take a slightly heavier weighting because consistent feedback from our learners consistently complains we're too theoretical and not practical enough, and they would rather have 20 more hours of classroom management practice going through scenarios, rehearsing and role play and all that sort of stuff, than reading 50 books on how to manage behaviour, you know: hands-on. And I think, because of the immediacy of teaching, I think that students would like more hands-on stuff from us … I wouldn't want to see anything disappear from the theoretical side, though, that said. I wouldn't want to rub anything off the syllabus because I think we need it all. But it's, maybe tilting a little bit more towards the practice end. (Peter BU)

This was particularly relevant for pre-service full-time programmes at Blackbridge. Alan (BU) spoke about a change he helped initiate in which student-teachers were immersed in practice immediately on starting their ITE programme. In so doing that put:

> the experience of teaching more at the heart of it. We have done that, we have shifted more from an academic focus to a practice focus but I'd want to do more of that.

TEds familiar with English language TE programmes provided by the University of Cambridge, for instance, offered the CELTA[6] model as an exemplar. One TEd's comment was typical:

> it would contain far more practice, far more observation, far more reflection and discussion about what people are doing in the classroom rather than what they're supposed to be doing in the classroom. It would follow many of the things on the Cambridge CELTA and DELTA[7] which I think are a far more effective, practical way of doing things.

Mary (BU) believed that an ideal curriculum would focus more specifically on the practicum. She did not see the relevance for teaching of including a research module in the ITE provision, for example:

> I'd have more on classroom-based, what to do. Because, at the moment, we have a module which is a sort of generic module on widening […] education practices or something. And it's about; basically they're doing a research project and they've got to do research methods. And I think this is a short course: they do not need, you don't need to be doing research methods. They need - we're trying to get them into the classrooms, good teachers, they can do research methods later, do a masters course, they can do a research methods module. I wouldn't have that [module on the programme]. And it's a lot about policy, erm; it's sort of studying government policy and stuff. I say we - they - don't need that like that. They'll discover that soon enough, soon enough. So there's the certain things I'd take out in favour of doing more practical input and practical practice.

[6] Certificate in English Language Teaching to Adults
[7] Diploma in English Language Teaching to Adults

Underlying the concerns exemplified in the above quotes was a question as to the efficacy of theory in the 'making' of effective classroom practitioners:

> I think – whilst not abandoning theory - I think we need to think about the practical because, actually, we do an awful lot of theory and actually what we want is we want people who can go out and teach really good lessons. (Fay RU)

This inevitably invited the question: what theory should underpin academic TE-PCET?

> **Interviewer**: What is your belief about the role of theory in teacher education?
>
> **Elena (RU)**: Well…I suppose the standard answer would be that it is overarching but I'm not quite sure. Because it's again which theory, what theory are we talking about? If we're talking about disciplines then, yes, I would like to think that we need to have an understanding of certain disciplines, the social science disciplines, such as, social theories and theories about how to learn in psychology. And I suppose it probably would help. But I'm not even sure that is the case. Because in practice I'm not sure to what extent we are using any of it. I'm not sure to what extent it is relevant to them. … Of course, it has to be against something but my question would be which theory? And I don't know, for teacher education, I don't know.

Elena's concerns address a sub-theme of the theory-practice relation: a degree of ambiguity and, in some cases, questioning the legitimacy of theoretical constructs:

> I quite like some theory but how do we, how do we say, erm, this is what we ought to do because it's constantly moving and changing. (Linda BU)
>
> I don't think there's any fundamentally necessary knowledge that people need to have … it's the reflection which is the important part. (Stephanie BU).

Some referred to theory in teaching as 'ideas', with student-teachers 'exploring big ideas … testing out ideas' (June FU):

> Do you know if you can get people engaged with the ideas, put them into practice and they go out to be more thoughtful, engaging and happy teachers then I'm happy with that. (Francine FU)

Others questioned whether such ideas merited the status of theory. For, whilst theory can be understood as 'a systematic set of ideas about what was and is empirically the case and about the underlying causal links between certain sets of events or conditions' (Moore, 1994: 34), as Michael (BU) claimed:

> there's lots of literature that suggests doing things, and obviously we are talking about that all the time […] so I don't necessarily see that as theoretical perspectives.

Claire (RU) provided an example of 'feedforward':

> Feedforward is simply decent feedback and maybe the only reason we need a concept like feedforward – if we can dignify it with the term - is only needed because we assume that we've got years of bad feedback, you know. Just because you can change malpractice to something which is not malpractice doesn't make it new knowledge.

For Brenda (RU), theory as 'ideas' stood in contrast with her understanding of theory as an incontrovertible truth reflective of hierarchical knowledge structures with strong verticality. In that sense, theory for teaching lacked a certain legitimacy:

> It's **ideas** about motivation, it's **ideas** about behaviourism - is it a **theory**? You see I still have this struggle with theory. It's not theory, I need proof, I want to see - Pythagoras had - it was a theorem, I know – but here we go, it's all these steps and it works whatever way, but this isn't…because you can change that theory. That theory develops doesn't it. You come along with another view and, 'ooh, yes, okay well let's just add that to it then…'. Where is the proof for this stuff? It's just opinion, somebody's opinion. (original emphasis)

Without stipulated or agreed foundational knowledge informing the standards that underpinned the curriculum, the standards in effect represented codified curriculum knowledge. It became a matter of TEds' personal judgement and knowledge as to what theory to emphasise, incorporate, or disregard. Thus, in the absence of any TEd qualification, TEds who had been immersed in a range of literatures whilst undertaking doctoral studies, suggested this provided them with new insights they drew on to extend theoretical understandings. This was commonly remarked upon by TEds at Blackbridge. Alan (BU), for example, said that his doctoral studies, and

those of some of his peers, exposed him to a 'wider range' of theory that challenged theories of learning that were 'individualistic'. Peter (BU) commented on literature about teaching and learning reviewed for his doctoral study. Whilst not the object of his study, the literature 'did make me think about my practice again and effective teaching and learning'. This meant he was able to present to his student-teachers what he had discovered 'so it begins to flow from your learning to theirs'.

The extent to which these insights were formalised, shared amongst teams and adopted in the curriculum invites a consideration of the nature of the curriculum development practices.

7.4 Curriculum development: flexibility inhibited by time constraints and knowledge limitations

Re-validation of the programmes at the time of interviews was pending. This was welcomed because existing programmes were considered 'tired' (Hassan BU) or 'outdated' (Stephanie BU). Patrick (RU) claimed they needed:

> to move away from some of the set regulated requirements we've had in the past and we can be a bit more free and creative and innovative.

This re-validation was timely for in the intervening time the sector was deregulated and LLUK standards no longer applied. It would afford TEds 'the opportunity for some blue sky thinking' (Emma RU).

Within the confines of the then-existing university validation and standards, TEds claimed they had a considerable degree of flexibility to amend programmes. Carol (BU) noted that personal autonomy was allowed for and encouraged. Her view was typical of most respondents:

> The great thing about our course director is that she is **very** encouraging of autonomy and people's ideas. (original emphasis)

Common words used to describe curriculum adaptations were 'tweaks', 'tweaking', 'adapting' and 'updating':

> I think quite a lot of the time we're constantly tweaking but there hasn't really been a big overhaul because in fact the big overhauls take so much

> time and you have something validated and you can't go from scratch. (Fay RU)

> each module has a module leader and they have quite a lot of freedom in changing the content of the module provided that its purpose remains the same. So, yes, I think we do update ourselves as we go along [based on] professional expertise. (Stephanie BU)

The impetus for adaptation of curriculum resulted from government policy initiatives and Ofsted inspection feedback but also individual professional judgements – their own, and those of college-based TEds, student-teachers and partner college management. As presented in 5.4.1 in terms of 'boundary crossing', curriculum ideas and suggested changes proposed by actors in the social field of PCET were welcome. Examples included procedural changes (e.g., the type of course documentation that student-teachers were required to use to enhance student understanding); evaluative (e.g., replacing an essay with an evaluative log (Patrick RU)); and substantive knowledge content.

TEds claimed curriculum changes tended to be a team effort under the leadership of individual module leaders. Module leaders were not appointed based on specialist knowledge in that domain; the leadership role was a co-ordination and administration one. This was a 'pragmatic' (Hassan BU) approach:

> Everyone has to look after a module: 'what would you want?' 'I'll do the module on Teaching and Learning'. (Hassan BU)

Content changes were largely a mixture of tradition, that is, what had gone before, and informed by TEds' individual professional judgements. These reflected, in part, personal insights, ideas from literature, ideological perspectives (e.g., sociological, philosophical, psychological) and 'professional expertise' (Stephanie BU). Brett (FU) reflected:

> we'll just keep making changes, keep making improvements on what we think's relevant, what we think appropriate for the student-teacher.

Rachel (BU) suggested:

> it's partly what we've always done. It does change all the time, though: individual teachers on the course adapt, tweak, vary what they do, to do with – but not in a completely anarchic way. They work in teams, they work quite closely in teams.

Some TEds spoke of their contribution through authorship (either sole or contributing) of reference books. One TEd referred to a book series to which she had contributed with her peers as a form of 'brokerage', drawing on research literature and repackaging it to help 'make those ideas accessible'. As such, these books were, according to her manager, 'research-informed books'. Similarly, a TEd from another university referred to books he had written as a 'contribution to literature':

> it's about how to survive the teacher training courses, I suppose: here's the tools you need. So some of it is about how to teach and some of it is, you know, this is the kind of stuff you ought to know when you're writing about this; what you ought to know.

7.4.1 Constraints on curriculum development

Apart from the constraints whereby programmes were validated in the academy and mapped to external standards, TEds claimed they lacked the time, individually and collectively, to meaningfully reflect on and develop content knowledge:

> Nobody has that time to actually [say] 'I've read this fantastic book'. But we ought to do more meetings where … somebody talks about something that they've read or something that would impact on our students [as in] 'I've read this and I think we can incorporate this idea into this module' or 'students should know about this'. We don't do that. (Fay RU)

A further constraint on meaningful change was individual TEds' knowledge limitations. The extent of TEds' knowledge was 'necessarily limited by our limited experience' (Claire RU), that is, TEds' knowledge of the various epistemological and ontological issues:

> The other thing, of course, are our own limitations, you know, as course developers we, we only know what we know and there is a certain degree of reproduction of knowledge. (ibid.)

This could pose challenges. For example, in reference to motivation theory, Maslow's (1943) hierarchy of needs was construed 'in a simplistic manner' (Emma RU), or

without reference to newer motivation theories that were informed by a 'philosophical, psychological, sociological perspective' (Hassan BU). Learning styles theory, now considered 'a load of nonsense' (Carol BU) because it was 'theoretically unsound' (Emma RU) was still drawn on by some TEds, according to participants:

> Because people like easy things, they like things that just have little tags, little catchy-on things and some of the complicated ideas don't. (Carol BU)

As noted by John (FU):

> you might have seen it yourself, you might have even been on the other end of it yourself, where some teacher educators, where their grasp of learning theory, educational theory, assessment theory, just isn't where it ought to be at in terms of the importance of that job.

Speaking to the conceptual logic of the curriculum, Hassan (BU) lamented the lack of psychology and sociology insights informing the curriculum. This was due, he felt, to TEds' lack of disciplinary expertise.

At Randmeadow, Elena claimed there was a resistance to substantive curriculum change amongst her peers. This was despite what she claimed was an incoherent logic in the sequencing of the curriculum. It highlighted that 'tradition' and the segmented knowledges may not be a sound basis for a curriculum:

> I've got examples of students who keep on telling me that one particular assignment for one particular unit they don't understand it … they think it's a mismatch, they can see clearly. And I know that it's been two units put together very, very badly years ago, and because you have to put [the content] somewhere, you've lost a unit and you just put it into one. And students say, well we don't really understand why we have to do this and that. And I've been saying for the past eight years we'll have to do one or the other or, I don't know, do something about it, and it's always responded to by that 'yes, but we need to do this'. So there is no intention whatsoever, there's no comprehension of, amongst my colleagues, **some** of my colleagues, not all, some of my colleagues, they're quite happy to reproduce exactly the same course. It justifies their existence, they don't have to think too much about it.

Claude's (RU) view accorded with Elena's. There was a resistance to trying 'something new':

> because there's a tried and tested model of, you know, we've always had these units called these things and if you say, 'well, maybe we could call it something else or do something else' there's the kind of shock horror of change, really.

Such resistance to change entrenched apparent inconsistencies in the logic of the curriculum. For example, Margaret (RU) claimed the sequence of modules meant that the coverage of teaching methodology was left to the latter half of the programme and when addressed tended to focus more on reflective practice such that:

> the main thing is the reflection rather than the what you're doing and I think, you know, just I don't know, where all the, just the discussion of different methodologies and strategies comes from, really, and just those very practical things, really.

7.5 Summary

These findings drew together themes associated with TEds' knowledge practices and beliefs concerning the ITE curriculum. TEds were critical of the standards-led curriculum and were concerned that, enacted outside the academy, it reinforced reductive and instrumentalist conceptions of teaching. They proposed academic TE-PCET as an education rather than training, linked to teaching as a moral, ethical profession. Access to theory supported critical thinking in forming professional judgements. The realisation of this ideal may be difficult, however. There appeared a lack of agreement on the meaning of theory, how much theory and of what content, and mirroring Schön's critique of technical rationality, a perception that programmes were too theoretically laden resulting in insufficient focus on practice. This reflected, in part, the academy's impositions that ITE be delivered along lines of traditional academic subjects. TEds claimed a degree of autonomy and flexibility to adapt the curriculum within the constraints of a standardised framework. In this, TEds drew on personal insights and those of others from within and without the academy. Effecting change was influenced, however, by the lack of time to meaningfully discuss and develop knowledge for curriculum. This, in combination with an acknowledgement of their own curriculum knowledge limitations, influenced the extent of changes.

7.6 Discussion

Three principal themes were discerned from this analysis. Firstly, there was a tension between the forms of knowledge perceived to be privileged by the academy and the social field of PCET practice. This meant, secondly, that TEds sought to mediate this tension by synthesising these knowledge forms in the academic ITE curriculum. In those acts of mediation, thirdly, TEds' and others' personal insights and perspectives were drawn on in both the design and adaptation of the curriculum.

Regarding the first theme, the PCET sector appeared to TEds to privilege practical 'know-how' at the expense of 'know that' or 'know-why' knowledge as reflected in the standards said to inform the curriculum, and hence, more broadly, how it viewed the profession of teaching. This was evidenced by the near unanimity in classifying approaches derived from standards as 'recipes' and 'toolkits', reflecting a 'tick box culture'. TEds suggested that there was a de-emphasis on specialised procedural knowledge or concepts in such recipes. Supported by textbooks written to reflect the standards, TEds submitted that this offered generic and uncritical applications based on everyday, common-sense understandings. The 'recipes' were claimed to be forms of routinised, generic teaching skills that were not cultivated via close engagement with underpinning disciplinary knowledges. In other words, they were not a form of specialised knowledge-based practices: epistemic relations were downplayed (ER—). In this conception there would be little to distinguish a teacher's judgement from ordinary judgement (Shalem, 2014). Such cultivation of competencies was said to be at the expense of 'know-why' where, as Hassan (BU) noted, 'the tips and tricks are detached from … the knowledge base'. It was suggested that such an interpretation of the standards-based curriculum was that anybody could teach if they modelled their practice on, as June (FU) quipped, the 'five tips', the 'three Rs', the 'seven Qs'. A teacher so constituted would be akin to Winch's (2014: 50) 'executive technician', able to perform procedures without necessarily needing 'to understand their underlying rationale'. The suggestion by TEds was that the social field of PCET practice downplayed the role of specialised knowledge and specialist knowers, thus rendering it a *relativist code* of specialisation (ER—, SR—).

In respect of its professional qualifications, by contrast, TEds claimed that the academy privileged strongly insulated theoretical knowledge, the mastery of which could be drawn on and applied in professional contexts at a future point. TEds criticised the privileging of theoretical principles at the expense of ways of knowing and being in practice, noted by a critique of the 'linear model' of 'theory into practice'. In other words, such a model embodied a risk that academic knowledge would be too generalised and abstracted from professional contexts, thus 'freely floating' and not necessarily able to be effectively '***re***contextualized' (Maton, 2014: 123, original emphasis). The TEds were thus projecting onto the educational field of the academy a *knowledge code* of specialisation (ER+, SR—). The tension in knowledge forms between the academy and the PCET sector can be conceptualised as a code clash between a *relativist* code and a *knowledge* code. In attempting to resolve this tension and reconcile the division between academic and practical knowledge, TEds, in the drafting and enactment of the ITE curriculum, attempted to navigate a position between these two poles that would allow for a 'theory-informed', 'practice-based' curriculum. This leads to the second inter-related theme, the blurring of the boundaries between academic and practical knowledge.

In giving effect to the 'theory-informed, practice-focused' curriculum, TEds were not advocating a relatively strongly insulated theoretical foundation as the *basis* of legitimation in teaching. Such a foundation was not the object of study of the ITE curriculum, underscored by the absence of stipulated principled knowledge articulated in the standards upon which the curriculum was based. This was curriculum content of relatively unbounded objects of study (see, for example, reference to changing government 'whims'). Lack of signposting of progression in the professional standards may account for some TEds claiming it lacked conceptual logic. This suggested that the progression requirements for conceptual knowledge were rendered invisible (Young & Muller, 2016). As a basis for the ITE curriculum this horizontal list of outcomes reflected a 'flattened' programme content (ibid.) meaning there was no signification of relative importance (ibid; Beck, 2009). Further, TEds suggested that there were no settled theoretical underpinnings deemed either

necessary or appropriate for a generic ITE programme, that is, no agreed 'framework that provides the conceptual resources in and through which the world is described and explained' (Fay, 1996: 72).

For the TEds the curriculum focus was the practicum: the PCET classroom was the key site for securing knowledge of teaching. Student-teachers' personal experiences courtesy of situated learning opportunities in real-world contexts would provide the basis for their exploration of ideas afforded by the 'theory-informed' approach in the crafting of personal theory. Realising the theory-practice synthesis / fusion ideal downplayed an overarching theoretical set of principles in favour of student-teachers' classroom interactions with their own students as the basis of insight. Overall, there was a downplaying of the epistemic relation of the ITE curriculum (ER—). This does not mean TEds believed theory unimportant, nor that theory was absent from the curriculum. The point concerns the relative emphasis placed on an insulated, explicit theoretical foundation as the basis of legitimation. Chapter 8 will explore the implications of this for pedagogy and assessment.

This leads to the third theme from this analysis: in the relative downplaying of the epistemic relation in the curriculum, TEds' and others' personal insights and perspectives were drawn on in its adaptation. Consequently, personal discretion regarding choice of theories was highlighted. In addition to TEds' personal judgements, input on curriculum development was sought from college-based TEds and mentors, PCET managers, and student-teachers. This reflected the hub theme (chapter 5). Arguably, this would benefit TEds remaining close to PCET concerns and reduce the distance between tower and field. Drawing on insights from relatively diffuse categories of knowers, however, suggested a flattening of the dispositional distance (Maton, 2014) between the TEd as expert knower and non-TEds (including non-academy TEds) as knowers. Such practices suggested a weakening of the boundaries around and control over legitimate *kinds of knowers*. Put another way, this suggested there was no specific, explicit prescription for the identity and performance of a particular knower regarding curriculum change.

Furthermore, TEds' curriculum knowledge practices relatively weakly bounded and controlled legitimate *ways of knowing* for curriculum construction. Particular relationships with significant others were downplayed and 'professional expertise' and 'tradition' were emphasised as the basis for legitimation. One may initially be inclined to argue for 'professional expertise' as a form of cultivation that would support a claim to legitimacy based on experience with significant others; that is, the result of immersion in an extended community of practice (Lave & Wenger, 1991; Maton, 2014). TEds, however, made an implicit counter-posing argument. The TEd community of practice was portrayed largely as one in which the depth of its collective knowledge was limited by the extent of individual TEds' disparate experiences and diffuse, if existing, disciplinary specialisms. In particular, was the absence of a dedicated programme of study for TEds such as a master's degree that would differentiate the TEd-knower from the PCET teacher-knower. That is to say, there was no generally acknowledged expert or 'ideal' knower identified as 'master' (in the master-apprentice sense) under this characterisation. This reflected a relative weakening over the boundaries of interactional relations with significant others.

It is possible to conjecture that resistance by some TEds to change, or falling back on tradition, reflected in part a relatively undifferentiated community of knowers. For some individuals the basis of legitimation as curriculum developers and enactors was a knower code based on a cultivated gaze: those, for example, who had authored course books as a form of brokerage of significant others' knowledge from the intellectual field; and those who had gained insights from doctoral study. Neither, however, were emphasised as the basis of legitimation for the *educational field of academic TE-PCET*. Module leads, for instance, were not appointed based on knowledge specialism in module or subject domains. Standing in place of an extended epistemic community of knowledge specialists were individual TEds drawing on personal insights. Consequently, personal discretion in choice of theories was highlighted: 'we're always changing the theory' (Alan BU) based on 'what we think is relevant' (Brett FU). In other words, strong controls were not in place over the boundaries of interactional relations to ensure only prescribed significant others

were drawn on in the cultivation of the TEd as curriculum specialist. This analysis suggests a relative weakening of social relations (SR—). I must emphasise this analysis does not suggest a deficit model where personal insights and choice of theories *of themselves* lacked legitimacy. This would need to be subject to empirical research. As throughout the thesis, *weak* does not correlate to *bad*. The concern is with the relative strengths of epistemic and social relations: the way in which they are articulated has effects.

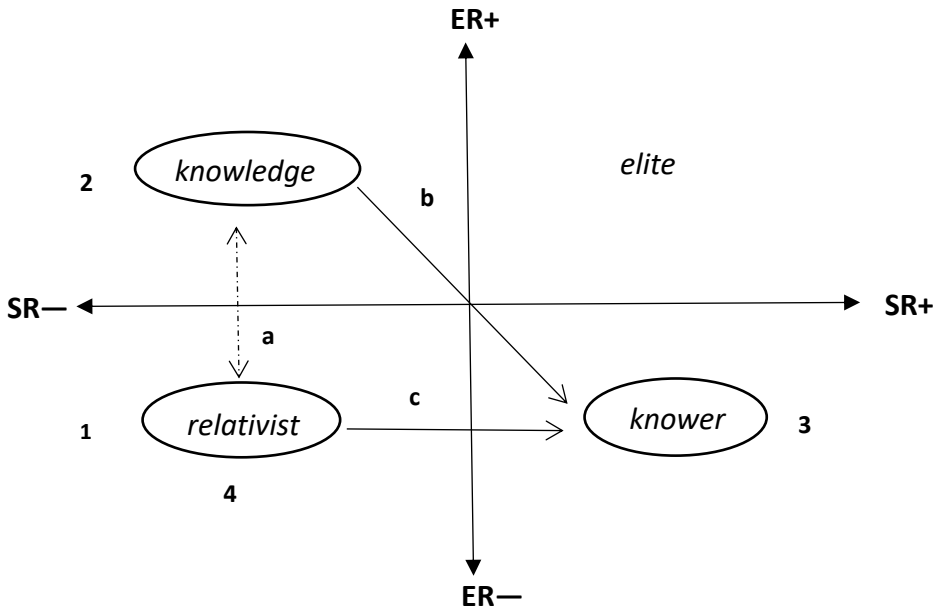
Taking these three themes collectively would suggest that the object of study and the means of engaging with objects of study in the ITE curriculum were not strongly insulated, nor were the legitimate ways of knowing. The basis of legitimation was therefore a relativist code (ER—, SR—), akin to, within the constraints of a standards-based curriculum, a qualified form of 'anything goes'.

7.7 Conclusion

This chapter is the first of two addressing academic TE-PCET as an *educational field*. Presented were findings regarding TEds' curriculum knowledge practices and beliefs. This chapter is an exploratory attempt to make explicit the underlying organising principles as to what counts as legitimate curriculum knowledge practices embodied in TEds' talk and programme documentation. It speaks directly to the TEds' bases of legitimation and, indirectly, to what they perceived was the basis of legitimation for student-teachers. Using Specialisation reveals one set of organising principles underlying the basis for legitimation.

Following 3.2.4, Bernstein suggested that for horizontal knowledge structures with weak grammar, ('ER—' in LCT terms) depending on the power of the State in regulating the curriculum, there was space for ideology to play: the recontextualising principle is the *social*. In other words, the gap may be filled by what TEds consider to be normative values attached to education. This was explored in the findings and found to reflect a tendency to *individual* ideologies.

Figure 7-2 Specialisation plane of curriculum knowledge practices



I offer Figure 7.2 as a visual account of the analysis. TEds characterised and criticised the standards-led curriculum for non-academy ITE enacted in the social field of PCET practice as overtly technicist and reductionist. This meant that neither specialised knowledge nor specialist knowers formed the basis of legitimation: a relativist code as indicated by '1'. By contrast, TEds claimed the academy privileged in its professional (*cf.* academic) qualifications the transmission of theoretical knowledge over ways of knowing in practice; that is, specialised knowledge formed the basis of legitimation: a knowledge code ('2'). This resulted in a struggle over the basis of legitimation – a 'code clash' – between a curriculum as reflected in the aims and ways of working in the social field of PCET practice and of those in the educational field of the academy. This is represented as the double-arrow dashed line 'a'. This signified a contestation over the rules of the game for the educational field of academic TE-PCET. TEds sought to mediate this contestation and the seemingly enduring bifurcation rendered in the theory-practice binary by promulgating a theory-practice fusion, or theory-informed, practice-focused curriculum. This is indicated by lines 'b' and 'c' pulling towards a knower code. Rather than an *explicit*, *insulated* theoretical basis for teaching and learning (and hence relatively weaker epistemic relations: ER—), the classroom of the student-teacher would provide the means for an

exploration of ideas in support of the formulation of personal theory. This would be the basis of the *student-teachers'* cultivation reflected in the TEds' projection of that cultivation being a knower code ('3'). Within the confines of a standardised curriculum, this opened up the space for TEds to draw on individual perspectives in the construction and adaptation of the curriculum informed by their own and others' exposure to potentially diffuse theoretical insights. *TEds' curriculum knowledge practices* thus downplayed a unique insight based on a strongly bounded and controlled ideal curriculum specialist-knower. In other words, TEds' knowledge claims could not be legitimated by a specific social group and its ideal knower's attributes (Maton, 2014): relatively weaker social relations ('4').

Affording TEds a considerable degree of autonomy in the determination of the 'what' in the curriculum itself could partly reflect the uncertain disciplinary foundations and authority in the academy as noted in chapters 6 and 5 respectively. This underscores a fragility of knowledge (Ormond, 2014) and limits the possibility for building a hierarchical knower structure. I emphasise that this does not impugn the integrity of TEds and their practices. It makes no claims as to the suitability or relevance of the individual perspectives drawn on, nor is there a suggestion the curriculum has *no* theoretical principles embedded. Nevertheless, there may be implications for cumulative knowledge-building. Shalem & Slominsky (2014: 206) warn that:

> if situations in professional life were predominantly reflected in or reduced to local situated personal knowledge, and if their understanding was a matter of inductive accumulation of bodily experiences, then communication across a diverse range of expert practitioners and spatio-temporal social contexts, the intergenerational transmission of specialized knowledge as well as professional judgement, would be impossible. The professional domain would be reduced to a collection of silos.

Somewhat unintentionally it would appear, despite claims offering an education over training, the basis of legitimation was a relativist code. There was a *code match* with TEds' critique of the PCET social field of practice reflecting a basis of legitimation as a relativist code. It is important, however, not to misread the *focus* of practices and beliefs as reflected in the aims*,* for their *basis* (Maton, 2014) which may account for

this apparent contradiction. Based on the findings presented in the chapter, it was concluded that the ITE curriculum was specialised by neither epistemic nor social relations.

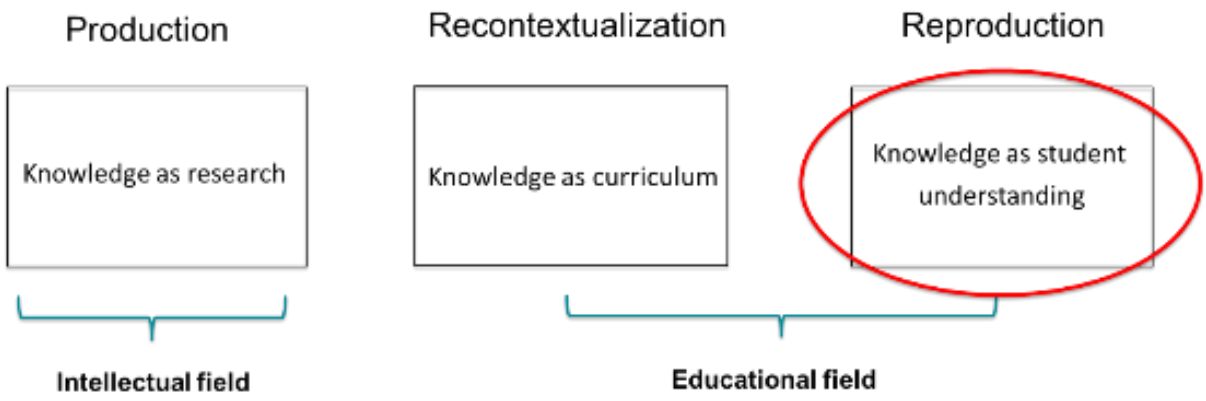
Having considered and understood the contestation over the basis of legitimation for the ITE curriculum, it invites deliberation on the pedagogical approaches that would be adopted in light of it.

Chapter 8 The educational field: knowledge as student understanding

8.1 Introduction

The previous chapter presented findings on TEds' knowledge practices and beliefs regarding the academic ITE curriculum in the educational field. That analysis highlighted, inter alia, the TEds' desire for a theory-informed, practice-focused curriculum where the student-teacher's classroom would offer the basis for an exploration of ideas in the formulation of personal theory. This was a response to how TEds sought to mediate the overly reductive account of teacher *training* embedded within the standardised curriculum and privileged in PCET, and the overly academic frontloading of theory of a teacher *education* purportedly privileged by the academy. This chapter will now consider the implications for pedagogy and assessment in the educational field, as highlighted in Figure 8.1.

Figure 8-1 Arena created by EPD - chapter focus on knowledge reproduction



This chapter therefore addresses the research question:

> *2c. On what bases do teacher educators legitimate their knowledge practices and beliefs in the educational field of knowledge reproduction for academic TE-PCET (pedagogy and assessment)?*

The chapter is divided into two main sections with associated sub-sections representing themes arising from the data. The first section addresses pedagogy. Here TEds' coverage of knowledge content and implications for their work as

teachers are considered. TEds conceived their roles as role models, facilitators and sign-posters to knowledge, and their student-teachers as co-constructors of knowledge. As role models, TEds associated role-modelling with affective dispositions in their capacity as expert teachers. A discussion synthesising these pedagogy themes, conceptualised using LCT Specialisation, will highlight that pedagogical practices were not strongly insulated from experience grounded in horizontal discourse. On this account, and in the absence of an exemplary model of subject specialist pedagogy, it indicated relatively weak epistemic and social relations.

The assessment section offers an analysis of the range of assessment approaches, criteria for assessment, and perspectives on the relevance, adequacy and sufficiency of assessment, as perceived by TEds. Synthesising this analysis indicates the downplaying of explicit criteria in assessing student-teacher performance; performance where attainment of explicit content was downplayed in deference to development of student-teacher personalised knowledge, of which student-teachers played a considerable role in evaluating. TEds drew on personal experience when interpreting weakly defined criteria. Mirroring the conclusion for pedagogy, the analysis concludes that there was a downplaying of epistemic and social relations.

The chapter conclusion will bring the two discussion sections together to answer the research question. Once again, to protect identities, extracts from handbooks will not reference specific institutions but instead be referred to as 'Uni A', 'Uni B' and 'Uni C'.

8.2 Pedagogy: variability of TEds' knowledge coverage

TEds felt it unfeasible to be knowledge experts in all theoretical fields and disciplinary foundations of education, a view with support in the literature (Ulvik & Smith, 2019). Rather, the TEd was an enquiring, critical thinker with access to literature, including theoretical developments that were 'constantly moving and changing' (Linda BU).

Some TEds felt that to be a successful TEd required extensive practice knowledge and expertise to inform pedagogical judgements. In such cases, disciplinary knowledge

was downplayed. Claude (RU), for instance, was resistant to the notion that TEds should be drawn from the academic disciplines, concerned that it would privilege the 'academic side' and would not be representative of the type of teachers delivering in the PCET sector 'and that doesn't sit well with me':

> I think one of my proudest achievements in my whole life, I think, was actually working in a college team and inducting somebody from the hair and beauty department to … work on the teacher training team and she was fantastic, absolutely fantastic, but she certainly didn't have a background in sociology or psychology nor philosophy. (Claude RU)

Admitting that he felt that he 'didn't know enough about theorists, the real theoretical underpinning stuff', Patrick (RU) claimed that:

> what I share is a practice and the practical knowledge … but the important bit is to have that practical underpinning knowledge and the teaching practice that goes with that, so I wouldn't want a teacher educator to only know the theory - I'd want them to be a really good practitioner and model best practice.

Others claimed that their specialist knowledge was sector-based rather than theory-based:

> I know the sector inside out … rather than being about various theoretical concepts or whatever. (Alan BU)

Alternatively, Hassan (BU), whilst not downplaying the role of experience informing TEd expertise, lamented the lack of disciplinary specialists amongst TEds in the academy. One consequence of this, echoing one of the key themes of the preceding chapter, was a reliance on individual TEds' personal knowledge mediating the student learning. This could, depending on the extent of that knowledge, lead to an 'impoverished student experience' (Linda BU).

TEds, therefore, did not present themselves or their peers as knowledge experts in all areas of the theoretical perspectives underpinning the curriculum.

8.2.1 TEds as facilitators and 'sign-posters' to knowledge rather than knowledge experts

June's (FU) perspective, that a TEd's critical faculties, and depth and breadth of experience enabled one to effectively synthesise others' knowledge, was a typical response. She referred to an academic disposition shared amongst her team of 'enquiring minds', reading 'everything that comes out' and critiquing it, drawing on the skills gained, for example, from doctoral studies. She claimed:

> if you've done PhD study, for example, and you tend to be in that groove of being able to read quickly and kind of disregard what you think, you know, you're quite good at sifting things out.

In addition, many references were made to the role of student-teachers' mentors in the workplaces as the source of subject specialist pedagogical knowledge. As such, TEds perceived themselves to be predominantly knowledge facilitators and 'sign-posters' (Linda BU) to knowledge. TEds thus avoided 'indoctrinating people [as in] I know it all and I'm going to tell you' (Brenda RU) but rather 'throwing it out to students' (Peter BU), 'opening doors for them' (Carol BU), allowing them to 'trial and experiment' (Frank RU). Hence, TEds conceived themselves as knowledge facilitators:

> sharing that with others in the class who have different viewpoints on the same theory [and] having that discussion or debate is really essential. (Judith FU)

> they would be able to, you know, encourage their trainees to research and point them in the right direction; maybe do a bit of extra reading when something comes up from practice. (Claude RU)

As noted by Rachel (BU):

> you become a facilitator more than a transmitter of facts - facilitation is actually a pure human organisational skill – it's not - in itself that doesn't require content and content now can be provided by flip learning – you can give students things to do so that **they** get the content and then you show them how to manipulate it and argue with it and stuff like that. Now I wouldn't want to take that further – teachers do need subject knowledge and subject specialism is important in **some** areas at **some** of the time but the **core** business of teachers is much more about judgement and about decision making. (original emphasis)

A key theme from the interviews, therefore, was how TEds conceived of their student-teachers' learning to teach as a co-construction of knowledge, where student-teachers engaged in active construction of meaning. This sat alongside the TEds' role as knowledge facilitators.

8.2.2 Student-teachers as reflective co-constructors of knowledge

From an analysis of the handbooks, there was a considerable degree of latitude afforded student-teachers in choice of theoretical perspectives to draw on in their sense-making of practice. This reflected an emphasis on the personal, that is, what was relevant for the individual student-teacher. There was, therefore, a tacit authority accorded to student-teachers' own experiences, perspectives and abilities to adjudicate potentially competing theoretical insights summarised by Alan (BU) as 'what makes more sense to you'. Various course documentation emphasised personal interpretation in the application of theory to practice. Reference to 'testing and challenging ideas and evidence in creative and imaginative ways' (Uni A), and critically evaluating the 'relevance and usefulness of subject content to one's own professional practice' (Uni B) were typical examples.

Fostering of personal interpretation was also evidenced in module outlines referencing instructional methods. This reflected the constructivist principles embedded in the programmes, not untypical in soft-applied fields (as outlined in chapter 2, section 2.4). Discussion, expression of opinions, and challenging ideas with and amongst student-teachers were features of pedagogy. In addition to whole group lectures, for instance, various module descriptors emphasised independent and peer collaborative learning with references to group discussion, workshops, debates, self-study/independent reading, small group activities, and trainee-led seminars. As highlighted in course documentation, these were designed to 'encourage active thinking environments promoting student engagement and involvement' (Uni B) and to:

> supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the foundations of teaching, learning and assessment. (Uni C)

Elicitation of individual perspectives based on student-teachers' personal and professional circumstances was emphasised rather than explicit specialised knowledge. Reflecting the findings in 7.3, emphasis throughout course handbooks was on student-teachers developing as teaching professionals through, for example, development of their own personal theory of learning. They were expected to link their 'own professional ideas and practices to wider contexts' (Uni C), using 'critical reflection and feedback from peers and others to evaluate and improve own practice' (Uni A) to 'reflect on and evaluate own practice and professional development' (Uni B). As noted by Alan (BU):

> You've got to go with individual student needs, haven't you, and what they are, and you've got to shape the course around those needs. So you give them the same kind of body of knowledge but then, in smaller groups and in one-to-one tutorials, you get the students to engage with it in different ways, depending on their own student groups and on what their level is, and what levels they're teaching.

Hence, student-teachers were encouraged to:

> develop their **own** theory of teaching and learning, for **them** to work out what works for them and their students in the contexts that they're in. (June FU, original emphasis)

This could be achieved through collaboration with peers on the ITE programme. For example, the student-teachers:

> are exploring big ideas, they're exploring theory together, they're making sense, they're making meaning together and then they are using their experience on placement which is running long and thin, as we call it, alongside their university days … (W)e are **extremely** wedded to the ideas of collaboration. We avoid as much as possible individual work, we try to get our students together on placement, we get them to make sense of things together. (June FU, original emphasis)

Personal insights and understandings of theoretical concepts and principles, which were not necessarily formalised in the curriculum, were to be encouraged with peer student-teachers acting as co-teachers. In sum, personal accounts of experiences and interests could serve as pedagogic resources.

The reflective student-teacher practitioner

Course and module documentation emphasised the importance of reflection for development as a competent professional practitioner. Reflection was not confined to theoretical interpretation of practice; personal reflection and individual growth as a professional were also highlighted. As suggested by Linda (BU), reflection 'is quite liberating for the students' allowing them to 'grow exponentially because of their learning about themselves'.

Stephanie (BU) advocated a model of the ideal graduate student-teacher, one who embodies:

> reliability, self-starting, the ability to look people in the eye, make decisions on the hoof, be well organised in what they do, those sorts of background skills … you grow and make all sorts of new lesions in your brain and you are a different person as a result of that experience. And I think it's important for our students here to struggle with academic study and conceptualising the nature of teaching and learning. But I don't think you then apply that to a situation. I think that's just part of your growth.

According to Edwina (RU), student-teachers should be encouraged to 'critically reflect on' their own practices either formally or informally as 'enquiry based and action research'. This was so they could discern for themselves 'what works' with the aid of theory.

A focus on and fostering of action research was, however, criticised by some. Student-teachers were said to lack sufficient skills or inclination, adopting a very instrumentalist perspective on their own learning, resentful that they may have to 'really work hard' (Terry RU). Further, echoing concerns of unnecessary reinventions of the wheel (Furlong, 2013), Claire (RU) argued that the emphasis on student-teachers finding out knowledge for themselves was 'just a real waste of time, a **real** waste of time' (original emphasis) because, 'just as in any other trial and error process' there was 'no memory to it':

> it's just this kind of cultural amnesia we get as a result of this quasi pragmatism, you know … and fundamentally a cynical view of what teaching's about, of course. I want to stress the cynicism of that view.

8.2.3 Differing perspectives on role modelling as form of pedagogy

TEds addressed being role models for their student-teachers. Analysis revealed that what was to be modelled were dispositions rather than pedagogical strategies. TEds did not articulate how they made their pedagogical choices and/or their dispositions explicit to the student-teachers. Emphasis on affective dispositions reflected what they claimed were at the core of being a successful TEd. For example, TEds referred to modelling a critically reflective stance; having a passion and enthusiasm for teaching and learning; displaying resilience, innovation and creativity - attributes that they felt were important for their student-teachers to emulate as teaching professionals. A TEd's passion and enthusiasm for education was said to inspire student-teachers and therefore provide a role model for how student-teachers could, in turn, inspire their own students.

> I feel passionately that we need to be delivering the **most current**, the **most realistic**, the **most meaningful** education to our teacher trainees so that they can be doing the same thing with their learners. So we need to have teachers who are passionate and are equipped to deal with the very, very complicated student population. I feel like I'm being a bit of a bloody evangelical … you set your students on fire, you know, and you get them to realise just how important it is to set **their** students on fire, despite it all. (Emma RU, original emphasis)

Some TEds referred to their own ideological interests informing how they approached their teaching. This meant that there was little uniformity in how content was mediated. For example, a range of TEds could teach generic modules on a pre-service programme at Blackbridge. Its mode of facilitation was dependent on an individual TEd's 'lens from which I speak' (Hassan BU):

> I think we have got different perspectives. My perspective comes very much from a sociological perspective. But I've got a colleague that I work with who's very much from a psychological [perspective] … [So] we just share out the sessions and then what people do in those sessions and how they approach it is up to them. (Alan BU)

Some TEds were not convinced of the efficacy of modelling as pedagogy. Being a TEd did not necessarily correspond with being an exemplary teaching practitioner. Elena (RU), for example, claimed that:

> the modelling thing in teacher education it keeps coming back. I don't even believe in modelling. I think it's used as pedagogy: you model good practice. Well, what is that? What is good practice? My good practice may be different from one subject to another … modelling is this, sometimes it's this arrogant way of saying 'I don't know anything else therefore this is what I think good practice is' and it's usually just this model on FE which is badly constructed in the first place. People believe it is a good model.

Carol (BU) criticised her peers for the poor take-up of initiatives in teaching. She highlighted what she saw as an impoverished teaching model being enacted by some of her peers, a model which did not make explicit the tacitness of their teaching strategies:

> one of the things I've been pushing quite strongly is to introduce flip learning and say: 'Look, if this is something that we think might have some validity out in the workplace why is it we're not doing it more? Why don't we set up our Teacher Education to model certain practices then they get the experience of what it's like?' Because what happens is: 'well, let's do a lecture for an hour'; 'ooh, let's discuss in café style', you know, which is poor, actually. It's an impoverished experience, I think, although there are moments when there's exciting stuff going on. But I do think there should be more explaining about what it is we're actually trying to do and what messages, you know, and so on.

Another TEd, for example, claimed that some of her peers 'do some shockingly bad lessons', insisting that as a TEd 'you've really got to be **good**, you've got to be a role model teacher' (original emphasis).

As June (FU) noted:

> Most teacher educators get by on their craft knowledge, on their experience and some of that will be well-developed and some of it won't be so well-developed.

To summarise, these findings suggest that the TEds felt it unnecessary to be authorities in all knowledge domains associated with TE-PCET. Instead, they

perceived themselves as knowledge facilitators and sign-posters to knowledge. Student-teachers in this relationship were co-constructors of meaning-making as reflective practitioners. Differing perspectives were offered on TEds as role models, and pedagogical choices were made according to TEds' own underpinning perspectives, often informed by values attached to their (original) distinct specialisms.

8.3.4 Discussion of TEd pedagogical practices

From this analysis, two principal themes were evident. First, the TEds downplayed the transmission of specific content in the facilitation of student learning. Second, this was underscored by the individual pedagogy of the TEd.

Regarding the first theme, the interview and course documentation data suggested that priority was accorded the facilitation of student-teachers' learning rather than the transmission of specific content knowledge. This theme was supported by most TEds renouncing claims to be knowledge experts, and a focus on student-teachers' inter-collegial and individualised learning in the sense-making of their teaching practices.

In 7.6 epistemic relations were downplayed in the academic ITE curriculum. This manifested in pedagogy in the form of TEds sign-posting student-teachers to what knowledge may be useful or appropriate for their professional contexts in support of student-teachers' understanding of practice. TEds need not be experts in such knowledge. Relatively unbounded theoretical knowledge was to be synthesised and interpreted by student-teachers according to their individual teaching contexts and personal experiences. The TEds' role was in guiding student-teachers in sense-making of those personal contexts. Therein could be discerned a tendency to blur the distinction between theoretical and the everyday knowledge, where the everyday referred to the particularised, context-dependent, workplace knowledge (Gamble, 2006; Wheelahan, 2012a) of student-teachers' teaching classrooms and colleges, and meanings embedded there. Learning situations were thus drawn from everyday life (Bautier, 2011), reflective of horizontal discourse. One pedagogic implication of this

was adaptation of teaching to the targeted audience (ibid.) in the name of empowering or 'unsilencing' (Bernstein, 2000: 170) student-teachers. Thus, 'go[ing] with individual student needs [and] shap[ing] the course around those needs' (Alan BU) was in aid of enabling student-teachers to engage with content and be in a position 'to work out what works for them' (June FU). TEds facilitated student-teachers' access to knowledge, the student-teachers were then delegated the task of engaging with it such that they could 'take what works' (Hassan BU).

In this, as facilitators and sign-posters to knowledge, TEds were downplaying specificities of knowledge contents. Knowledge was offered as a smorgasbord, 'an array of resources, a reservoir for potential recruitment' (Ensor, 2004: 162). This implicitly bestowed on student-teachers an authority in the selection of content in support of the construction of their personal knowledge. This is indicative of what Bernstein (1990: 71) referred to as invisible pedagogy: TEds' pedagogic practice is 'invisible to the acquirer, essentially because the acquirer appears to fill the pedagogic space rather than the transmitter'. In other words, it afforded the student-teacher the space to reveal 'its unique, individual self, its 'own person'' (Moore, 2013a: 177). In essence, there was weaker classification and framing of knowledge: relatively weak epistemic relations (ER—). The corollary was weaker classification and framing of knowers. This was because, resonant with the discussion in 7.6, the dispositional distance (Maton, 2014) between the TEd and student-teacher was seemingly flattened, indicating a weakening of the boundaries around and control over legitimate *kinds of knowers* (SR—) in pedagogical practices.

The first theme is implicated in the second theme arising from this analysis in which the personal preferences of the TEd as pedagogue were underlined. Despite an apparent consistency in pedagogy given the constructivist principles characterising provision, there appeared to be no agreed subject specialist pedagogy for generic ITE. Rather, underpinning TEds' pedagogy was the theme of the individuality and subjectivity of the TEd pedagogue:

> I just do what I want with them really…I don't have to say to anybody, 'ooh, do you think that it'd be a good idea if we did this?' I just think, aw, I'll try that this year and get left fairly alone to do that. (Brenda RU)

This resonates with the findings in 5.2.4 regarding the difference between academic and non-academic ITE provision exemplified by Hassan's (BU) comment: 'it's about *how* it's taught and by whom' (original emphasis) and reflective of a view in the literature (Furlong et al., 2000). Here it would seem that there was no agreed 'how' and an ideal-typical 'whom' was the TEd as role model who emphasised not the modelling of pedagogical strategies but rather the importance of affective, generic dispositions needed for TE work. This may not be unusual for as Lunenberg et al. (2007) found in a literature search and in their own study of TEds in Dutch institutions:

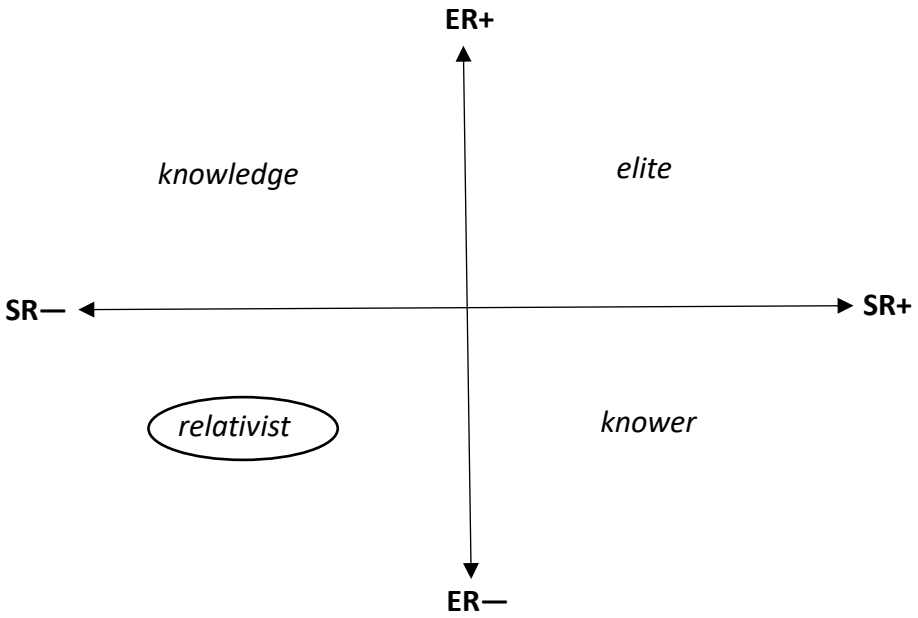
> teacher educators apparently lack the knowledge and skills needed to use modelling in a productive way, to make their own teaching explicit, and to rethink the connection between their teacher education practices and public theory. Our study seems to indicate that such knowledge and skills do not automatically develop over the years: experience as a teacher educator does not necessarily lead to more or better modelling (Lunenberg et al., 2007: 597).

Passion, enthusiasm, caring and resilience are important attributes. They are also, arguably, highly personalised and individual, difficult to quantify and codify. TEds' talk of this implicit modelling (Bullock, 2009) suggests that what they hoped to model may not be recognised by student-teachers. This would deny student-teachers the desired learning effect (Lunenberg et al., 2007).

Further, TEds appeared to make individual choices as to what they believed relevant, useful and worthy in pointing student-teachers in the 'right direction' (Claude RU). A TEd's effectiveness as sign-poster was dependent on the degree to which the TEd was cognisant of what knowledge and literature existed, how that was to be interpreted, understood and applied. It may be suggested that TEds themselves acknowledged the potential negative implications of such analysis: the variability of peers' individual disciplinary and craft knowledge and experiences could result in 'an impoverished experience' (Carol BU) for the student-teachers.

In sum, TEds would determine pedagogy based on their own preferences and choices rather than an exemplary model of pedagogy as 'significant other'. These subjectivities of TEds reflect not a cultivated gaze but an individualised one. Thus, taking into consideration the downplaying of both the epistemic and social relations suggests a relativist code (ER—, SR—) - a blank gaze for the field given the plethora of TEds' individualised gazes based on different trajectories and experiences. This is indicated in Figure 8.2.

Figure 8-2 Specialisation plane of TEd pedagogical practices



Indeed, the foregoing analysis suggests that Young & Muller's (2016) point may apply to both TEd and student-teacher in respect of the enactment of the theory-informed, practice-focused approach adopted by TEds in the study:

> What student teachers learn, in the absence of a robust and dynamic knowledge system, is usually siloed 'theory' from singulars borrowed from the social sciences, and procedural prescripts … Theory and practice is to be integrated, not in the parent reservoir via socialized procedures of peer vetting and collegial endorsement as with other professions, but in 'practice' – which is to say, in private. In the teaching profession, the restricted traffic between context-based innovation and the knowledge base is partly underwritten, and held in place, by a professional identity narrative that celebrates 'learning by experience' and decries codification as somehow stultifying. Skills-talk, the language of artisanal practice with its

> undercurrent of anti-intellectualism, is centrally part of this complex. (ibid., 174)

The foregoing analysis and discussion considered the form taken by pedagogy and its mode of acquisition considering the different knowledges to be acquired (Chapter 7). I finally turn to the means of evaluation and the criteria adopted.

The following section drew on data principally from PGCE generic programme and module handbooks, supported by interview data. Two themes from the organisational coding (chapter 4) were identified. The first considers the mix of assessment methods and the emphasis on student self- and peer-assessment. The second concerns criteria for assessment and TEds' perspectives on the relevance, adequacy and sufficiency of assessment. As noted in the chapter introduction, this analysis suggests explicit criteria in assessing student-teacher performance was downplayed; the attainment of explicit content was deferred to development of student-teacher personalised knowledge, of which student-teachers played a considerable role in evaluating. TEds drew on personal experience when interpreting weakly defined criteria.

8.3 Assessment: mixed methods - competing measures of legitimate performances?

Assessment of the ITE curriculum comprised a mix of three strands: assessment of academic tasks; assessment of performance of teaching practice via formal teaching observations; and assessment of a portfolio of evidence of professional development. The academic writing tasks required student-teachers to reference literature and were summatively assessed as were a prescribed number of teaching observations. The portfolio of evidence was a compulsory element but not summatively assessed.

Academic assessments

Noted in 8.2.2 was the emphasis on personal learning. This correlated with forms of formal assessment that emphasised the student-teachers' interpretations of course material based on personal experiences of their respective teaching contexts. The

principal forms of formal academic assessments were essays, reports and presentations. For this analysis, an essay referred to a piece of discursive writing regarding an aspect of module content in which student-teachers were required to discuss their own work practice supported by reference to literature. A report referred to a form of reflective evaluation of a specific aspect of practice. A presentation referred to a formal presentation to tutor and peers in the form of a seminar or poster, supported by literature, which may represent a combination of smaller tasks. Typical examples of each from handbooks were of the form:

> An essay on inclusive pedagogy within your workplace drawing on theories of learning, communication and aspects of psychology. (Uni A)
>
> Report on a formative assessment activity you have used in your practice, drawing on assessment theory. (Uni B)
>
> Prepare and deliver a short presentation highlighting resources you use in addressing discrimination and prejudice within your own teaching placement. Reference relevant publications to support a well-argued rationale. (Uni C)

Module documentation was replete with references to '*your* own teaching', 'what *you* consider valuable or important', '*your* choice', '*your* approaches', '*you* and *your* learners', '*your own* professional development and practice', '*your own* subject area' (my emphases). The student-teacher was afforded choice in the selection of a teaching or learning technique or assessment method to examine and evaluate from their own teaching; they had a considerable degree of freedom regarding the theoretical bases upon which they might appraise that choice. The student-teacher was expected to form a judgement in the determination of its efficacy for their practice thereby constructing their personal understanding of the topic. The parameters for these assignments were therefore relatively open-ended.

This form of assignment was unsurprising given the analysis of pedagogy where the direct transmission of knowledge was downplayed: module content was in service of sense-making of student-teachers' personal experience. This under-specification disquieted some TEds. Margaret's (RU) concern reinforced the downplaying of

assessment of specific content knowledge linked, in turn, to the open-endedness of the assessment tasks:

> (A)ll they have to do is look at and reflect on two theories of learning and apply it to their own teaching situation. I mean, maybe it doesn't matter, maybe, you know, it really doesn't matter if somebody does behaviourist and cognitivist and somebody else does socially situated learning or maybe it doesn't matter. Maybe it's more important that, you know, they actually just have that experience of looking at an idea about how people learn and then applying it to their situation. (Margaret RU)

Assignments were therefore not a basis for a critical exposition of theory. An example of assignment guidance from one university's PGCE programme handbook reinforced this point and was typical of academic writing tasks across the three institutions:

> It is important to take an open and honest approach to this assignment; emphasis is placed on how you critically reflect on and develop your practice as much as it is on identifying and celebrating good practice. Throughout, it is important that you draw on relevant research and theory to integrate theory with reflections on practice. Please note, it is important not to treat this assignment as a general, theoretical discourse on teaching and learning. It should focus on **your** practical teaching, **your** subject specialism, and how **you** reflect on, maintain or improve your practice." (Uni B, module handbook, original emphasis)

Teaching observations

All candidates on generic programmes, whether pre- or in-service, were required to complete a minimum of 100 hours of practical teaching and to be formally observed on no fewer than eight occasions. At one university, all observations were formally graded for summative assessment purposes; at another, two of the eight were summatively graded. Summative observations were treated as formal examination situations for the purposes of the programmes. Two of the universities graded observations pass or fail; the third graded observations according to the Ofsted (2015) grading scale: *outstanding*, *good*, *requires improvement*, or *unsatisfactory* based on the ETF professional standards (Appendix 7).

Student-teachers could negotiate with observers as to which sessions were to be observed. Responsibility for observing was shared amongst the TEds and the student-teachers' mentors in the workplaces. Feedback on student performance of teaching practice was variously described as a professional conversation, a 'dialogue' (Emma RU) between the observer and the student out of which developmental targets would be agreed as part of a 'journey of becoming' (Alan BU). As noted in Uni A's programme handbook:

> the post-observation discussion enables you (the learner) to critically reflect on your practice of teaching.

Most TEds, when speaking of their approach to teaching observations, suggested that the focus of their feedback to student-teachers tended to emphasise practical teaching and classroom management skills. They acknowledged that 'theory should guide their approaches to teaching' (Alan BU), echoing the 'theory-informed, practice-focus' theme of chapter 7. As Brenda (RU) noted:

> [Q]uite often it's the more, the more practical: 'They weren't engaged; they weren't engaged because they couldn't access it because it was too hard, too easy, the step was wrong'. It's the more practical side I think. It's the questioning, you know: 'Where were your questions that checked understanding?' And, you know, 'Don't tell them what to do, ask them what they know'. It's those more basic things that I think you're doing [in feedback].

The expectation appeared to be that academic tasks and/or the professional development portfolio would address theory in the context of teaching development. The student-teacher's reflection and self-evaluation of the observation was to be captured either in a post-observation report or evidenced in the professional development portfolio.

Self- and peer-assessment and evaluation

Considerable emphasis, therefore, was on the student-teacher taking responsibility for identifying a range of personal and professional development needs. Following 8.2.2, student-teachers' reflective practice was claimed to be 'valuable' (Di BU), 'so important' (Carol BU). This extended to their subject specialist knowledge in their

vocational or academic discipline (e.g., health & social care), personal literacy and numeracy skills and academic writing. Various documents such as reflective diaries, evaluative logs, progress plans and a teaching file evidenced this development.

This participatory form of evaluation (Maton, 2010) extended to peer-assessment. It also featured prominently as formative assessment where student-teachers were required to engage in peer feedback, taking note of such feedback in their self-assessment of progress. In some cases, equivalence with tutor feedback was accorded this form of collaboration. For example, 'the trainee is to take into consideration feedback from peers and tutors in the execution and evaluation [of a task]' (Uni C). There was considerable reference in programme documentation to engagement with peers in formulating understandings of practice. For instance, Uni B handbook specifically stated that in addition to summative assignments, there were formative assessment tasks 'designed to facilitate the sharing of ideas, teaching and life experiences and knowledge amongst peers'.

8.3.1 Assessment Criteria: A question of relevance, adequacy and sufficiency

Evocative of the first theme discussed in 7.6, it was suggested by many TEds that the universities' academic grading criteria privileged academic competence in which the ability to write well, and display 'academic'ness' (Patrick RU; Linda BU) and 'HE-ness' (Bryony RU; Di BU), such as criticality and argumentation in formal writing tasks, were emphasised. One TEd claimed that criteria for academic writing to reflect this 'HE'ness' were interchangeable and not particularly appropriate for ITE. Others claimed that the learning outcomes (LOs) that formed the basis of assessment criteria specific to the programmes, were weakly defined. This was largely a reflection of the ETF standards as noted, the result of which was a lack of explicit evaluative criteria to assess the mastery of subject content in academic tasks and in teaching performance.

Noted in one university's programme handbook was that the lack of government-sanctioned standards following deregulation of the sector, meant that the ETF standards were 'the best approximation', were 'not mandatory' and described by ETF

itself as 'aspirational' (Uni A). Given the weight accorded to these standards by Ofsted in their inspection of ITE provision (Ofsted, 2015: 12), the universities embedded the standards and mapped course content accordingly. Assessments, in turn, were linked directly to the LOs. The LOs represented at a programme level the overarching evaluative criteria for acquisition of knowledge content.

The LOs were shared with student-teachers in module handbooks. The LOs did not stipulate specific theories, models, principles or concepts. It is reasonable to conjecture that this was at least partly a reflection of the fact that the standards as discussed in 7.2 did not expound theory. Analysis of 101 module LOs (across 16 modules) in three PGCE programme handbooks revealed specificity in only one module LO:

> Critically analyse the curriculum in the light of their understanding of theories, principles and models of curriculum design including notions of sequencing **such as linear, spiral, thematic and modular curriculum models**. (Uni B, unit 2, PGCE programme handbook, my emphasis)

The remainder of the LOs lacked such prescription and were typically of the form:

> Apply relevant theory to the improvement of practice (Uni A)
>
> Apply theories of assessment in a reflective and inclusive way to learning programmes within and outside their specialist areas (Uni C)

Margaret (RU) drew attention to this lack of specification:

> (E)ven from the handbook it's not obvious what the students have to do in terms of their assessment and I haven't seen anywhere like an indicative content written down anywhere.

All formal written assignments were graded Pass or Fail; the exception was one university's Level 7 provision where the final three (of six) modules were graded by use of percentages: 40-49% Borderline Fail; 50-59% Pass; 60-69% Good Pass; and 70%+ Distinction.

Emma (RU) claimed that the generic assessment criteria for assessing academic performance were not necessarily helpful in the context of academic TE-PCET:

> you're talking about assessment, for instance, that's where it particularly gets bogged down, you know. So they'll [the university] say: well, you're delivering this programme at level five, six, seven whatever, here's the assessment criteria wording you have to use. So the difference between a level six and level seven might be, for instance, the difference between 'critical understanding' or 'critical systematic understanding' which doesn't mean an awful lot, so you have to play a game of how you word assessment to give yourself enough freedom to be able to play with it … you have to learn that language, you have to learn to play that game.

This was supported with reference to assessment criteria grids at two universities that offered guidance to both assessors and student-teachers, extracts of which are in Table 8.1. Uni A's criteria were written specifically for the PGCE programmes at levels 6 and 7 (columns 2 and 3 in the table); Uni B's level 6 criteria were specific to the PGCE programme whilst its level 7 were generic to master's level study. (I was unable to obtain an assessment criteria grid for the third university.) It is acknowledged that this analysis is at a field level rather than the micro level of the classroom, and without access to individual TEds' lessons, planning and course materials it was not possible to determine whether more specific guidance for completion of module assessments was available to student-teachers. It is also noted that in interviews some TEds referred to standardisation meetings to ensure consistency of marking across different markers. That notwithstanding, these public criteria were offered as the benchmark for PGCE programmes and would be referred to in the adjudication of a disputed assessment grade.

Two issues are clear from this. First, they offer an indication as to the degree of subjective interpretation and personal judgement for assessors; for example, in distinguishing between '*clear* ability' and '*strong* ability'; what might be evidenced by a '*comprehensive* understanding'; what might be deemed adequate to determine '*some* sense of focus and *partial* articulation'. Lack of reference to the subject of teaching and learning in MA criteria at Uni B underscores this. Second, it reinforces the difficulty in precisely measuring achievement for, in principle, they do not lend themselves to explicit elaboration.

Table 8-1 Extracts from assessment criteria grids for two universities

Specific differences between the levels 6 & 7 at each respective institution highlighted in bold				
	University A		**University B**	
Measure	**L6 PGCE Pass**	**L7 PGCE Pass**	**L6 PGCE ("borderline pass")**	**L7 MA ("borderline pass")**
Clarity of reasoning and focus	Demonstrates ***clear*** ability to present ideas with clarity, focus and coherence using academic conventions and formats appropriate to the level of learning (written, verbal presentations, visual and graphic displays, multimedia, etc.) Demonstrates professional, academic and personal powers of communication in relation to teaching and learning	Demonstrates ***strong*** ability to present ideas with clarity, focus and coherence using academic conventions and formats appropriate to the level of learning (written, verbal presentations, visual and graphic displays, multimedia, etc.) Demonstrates professional, academic and personal powers of communication in relation to teaching and learning	There is some sense of focus but it is not sustained throughout the work. The context is described and some awareness is shown of its relevance to the focus. Some relevant issues are identified	Some sense of focus ***and partial articulation*** in key questions. Little reflection on relationship between questions and study and limited awareness of issues involved. Limited relationship between key questions and conclusions.
Methodology	Demonstrates the ability to deploy accurately established techniques of investigation, analysis and enquiry in teaching and learning	Demonstrates the ability to deploy accurately established techniques of investigation, analysis and enquiry ***that is underpinned by a comprehensive understanding of techniques applicable to*** teaching and learning	A description of the enquiry is provided but with limited justification. Some appropriate data collection methods have been used but with weaknesses apparent. Some awareness of the limitations of the methods used is demonstrated.	Adequate account of process for selection of methodology but limited justification. Techniques for analysis of data appropriate but weak. Awareness of limitations of research design ***but no indication of how these might be addressed***. ***Limited reference to the ethical dimension of the research project.***
Review of literature and use of theory	Demonstrates the ability to describe and comment on aspects of current research in teaching and learning including refereed research articles and original materials as appropriate Demonstrates the ability to synthesize theory and practice, that is underpinned by critical analysis, to inform own professional development	Demonstrates ***originality in the application of knowledge, the use of research and enquiry to inform and interpret knowledge*** of teaching and learning Demonstrates the ability to synthesize theory and practice, that is underpinned by critical analysis ***and evaluation***, to inform ***and drive*** own professional development	Some relevant literature has been read and attempts made to synthesise key ideas. The approach is largely uncritical. Some links are made between theory and practice.	(No equivalent criteria)

Not all ITE programmes were assessed at graduate level. For student-teachers from non-academic backgrounds on level 5 ITE programmes (examples included hairdressing, beauty therapy and construction), the perceived emphasis on the academic component of the programme could be problematic. TEds said that many Level 5 student-teachers could be very effective practitioners in the classroom but be dis-incentivised because of the challenge to meet the minimum academic writing standard for the award of a pass at that level. However, reinforcing the focus on the individuality of the student and recognising learning 'at their own pace', rather than being directly compared with peers, Carol (BU) believed that many of these student-teachers did tend to 'get there'.

This was not a universal position. TEds suggested that some student-teachers struggled to achieve understanding. It is open to conjecture as to whether the relatively weak explicitness of both subject content and evaluative criteria contributed to this. Referring to a review of portfolios at the end of a programme, Michael (BU) commented that:

> you kind of see that [regarding students' work], 'Actually you don't see, really, how to apply it [theory]' and, you know, yeah, 'That's not really what was meant by that', you know … You really don't have a kind of any mechanism for really any kind of saying to them, you know, 'Look, really, that really should - you really should change your thinking about that.' … I mean, we're worried, yes [because] it's that *they're* not making the links between those things that we're doing, the approaches and the practice. (Michael, BU original emphasis)

Alternatively, an academically gifted candidate might find little challenge in the written demands but may fail to reach an acceptable standard of teaching practice:

> I had a student who, on the postgrad cert [of education] actually, who was getting A grades all the time in his written work. His teaching was barely, barely, barely fit to pass. He wasn't transferring; he knew all the stuff from the books but he wasn't transferring it to his teaching. (Mary BU)

This speaks to the challenge of legitimating performance on a university-based, professionally oriented programme:

> [W]e've got people who are really, really cracking teachers, just fantastic – outstanding teachers - but who really have struggled with theory. And equally we've got one student who's got an out and out distinction at level seven with really, really, really high marks and yet her teaching is shocking and she scraped [through] … [T]he grade that they come out with is based entirely on their academic work and I find that a really contentious issue. Because you think this is a teacher training qualification and yet what you're getting it on is based on your academic work. And, you know, people need to be able to write, they need to be able to read properly; it's hugely important that they're literate and they're numerate. But, actually, if I had to pick which of those two - the outstanding teacher or the outstanding, you know, really stunning academic - to teach my kids I know which one it would be and it wouldn't be the one who could write a stonking essay. (Fay RU)

For the level 7 PGCE programmes, candidates could secure masters' credits. Rachel (BU) took issue with this in cases where student-teachers 'fail the workplace elements' but pass the written work, and are awarded a PG Cert[8].

TEds referred to exploring different methods of assessment that would lessen the emphasis on academic writing. For instance, Bryony (RU) referred to 'other creative ways … [that are] … a little bit more interactive, a little bit more inclusive'. Patrick (RU) referred to replacing an essay with 'a diary evaluative log' to capture more effectively the 'essence' of the impact on the teaching practice of a particular teaching intervention.

Herein lies the challenge to which some TEds alluded, however, with assessment methods' validity:

> I'm aware there is an argument which says that if you change the assessment methodology you might be diluting what you're actually assessing and that people can use various methods which may be questionable. I'm aware of that concern. (Bryony RU)

Indeed Michael (BU) suggested that the act of writing was a key form of learning so it was appropriate that it remain part of the assessment repertoire for ITE:

[8] Following the footnote in 5.3.5, this is not a teaching qualification but a recognition of credits achieved.

> over time we have tried to experiment with different ways of assessing that isn't necessarily an academic essay, if you like, but the more I do it, the more I seem to realise that, actually, in many ways, it's kind of harder to do assessment in other ways. [For example] to do orals, it's actually quite difficult to continue a train of thought if you don't write something down … It is actually to read something and critique [it]. So I actually found that most people in the end are not that keen on things like presentations and other things because, actually, they're more hard work than just writing an essay. And I've also felt that the ability to be able to put those positions down is really quite important for getting it into your head, you know, that they are positions you're being clear about it. It's very easy to be woolly about things unless you're forced to write it down.

Criteria for performance relating to teaching practice also drew on the ETF standards and, in the case of one university, Ofsted (2015) grading descriptors.

TEds commented on the lack of clarity the standards afforded in providing criteria against which to judge student-teachers' teaching performance. Furthermore, providing adequate evidence against them could be, as June (FU) noted, somewhat inconsistent thus allowing for a considerable degree of interpretation given that 'one person's evidence against the standards is different from another person's'. It might be suggested that this would equally apply to the student-teachers who were required to show evidence in their professional portfolio of how the standards had been met.

It was perhaps unsurprising, therefore, for respondents to refer to confidence in their professional judgements as observers and reliance on their own personal, implicit criteria. Thus, 'drawing upon years of experience' (Stephanie BU); making 'reference to things from my experience which I think's really important' (Di BU); feeling 'I'm quite an expert on education' (Linda BU); and drawing on 'extensive knowledge of the FE sector' qualified TEd observers 'to give advice to our student teachers and observe them and give them a grade' (Brett FU). TEds were equipped with 'the ability to, sort of, see what is working and what is good practice and to disseminate that to others' (Margaret RU) and, as noted by Francine (FU) be, unlike college-based TEds, 'free in their thinking [to] think of the creative dimension' rather than 'using criteria and kind of sticking with it'. TEds were not suggesting that standards were not

referenced. It does suggest, however, criteria internal to the TEd rather than an emphasis on explicit criteria as the basis of judgement.

To summarise, TEds' assessment knowledge practices and beliefs drew attention to the forms of assessment and the criteria against which student performance in academic work and teaching practice were judged. It highlighted that mastery of defined academic knowledge was downplayed. As self- and peer-assessors, student-teachers were active participants in evaluating their knowledge in support of their sense-making of experience. Given the relative lack of prescription in criteria, there was a considerable degree of subjective interpretation involved in evaluating pedagogy.

8.3.2 Discussion of TEd assessment practices

Assessment tasks related to academic and technical performances as well as affective dispositions. This resonates, respectively, with the ETF standards underpinning the curriculum categorised under the headings: 'professional knowledge and understanding', 'professional skills' and 'professional values and attributes'. Two principal inter-related themes arise from this analysis. Firstly, the three types of assessment – academic tasks, teaching observations and portfolio assessment – were open-ended suggesting that a large range of responses could be considered correct. Criteria for evaluating pedagogy were thus multiple and diffuse, and hence not easily measured (Bernstein, 1975). In effect, they represented potentially competing measures of legitimate performances for success on the programmes. Secondly, there was a de-emphasis on the attainment of specific knowledge content in evaluation strategies.

Regarding the first theme, the academic writing tasks reviewed in the programme documentation appeared to downplay a requirement for evidence of explicit mastery of defined subject content; discursive critiques of theories, principles or models were not their purpose. Critical analysis, where called for, was through a student-teacher's lens and intended as an evaluation of the knowledge content's utility and relevance to their experiences beyond the ITE context in the academy, that is to say, in their

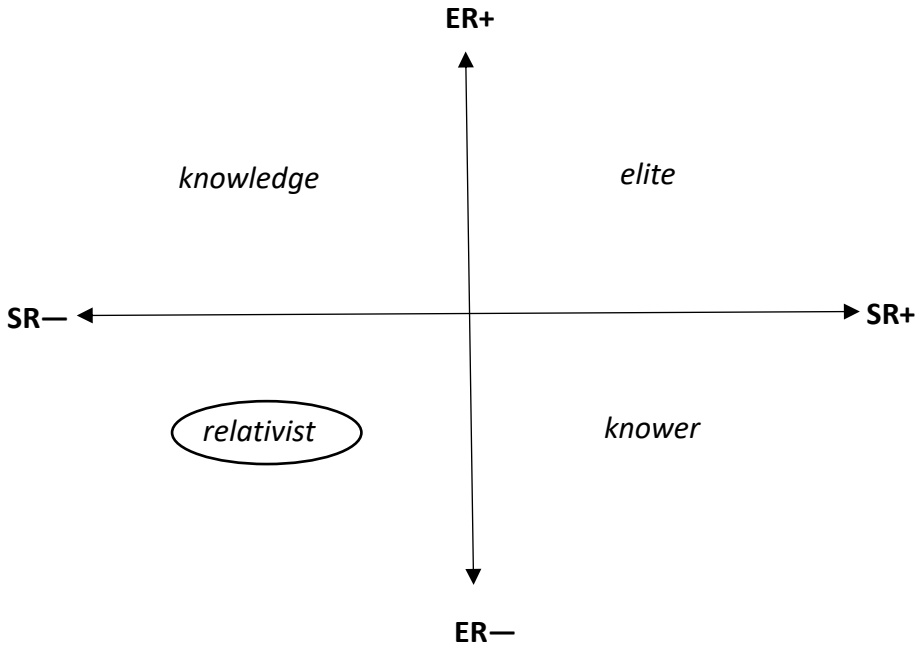
work contexts. In keeping with the open-endedness of these tasks, assessment criteria thus emphasised generic academic competencies, downplaying prescription of a desired or 'correct' response against an unambiguous standard. This form of self-evaluation was also emphasised in the promotion of reflection embedded in the programmes. The portfolio of professional development focused on personal and professional growth; feedback on teaching following observations of practice was akin to a professional conversation. Thus, engaging the student-teacher in dialogue with tutors and peers, encouraging them to identify areas for further professional development through reflective enquiry practices, meant that the student-teacher had apparently greater freedom to create individualised criteria for appraisal (Sadovnik, 1991). This suggested the dispositional distance (Maton, 2014) between the TEd and student-teacher, accordant with the discussion on pedagogy, was considerably flattened, hence relatively weaker social relations (SR—) in assessment practices. The downplaying of explicit criteria is suggestive of relatively weaker epistemic relations (ER—).

Downplaying of explicit criteria was also evidenced in the TEds' assessment of student-teachers' teaching performance. This relied predominantly on TEds' subjective professional judgement. One might conjecture that these internalised criteria and standards could be, in effect, alternatives to public standards. Whilst referenced, public criteria would be elaborated (or tacitly subordinated) in accordance with TEds' own values and beliefs. This may be possible and made acceptable by the fact that the standards themselves lacked explicitness. Put another way, application of public criteria would be infused with TEds' own values from their own backgrounds and experience of what 'good teaching looks like' (Linda BU). Experience outside of tightly bound and controlled interactional relations, as noted, suggests a weakening of the social relation (SR—). Seen from a student-teacher's point of view, it would seem that the evaluative criteria were implicit. In sum, an explicit and rigid application of predetermined standards was downplayed and evaluative criteria implicit.

This leads to the second interrelated principal theme: demonstration of attainment of explicitly articulated content was de-emphasised in favour of the development of student-teachers' personalised knowledge. One key advantage that the generalised criteria conferred was the accommodation of the particularities of individual student-teachers' contexts, experiences and academic preparedness. Commensurate with indications of invisible pedagogy, there was a downplaying of a 'gradable' performance that could be matched to a strongly defined external common standard and that would allow for stratification to tease out differences (Bernstein, 2000) between student-teachers. The emphasis was on student-teachers' sense-making of content knowledge concerning their individual contexts and experiences as evidenced by emphasis throughout documentation to student-teachers' ideas, choices, opinions, and beliefs. The personal context was how links could be drawn to, and associations formed with, curriculum content in the construction of personal knowledge. This underscored the importance of a reflective disposition as highlighted in 8.2.2. In effect, there was a focus on competence internal to the student (or assumed to be), on individual progress and development rather than a finished product. This suggested that the focus of evaluation was on 'what is *present*' rather than 'what is *missing'* (ibid., 46, original emphasis) in tacit acknowledgement of the student-teachers' personal construction of knowledge. Moreover, in concert with the TEds' linearity critique of theory into practice, there was the suggestion that the standard approach to assessment in the academy, associated closely with academic traditions, was less appropriate for a professional programme. In essence, there was a downplaying of the epistemic relation (ER—).

Collectively, the analysis reveals that both the epistemic and social relation were relatively weak (ER—, SR—) regarding TEds' assessment practices and beliefs as indicated in Figure 8.3.

Figure 8-3 Specialisation plane for TEd assessment practices



8.4 Conclusion

This chapter is the second of two chapters addressing academic TE-PCET as an *educational field*. Presented here were findings of the research regarding TEds' pedagogy and assessment knowledge practices and beliefs to secure student understanding.

One key finding of the previous chapter was the TEd community's mediation of the academy and PCET settings as a theory-practice fusion. This chapter explored the pedagogical and assessment implications of that finding. The position that TEds were sponsoring to give effect to the theory-practice fusion was one in which the phenomena in the student-teachers' classrooms drove the engagement with theory and the subsequent development of personal theory. The pedagogical strategies to support that downplayed the delivery of specific knowledge content, underscored by the personal preference of the TEd, in favour of enquiry-based practices. The expectation appeared to be that student-teachers were to engage with knowledge in the context of their own classrooms and colleges in determination of sense-making of their own practice. This represented a weakening of the boundaries between

theoretical and everyday knowledge, where everyday knowledge referred to the meaning embedded in that local context. Learning situations drawn from everyday life thus gave pedagogical effect to the theory-practice fusion ideal. It reflected a form of horizontal discourse (Furlong & Whitty, 2017), that is, representing 'local, organisational and workplace knowledges' (Hordern, 2017: 205) in which knowledge is considered as 'infinitely pliable' (Furlong & Whitty, 2017: 48). As Moore (2013a: 180) avers, '(r)elativism is the natural epistemological reflex of invisible pedagogy'.

The affinity with subjectivist relativism associated with horizontal discourse arises for, in equating knowledge with the experiences of the knowers, suggests that 'there are only interests and no good grounds for preferring one interest to another' (Moore & Young, 2010: 25). There can be no objective grounds to determine whether indeed some knowledge is objectively better than others (Moore, 2009). This suggests that routes to the mastery of teacher knowledge are manifold, one effect of which may be to de-privilege 'the epistemic ladder that scaffolds the [knowledge] outcomes' (Young & Muller, 2016: 185). It may be conjectured that this could serve to mask the lack of agreement on what theory was deemed fundamental for teaching.

Concerning assessment, whilst the LOs indicated external, publicly available evaluative criteria based on ETF standards and their predecessor LLUK standards underpropping the curriculum, the standards themselves were not grounded in *explicit* bodies of knowledge as noted in 7.2. This meant that criteria could not be derived from the logic of the knowledge itself (Moore, 2013a) and therefore lacked particularly epistemic grounds for making judgements: 'how can we know that any particular analysis is actually the *right* … analysis?' (Moore, 2009: 21, original emphasis). The corollary was TEds' evaluation of student performance resting in large part on their subjective professional judgement. What was, in effect, emphasised by the assessment practices were ways of knowing rather than states of knowledge (Bernstein, 1975). The focus was on the student and their professional development via cultivation of a reflective disposition as part of a 'journey of becoming' (Alan BU). Assessments evaluated the development of the knower rather

than the knowledge gained (Chen, 2010). What was strongly bounded and controlled was not a type of 'ideal' knower cultivated through immersion in exemplary models, however. Pedagogy as facilitation without agreement as to disciplinary models suggested that it more or less began, and ended, (Maton, 2014) with student-teachers' experiences, for whom knowledge of the world is conflated with their experience of it (Rata, 2012). This speaks to an important distinction between curriculum and pedagogy. Good pedagogical principles include supporting students to make links between academic knowledge and what happens in the real world (Case, 2014). This is not the same as the real world acting as the organising principle for the curriculum (ibid.).

In anticipation of the penultimate chapter in which academic TE-PCET is analysed based on the findings of the study, and given the relativist code modality attending TEds' knowledge practices evidenced in this and preceding chapters, I briefly return to the conceptualisation of gazes.

Chapter 3 highlighted that a cultivated gaze suggests that the basis of success and achievement in knower code (ER—, SR+) fields draws on particular knower attributes and dispositions. The position adopted in this empirical study, drawn from the data, was that these dispositions would need to be, crucially, cultivated via protracted engagement with 'significant others' in the form of a disciplinary master and extended exposure to and immersion in exemplary models (Maton, 2014; Luckett & Hunma, 2014) in a systematic, structured programme of learning (Moore, 2009). This is as relevant for TEds and their cultivation and socialisation into dedicated TE specialised work in the academy (for example, via dedicated doctoral and masters' programmes as John at Farrisdown specifically desired), as it is for student-teachers on their ITE programmes. It also draws attention to the question of *what* the knower is being cultivated into concerning the structuring of knowledge and practices (Maton, 2003) that give rise to this gaze.

Highlighted in the thesis has been that in the intellectual field, academic TE-PCET lacked a disciplinary canon into which TEds could be cultivated. Similarly, for the educational field. The ITE curriculum drew on a disparate array of theoretical

propositions about which there appeared to be little agreement as to relevance for PCET teaching. Moreover, it was determined that the TEds do not see themselves as 'disciplinary masters' of canonical knowledge. Hence, in the absence of a canon for TE, without strong boundaries around, and control of, the interactional texts as 'significant others' or TEds themselves identifying as 'masters' of specific disciplinary discourse, is to suggest that TEds rely on personal experience in judgements in teaching, learning and assessment. In the absence of an agreed disciplinary canon, there was a cultivation based not on engagement with theoretical models as 'significant others' *per se;* theoretical models were given meaning by the individual TEds' personal experiences as already-legitimate knowers (Maton, 2014: 121). For student-teachers this means that they, in turn, may not be offered a necessarily coherent journey towards a cultivated gaze (Maton, 2014). Rather, they may potentially be exposed to segmented learning based on approaches underpinned by the TEds' personal gazes.

The cultivated gaze of both TEd and student-teacher is thus relatively weak reflecting individual, personal (that is, *individualised)* gazes hence the arena for academic TE-PCET represented by a blank gaze (ER—, SR—). This *individualised* gaze is suggestive of subjectivist relativism, implicit in horizontal discourse. Here, understandings are drawn from a reservoir of local, context-bound segments (Bernstein, 2000; Moore & Muller, 2002): knowledge is segmented by the specific context in which it is realised (Wheelahan, 2010a) thereby risking the potential for understandings to be locked therein (Maton, 2014). For student-teachers, it appeared they were provided with access to contextually specific applications of knowledge. Knowledge thus adopts a particularised form at the expense of access to the system of meaning embedded in disciplinary knowledge (Wheelahan, 2007; 2010b; 2012a). From the perspective of both TEds and student-teachers, this suggests that ideas would work if they fitted with experience and deemed useful (Young & Muller, 2014b). Discriminating whether an idea works or does not work in such cases, however, is not amenable to critical interrogation and deconstruction, for the principles for envisaging

alternatives, courtesy of immersion in disciplinary styles of reasoning, are seemingly absent (ibid.).

The implications of this for the field of academic TE-PCET will be addressed in the following, penultimate discussion chapter.

Chapter 9 Discussion

9.1 Introduction

The research questions that the study addressed were:

1. How do TEds conceive of the distinctiveness of academic TE-PCET as a specialised field of study in the academy?
2. On what bases do teacher educators legitimate their knowledge practices and beliefs in
    a) the intellectual field of knowledge production (research)?
    b) the educational field of knowledge recontextualisation (curriculum)?
    c) the educational field of knowledge reproduction (pedagogy and assessment)?

It was important to undertake the study and seek answers to these questions because TE in the academy is at a crossroads: recent policy shifts call into question the continuing role of universities in ITE provision (Beauchamp et al., 2015; Childs, 2013). For TE-PCET specifically, the most recent reforms (BIS, 2012a; 2012b) mean that it is no longer a statutory requirement for teachers in PCET to be qualified as teachers. Given this, it is reasonable to suggest that the future of academic TE-PCET is uncertain.

I wish to assert that were TE-PCET absented from the academy, it would impoverish the social field of PCET practice, not least because it would expose its teaching profession to even greater jurisdictional challenge, deprived of academic knowledge to inform professional judgement (Grossman, 2008). Academic TE-PCET offers critical, rigorous programmes (Simmons & Thompson, 2007) of initial and ongoing professional formation that Ofsted has consistently rated highly. Evacuating TE-PCET from the academy would leave, at best, the delivery of technical-rationalist awarding organisation (AO) qualifications (ibid.) in teacher training to colleges, or at worst, no formal programme for professional formation at all. In the absence of scholarly literature on academic TE-PCET, it was thus timely to consider it as an object of analysis to gauge its current status and provide insight into the extent to which it is

able to defend and protect itself, exploit opportunities and thus continue its important role supporting PCET.

The findings and analysis raise important questions about the nature of TEd knowledge practices and beliefs in the context of academic TE-PCET as a disciplinary specialism, with implications for the field, which this chapter will address. I wish to offer a caveat here, for it may appear that in the ensuing discussion, and indeed in the discussions preceding, TEds and their work are portrayed in a less than flattering light or, worse, that judgement was being passed on them. It would be unfortunate if such an inference were drawn. Indeed, as noted in chapter 1, this study was not investigating TEd expertise. It does not and cannot make any direct claims as to the TEds' professional capacity to induct new teachers, to deliver programmes, undertake teaching observations and assess the quality of student-teachers that could cast doubt on external accountability outcomes.

Moreover, following the analytic explanatory framework afforded by LCT, I emphasise that in conceiving of TEd knowledge practices, beliefs and dispositions as languages of legitimation, is to draw attention to underlying generative mechanisms of which they are empirical expressions. Specifically, there are a myriad of complex external relations, only some of which were addressed in this study, that are as much structural, cultural and material, and therefore largely beyond TEds' control (Biesta et al., 2015), as personal. Furthermore, the intrinsic features of knowledge inhering in their claims speak to social realism's commitment to the sociality and objectivity of knowledge. Different forms of knowledge have different powers and tendencies that have effects. This study was concerned with exploring those effects. It is in light of the foregoing that the findings and analysis in this study were presented.

The purpose of this chapter is to analyse the field of academic TE-PCET considering the answers to the research questions discussed in the preceding chapters. I draw together the principal themes identified in analysis of TEds' knowledge practices, dispositions and beliefs in respect of the intellectual and educational fields within which they work. I consider, within the bounds of the study, the implications for the status and possible future path of academic TE-PCET given TEd participants' current

construction of it, afforded by the legitimation principles of Autonomy and Specialisation. This will include implications for cumulative knowledge-building. The discussion will also extend to consider the implications for the student-teachers enrolled on ITE programmes. The concluding chapter will offer recommendations for academic TE-PCET in light of this discussion.

The chapter is organised into three main sections. The first section (9.2) will extend the discussion of the finding of chapter 5 that academic TE-PCET was a weakly insulated field in the academy. The second section (9.3) introduces a discussion of the relativist code and attendant blank gaze that characterised the intellectual and educational fields courtesy of TEds' individualised gazes as determined by analysis in chapters 6 to 8. The subsequent section (9.4) extends this discussion where I conceptualise academic TE-PCET as the 'third space', betwixt and between the academy and the PCET sector, that may help explain the nature of the intellectual and educational field knowledge practices revealed in previous chapters. Throughout the discussion, reference is made to literature to which the findings may contribute. Chapter 10 offers a more complete account of the study's contribution to knowledge arising from the study.

9.2 The arena of academic TE-PCET

The literature in chapter 2 conceptualised the discipline of education and the sub-discipline of TE, as a region (Bernstein, 2000). In this study, TEds sought for their region of academic TE-PCET a form of autonomy that reflected an overarching aim of academic TE-PCET, as promoted by them, as the provision of a teacher *education* as distinct from teacher *training.* Analysis of the external relations to academic TE-PCET suggested, however, that it was a weak region with very low autonomy over how others in government, policy circles, the social field of PCET practice and non-TE academic peers would seek to define and shape it. This would appear to conform to the literature on disciplines where soft-applied, divergent disciplines are exposed to external interests seeking to determine their development. It also conforms to how TE-schools has been marginalised in the academy (chapter 2). Academic TE-PCET was characterised as a field of study forced to adapt to demands for economic efficiency

combined with increasing scrutiny and control by government (Dixon et al., 2010) representative of a trajectory towards genericism in Bernsteinian terms (Beck, 2009; Beck & Young, 2005; Bernstein, 2000; Young, 2008). Importantly, by drawing on the analytical tools of LCT Autonomy, this study made a valuable contribution to this understanding of the region by making academic TE-PCET available as an object of analysis where, prior, it had not been 'seen' nor analysed as a distinct field of social practice.

External conditions, however, are not the only determinant of a field's trajectory and development. As Hashem (2007: 186) notes, 'different knowledge areas are differently endowed with potentials to differentiate', to be independent fields of study. It is here, again, that the analytical tools of LCT, particularly Specialisation, contributed to my understanding. Hashem's point speaks conceptually to the distinction between knowledge-code and knower-code fields, and their respective hierarchising principles of grammaticality and sociality. The specialisation codes generated by a combination of the varying degrees of epistemic relations to the knowledge structure, and social relations to the knower structure, based on the strengths of their respective classification and framing, represent different readings of one arm of the Legitimation Device, the epistemic-pedagogic device (EPD). The EPD represents 'the means whereby intellectual and educational fields are maintained, reproduced, transformed and changed' (Maton, 2014: 72). These 'potentials' of which Hashem speaks, then, may be difficult to realise in soft-applied fields such as education. Here, internally, the weaker theoretical architectures courtesy of a plurality of beliefs concerning 'theory, methodology, techniques and problems' (Lodahl & Gordon, 1972: 58), represent relatively weak epistemic relations (ER—). These contribute to relatively low 'academic resourcefulness' (Hashem, 2007: 198), reflected in weak 'academic generative capacity' (ibid.); that is to say, suggestive of relatively weak cultivation and hence social relations (SR—). This portends for an intellectual field a loss of academic authority and autonomy (Beck & Young, 2005). In a circular way, this can undermine a discipline's ability to shield itself from the power and influence of external agents seeking to direct its research foci

and determine the form, content and values of its professional curricula. Such appeared to be the case for academic TE-PCET as represented by TEds in this study.

It may be suggested that to defend TE-PCET, to be in any position to distance itself from external imperatives, calls for academic TE-PCET's disciplinary custodians to articulate a clear vision of what it is actually for (Furlong, 2013). This means having 'something important and unique to contribute to the advancement of the field both practically and intellectually' (ibid., 200). This, I wish to submit, requires TEds in the intellectual field to be able to profess a distinct disciplinary language for TE-PCET. Put simply, to increase the intellectual autonomy and control over their work, would first require TEds to be clear about *what* they are controlling, that is, the knowledge base. This contrasts with traditional professions such as medicine and engineering which, courtesy of a strongly insulated theoretical core, have:

> evolved a powerful way to develop a robust *professional habitus* and *identity* in their practitioners, deep induction into the 'values of the profession, its standards of professional integrity, judgement and loyalty' (Muller, 2009: 214 following Beck & Young 2005: 188, original emphasis).

Notwithstanding the weakness of academic TE-PCET as a region, when considering the knowledge dimension of the profession of teaching generally, Muller refers to it as an *established* region. However, of particular import for this study, based on the evidence presented, was that academic TE-PCET was more akin to Muller's 'newer regions'. It is worth quoting Muller (2009: 214-215) to that end:

> (N)ewer regions without disciplinary foundations might be weak, and might inculcate weak academic identities. Such a region may even be strong on practice-oriented 'know-how' necessary for professional tasks, but without a disciplinary core, the knowledge base will be weak on 'know-why', the knowledge condition for exploring alternatives systematically and for generating innovation … This explains why regions with strong disciplinary foundations – like engineering and medicine – are also research-rich regions; they produce people with strong academic identities able and inclined towards producing novelty through research, while regions with weak or non-existent disciplinary foundations, like tourism, don't. The curriculum planning message here is that disciplinary foundations are one

> key to strengthening both the identities of adepts and the research activity in the region.

Academic TE-PCET as represented by TEds in this study suffered from a relatively weak academic knowledge foundation, and development of a distinctly *higher* TE field of specialism in its own right was under-powered. It may be conjectured that a key contributing factor here was the valorisation of the individualised gaze of the TEd working in a field that, according to the TEds, did not necessarily need to reside in the academy.

9.3 The TEd individualised gaze in the intellectual and educational fields

In this study, TEds' claim for academic TE-PCET was a form of exceptionalism resting largely on the extensive experiential knowledge that individual TEds brought to the academy. This knowledge was founded on disparate experiences and trajectories regarding work contexts and their associated cultural specificities, subject specialisms, occupational expertise, and the level and focus of education. This conforms to the literature. Eliahoo (2014), for instance, whilst not distinguishing academy and non-academy TEds, suggests that PCET TEds embody a triple professional identity: teacher, subject specialist and TEd, and thus belong to multiple communities of practice. The PCET sector from which many are drawn is diverse and complex. Entering that sector as teachers in the first instance would represent PCET TEds' second (or third) career, their backgrounds being in industry, commerce or public services (ibid.).

It was thus unsurprising, then, that TEds' dispositions of criticality that they brought to the academy were crafted and shaped by cultivation in relatively weakly defined disciplinary areas. TEds claimed that their formal studies had only a relatively loose association with TE-PCET. Regarding academic resourcefulness, many TEds were not in possession of particularly distinctive TE knowledge based on agreed disciplinary singulars. In other words, many TEds brought to the academy different habituses and forms of capital based largely on practical expertise in the practical knowledge tradition (Furlong & Whitty, 2017). Importantly, by drawing on LCT Specialisation, this study was therefore able to conceptualise the organising principles of the TEds'

own trajectories and dispositions, reflected in experiences in work and study, as being outside of tightly bound and controlled master-apprentice interactional relations, or engagement with distinctive insulated TE theoretical discourses, such that could be deemed agreed 'significant others'. Their cultivation into being academic TEds was based on disparate experiences *outside* of academia together with academic qualifications from *within* academia that did not coalesce around a distinctive *TE* specialism. This would imply that TEds would be deprived the means of ascending a hierarchical knower structure based on an agreed canon or 'shared tribunal or library' (Maton, 2014: 99) that would afford the cultivation of the legitimate *cultivated* gaze for the field. It suggests, instead, a *blank* field gaze courtesy of TEds' individualised gazes.

From this, it implies that there could be little systematic engagement with a distinctly TE theoretical discourse. One consequence would be a difficulty in being able systematically to adjudicate on the relative virtues of various theories, methodologies and frameworks. This represents a relatively weak basis for subsequent disciplinary specialisation. This is perhaps unsurprising, however, for it would be in concert with literature concerning the academic TE-schools sector. Here the academy is said to recruit academic TEds mainly for their professional expertise as teachers. As noted in Chapter 2, Murray & Male (2005: 126) conceptualise academic TEds as 'first-order practitioners' (schoolteachers) working in the 'second-order' settings of the academy where 'their academic 'discipline' is their knowledge of schooling'. This suggests a lack of academic readiness. As Murray & Male (2005: 126) note:

> Since this knowledge base has been generated in large part through professional practice, it is often tacit rather than explicit, and is inevitably permeated by that practice and by individual ways of understanding the processes of teaching and learning. These ways of understanding in turn are saturated by personal values, beliefs and biographies.

Given there have been no studies conducted exclusively with university-based PCET TEds, the study's findings contribute to this empirical body of literature. In addition, the *individualised* gaze that the analysis derived can also offer a theoretical

contribution: the individualised gaze may offer a conceptualisation pertinent to TEds entering the academy from the compulsory schools sector.

It was perhaps not unexpected, therefore, for TEds in the study to suggest that internal to the academy and in the view of their academy peers, TEds' identities were those of practitioners engaged in 'vocational' work. Using the conceptual architecture of LCT, the study was able to show, given that academia was said by TEds to valorise both specialised knowledge and specialist knowers as the basis of success and achievement in that supra-field, TEds and their field were vulnerable to attacks from other academics. In this conception, non-education academic peers would view TEd academics' ascension to the academic high table as illegitimate. This could reflect others' need to protect higher status positions within the academy from what could be deemed profane encroachments. The TEds' presence could disturb the basis of achievement and status of the intellectual supra-field - a threat to the control of the intellectual field of the EPD. It may be claimed, then, that this contributed to academic TE-PCET being perceived by the TEds in this study as marginalised or 'silo'ed' within the academy. This is an important finding for it, too, would conform to literature on the relatively low status of academic TE-schools (see, for example, Ellis et al., 2013; Loughran, 2014; Murray, 2007; Murray et al., 2009c). Of particular relevance is that, drawing on LCT, it offers a theoretical means that may help explain it.

Interestingly, and of specific note in this study, was the apparent tacit co-option and reinforcement of this perception of marginalisation of academic TE-PCET by several TEds.

9.4 Academic TE-PCET as the 'third space'

To account for such a claim attention is drawn to how TEds perceived the intellectual and educational fields of the academy, and the suggestion that there was no overwhelming epistemic reason for academic TE-PCET to be in the academy: TE-PCET was there because it 'just was', it had 'always been', it was 'tradition'. Several TEds claimed that the academy was considered valuable more for what it was not, that of

the institution employing or sponsoring the student-teachers. It was suggested that the quality of TE-PCET provision was more reflective of *who* was delivering it rather than *where,* reinforcing the basis of a claim to a form of exceptionalism residing in the TEds themselves. This neutral, or what I describe as the 'third space', (that is, neither the academy of necessity, nor PCET) and the openness to the PCET social field of practice, may suggest that TEds' allegiance was not necessarily to the academy or indeed their institution and its culture but to the subject of teaching in first-order settings in colleges. This finding contributes to the literature for it reflects what other researchers have found concerning intellectual fields (see Deem et al., 2007; Gordon, 2010; Henkel, 2005) where fidelity to the specialist subject rather than place or institutional culture is emphasised. It may offer, then, an explanation as to the nature of TEds' knowledge production practices in the intellectual field.

The intellectual field

Doctoral students in the academy pursue individual interests. That is one of the key affordances of doctoral study. In this case, despite working in a specialised field within the academy, doctoral TEds chose not to pursue research directly related to academic TE-PCET as a second-order specialism. It would appear to be a missed opportunity to raise the profile of TE-PCET and to develop and proclaim its distinctive contribution. As knowledge producers in the intellectual field, TEds devalorised doctoral study as a necessary qualification for disciplinary distinction for TE-PCET. Where pursued, doctoral study was in service of personal intellectual formation, for gaining credibility and kudos in the academy; a striving for legitimacy in the intellectual field. On the evidence in this study, doctoral study made only a small contribution to a body of knowledge for a pedagogy of TE-PCET. On the other hand, a range of professional enquiry practices, a majority of which appeared not directly related to a pedagogy of TE-PCET, and by their nature reflecting variant degrees of rigour and systematicity, limited the potential impact of the outcomes for the wider TE-PCET academic community. Furthermore, the findings revealed that research foci reflected individual choices detached from communal agreement on what should be studied or how. TEds' research efforts were not universally shared. They were thus

not available for 'public articulation, exposure, criticism and exchange' (Henkel & Vabø 2006: 148). This undermines opportunities for knowledge synthesis where insights arising could become more cumulative (Furlong, 2013), echoing Zeichner's (2007) concerns for the S-STEP movement (chapter 2). My argument here is not to dismiss the merits of pursuing personal interests and nourishing one's professional development. Rather, of particular note, it speaks to the viability and sustainability of the field of academic TE-PCET.

Put simply, in this study, academic TE-PCET was potentially at risk of losing its disciplinary custodians. Specifically, as a pedagogy of TE-PCET in support of a theoretical discourse for TE-PCET was not the object of most doctoral studies, doctoral TEds were potentially at risk of being drawn away from TE-PCET work into other academic areas. Researcher-practitioner TEds acknowledged this, potentially leaving academic TE-PCET exposed. Furthermore, practitioner TEds, by virtue of not pursuing doctoral study, were at risk of being further marginalised in the academy. Their unwillingness or inability to reconcile their coding modality by shifting their relativist code towards the elite code dominating the intellectual supra-field of the academy, may eventually result in them leaving the field altogether (Maton, 2014).

This finding contributes to the literature, dominated by research on TE-schools, in two ways. First, it conforms to Loughran's (2014) point when drawing on Labaree's notion of TE as engagement with 'difficult practice that looks easy' that may lead 'many emerging education scholars to develop expertise in fields that eventually take them away from the work of teacher education' (Loughran, 2014:272-273). This was also immanent in Mayer et al.'s (2011) study in Australia and in a European study (Caena, 2012). Indeed, noted by Maton (2014: 39):

> lacking an explicit and strongly defined notion of specialized knowledge of an object of study leaves the intellectual field's knowledge and actors vulnerable to poaching by other fields.

Second, it is an interesting finding for, apart from the implications for the intellectual field itself, it suggests a key departure from the literature on TEds in the academy in

one respect: the S-STEP movement heralds research by TEds into their own practices. This was not wholly supported by the evidence in this study.

A conjectural inference may be drawn whereby, in service of *academic TE-PCET* in the *second-order setting* (Murray & Male, 2005), the focus, form and scope of enquiry practices pursued by TEds were a tacit rejection of traditional scholarly endeavours. TEds appeared to valorise their *other* status of a form reminiscent of 'doing our own thing'. This tended to give effect to the collective view of many respondents that academic TE-PCET need not be in the university; that what was of particular importance was the quality of the individual TEd delivering programmes and supporting student-teachers rather than its location: that is, academic TE-PCET as the 'third space'. It may be conjectured that this reflected an internalisation and reinforcement of their marginalisation. It appeared as if TEds *de*-valorised themselves and their work by not viewing their specialism as worthy of studying and disseminating in a systematic, rigorous way (hence, researching other things). This would render their enquiry outcomes largely invisible to the broader academic TE-PCET community. It would undermine a claim for the intellectual field of academic TE-PCET to represent a professional community of critics and arguers (Bridges, 2006) able to express with forcefulness their claims to exclusive cognitive authority (Freidson, 2001). A core tenet of social realism, where the objectivity of knowledge is guaranteed by the specific collective practices and procedures of 'scrutiny and critique' (Rata, 2012: 57) of the disciplinary field would be challenged.

Indeed, Ball's (1995: 256) point concerning educational studies that, as a field of study, it is 'too open to other discourses and not open enough' resonates with TE-PCET as an intellectual field of study: adopting in an apparently unreflexive way diffuse, discombobulated theoretical languages without interrogating itself. TEds in this study appeared to sideline the pursuit of a form of public theory of TE-PCET in favour of experience and personal, implicit theory or common-sense. This accords with the literature (e.g., Lunenberg et al., 2007; Swennen et al., 2008). Arguably, what is required is 'an internalized map of the conceptual structure of the subject, acquired through disciplinary training' (Muller, 2007: 82). Without a robust

theoretical core to the work of TE-PCET, TEds were potentially, mirroring Ball's (1995: 265-266) concerns for educational studies researchers, 'prey to unexamined, unreflexive preconceptions and dangerously naïve ontological and epistemological *a prioris*'.

The educational field

Regarding the educational field, the academy's knowledge code practices were de-valorised and viewed by TEds as somewhat inappropriate for the ITE curriculum. What TEds deemed as traditional academic knowledge code practices were downplayed. This was reflected, for example, in the desire for less formal forms of academic assessment and the TEds' theory-practice linearity critique. To that end, TEds' views in this study were in accord with Schön's criticism of technical rationality. The social field of PCET practice, on the other hand, was conceptualised as exhibiting a relativist code (ER—, SR—) where neither specialised knowledge nor specialist knowers were emphasised as the bases of legitimacy. TEds' 'third way' in the mediation of this code clash between the knowledge code practices of the academy, and the relativist code of PCET, afforded TEds considerable scope to emphasise, promote or demote content based on their own values, insights and extent of their own knowledge base. This was made possible by the weak articulation of educational theory underpinning the standards upon which the curriculum was based (Beck, 2009). Reliance on TEds' individual theoretical and ideological perspectives allowed for incorporation of theory into the curriculum that appeared to be somewhat arbitrary and expedient. I make no claims as to the appropriateness, relevance or suitability of those perspectives, however. This would need to be the subject of further empirical enquiry.

Of relevance to this study's aims, nonetheless, and highlighted by Moore & Young (2010: 19), is that the lack of agreement on conceptual knowledge reduces curriculum development to questions 'about whose experience should underpin the curriculum'. This means that '(i)f all standards and criteria are reducible to perspectives and standpoints, no grounds can be offered for teaching any one thing rather than any other' (ibid). This reduces academic knowledge to knowledge of

experience (Rata, 2012): that is, what is known by the knower and their experiences. Returning to the discussion above regarding the dispositions that TEds brought to the academy being a relativist code (ER—, SR—), this necessarily means that it can say 'little about knowledge or the curriculum itself' (Moore & Young, 2010: 24). This would suggest that there could be little means for agreeing and judging the merits of one language over another; that is to say, the educational field would lack intersubjective bases for judgement (Maton, 2014). For academic TE-PCET this would suggest that there would be little basis upon which to agree topics to teach, theories to invoke, nor agreement as to the breadth and depth of knowledge to which student-teachers should be exposed. In effect, there was a form of 'knowledge blindness' (Maton, 2014). This speaks to social realism's critique of constructivist relativism.

By conceptualising the organising principles of TEds' knowledge practices and beliefs using LCT Specialisation, this study was able to expose knowledge to reveal this interplay between non-arbitrary and arbitrary relations. The study was able to offer fine-grained analysis of the objectivity and sociality of knowledge. It realised the argument that different forms of knowledge have different powers and tendencies that have effects. Those effects, I conjecture, extend to the student-teacher.

The individualised gaze of the student-teacher

The foregoing draws attention to the potential implications for the student-teachers of academic TE-PCET. Whilst it is clear from the programme documentation that student-teachers had access to specific content for the contextual application of knowledge (Wheelahan, 2012b), they may be deprived of the systems of meaning in disciplinary knowledge (Wheelahan, 2010a) underpinning that content in service of their practice as teachers. As Hordern (2015: 440) notes:

> Practice can indeed be specialised, and potentially also a source of knowledge, but surely only if underpinned by recontextualised forms of vertical discourse that provided the epistemic structures that enable practitioners to make judgements about the value of current and new knowledge for the purpose of that practice.

Provided only with access to contextually specific applications of theory, they may lack criteria to differentiate between appropriate and inappropriate applications of that theory (Wheelahan, 2010a). This speaks to the importance of being cultivated and socialised in a distinct disciplinary canon. Whilst generic academic graduate qualities and dispositions are worthy goals of HE, they must, as Shay (2014: 153) claims,

> have an epistemic anchoring in disciplinary and inter-disciplinary forms of knowledge. This is what makes higher education, *higher* education (original emphasis).

Although learner experiences are extremely valuable, without a distinct disciplinary undergirding, what appeared legitimated was experiential, idiosyncratic knowledge that reflects a form of everyday common-sense knowledge. They would be deprived, as Terry (RU) suggested when lamenting the absence of history of education and philosophy of education, the means of being 'evaluative of what you're doing' such that 'something very important in their professional formation is lost'. In accordance with Beck's (2009) critique of teacher standards, in this study it appeared that theory (the vertical discourse) was recruited and:

> reduced to a set of strategies to become resources for allegedly improving the effectiveness of the repertoires made available in *Horizontal discourse.* (Bernstein, 2000: 169; original emphasis)

For student-teachers this would suggest that it might be challenging to recognise and realise what is required for success and achievement in teaching. This is because the dominant facilitative pedagogy on their ITE programmes appeared to reflect an eclectic approach in which they selected from a basket of ideas (Taylor, 2014); that is, what made sense to the student-teacher ruminated through reflective practice as a form of personal theorising. This is not to dismiss the goal of supporting student-teachers' development of personal theory. Indeed, personal theorising should be one of the key goals of TE (Furlong, 2013). It may be argued, however, that this should not only be 'natural theorising' (ibid.) that interpretations of reflective practice at the technical-rational or instrumental level of 'what works' implies (Grimmett, 1988; Grushka et al., 2005; Lee, 2005; Valli, 1993). Rather, it should extend beyond this to

consider 'whether they are good theories, justified, defensible…to interrogate assumptions and values upon which their theories are based' (Furlong, 2013: 186). This resonates with Winch's (2004: 190) point (chapter 2) regarding a conception of teaching as craft work; that a contribution to applied theory can only be made if there is a body of theory to contribute to, and that 'one can only become a practitioner of applied theory if one has acquired that theory in the first place'. This would demand that reflection act as a form of *critical* enquiry which Moon (1999: 14) suggests 'is aimed at producing a transformation in the self, or in the personal, social or world situation or any combination of these'. It is at this deeper level of reflection that would allow for reconstruction of experience through new conceptual understandings (Lee, 2005).

In this study, concepts appeared not to be organised in an epistemically systematic way but more in accordance with TEds' and learners' experience (Young, 2019) that would most probably (inevitably) lead to assessing learners' knowledge against experience rather than understandings beyond experiences. Student-teachers in this conception mirrored the TEds' own perspectives, loosely translated as 'what works best for me' or 'what makes sense to me' thus shaping the consciousness and dispositions of student-teachers: knowledge is therefore relatively contingent rather than robust (Muller, 2009). This in turn opens the space for the student-teacher to critique their practice in a free-floating form, relatively epistemically unmoored. Student-teachers would be thus susceptible to prevailing conditions that would leave them particularly exposed to reductive conceptions of teaching as competences and tick boxes.

It is here, then, one sees the value of conceptualising organising principles of knowledge that can reveal often-unforeseen or unanticipated and unintended consequences and effects, potentially contrary to stated goals and beliefs (Maton, 2014). In doing so, it also draws attention to the differentiation between the *focus* and the *basis* for claims to legitimacy when applying LCT tools. In promoting education over training, the main legitimating principle of academic TE-PCET in the educational field according to participants in this study, was the cultivation of a

particular type of PCET teacher-knower: the critically discerning, ethically minded, theory-informed teaching practitioner. This aspiration for a cultivated knower-code specialisation (ER—, SR+) was at considerable distance from the relativist code modality (ER—, SR—) that attached to how, in the perceptions of TEds in this study, external 'others' in the form of the social fields of PCET and the State would legitimate teacher preparation and development (chapter 7). Here teaching was claimed to be reflective of 'a technical rationalist conception of knowledge' (Furlong, 2013: 4) reflected in competence frameworks with teachers viewed as undifferentiated, compliant, productive workers. This resonates strongly with Bernstein's (2000: 59) critique of 'trainability'. As far as academic TEds were concerned, the student-teachers being inducted outside of academic TE-PCET would thence lack access to a reservoir of intellectual resources and a cultivation into being a critically alert, discriminating and morally- and socially-just practitioner. A graduate so produced would potentially be deprived of the means of interrogating and conceptualising their work. TEds conceived themselves as expert knowers and thus a key constituency contributing to this reservoir of intellectual resources.

As was revealed in chapters 7 and 8, however, this aspiration may not be able to be fully realised. I wish to assert that this is because, based on the conceptualisation of knowledge practices/beliefs, that student-teachers would not be offered a coherent journey towards a cultivated gaze (Maton, 2014), that is, to ascend a hierarchical knower structure drawing on a theoretical discourse to specialise identity (as distinct from building a knowledge structure *per se*). Rather, learners would potentially be exposed to curriculum and pedagogy underpinned by the TEds' personal, *individualised* gazes. Indeed, it appeared from TEds' accounts that the student-teachers were encouraged to develop their own personal gazes: in both TEd and learner cases, the boundary insulation enveloped the *individual* knower, each individual, in one sense, its own 'significant other'. The consequent code of legitimacy underpinning the student-teachers in this conception was homologous to that of the TEds: a relativist code (ER— SR—) and hence a blank gaze for the field.

The development of a set of distinctly *disciplinary* aptitudes and attitudes in the formation of an ideal knower disposition thus fractured.

It must be stressed, of course, that these are conjectures. Empirical research with student-teachers on specific programmes would need to be undertaken to test these assertions.

9.5 Concluding remarks

I return to the arena and its low autonomy that introduced this discussion. Academic TE-PCET as portrayed by TEds in this study was a weak region (Bernstein, 2000) with no distinctly insulated specialised knowledge nor articulation of a distinctly defined specialist TEd knower that could represent the basis of success and achievement in academic TE-PCET. This, by extension, had implications for student-teachers in PCET as future practitioners. What it suggested for TEds were fractured identities as academic workers, and a weak basis for specialisation in the intellectual and educational fields. This was evidenced by the fact that there was limited agreement on what to study, that a specific means of engaging with study was not privileged, and the cultivation into a distinctly TEd (and learner) disposition via integrated intellectual resources drawing on a distinctly TE-PCET discourse appeared to be absent. Consequently, no distinctive, universal 'ideal' knower TEd nor ITE learner formed in a distinctly *disciplinary* milieu was identifiable.

This has important implications for both the intellectual and the educational fields, for TEds and their student-teachers. A predominant individualised gaze means that there is no hierarchising principle of sociality common to cultivated knower code fields. Instead, the findings suggested a tendency towards 'a segment of knowledge for each segmented knower' (Maton, 2014: 103): individualised gazes reflect a field of separate knower structures. If confirmed by further empirical research, it would characterise academic TE-PCET as a somewhat isolable and fragmented arena that would struggle to build cumulative knowledge. This, in turn, would call into question its sustainability as a distinctive field of specialised knowledge and knowers.

The foregoing invites consideration as to what type of knower represents the 'ideal' TEd knower with implications for how best to cultivate that ideal academic TEd. It highlights the sorts of questions the sector and particularly its leadership will need to ask itself, and forge consensus upon, if it is to remain in the academy as a viable and contributing subfield, and to develop and strengthen the academic infrastructure within and between institutions. For example:

1. What formative experiences in PCET (or beyond) as representative of the 'significant other/s' would be considered necessary or desirable for potential academic TEds for PCET?
2. What form of higher education would best prepare the TEd scholar? Should it be postgraduate study such as a master's in a pedagogy of TE-PCET as suggested by June and John at FU? Who would deliver it? What disciplinary foundations would it rest on? Should it be a taught programme or a research-based programme? Would its purpose be to prepare for doctoral study?
3. Should doctoral study specifically oriented to a pedagogy of TE-PCET be optional or should it be a requisite?
4. Should the purpose of academic TE-PCET research be to improve TEd practice or to describe, understand and critique it (McPherson, 2014)?
5. Should all academic TEds be engaged in researching pedagogy of TE-PCET?
6. In what sub-specialisms should TEds be prepared for academic TE-PCET work; for example, curriculum design & theory, assessment methodologies, critical reflection theory, work-based learning pedagogies? Should a TEd be a knowledge specialist in one of these areas or a generalist with a solid grounding in all of them?
7. Should academic ITE curriculum for student-teachers be a form of preparation of future TEd scholars or expert classroom practitioners or both? Can this be achieved within preparatory programmes such as a PGCE?

As outlined in the introduction to the chapter, it would be a disservice to the TEd community if the foregoing implied that responsibility should be attached to TEds for the state of their field and its (and their) relative low status. In many universities, TE

is not considered proper academic work (Ellis et al., 2013). This was reflected in this study concerning the differential bases of research and teaching employment contracts and the allocation of resources for dedicated research activity. The reference to the lack of time with which TEds had to engage meaningfully with their research interests and engage in inter-collegial intellectual and educational work was a recurring theme in this study. Universities are also under pressure from without in the production of REF-able research and benchmarking linked to the performativity agenda (Henkel, 2010). They, like TE, are subject to the 'relentless march of government-imposed prescription, audit and accountability demands' (Beck, 2009: 12). For TE departments for all phases of education, accountability regimes abound in which they are required to demonstrate value added (ibid.). In the service of neoliberal education reforms, the standards agenda permeating TE and teacher professionalism reflects 'a mechanism of ideological control' (Down, 2012: 66); standards are one means by which competences and skills (rather than specific content) can be 'ticked off' to demonstrate notions of effectiveness and achievement; trust in professional judgement thereby replaced by unintelligent accountability systems (Whitty, 2014). The market also sees the universities as 'brands' and the Ofsted inspections and quality assurance regimes weigh heavily on provision.

Furthermore, Chapter 2 highlighted the relative evacuation of the foundation disciplines in education since the 1980s during and after which several TEds would have undergone their own professional intellectual formation. There are no public, codified standards for TEds in England, nor a formalised induction programme for TEds. They thus cannot be held accountable for lacking a distinct disciplinary foundation for TE as a specialism in the academy.

Moreover, in the case of soft-applied, social professions such as teaching, nursing and social work, it is understandable that insulated academic knowledge may be somewhat undervalued or less privileged: professionals require an understanding of context and the specificity of relations between people and situations. There is an element of indeterminacy where personal, tacit knowledge is important. The appeal

of Schön's notion of the reflective practicum in the preparation of professionals for the fields of practice, and indeed for their ongoing professional development and personal knowledge-building, is evident. The conjectures developed in the thesis that depend on the theoretical assumptions of social realism, however, suggest a potential downside. Therein lies the extent to which tacit knowledge is separate from a strongly bounded base of disciplinary knowledge that the claim to professional status and hence a place at the academic high table is diminished, where the 'knowledge' is available to anyone with access to knowledge of the situation. The discipline of TE thus replete with unbounded kinds of knowers privileging not *what* has been said but *who* has said it (Maton, 2010), and an example of the collapse of disciplinary knowledge into social knowledge (Rata, 2012).

In light of this discussion, in the concluding chapter I offer recommendations that academic TE-PCET's disciplinary custodians might wish to contemplate in order to strengthen claims to legitimacy.

Chapter 10 Conclusion

10.1 Introduction

In this study, I sought the perspectives of TEds from three universities in England to gain insight into a specialised academic field that has received negligible scholarly attention. The study was an empirical thematic analysis of TEds' knowledge practices and beliefs as expressed in their talk and text. Analysis of interview and programme documentation data was theoretically reconstituted to identify academic TE-PCET as a distinct specialised field in the academy and to determine the bases of proclamations of its academic legitimacy.

A central argument of the thesis is that the structure of knowledge *and* knowers matter: disciplines are socio-epistemic entities, mechanisms with causal powers and liabilities (Sayer, 2000) to shape actors' practices that can, in turn, shape the field. This interaction of agency and structure was explored in the thesis by eliciting the TEds' languages of legitimation. These languages were therefore analysed as both *structured* and *structuring* phenomena (McNamara, 2009b): structured in the sense of reflecting strategic stances shaped by the TEds' positions within the social field of academic TE-PCET; structuring in that the knowledge comprising their claims embody intrinsic structures that can have a structuring significance for the field (Maton, 2014). It is through these languages that TEds proclaimed what they perceived to be legitimate practices, habituses and forms of capital (McNamara, 2007) in academic TE-PCET. Academic TE-PCET was thus an object of analysis structured by, within the limits of the study, the organising principles structuring its external relations with other social fields of practice (autonomy codes), and those structuring its symbolic and social relations (specialisation codes).

In view of the analysis and discussion of the study's findings in chapter 9, in this chapter I offer recommendations for TEds' knowledge practices in the second-order setting of the academy that may help secure academic TE-PCET's future as a viable specialism.

Following this, I highlight the study's delimitations, limitations and suggestions for future research before concluding with a section on the original contribution to knowledge afforded by the thesis.

10.2 Recommendations

It is difficult to generalise from a small study, and this was not the study's overarching concern. Nevertheless, following the discussion in chapter 9, were the findings replicated, the challenge faced by academic TE-PCET to carve out and maintain a distinct *disciplinary* space in the academy is manifest. It speaks to the challenges in developing academic resourcefulness and thence generative capacity to build cumulative knowledge in the intellectual field of TE-PCET in the second-order setting of the academy, and for its learners to build cumulative learning in the educational field in the first-order setting of the college. This is consequential given the potential roles current student-teachers may have as future TEds. As represented by TEds in this study, academic TE-PCET lacked intellectual ballast to resist the tide of how others would seek to command and convey TE-PCET and its practices. Despite claims to exceptionalism, this analysis suggests that, were this data replicated, the arena would essentially be in stasis, vulnerable and exposed.

Academic TE-PCET is unlikely to realise its full potential whilst TEds lack dedicated induction programmes that undergird distinct disciplinary understandings of TE-PCET as a project and the particular insights that they would provide to both TEds and student-teachers. Deficits in TEds' own educational preparation (McNamara, 2010a), particularly as regards foundational disciplines in education, would deprive TEds access to robust disciplinary knowledge forms. This 'disciplinarity' affords an understanding of 'how knowledge is used and the broad criteria that need to be applied in evaluating the validity of arguments' (Wheelahan, 2010a: 2). I stress that this is not to claim that the foundation disciplines provide the *content* for a TE specialism. Highlighted in chapter 2 was the rejection of the assumption that abstract knowledge *on its own* could be a reliable guide to teaching practice (Carr, 2006; Eraut 1994; Schön 1983; 1987) in the first-order setting of the school or college. One could reasonably make a similar claim concerning TEds' TE practice in the second-order

setting of the academy. Rather it is to propose in line with Furlong & Lawn's (2011) argument for canonical disciplines, that these can provide tools of understanding, an academic form of 'cultural know-how' that Balkin (1996: 955) refers to as 'cultural software' which could support the development of a distinctly *teacher education* conceptual language. Cultural software refers to a:

> body of learning, a style, a set of approaches, and a mechanism of problem formation, recognition, and solution that is passed on from one generation to the next. (ibid., 155)

Whilstever doctoral study is oriented away from a pedagogy of TE-PCET or considered unnecessary for TE-PCET; where enquiry practices are seemingly ad hoc and uncoordinated, and research findings not widely disseminated, TE departments as well as the wider academic TEd community are deprived of the infrastructure to sustain over time a discrete, coalescent epistemic community of arguers, critics and enquirers (Bridges, 2006). To insulate itself as a distinctive field of practice requires agreement as to objects of study, methodologies and procedures, expressing its own interpretive assumptions in investigating new sets of questions, the kinds of questions to ask and the appropriate means of going about answering them (Balkin, 1996; Grossman, 2008). This is a tall order and an acknowledged issue for many disciplines today (Bridges, 2006). It is particularly so for educational research (ibid.), and by extension TE research where pluralistic as opposed to monolithic approaches are drawn on to better understand the world (Eisner, 1993). The key point here is not to venerate academic disciplines *per se*; TE is not a *pure* academic discipline but an *applied* professional discipline, and teaching is a skills-oriented profession, hence TE provides a *professional* education. It is, rather, to argue for the discipline of systematic enquiry and rigour in which TEds are 'disciplined' into a distinct disciplinary discourse. In this sense, they would develop for the field a *cultivated gaze* that this research, in respect of the study participants, suggests it currently lacks. A region lacking 'the discipline of the discipline' (Bridges, 2006: 259) combined with a weak form of disciplinary delineation:

> totally undermines the basis of the special claim of educational research on our or anyone else's attention … it renders meaningful conversation within communities of arguers impossible. (ibid., 263)

It may be suggested that the 'discipline of the discipline' (ibid.) is crucial if the academic infrastructure of academic TE-PCET is to be strengthened. It calls for a marshalling of the considerable resources that TEds possess to consolidate, develop and coalesce around foci of specialisation for TE to give effect to Loughran's (2009: 198) call for a pedagogy of TE where 'in the field of teacher education, the content must surely be teaching'. This, he goes onto say (p. 199):

> requires understanding the problematic nature of teaching, how that influences teaching and learning about teaching, and how knowledge of such practice is developed from an evidential base. In short, a pedagogy of teacher education requires scholarship that is in line with the expectations of more established and traditional disciplines.

The findings suggest that TEds need first to determine what, in fact, *is* academic TE-PCET's knowledge base. This requires an analysis of and deep engagement with the distinctiveness and 'differentiatedness' (Young & Muller, 2010: 15) of its knowledge and how this would be developed and sustained.

I would like to suggest that attention be first directed to TEds' knowledge practices: systematically and rigorously researching, analysing and valorising their work for its exceptionality whilst considering what might need strengthening. If TEds were to research their own pedagogy in a rigorous and systematic way as part of a principled research agenda, this might lead to articulation of theories, concepts and frameworks around which agreement could be reached that might, in turn, drive the development of professional induction curricula for prospective TEds (e.g., a dedicated master's programme). Although principally in service of developing a distinct specialism for TE-PCET in the second-order setting of the academy, the principles and insights derived could guide, in turn, the construction and the selection, sequencing and pacing of content of the ITE curriculum, drawing on this epistemic base.

Loughran (2011) offers an insight into one specific focus for TE research. He suggests that attention is needed to the ways in which knowledge and practice of teaching, and learning about teaching, are conceptualised regarding 'the fundamental pedagogical underpinnings inherent in supporting meaningful learning' (Loughran 2011: 287) of student-teachers. This is what Russell (1997: 44) described as the ''*pedagogical turn*', thinking long and hard about *how* we teach and the messages conveyed by how we teach' (original emphasis). As Loughran (2011: 288) further notes, by focusing on the pedagogical turn in TEd research practices this:

> situates teacher educators as more than just users of others' knowledge, it establishes them as sophisticated producers of knowledge in ways that recast how that knowledge is conceived and used in teaching about teaching, and that influence how the work of teacher educators might be conceived in the future.

Investigating their own classrooms, teaching practices and their learners' learning beyond the extremely valuable, but potentially limiting (in its potential for cumulative knowledge-building), forms of reflective enquiry shared by participants, may support the development of 'a language of conceptual frames based in practice' (Lampert, 2008: 1167). This language would give voice to academic TE-PCET, not as one subordinate to the authority of the traditional disciplines, but one capable of communicating with others, including within the TEd community. This does not make a claim for the imposition of a grand unified theory for that would be inappropriate.

The foregoing acknowledges Moore's (1994) point that it is not for the voice of the disciplines to tell practitioners how to teach. It reinforces Francine's (FU) argument, and implied in other participants' suggestions, for a discrete TE-PCET discipline, not 'colonised' by the foundations. Nonetheless, to initially strengthen the academic infrastructure of academic TE-PCET, such distinct disciplinary specialisms as represented by education's foundation disciplines, may afford the TE-PCET community the opportunity to ask 'new questions' and develop 'new assumptions by merging and marrying the questions and assumptions of different disciplines' (Balkin, 1996: 959). In so doing, they may be able to forge their own distinctive cultural software as an interdisciplinary project. I suggest this is needed for TEds to advance

TE-PCET by working with other disciplinary areas and in so doing engender mutual respect for each other's specific contribution. In this:

> their research and teaching collaboratively develops a theory of professional practice that informs and engages with the work of other researchers…[and in doing] developing research that also develops a theory of practice. (Ellis & McNicholl 2015: 120)

Whilstever there is seemingly professional indifference to developing a distinctly *TE* disciplinary expertise, it is perhaps unsurprising to find others, as perceived by TEds in this study, reflecting that indifference by marginalising academic TE-PCET and failing to honour its distinct contribution to the academy.

Echoing the point made by TEds in this study, no one individual can be expected to possess specialist knowledge in all domains of TE and teaching expertise (Ulvik & Smith, 2019). Nor, however, as members of the academy, should they merely replicate others' knowledge. It may be appropriate for TEds to specialise in particular areas of TE-PCET (for example, as curriculum design specialists; reflective practice theorists; pedagogy scientists (Žogla, 2018)). Collaborating within teams allows for intra-disciplinary forms of specialisation enabling innovation and advancement within specialised fields by specialist TEd knowers and development of integrated frameworks within and across institutions. This may support development of a theoretical discourse in TE 'closely based on practice and sensitive to context and culture' (Winch, 2004: 191) that would allow for 'context-sensitive generalisations built on a very broad empirical base' (ibid.) and enhance cumulative research endeavours and generative capacity (McNamara, 2010b). As noted, this in turn could help address the relative incoherence in the current ITE curriculum that, at present, lacks a transparent theoretical undercarriage. Considerable investment by academy leadership in the allocation of institutional resources would be required, something that Edwina at Randmeadow suggested might be a challenge. It may fall to the dedicated TEds participating in informal networks such as TELL and UCET to initiate such a research strategy.

Some might claim that advocating for a distinct disciplinary field places a weight upon academic TE-PCET too great for it to bear. Arguably, however, TE provides teachers with the foundations for future professional learning (Ulvik & Smith, 2019). In addition to *initial* TE, TEds have a role to play in *continuing* TE and development in the form of graduate programmes, and to education as a disciplinary project (Furlong & Lawn, 2011) in the academy generally (Menter, 2017). A unique contribution can be made. Nor does the foregoing suggest that academic TEds set themselves apart from the social field of PCET practice, framing the discourse and privileging their insights over others, excluding others' perspectives. Academic TE-PCET needs to remain close to the needs of the sector and its teachers. It does suggest, though, that TEds themselves engage in studying their own pedagogies to more fully understand student-teacher learning and development and what makes for effective practices in teacher preparation; that is, to be *disciplinary* experts. This may provide them with intellectual heft and offer some ballast to withstand how others seek to define and shape academic TE-PCET.

10.3 Delimitations, limitations and future research possibilities

10.3.1 The study's focus and scope

The focus of this study was on academic TE-PCET in the English university system lensed through a key constituent group, its TEds. Academic TE-PCET was conceptualised as an arena or field (in Bourdieuian terms) with its own properties and powers and TEds as key agents positioned in it. The intent of this study was to gain conceptual and empirical insight into an area of TE that is under-theorised and under-researched. Its analysis was thus at the level of field. It did not attend to the complexity and nuance that would undoubtedly be found were any one of the three sub-fields of the EPD separately investigated.

The study's delimited focus meant that it did not extend to the broader TEd community based in PCET colleges who deliver university programmes on behalf of the academy. This occurs under franchising arrangements where the award is made by the university, but the TEds are not employed by the university. College-based

TEds were placed outside of the study for theoretical reasons: in addition to not being employed by the universities, they deliver additional programmes certified by awarding bodies; they are subject to different employment conditions and subsequently may have different requirements, and very limited opportunities, for undertaking academic research. They were actors situated in the educational field rather than the intellectual field. Academic TEds, on the other hand, were positioned within both and, for the purposes of this study, were deemed TE's disciplinary custodians (McNamara, 2009a).

The scope of the research did not specifically demarcate programme levels or delivery modes, such as part-time, full-time, in-service and pre-service. In keeping with the overall study aim of taking an exploratory first step into an under-researched field, this was a conscious decision.

10.3.2 The study's empirical base

In keeping with the study's focus, primacy was accorded the voice of the academic TEd with the data consisting mainly of academic TEds' perceptions of their practices. This provided the empirical basis with which LCT Specialisation and Autonomy tools could engage, and which could provide a fresh conceptual basis for viewing academic TE-PCET. Drawing on TEds' insights only, however, meant that it could only be a partial, rather than representative, view of the arena. Inclusion of executive university leadership, especially those responsible for strategic leadership of research, may have enhanced the study's evidence base and provided fruitful perspectives in addition to the TEd participants' accounts, particularly regarding practices in the intellectual field. Future research might focus on these agents' languages of legitimation as part of a wider study.

Relatedly, a possible criticism of the study is that others' voices were silent by exclusion, particularly those who figured prominently in TEds' accounts such as student-teachers and academics from other disciplines. The study also excluded direct correspondence with managers of PCET colleges, representatives of ETF and Ofsted. This reflected the delimited focus of the study but could nonetheless offer a

more complete account of academic TE-PCET, particularly in respect of the arena's external relations. Such agents' accounts provide helpful options for further research in the future.

10.3.3 Research design

The study explored TEds' perceptions rather than their actions *in situ* or outcomes of their actions, for example, concerning their research and teaching practices, curriculum discussion meetings, except for documentary analysis of programme handbooks. As already noted, however, the study's aim was an engagement with an under-researched area: its starting point was elicitation of TEd participants' languages of legitimation regarding the basis of claims to achievement and success in academic TE-PCET. This was achieved primarily by talking with them. Considering the study and its conjectures, subsequent constructive research, such as a discourse analyses of core text books, schemes of work, lesson plans, learners' assessed work; ethnographic work exploring practices via lesson observations, tutorials with learners, curriculum development meetings, for example, would yield valuable, rich data and test the efficacy of the translation device devised in this study.

10.3.4 Theoretical considerations

The use of LCT Autonomy and Specialisation has enabled me to develop a rich understanding of the interplay of context, knower dispositions and resultant practices in the areas of research, curriculum and pedagogy for academic TE-PCET. One caveat, however, should always be held at the forefront of one's mind when considering an LCT analysis: the codes are not dichotomous types but are indicators of a continua of relative strengths that are immanent in the study's object of analysis. Although to claim that a particular code dominates a field is not to suggest that the field is homogeneous; there may be more than one code present (Maton, 2014). Further, the external language of description arises from the specificities of the data unique to the study's object. The conjectures arising from the research therefore do require further research, for example, regarding the individualised gaze of student-

teachers discussed in 9.4. The translation device may offer a starting point for researchers in the first instance.

This study has analysed academic TE-PCET at the level of the field, rather than one department, TEd, module or programme. Further empirical work may reveal different bases of legitimation commensurate with those parameters.

10.4 Contribution to knowledge

Theoretical contributions

The first major theoretical contribution concerned the arena created by the EPD. The study conceptualised, drawing on LCT Autonomy, academic TE-PCET as a distinct, semi-autonomous field of practice in the academy, one that as far as I am aware had not been subject to research enquiry before. Whilst not unexpected, the finding that TE-PCET was a weak region was enhanced by this conceptualisation. Another significant contribution was that the analysis of organising principles of TEds' perspectives enabled contrasting perspectives to be brought together and systematically related, untied to the specific contexts of their locales. The finer grained analysis that it afforded, by analytically distinguishing positional and relational autonomy, revealed not only the code clash between the *sovereign* (PA+, RA+) code (reflecting the TEds' control over their work and the insulation of academy's ways of working) and the *exotic* (PA—, RA—) code (reflecting *others'* control and ways of working), it revealed the code clash *within* the university supra-field, indicated by the code clash between the *sovereign* and *projected* codes. This exposed the relative ambivalence to TE-PCET's location in the academy as embodied by the TEd participants. This allowed for another significant contribution in the identification of academic TE-PCET as a 'third space'. This afforded an (albeit partial) explanation as to the nature of intellectual and educational knowledge practices accounted for in the conceptualisation of the TEds' *individualised* gaze. The emphasis was on the 'who' – expertise embodied in the TEd. Here another significant contribution was in demonstrating that it was the TEd as *knower* that mattered, not necessarily the institution nor, by inference, HE *per se* (although not diminishing HE's contribution to individual TEds' intellectual nourishment). The *projected* code would

be in keeping with the literature whereby TEds are marginalised in the mainstream academy, identified as expert practitioners whose fidelity to the first-order settings of practice displaced allegiance to the second-order settings of the academy.

This leads to the second major area of contribution where the intellectual field was conceptualised using Specialisation. First, analysing organising principles of TEds' knowledge practices, dispositions and beliefs, enabled a consistent basis upon which to compare the practices deemed worthy of success in the broader academy context, that were not tied to the gravity well of individual sites (Maton, 2014). Second, the code clash between TEds' dispositions brought *to* the academy (*relativist* code: ER—, SR—) and practices *within* the broader academy (*elite* code: ER+, SR+) shaped TEds' subsequent experiences in ways that were distinct for two types of TEd. Practitioner TEds did not recognise the *elite* code as legitimate. They did not view highly insulated theoretical knowledge for a pedagogy of TE-PCET as valid for their work, nor did they see bounded and controlled interactions with scholarly others as an appropriate form of cultivation. There was a sense of 'anything goes' reflected in individual research pursuits that did not necessarily conform to HE protocols (reflective of the *projected* autonomy code above). Researcher-practitioners, on the other hand, whilst not privileging insulated theoretical knowledge for a pedagogy of TE as a necessary basis for legitimation, did value the immersion in the scholarly milieu that constructed their subsequent identity. This reflected their *knower* code practices (ER—, SR+). Third, neither group, however, felt that the *elite* code practices of the supra-intellectual field of the academy were legitimate in the intellectual field of academic TE-PCET. Distinct, strongly bounded objects of study and prescribed means of constructing those objects were downplayed. The primary means of cultivation common to scholars, the master-apprentice relations of doctoral study, were de-emphasised as a necessary or appropriate form of cultivation into being a TEd scholar. The result was a vacuum. Researcher-TEds could be poached, practitioners may find they have to leave. A pedagogy of TE-PCET as a specialism potentially withers.

The key conjecture condensed from this analysis and that contributes to knowledge beyond TE-PCET to other weak, 'newer regions' (Muller, 2009), would be to theorise that relativist-code practitioners entering the academy must be willing to adopt, at a minimum, knower-code practices in the intellectual field. This would be to 1) secure credibility and enhance the profile and status of their practices, and 2) protect their position within the intellectual field. The accounts of the researcher-practitioner (knower-code) participants suggest that this, however, would be insufficient to secure the specialism's place in the academy, for without attending to building a knowledge structure in TE-PCET, the discipline may not be sustained. A key contribution that this makes is to underline that *knowledge matters*.

The third major area of contribution concerns conceptualisation of the educational field using Specialisation. Regarding curriculum, the organising principles of knowledge practices and beliefs allowed for comparing practices deemed legitimate (in TEds' perceptions and projections) of 1) the PCET social field of practice, 2) the educational supra-field of the academy, and 3) the TE educational field, and for these to be systematically related. Second, it contributed to an understanding of the standards-based curriculum, which in the literature is identified as technical-instrumental (Simmons & Thompson, 2007) by conceptualising it as a *relativist* code. By contrast, the supra-educational field of the academy was conceptualised as exhibiting a *knowledge* code (ER+, SR—) where strongly bounded educational knowledge in the form of theory and explicit means of evaluating pedagogy in the form of essays, were said to be emphasised. This was deemed a 'linearity critique' where TEds' conceptions aligned with Schön's critique of technical rationality. Third, a key contribution was that TEds rejected both as reflected in their mediation of this code clash in the form of a 'theory-informed, practice focused' curriculum. Their resultant practices in the design and adaptation of the curriculum, and pedagogy and assessment, however, downplayed insulated theoretical knowledge and drew on individual perspectives, thus reinforcing the conceptualisation of the 'third space' and the 'individualised gaze'. It demonstrated that the goal of theory-practice fusion in the making of the 'moral professional' may be difficult to fully realise in cases

where there is lack of agreement on, or the absence of, an appropriate body of theory. Given an understanding of knowledge in social realist terms as having effects, the relativist code cannot differentiate the 'right' kind of knower. This may lead to the development of a different kind of knower than anticipated, drawing on individual pedagogies. ITE candidates could be enculturated into ways that reflect the personal set of knowledges and associated values of the individual TEds on their programmes. LCT Specialisation has thus contributed to an understanding of the hegemonic practices of reflective practice, personal theorising and constructivist pedagogies in academic TE-PCET, and their potential constraints on cumulative knowledge-building.

The study offered a means of conceptualising the implications for academic TE-PCET of its knowledge forms, its ability to generate powerful, cumulative knowledge and develop models of curriculum and pedagogy (McNamara & Fealy, 2011). The analysis has been able to surface what might otherwise be hidden when considering the degree to which cumulative knowledge-building and cumulative learning are enabled or constrained: codes have tendencies and powers to shape a field. In this case, the relativist coding that appeared to be pervasive suggests that there is little basis upon which to agree a dominant basis for success and achievement in the academy. It has thus demonstrated that actors in positions of power – in this case, the State – have been able to control the EPD such that it sets the dominant measures of achievement for it and the PCET sector. The theoretical framework offers generative potential, however, reaching beyond *what is* to *what could be* (Maton & Chen, 2016). It points to how a sustained focus on a distinctive 'higher' TE disciplinary discourse would support a strengthening of the epistemic power of its knowledge base and hence, potentially, its intellectual autonomy.

Empirical contributions

Empirical contributions relate to insights afforded by the study that enhance an understanding of TE-PCET as a specialism in the academy and contribute to the literature on professional knowledge.

The study offers new and enhanced understandings of TE-PCET and TE generally. It presented a detailed analysis of how TEds constructed the field, professionals whose voices are often silent in debates in the research literature. The study offers new understandings of the work of TEds in academic TE-PCET, an under-researched group working in an under-theorised field. The study has engaged with Crawley's (2018: 25-26) call for PCET TEds to 'assertively claim their professional status' by engaging with research into their own field.

The research has contributed to social realist studies as part of an agenda to 'recover knowledge' (Young, 2008) by drawing on a conceptual framework that accessed the 'black box' of professional and expert knowledge (Young, 2008: 151) for academic TE-PCET. It has therefore engaged with a point made by Young & Muller (2014a; 2016) that much of the literature on professional knowledge has tended to focus on professional expert judgement, that is the 'can do' of professional work regarding skills and competences, at the expense of a scholarly consideration of knowledge as an object.

I wish to further contend that studies of TEds in the academy have tended to focus on 'relations to' knowledge concerning power and status, with knowledge practices arbitrary epiphenomena (Maton, 2014). By also considering 'relations within' knowledge practices, their intrinsic features, has revealed how these practices can not only be shaped by external relations but show how they themselves can shape the field.

With respect to an enhanced understanding of TE-PCET, the study revealed that more than half the dataset had, or were in the process of completing, doctoral studies (Appendix 1). Previous research on TE-PCET by Eliahoo (2014; 2017) indicated, across TEds drawn from both the academy and PCET, antipathy towards doctoral study being of relevance to TE work. This study's findings conform to that. Nonetheless, the relatively high percentage demonstrates a commitment to intellectual scholarly work. It thus suggests a departure from the findings presented by Eliahoo (2017) that drew on the Harkin et al. (2008) study whereby only a very small percentage of university-based TEds held doctorates. Further, the literature highlighted the need

to develop capacity-building within the community (Christie & Menter, 2009; Menter & Murray, 2011; Murray et al., 2009a,b; Willelmes & Boei, 2013). This finding suggests that the capacity for intellectual scholarly work is evident amongst the academic TE-PCET community. This is an encouraging contribution to an understanding of TE in the academy.

A further contribution to the literature on TE in the academy relates to the finding that TE-PCET was marginalised in it. That finding conforms to literature on TE-schools. An enhanced understanding that contributes to knowledge of TE work, however, was discovering the degree of marginalisation of academic TE-PCET *within* the broader TE community in the academy. TE-PCET appeared to lack parity of esteem with their TE-schools counterparts; their work deemed CPD or forms of vocational work. It was thus identified closely with, I would submit, the 'Cinderella' status of PCET practice.

Methodological contributions

The drafting of an external language of description offers a framework for professional educators – the TEds themselves – to reflect upon and potentially apply to their own practices. Despite its highly theoretical underpinnings, the translation device itself is quite accessible as a tool for practitioners. It affords TEds the means of surfacing and articulating the organising principles of academic TE-PCET to support them in gaining greater conceptual purchase on their own work. This could extend to their own research, curriculum design, teaching and assessment practices. It may offer one feasibly productive approach for establishing a more conceptual and systematic approach to academic TE-PCET work. It is, of course, not proposed as the definitive instrument: it can be the starting point for productive, generative work.

This study adds to the growing body of research using LCT and offers an enhanced understanding of professional education. For example, although this study drew on a different research design using fewer LCT tools, the findings were in marked accord with McNamara's study of academic nursing in Ireland (2009a,b; 2010a,b) concerning his analysis using the Autonomy and Specialisation tools. I am not aware of any study that has analysed both the intellectual and educational fields of a professional discipline at the level of the field of study, using the EPD as an orienting frame.

10.5 Conclusion

This research explored a specialised field in the academy in England that had been passed over in silence in the scholarly literature. It contributes to the literature by conceptualising academic TE-PCET as a distinct disciplinary specialism in the academy. Considering the challenges facing university-based TE and deregulation of teaching qualifications in PCET, the study was timely. The research has shed light on the state of this field, and gauged its ability to withstand external threats, exploit opportunities and to cumulatively build knowledge. It has provided insight into the security of TE-PCET's seat at the academic high table (Furlong, 2013). The conceptual architecture of LCT, drawing on the theoretical foundational elements of Bourdieu's field theory and Bernstein's code theory, provided the theoretical language to realise the study's aims.

The findings revealed that TEds perceived their field as one of relative low autonomy in which they had little collective agency to insulate it from external sources of power and influence; the values that stemmed from outside the academy courtesy of increasing government control and intervention were the principal bases of legitimation. Further, TEds portrayed university-based TE-PCET as marginalised *within* the academy, deprived of resources that other academic disciplines and their disciplinary custodians enjoyed. TEds considered their field to be one lacking academic legitimacy in the eyes of non-TE academy peers. This collectively, and in correspondence with a weak intellectual formation as TE-PCET scholars, had consequences for TEds' orientations to knowledge practices. Knowledge and knower specialisation were thus relatively weak in the intellectual and educational domains. Analysis drew attention to the potential for TEds to strengthen university-based TE-PCET's intellectual autonomy and the epistemic power of its knowledge base by a sustained focus on a distinctive 'higher' TE-PCET disciplinary discourse.

Of course, there can be no complete shelter from the power and control exercised by the State over a field so dependent on it. But the TEd community is formed of committed, passionate and dedicated professional educators. They possess the intellectual capital to coalesce around a research agenda and execute it. I am grateful

to them for trusting me with their open, frank and articulate contributions without which this thesis would not have been written. Their collective voice engaged in a conversation with theory. I hope they feel that listening to this recording of that conversation and the messages it conveyed is worthy of their time.

References

Abbott, A.D. (1988) *The System of Professions: An Essay on the Division of Expert Labour.* Chicago: The University of Chicago Press.

Altbach, P.G. (2013) *The International Imperative in Higher Education.* Rotterdam: Sense Publishers.

Alvunger, D. & Wahlström, N. (2018) 'Research-based teacher education? Exploring the meaning potentials of Swedish teacher education', *Teachers and Teaching*, 24:4, 332-349.

AoC (2017) *College key facts 2017/18.* London: Association of Colleges. Available online. https://www.aoc.co.uk/sites/default/files/AoC%20College%20Key%20Facts%202017 18%20%28web%29.pdf. Accessed 5 November 2018.

Arbee, A., Hugo, W. & Thomson, C. (2014) 'Epistemological Access in Marketing: A Demonstration of the Use of Legitimation Code Theory in Higher Education', *Journal of Education*, 59: 39–63.

Ashwin, P. (2014) 'Knowledge, curriculum and student understanding in higher education', *Higher Education,* 67:3, 123-126.

Asimaki, A. & Koustourakis, G. (2014) 'Habitus: An Attempt at a Thorough Analysis of a Controversial Concept in Pierre Bourdieu's Theory of Practice', *Social Sciences*, 3:4, 121-131.

ATE (1992) *Standards for Teacher Educators*. Available online at: https://ate1.org/standards-for-teacher-educators. Accessed 1 October 2018.

Aubrey, K. & Bell, L. (2017) 'Teacher education in further education 2000–2010: Subversion, avoidance and compliance', *Journal of Further and Higher Education*, 41:2, 99-111.

Azumah-Dennis, C., Ballans, J., Bowie, M., Humphries, S. & Stones, S. (2016) 'Post compulsory teacher educators: the 'even more' quality' in J. Crawley (Ed.) *Post Compulsory Teacher Educators: Connecting Professionals.* St Albans: Critical Publishing.

Balkin, J.M., (1996) 'Interdisciplinarity as Colonization', *Faculty Scholarship Series. Paper 266*. Yale Law School Legal Scholarship Repository, Yale Law School. Available online. http://digitalcommons.law.yale.edu/fss_papers/266, Accessed 20 June 2018.

Ball, D. L., Ben-Peretz, M. & Cohen, R.B. (2014) 'Records of Practice and the Development of Collective Professional Knowledge', *British Journal of Educational Studies*, 62:3, 317-335.

Ball, S. (1995) 'Intellectuals or technicians? The urgent role of theory in educational studies', *British Journal of Educational Studies*, 43:3, 255-271.

Barnett, M. (2006) 'Vocational Knowledge and Vocational Pedagogy' in M. Young & J. Gamble (Eds.) *Knowledge, Qualifications and the Curriculum for South African Further Education.* Pretoria: Human Sciences Research Council.

Barnett, R. (2009) **'**Knowing and becoming in the higher education curriculum', *Studies in Higher Education*, 34:4, 429-440.

Bathmaker, A-M. & Avis, J. (2013) 'Inbound, outbound or peripheral: the impact of discourses of 'organisational' professionalism on becoming a teacher in English further education', *Discourse: Studies in the Cultural Politics of Education*, 34:5, 731-748.

Bautier, E. (2011) 'The analysis of pedagogic discourse as a means of understanding social inequalities in schools' in D. Frandji & P. Vitale (Eds.) *Knowledge, Pedagogy and Society: International perspectives on Basil Bernstein's sociology of education.* London: Routledge.

Beauchamp, C. & Thomas, L. (2009) 'Understanding teacher identity: an overview of issues in the literature and implications for teacher education', *Cambridge Journal of Education*, 39:2, 175-189.

Beauchamp, G., Clarke, L., Hulme, M. & Murray, J. (2015) 'Teacher education in the United Kingdom post devolution: convergences and divergences', *Oxford Review of Education,* 41:2, 154-170.

Becher, T. (1989) *Academic Tribes and Territories: Intellectual enquiry and the cultures of disciplines.* Milton Keynes: OUP.

Becher, T. (1994) 'The significance of disciplinary differences', *Studies in Higher Education*, 19:2, 151-161.

Beck, C. (2019) 'Learning to Walk Your Talk: The Pre-service Campus Programme as a Context for Researching and Modelling Reflective Pedagogy in an Era of Transmission and Testing' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Beck, J. (2002) 'The Sacred and the Profane in Recent Struggles to Promote Official Pedagogic Identities', *British Journal of Sociology of Education,* 23:4, 617-626.

Beck, J. (2008) 'Governmental Professionalism: Re-Professionalising or De-Professionalising Teachers in England?', *British Journal of Educational Studies*, 56:2, 119-143.

Beck, J. (2009) 'Appropriating professionalism: restructuring the official knowledge base of England's 'modernised' teaching profession', *British Journal of Sociology of Education*, 30:1, 3-14.

Beck, J. & Young, M. (2005) 'The assault on the professions and the restructuring of academic and professional identities: a Bernsteinian analysis', *British Journal of Sociology of Education*, 26:2, 183-197.

Beijaard, D. (2019) 'Teacher learning as identity learning: models, practices, and topics', *Teachers and Teaching*, 25:1, 1-6.

Bernstein, B. (1975) 'Class and Pedagogies: Visible and Invisible', *Educational Studies*, 1:1, 23-41.

Bernstein, B. (1990) *The Structuring of Pedagogic Discourse – Class, codes and control; vol. 4.* London: Routledge.

Bernstein, B. (1995) 'Code Theory and Its Positioning: A Case Study in Misrecognition'*, British Journal of Sociology of Education*, 16: 1, 3-19.

Bernstein, B. (1999) 'Vertical and Horizontal Discourse: an essay', *British Journal of Sociology,* 20: 2, 157-173.

Bernstein, P. (2000) *Pedagogy, Symbolic Control and Identity: theory, research, critique* (revised edition). Oxford: Rowman and Littlefield.

Berry, A. (2007) *Tensions in teaching about teaching: Understanding practice as a teacher educator,* Dordrecht: Springer.

Bhaskar, R. (2008) *A Realist Theory of Science.* London: Routledge.

Biesta, G. (2011) 'Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field', *Pedagogy, Culture & Society*, 19:2, 175-192.

Biesta, G., Priestley, M. & Robinson, S. (2015) 'The role of beliefs in teacher agency', *Teachers and Teaching*, 21:6, 624-640.

Biglan, A. (1973a) 'The characteristics of subject matter in different academic areas', *Journal of Applied Psychology*, 57:3, 195-203.

Biglan, A. (1973b) 'Relationships between subject matter characteristics and the structure and output of university departments', *Journal of Applied Psychology,* 57:3, 204-213.

BIS (2012a) *Professionalism in Further Education.* Interim Report of the Independent Review Panel. London: Department for Business, Innovation and Skills.

BIS (2012b) *Professionalism in Further Education.* Final Report of the Independent Review Panel. London: Department for Business, Innovation and Skills.

Blair, E. (2011) 'Balanced reflection as a means of practitioner development in the post-compulsory education and training sector', *Research in Post-Compulsory Education,* 16:2, 249-261.

Blickem, C. J. (2014) 'The recontextualisation of architecture and accounting education: Views from the academy and the professions'. Unpublished doctoral thesis. The University of Waikato. Available www.legitimationcodetheory.com. Accessed 1 May 2016.

Bourdieu, P. (1993a) *Sociology in Question.* London: SAGE Publications.

Bourdieu, P. (1993b) *The field of cultural production: essays on art and literature.* Cambridge: Polity Press.

Bourdieu, P. & Wacquant, L.J.D. (1992) *An Invitation to Reflexive Sociology*. Cambridge: Polity Press.

Boyd, P., Harris, K. & Murray, J. (2007) *Becoming a Teacher Educator: Guidelines for the induction of newly appointed lecturers in Initial Teacher Education.* HEA: Bristol. Available online https://www.heacademy.ac.uk/knowledge-hub/becoming-teacher-educator-guidelines-induction-newly-appointed-lecturers-initial. Accessed 17 November 2017.

Boyd, P. and Harris, K. (2010) 'Becoming a university lecturer in teacher education: expert school teachers reconstructing their pedagogy and identity', *Professional Development in Education*, 36 (1-2): 9-24.

Boyer, E. (1990) *Scholarship reconsidered: Priorities of the professoriate.* Princeton: Carnegie Foundation for the Advancement of Teaching.

Bradbury, H., Kilminster, S., Frost, N. and Zukas, M. (2010) 'Professional Perspectives' in H. Bradbury, N. Frost, S. Kilminster and M. Zukas (Eds.) *Beyond Reflective Practice: New approaches to professional lifelong learning*. Abingdon: Routledge.

Brannick, T. & Coghlan, D. (2007) 'In Defense of Being "Native": The Case for Insider Academic Research', *Organizational Research Methods*, 10:1, 59-74.

Braun, V. & Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology,* 3:2, 77-101.

Bridges, D. (2006) 'The Disciplines and Discipline of Educational Research', *Journal of Philosophy of Education*, 40:2, 259-272.

Brinkmann, S., & Kvale, S. (2015) *InterViews: Learning the Craft of Qualitative Research Interviewing* (3rd ed.). Thousand Oaks, CA.: SAGE.

Brookfield, S.D. (2017) *Becoming a Critically Reflective Teacher*. 2nd edition. San Francisco: Jossey-Bass.

Bullock, S.M. (2009) 'Learning to think like a teacher educator: Making the substantive and syntactic structures of teaching explicit through self-study', *Teachers and Teaching: theory and practice*, 15:2, 291–304.

Bullough, R.V. (2005) 'Being and becoming a mentor: school-based teacher educators and teacher educator identity', *Teaching and Teacher Education*, 21:2, 143–155.

Caena, F. (2012) *Perspectives on Teacher Educator Policies in European Countries: an overview.* Working Document prepared for the peer learning conference 'Education²: Policy Support for Teacher Educators. Brussels: European Commission.

Carr, D. and Skinner, D. (2009) 'The Cultural Roots of Professional Wisdom: Towards a broader view of teacher expertise', *Educational Philosophy and Theory*, 41:2, 141-154.

Carr, W. (2006) 'Education without theory', *British Journal of Educational Studies,* 54:2, 136-159.

Carvalho, L., Dong, A. & Maton, K. (2009) 'Legitimating design: a sociology of knowledge account of the field', *Design Studies,* 30:5, 483-502.

Case, J.M. (2014) 'Problematizing curriculum: Contemporary debates in engineering education' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Chen, R.T-H. (2010) 'Knowledge and knowers in online learning: Investigating the effects of online flexible learning on student sojourners'. Unpublished doctoral thesis. University of Wollongong. Available www.legitimationcodetheory.com. Accessed 1 May 2016.

Childs, A. (2013) 'The work of teacher educators: an English policy perspective', *Journal of Education for Teaching: International research and pedagogy*, 39:3, 314-328.

Christie, D., & Menter, I. (2009) 'Research Capacity Building in Teacher Education: Scottish Collaborative Approaches', *Journal of Education for Teaching: International Research and Pedagogy,* 35:4, 337–354.

Clarence, S.L. (2013) 'Enabling cumulative knowledge-building through teaching: A Legitimation Code Theory analysis of pedagogic practice in Law and Political Science'. Unpublished doctoral thesis. Rhodes University. Available www.legitimationcodetheory.com. Accessed 1 May 2016.

Clow, R and Harkin, J. (2009) *The professional knowledge and skills required by new teacher educators in the learning and skills sector*. London: Westminster Partnership CETT.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th ed.). London: Routledge.

Crawley, J. (2013) ''Endless patience and a strong belief in what makes a good teacher': teacher educators in post-compulsory education in England and their professional situation', *Research in Post-Compulsory Education*, 18:4, 336-347.

Crawley, J. (2014) 'How can a deeper understanding of the professional situation of LLS teacher educators enhance their future support, professional development and working context?', Unpublished doctoral thesis. Bath Spa University.

Crawley, J. (2016) 'Introducing the 'Invisible Educators'' in J. Crawley (Ed.) *Post Compulsory Teacher Educators: Connecting Professionals.* St Albans: Critical Publishing.

Crawley, J. (2018) 'Mapping backward' and 'looking forward' by the 'invisible educators' – reimagining research seeking 'common features of effective teacher preparation', *Research in Post-Compulsory Education*, 23:1, 23-34.

Creswell, J.W. (2013) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed.). London: SAGE.

Creswell, J.W., & Poth, C.N. (2018) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th ed.). London: SAGE.

Czerniawski, G., Kidd, W. & Murray, J. (2019) 'We Are All Teachers Now: Understanding School-Based Teacher Educators in Times of Change in England' in J.

Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Darling-Hammond, L. & Lieberman, A. (2012) 'Teacher education around the world: What can we learn from international practice?' in L. Darling-Hammond & A. Lieberman (Eds.) *Teacher Education around the World: Changing policies and practices.* London: Routledge.

Deem, R., Hillyard, S., and Reed, M. (2007), *Knowledge, Higher Education, and the New Managerialism: The Changing Management of UK Universities.* Oxford: Oxford University Press.

Delamont, S., Atkinson, P. & Parry, O. (1997) 'Critical Mass and Doctoral Research: reflections on the Harris Report', *Studies in Higher Education.* 22:3, 319-331.

Department for Education (DfE) (2010) *The Importance of Teaching: The Schools White Paper 2010*. London: Stationery Office. Available online: http://www.education.gov.uk/b0068570/the-importance-of-teaching/

Dewey, J. (1933) *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. London: Heath and Company.

Dinkelman, D. (2011) 'Forming a teacher educator identity: uncertain standards, practice and relationships', *Journal of Education for Teaching*, 37:3, 309-323.

Dixon, L., Jennings, A., Orr, K. & Tummons, J. (2010) 'Dominant discourses of pre-service teacher education and the exigencies of the workplace: an ethnographic study from English further education', *Journal of Vocational Education and Training*, 62:4, 381-393.

Dolan, R. (2019) 'Strategies Employed by Pre-Service Teacher Educators in Ireland in Order to Develop Second-Order Knowledge' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Dong, A., Maton, K. & Carvalho, L. (2015) 'The structuring of design knowledge' in P. Rodgers, & J. Yee (Eds.) *Routledge Companion to Design Research*. London: Routledge.

Down, B. (2012) 'Reconceptualising Teacher Standards: Authentic, Critical and Creative' in B. Brown & J. Smyth (Eds.) *Critical Voices in Teacher Education: Teaching for Social Justice in Conservative Times*. Springer: Dordrecht.

Drake, P. (2010) 'Grasping at methodological understanding: A cautionary tale from insider research', *International Journal of Research & Method in Education*, 33:1, 85-99.

Dreyfus, H.L. & Dreyfus, S.E. (1986) *Mind Over Machine: The Power of Human Intuition and Expertise in the Era of the Computer.* New York: Free Press.

Ducharme, E.R. & Agne, R.M. (1989) 'Professors of Education: Uneasy Residents of Academe' in R. Wisniewski & E.R. Ducharme (Eds.) *The Professors of Teaching: An inquiry.* New York: SUNY Press.

Ducharme, E., & Ducharme, M. (1996) 'A study of teacher educators: Research from the United States of America', *Journal of Education for Teaching*, 22:1, 57–70.

Eisner, E. W. (1993) 'Forms of Understanding and the Future of Educational Research', *Educational Researcher,* 22:7, 5-11.

Eliahoo, R. (2014) 'The accidental experts: a study of FE teacher educators, their professional development needs and ways of supporting these', unpublished PhD thesis, UCL IoE.

Eliahoo, R. (2017) 'Teacher educators: proposing new professional development models within an English further education context', *Professional Development in Education*, 43:2, 179-193.

Ellery, K. (2017) 'Conceptualising knowledge for access in the sciences: academic development from a social realist perspective', *Higher Education*, 74:5, 915-931.

Ellis, V. (2012) 'Living with Ghosts: 'Disciplines', Envy and the Future of Teacher Education', *Changing English: Studies in Culture and Education,* 19:2, 155-166.

Ellis, V., McNicholl, J. & Pendry, A. (2012) 'Institutional conceptualisations of teacher education as academic work in England'*, Teaching and Teacher Education*, 28, 685-693.

Ellis, V., Glackin, M., Heighes, D., Norman, M., Nicol, S., Norris, K., Spencer, I. & McNicholl, J. (2013) 'A difficult realisation: the proletarianisation of higher education-based teacher educators', *Journal of Education for Teaching*, 39:3, 266-280.

Ellis, V. & McNicholl, J. (2015) *Transforming Teacher Education: Reconfiguring the Academic Work*. London: Bloomsbury Academic.

Ensor, P. (2004) 'Towards a sociology of teacher education' in J. Muller, B. Davies and A. Morais (Eds.) *Reading Bernstein, Researching Bernstein.* London: RoutledgeFalmer.

Eraut, M. (1994) *Developing Professional Knowledge and Competence.* London: Falmer Press.

Eraut, M. (1995) 'Schön Shock: a case for refraining reflection-in-action?', *Teachers and Teaching*, 1:1, 9-22.

Erlandson, P. (2005) 'The Body Disciplined: Rewriting Teaching Competence and the Doctrine of Reflection', *Journal of Philosophy of Education*, 39:4, 661-670.

ETF (2014) (Educational and Training Foundation) *Professional Standards for Teachers and Trainers in Education and Training – England.* London: ETF. Available online. https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/. Accessed 5 April 2018.

European Commission (2013) *Supporting Teacher Educators for better learning outcomes.* Brussels: European Commission.

Evetts, J. (2006) 'Short Note: The Sociology of Professional Groups: New Directions', *Current Sociology*, 54:1, 133–143.

Evetts, J. (2013) 'Professionalism: Value and ideology', *Current Sociology Review* 61:5-6, 778-796.

Fay, B. (1996) *Contemporary philosophy of social science: a multicultural approach.* Oxford: Blackwell.

FENTO (1999) *FENTO (Further Education National Training Organisation) Standards for teaching and supporting learning in further education in England and Wales.* London: FENTO.

Field, S. (2012) 'The trials of transition, and the impact upon the pedagogy of new teacher educators', *Professional Development in Education*, 38:5, 811-826.

Findlow, S. (2012) 'Higher education change and professional-academic identity in newly 'academic' disciplines: the case of nurse education', *Higher Education,* 63:1, 117-133.

Fisher, R., Simmons, R. & Thompson, R. (2019) 'Introduction to the Lifelong Learning Sector' in J. Avis, R. Fisher & R. Thompson (Eds.) *Teaching in Lifelong Learning: A Guide to Theory and Practice.* 3rd edition. London: OUP.

Fitzpatrick, J.J. (2009) 'Editorial: Disciplinary custodians in nursing', *Applied Nursing Research,* 22:1, 1-1.

Flick, U. (2014) *An Introduction to Qualitative Research* (5th ed.). London: SAGE.

Fontana, A., & Frey, J.H. (2005) 'The Interview: From Neutral Stance to Political Involvement' in N.K. Denzin & Y.S. Lincoln (Eds.) *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE

Fook, J. (2010) 'Beyond reflective practice: Reworking the 'critical' in critical reflection' in H. Bradbury, N. Frost, S. Kilminster and M. Zukas (Eds.) *Beyond Reflective Practice: New approaches to professional lifelong learning*. Abingdon: Routledge.

Freidson, E. (2001) *Professionalism: the third logic*. Cambridge: Polity Press.

Fulford, A., Powell, D., Robinson, D. & Thompson, R. (2019) 'Teacher education for lifelong learning' in J. Avis, R. Fisher & R. Thompson (Eds.) *Teaching in Lifelong Learning: A guide to theory and practice,* 3rd edition. London: OUP.

Furlong, J. (1996) 'Do student teachers need higher education?' in J. Furlong and R. Smith (Eds.) *The Role of Higher Education in Initial Teacher Training.* London: Kogan Pace.

Furlong, J. (2013) *Education – an Anatomy of the Discipline: Rescuing the university project?* London: Routledge.

Furlong, J., Barton, L., Miles, S., Whiting, C., & Whitty, G. (2000) *Teacher education in transition*. Buckingham: OUP.

Furlong, J., & Lawn, M. (2011) 'Disciplines of education and their role in the future of educational research: concluding reflections' in J. Furlong & M. Lawn (Eds.) *Disciplines of Education: Their role in the future of education research.* London: Routledge.

Furlong, J. & Whitty, G. (2017) 'Knowledge Traditions in the Study of Education' in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

Gamble, J. (2006) 'Theory and Practice in the vocational curriculum' in M. Young & J. Gamble (Eds.) *Knowledge, curriculum and qualifications for South African further education.* Cape Town: Human Sciences Research Council.

Gamble, J. (2010) *Teacher Professionalism: A Literature Review.* JET Education Services. Available online. https://www.jet.org.za/resources/Teacher%20professionalism%20a%20literature%20review.pdf/view. Accessed 1 October 2018.

Georgiou, H. Maton, K. & Sharma, M. (2014) 'Recovering Knowledge for Science Education Research: Exploring the "Icarus Effect" in Student Work', *Canadian Journal of Science, Mathematics and Technology Education*, 14:3, 252-268.

Gibb, N. (2014) 'Teaching unions aren't the problem – universities are'. *The Guardian.* 23 April. Available online. https://www.theguardian.com/commentisfree/2014/apr/23/teaching-unions-arent-problem-universities-schools-minister. Accessed 27 March 2018.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. & Trow, M. (1994) *The new production of knowledge: The dynamics of science and research in contemporary societies.* London: SAGE.

Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

Giloi, S. & Belluigi, D. Z. (2017) 'Underlying knowledge knower structures in graphic design: Contributing to establishing a cohesive language for use in graphic design education', *Art, Design and Communication in Higher Education*, 16:1, 7-22.

Gleeson, J., Sugrue, C. & O'Flaherty, J. (2017) 'Research capacity and initial teacher education reform: Irish experiences, international perspectives', *Teaching and Teacher Education*, 62, 19-29.

Goodson, I.F. (2003) *Professional Knowledge, Professional Lives: studies in education and change,* Maidenhead: OUP.

Goodwin, A.L. (2019) 'Preface' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education*: *Insider Perspectives.* Cham, Switzerland: Springer.

Goodwin, A.L. & Kosnik, C. (2013) 'Quality teacher educators = quality teachers? Conceptualising essential domains of knowledge for those who teach teachers', *Teacher Development*, 17:3, 334-346.

Goodwin, A.L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M.Y., Reed, R. & Taveras, L. (2014) 'What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators', *Journal of Teacher Education,* 65:4, 284-302.

Gordon, G. (2010) 'Global contexts' in G. Gordon & C. Whitchurch (Eds.) *Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Workforce.* London: Routledge.

Gove, M. (2010) National College Annual Conference 16th June 2010. Available online at http://www.education.gov.uk/inthenews/speeches/a0061371/michael-gove-to-the-national-collegeannual-conference-birmingham. Accessed 9 March 2016.

Gove, M. (2013) 'I refuse to surrender to the Marxist teachers hell-bent on destroying our schools: Education Secretary berates 'the new enemies of promise' for opposing his plans', *Daily Mail,* 23 March 2013. Available online: https://www.dailymail.co.uk/debate/article-2298146/I-refuse-surrender-Marxist-teachers-hell-bent-destroying-schools-Education-Secretary-berates-new-enemies-promise-opposing-plans.html Accessed 29 January 2019

Grenfell, M., & James, D. (1998) *Bourdieu and education: Acts of practical theory*. London: Falmer Press.

Grimmett, P.P. (1988) 'The Nature of Reflection and Schön's Conception in Perspective' in P.P. Grimmett and G.L. Erickson (Eds.) Reflection in Teacher Education. New York: Teachers College Press.

Grossman, P. (2008) 'Responding to our critics: From crisis to opportunity in research on teacher education', *Journal of Teacher Education*, 59:1,10-23.

Grossman, P. & McDonald, M. (2008) 'Back to the Future: Directions for Research in Teaching and Teacher Education', *American Educational Research Journal*, 45:1, 184-205.

Groundwater-Smith, S. & Mockler, N. (2009) *Teacher Professional Learning in an Age of Compliance: Mind the gap*, Dordrecht: Springer.

Groundwater-Smith, S. & Mockler, N. (2017) 'The Study of Education in Australia: shifting knowledge interests' in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

Grundmann, R. (2017) 'The Problem of Expertise in Knowledge Societies', *Minerva,* 55:1, 25-48.

Grushka, K., McLeod, J.H. and Reynolds, R. (2005) 'Reflecting upon reflection: theory and practice in one Australian University teacher education program', *Reflective Practice*, 6: 2, 239-246.

Guile, D. (2014) 'Interprofessional working and learning: A conceptualization of their relationship and its implications for education' in T. Fenwick & M. Nerland (Eds.) *Reconceptualising Professional Learning: Sociomaterial knowledges, practices and responsibilities*. London: Routledge.

Hadar, L. & Brody, D. (2010) 'From isolation to symphonic harmony: Building a professional development community among teacher educators', *Teaching and Teacher Education,* 26:8, 1641-1651.

Hadar, L.L. & Brody, D.L. (2017) 'Professional Learning and Development of Teacher Educators' in D.J. Clandinin & J. Jusu (Eds.) *The SAGE Handbook of Research on Teacher Education, Volume 2.* London: SAGE Publications.

Hargreaves, D.H. (1999) 'The knowledge-creating school', *British Journal of Educational Studies,* 47:2, 122-144.

Hargreaves, D.H. (2003) *Education Epidemic: Transforming secondary schools through innovation networks.* London: DEMOS.

Harkin, J., Cuff, A. and Rees, S. (2008) *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* - DRAFT INTERIM REPORT. Coventry: LLUK.

Hashem, M. (2007) 'Becoming an independent field: Societal pressures, state, and professions', *Higher Education*, 54:2, 181-205.

Hatton, E. (1997) 'Teacher educators and the production of bricoleurs: An ethnographic study', *International Journal of Qualitative Studies in Education*, 10:2, 237-258.

Henkel, M. (2005) 'Academic Identity and Autonomy in a Changing Policy Environment', *Higher Education*, 49: 1/2, 155-176.

Henkel, M. (2010) 'Introduction: Change and Continuity in Academic and Professional Identities' in G. Gordon & C. Whitchurch (Eds.) *Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Workforce.* London: Routledge.

Henkel, M. & Vabø, A (2006) 'Academic Identities' in M. Kogan, M. Bauer, I. Bleiklie & M. Henkel (Eds.) *Transforming Higher Education: A Comparative Study* (2nd edition). Dordrecht: Springer.

Herrett, M. (2017) 'Teacher educators as specialists: what knowledge and does it matter?'. Paper presented at Second International Legitimation Code Theory Conference*,* University of Sydney, Australia, 3-7 July.

Herrett, M. (2019) 'Knowledge and knowers: the case of the academy and teacher education for PCET'. Paper presented at Third International Legitimation Code Theory Conference, Wits School of Education, University of the Witwatersrand, Johannesburg, South Africa, 1-5 July.

Hirst, P. & Carr, W. (2005) 'Philosophy and education – a symposium', *Journal of Philosophy of Education,* 39:4, 615-632.

Hodder, I. (2003) 'The interpretation of documents and material culture' in N. K. Denzin and Y.S. Lincoln (Eds.) *Handbook of Qualitative Research*. London: SAGE.

Holland, D., Lachicotte, W. Jnr., Skinner, D. & Cain, C. (1998) *Identity and Agency in Cultural Worlds.* Cambridge, MA; London: Harvard University Press.

Hordern, J. (2014) 'How is vocational knowledge recontextualised?', *Journal of Vocational Education & Training*, 66:1, 22-38.

Hordern, J. (2014b) ‘The Logic and Implications of School-based Teacher Formation’, *British Journal of Educational Studies*, 62:3, 231-248.

Hordern, J. (2015) ‘Teaching, teacher formation, and specialised professional practice’, *European Journal of Teacher Education*, 38:4, 431-444.

Hordern, J. (2017) ‘Bernstein’s Sociology of Knowledge and Education(al) Studies’ in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

Hordern, J. (2018) ‘Educational knowledge: traditions of inquiry, specialisation and practice’, *Pedagogy, Culture & Society*, 26:4, 577-591.

Hordvik, M., MacPhail, A. & Ronglan, L.T. (2020) ‘Developing a pedagogy of teacher education using self-study: A rhizomatic examination of negotiating learning and practice’, *Teaching and Teacher Education,* Vol. 88, 1-11.

Howard, S. & Maton, K. (2011) 'Theorising knowledge practices: a missing piece of the educational technology puzzle', *Research in Learning Technology,* 19: 3, 191-206.

Jackson, F. (2014) ‘Review of Knowledge and Knowers: Towards a realist sociology of education (2014) by Karl Maton’, *Per Linguam.* 30:2, 88-92.

Jameson, J. & Hillier, Y. (2008) ‘'Nothing will prevent me from doing a good job'. The professionalisation of part-time teaching staff in further and adult education', *Research in Post-Compulsory Education*, 13: 1, 39 – 53.

Jenkins, R. (2002) *Pierre Bourdieu.* Revised edition. Abingdon, Oxon: Routledge.

Kaiser, K. (2009) ‘Protecting respondent confidentiality in qualitative research’, *Qualitative Health Research*, 19:11, 1632–1641.

Kelchtermans, G. (2013) ‘Who I am in how I Teach is the Message: Self-Understanding Vulnerability, and Reflection’*, Advances in Research on Teaching*, 19, 379–401.

Kinsella, E. A. (2007) ‘Technical rationality in Schön’s reflective practice: dichotomous or non-dualistic epistemological position’, *Nursing Philosophy*, 8:2, 102-113.

Kleinsasser, R. (2017) ‘A Quest for Teacher Educator Work’ in D.J. Clandinin & J. Jusu (Eds.) *The SAGE Handbook of Research on Teacher Education, Volume 2.* London: SAGE Publications.

Knight, S.L., Lloyd, G.M., Arbaugh, F., Gamson, D., McDonald, S.P. & Nolan, J. (2014) ‘Professional Development and Practices of Teacher Educators’, *Journal of Teacher Education,* 65:4, 268-270.

Kolb, D. A. (1981) ‘Learning Styles and Disciplinary Differences’ in A. W. Chickering (Ed.) *The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society*. San Francisco, CA: Jossey Bass.

Korthagen, F.A.J., Loughran, J. & Lunenberg, M. (2005) ‘Teaching teachers—studies into the expertise of teacher educators: an introduction to this theme issue’, *Teaching and Teacher Education,* 21:2, 107-115.

Koster, B. & Dengerink, J. J. (2008) 'Professional standards for teacher educators: how to deal with complexity, ownership and function. Experiences from the Netherlands', *European Journal of Teacher Education*, 31:2, 135-149.

Kotzee, B. (2012) 'Private practice: exploring the missing social dimension in 'reflective practice'', *Studies in Continuing Education*, 34:1, 5-16.

Kotzee, B. (2014) 'Expertise, fluency and social realism about professional knowledge', *Journal of Education and Work*, 27:2, 161-178.

Kotzee, B. (2014b) 'Differentiating forms of professional expertise' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Krause, K.-L. D. (2014) 'Challenging perspectives on learning and teaching in the disciplines: the academic voice', *Studies in Higher Education*, 39:1, 2-19.

Kuhlee, D. & Winch, C. (2017) 'Teachers' Knowledge in England and Germany: the conceptual background' in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

Labaree, D.F. (2003) 'The Peculiar Problems of Preparing Educational Researchers', *Educational Researcher*, 32:4, 13-22.

LaBoskey, V. K. (2004) 'The methodology of self-study and its theoretical underpinnings' in J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices.* Dordrecht: Kluwer Academic.

Lampert, M. (2008) 'Knowing teaching: The intersection of research on teaching and qualitative research' in M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts*. Third edition, New York, NY: Routledge.

Lather, P. (1986) 'Research as Praxis', *Harvard Educational Review,* 56:3, 257-277.

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation.* Cambridge: Cambridge University Press.

Lawn, M. & Furlong, J. (2011) 'The disciplines of education: between the ghost and the shadow' in J. Furlong & M. Lawn (Eds.) *Disciplines of Education: Their role in the future of education research.* London: Routledge.

Lee, H-J. (2005) 'Understanding and assessing preservice teachers' reflective thinking', *Teaching and Teacher Education,* 21, 699-715.

Lincoln, Y.S. & Guba, E.G. (1985) *Naturalistic Inquiry.* London: SAGE.

LLUK (2006) *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*. Available online https://www.et-foundation.co.uk/wp-content/uploads/2014/04/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf. Accessed 11 February 2018.

Locke, P. & Maton, K. (2019) 'Serving two masters: how vocational educators experience marketisation reforms', *Journal of Vocational Education & Training*, 71:1, 1-20.

Lodahl, J. B. & Gordon, G. (1972) 'The Structure of Scientific Fields and the Functioning of University Graduate Departments', *American Sociological Review*, 37:1, 57-72.

Loo, S. Y. (2014) 'Placing 'Knowledge' in Teacher Education in the English Further Education Sector: An Alternative Approach Based on Collaboration and Evidence-Based Research', *British Journal of Educational Studies*, 62:3, 337-354.

Loughran, J., (2006) *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. Abingdon: Routledge.

Loughran, J. (2007) 'Researching teacher education practices: Responding to the challenges, demands, and expectations of self-study', *Journal of Teacher Education*, 58, 12–20.

Loughran, J. (2009) 'Is teaching a discipline? Implications for teaching and teacher education', *Teachers and Teaching: theory and practice*, 15:2, 189-203.

Loughran, J. (2010) 'Seeking knowledge for teaching teaching: Moving beyond stories' *Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices*, 6:3, 221–226.

Loughran, J. (2011) 'On becoming a teacher educator', *Journal of Education for Teaching*, 37:3, 279-291.

Loughran, J. (2014) 'Series Editor's Foreword' in M. Lunenberg, J. Dengerink & F. Korthagen, *The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators.* Rotterdam: Sense Publishers.

Loughran, J., & Berry, A. (2005) 'Modelling by Teacher Educators', *Teaching & Teacher Education*, 21, 193-203.

Loughran, J., Hamilton, M.L., LaBoskey, V. K. & Russell, T. (Eds.) (2004) *International handbook of self-study of teaching and teacher education practices*. Dordrecht: Kluwer Academic.

Lucas, N. (2007) 'Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach', *Teaching Education*, 18:2, 93-106.

Lucas, N. (2013) 'One step forward, two steps back? The professionalisation of further education teachers in England', *Research in Post-Compulsory Education*, 18:4, 389-401.

Lucas, N. & Nasta, T. (2010) 'State regulation and the professionalisation of further education teachers: a comparison with schools and HE', *Journal of Vocational Education & Training*, 62:4, 441-454.

Lucas, N., Nasta, T. & Rogers, L. (2012) 'From fragmentation to chaos? The regulation of initial teacher training in further education', *British Educational Research Journal*, 38:4, 677-695.

Luckett, K. (2009) 'The relationship between knowledge structure and curriculum: a case study in sociology', *Studies in Higher Education*, 34:4, 441-453.

Luckett, K. (2019) 'Gazes in the post-colony: an analysis of African philosophies using Legitimation Code Theory', *Teaching in Higher Education*, 24:2, 197-211.

Luckett, K. & Hunma, A. (2014) 'Making gazes explicit: facilitating epistemic access in the Humanities', *Higher Education,* 67:2, 183-198.

Lunenberg, M., Korthagen, F. & Swennen, A. (2007) 'The teacher educator as a role model', *Teaching and Teacher Education,* 23:5, 586–601.

Lunenberg, M., Dengerink, J. & Korthagen, F. (2014) *The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators.* Rotterdam: Sense Publishers.

Lytle, S. L. & Cochran-Smith, M. (1992) 'Teacher Research as a Way of Knowing', *Harvard Educational Review*, 62:4, 447-474.

Mackenzie, N. & Knipe, S. (2006) 'Research dilemmas: Paradigms, methods and methodology', *Issues in Educational Research*, 16:2, 193-205.

Maguire, M. (2000) 'Inside/Outside the Ivory tower: Teacher education in the English academy'*, Teaching In Higher Education,* 5:2, 149-165.

Marshall, T. (2014) 'New teachers need access to powerful educational knowledge', *British Journal of Educational Studies*, 62:3, 265-279.

Martin, J. L. (2016) 'Musicality and musicianship: Specialisation in jazz studies' in K. Maton, S. Hood & S. Shay (Eds.) *Knowledge-building: Educational studies in Legitimation Code Theory.* London: Routledge.

Maslow, A. H. (1943) 'A theory of human motivation', *Psychological Review*, 50:4, 370-396.

Maton, K. (2000) 'Languages of legitimation: the structuring significance for intellectual fields of strategic knowledge claims', *British Journal of Sociology of Education*, 21(2), 147–167.

Maton, K. (2003) 'Reflexivity, Relationism, & Research: Pierre Bourdieu and the Epistemic Conditions of Social Scientific Knowledge', *Space & Culture,* 6:1, 52-65.

Maton, K. (2004) 'The wrong kind of knower: Education, expansion and the epistemic device' in J. Muller, B. Davies and A. Morais (Eds.) *Reading Bernstein, Researching Bernstein.* London: RoutledgeFalmer.

Maton, K. (2005a) 'A question of autonomy: Bourdieu's field approach and higher education policy', *Journal of Education Policy*, 20:6, 687-704.

Maton, K. (2005b) *The Field of Higher Education: A sociology of the reproduction, transformation, change and the conditions of emergence for cultural studies*. Unpublished PhD thesis, St John's College, University of Cambridge. Available www.legitimationcodetheory.com. Accessed 4 January 2017.

Maton K. (2007) 'Knowledge-knower structures in intellectual and educational fields', in F. Christie & J. Martin (Eds.) *Language, Knowledge and Pedagogy: Functional linguistic and sociological perspectives*. London: Continuum.

Maton, K. (2009) 'Cumulative and segmented learning: exploring the role of curriculum structures in knowledge-building', *British Journal of Sociology of Education*, 30:1, 43-57.

Maton, K. (2010) 'Canons and Progress in the Arts and Humanities: Knowers and Gazes' in K. Maton and R. Moore (Eds.) *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind,* London: Continuum.

Maton, K. (2014) *Knowledge and Knowers: Towards a realist sociology of education.* London: Routledge.

Maton, K. (2016a) 'Legitimation Code Theory: Building knowledge about knowledge-building' in K. Maton, S. Hood & S. Shay (Eds.) *Knowledge-building: Educational studies in Legitimation Code Theory.* London: Routledge.

Maton, K. (2016b) 'Starting points: Resources and architectural glossary' in K. Maton, S. Hood & S. Shay (Eds.) Knowledge-building: Educational studies in Legitimation Code Theory. London: Routledge.

Maton K. (2018) 'Thinking like Bourdieu: Completing the Mental Revolution with Legitimation Code Theory', in J. Albright, D. Hartman, & J. Widin (Eds.) *Bourdieu's Field Theory and the Social Sciences*, London: Palgrave Macmillan.

Maton, K., Carvalho, L. & Dong, A. (2016) 'LCT in praxis: creating an e-learning environment for informal learning of principled knowledge' in K. Maton, S. Hood & S. Shay (Eds.) *Knowledge-building: Educational studies in Legitimation Code Theory.* London: Routledge.

Maton, K. & Chen, R. T-H. (2016) 'LCT in qualitative research: creating a translation device for studying constructivist pedagogy' in K. Maton, S. Hood & S. Shay (Eds.) *Knowledge-building: Educational studies in Legitimation Code Theory.* London: Routledge.

Maton, K. & Chen, R. T-H. (2020) 'Specialization Codes: Knowledge, Knowers and Student Success' in J.R. Martin, K. Maton & Y.J. Doran (Eds.) *Academic Discourse: Systemic Functional Linguistics and Legitimation Code Theory.* London: Routledge.

Maton, K. & Moore, R. (2010a) 'Introduction: Coalitions of the Mind' in K. Maton & R. Moore (Eds.) *Social Realism, Knowledge and the Sociology of Education*. London: Continuum.

Maton, K. & Moore, R. (2010b) 'Progress and canons in the arts and humanities: Knowers and gazes' in K. Maton and R. Moore (Eds.) *Social Realism, Knowledge and the Sociology of Education*, London, Continuum.

Maton, K. & Muller, J. (2007) 'A sociology for the transmission of knowledges' in F. Christie and J.R. Martin (Eds.) *Language, Knowledge and Pedagogy: Functional Linguistic and Social Perspectives,* London: Continuum.

Maxwell, B. (2010) 'Teacher knowledge and initial teacher education in the English learning and skills sector', *Teaching Education*, 21:4, 335-348.

Maxwell, J.A. (2005) *Qualitative Research Design: An Interactive Approach.* London: SAGE.

Mayer, D., Mitchell, J., Santoro, N. & White, S. (2011) 'Teacher educators and 'accidental' careers in academe: an Australian perspective', *Journal of Education for Teaching*, 37:3, 247-260.

McCulloch, G. (2017) 'Education: an applied multidisciplinary field? The English Experience' in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

McLean, M., Abbas, A. & Ashwin, P. (2013) 'The use and value of Bernstein's work in studying (in)equalities in undergraduate social science education', *British Journal of Sociology of Education*, 34:2, 262-280.

McNamara M. (2007) 'Of Bedpans and Ivory Towers: The Discursive Construction of the Nursing Academic: An investigation into the underlying principles structuring the field of academic nursing in Ireland', Unpublished doctoral thesis. The Open University. Available www.legitimationcodetheory.com. Accessed 16 April 2015.

McNamara M. (2009a) 'Academic leadership in nursing: legitimating the discipline in contested spaces', *Journal of Nursing Management* 17, 484–493.

McNamara, M. (2009b) 'Nursing academics' languages of legitimation: A discourse analysis', *International Journal of Nursing Studies,* 46:12, 1566–1579.

McNamara, M. (2010a) 'What lies beneath? The underlying principles structuring the field of academic nursing in Ireland', *Journal of Professional Nursing,* 26, 377-384.

McNamara, M. (2010b) 'Where is nursing in academic nursing? Disciplinary discourses, identities and clinical practice: a critical perspective from Ireland', *Journal of Clinical Nursing*, 19, 766–774.

McNamara, M. & Fealy, G. (2011) 'Editorial: Legitimation code theory: A new lens through which to view our academic practice', *Contemporary Nurse,* 38:1/2, 119-121.

McNamara, M. & Fealy, G. (2014) 'Knowledge matters in nursing' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

McNamara, O., Jones, M. & Murray, J. (2014) 'Framing Workplace Learning' in O. McNamara, M. Jones, and J. Murray (Eds.) *Workplace Learning in Teacher Education: International Practice and Policy*. Dordrecht: Springer.

McPherson, J. (2014) 'Comparing 'apples with apples': Professional accounting practices in university classroom discourse'. Unpublished doctoral thesis. University of Sydney. Available www.legitimationcodetheory.com. Accessed 29 June 2015.

Menter, I. (2016) 'Foreword' in J. Crawley (Ed.) *Post Compulsory Teacher Educators: Connecting Professionals.* St Albans: Critical Publishing.

Menter, I. (2017) *The Role and Contribution of Higher Education in Contemporary Teacher Education*. Edinburgh: Scottish Council of Deans of Education. Available http://www.scde.ac.uk/wp-content/uploads/2017/05/Report-Ian-Menter-2017-05-25.pdf. Accessed 17 October 2018.

Menter, I. and Murray, J. (2011) (Eds.) *Developing Research in Teacher Education*. London: Routledge.

Mercer, J. (2007) 'The challenges of insider research in educational institutions: wielding a double-edged sword and resolving delicate dilemmas', *Oxford Review of Education*, 33:1, 1-17.

Merriam, S. B. & Tisdell, E. J. (2016) *Qualitative Research: A Guide to Design and Implementation* (4th ed.) San Francisco: Jossey-Bass.

Miles, M.B., Huberman, A.M. & Saldana, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.), London: SAGE.

Millar, V. (2016) 'Interdisciplinary curriculum reform in the changing university', *Teaching in Higher Education*, 21:4, 471-483.

Milligan, L. (2016) 'Insider-outsider-inbetweener? Researcher positioning, participative methods and cross-cultural educational research, *Compare: A Journal of Comparative and International Education*, 46:2, 235-250.

Moon, J. (1999) *Reflection in Learning and Professional Development: Theory and practice*. London: Kogan Page.

Moore, C. (2013) 'Teaching qualifications must include a stint in business — or the army', *The Spectator's Notes, The Spectator,* 9 November. Available https://www.spectator.co.uk/2013/11/the-spectators-notes-364/. Accessed 17 October 2018.

Moore, R. (1994) 'Professionalism, Expertise and Control in Teacher Training' in M. Wilkin & D. Sankey (Eds.) *Collaboration and Transition in Initial Teacher Training.* London: Kogan Page.

Moore, R. (2000) 'For knowledge: Tradition, progressivism and progress in education – reconstructing the curriculum debate', *Cambridge Journal of Education* 30:1,17–36.

Moore, R. (2006) 'Knowledge structures and intellectual fields: Basil Bernstein and the sociology of knowledge' in R. Moore, M. Arnot, J. Beck and H. Daniels (Eds.) *Knowledge, Power and Educational Reform: Applying the sociology of Basil Bernstein*. London: Routledge.

Moore, R. (2007) *Sociology of Knowledge and Education.* London: Continuum.

Moore, R. (2009) *Towards the Sociology of Truth.* London: Continuum.

Moore, R. (2012) 'Capital' in M. Grenfell (Ed.) *Pierre Bourdieu: Key concepts* (2nd ed.) Durham: Acumen.

Moore, R. (2013a) *Basil Bernstein: the thinker and the field.* Oxon: Routledge.

Moore, R. (2013b) 'Social Realism and the problem of the problem of knowledge in the sociology of education', *British Journal of Sociology of Education,* 34:3, 333-353.

Moore, R. & Maton, K. (2001) 'Founding the sociology of knowledge: Basil Bernstein, intellectual fields and the epistemic device', in A. Morais, I. Neves, B. Davies and H. Daniels (Eds.) *Towards a Sociology of Pedagogy*, New York: Peter Lang.

Moore, R. & Muller, J. (2002) 'The Growth of Knowledge and the Discursive Gap', *British Journal of Sociology of Education*, 23: 4, 627- 637.

Moore, R., & Young, M. (2010) 'Reconceptualising knowledge and the curriculum in the sociology of education' in K. Maton & R. Moore (Eds.) *Social realism, knowledge and the sociology of education*. London: Continuum.

Morais, A. M. (2002) 'Basil Bernstein at the Micro Level of the Classroom', *British Journal of Sociology of Education*, 23:4, 559-569.

Muller, J. (2000) *Reclaiming Knowledge: Social theory, curriculum and education policy.* London: RoutledgeFalmer.

Muller, J. (2006) 'On the shoulders of giants: verticality of knowledge and the school curriculum' in R. Moore, M. Arnot, J. Beck and H. Daniels (Eds.) *Knowledge, Power and Educational Reform: Applying the sociology of Basil Bernstein.* Oxon: Routledge

Muller, J. (2007) 'On splitting hairs: hierarchy, knowledge and the school curriculum' in F. Christie & J.R. Martin (Eds.) *Language, Knowledge and Pedagogy: Functional Linguistic and Sociological Perspectives.* London: Continuum.

Muller, J. (2009) 'Forms of knowledge and curriculum coherence'*, Journal of Education and Work*, 22: 3, 205-226.

Muller, J. & Young, M. (2014) 'Disciplines, skills and the university', *Higher Education,* 67:2, 127-140.

Murray, J. (2007) 'Countering insularity in teacher education: academic work on pre-service courses in nursing, social work and teacher education', *Journal of Education for Teaching*, 33:3, 271-291.

Murray, J. (2008a) 'Teacher educators' induction into Higher Education: work-based learning in the micro communities of teacher education', *European Journal of Teacher Education*, 31:2, 117-133.

Murray, J. (2008b) 'Towards the re-articulation of the work of teacher educators in Higher Education institutions in England', *European Journal of Teacher Education*, 31:1, 17-34.

Murray, J. (2014) 'Teacher educators' constructions of professionalism: a case study', *Asia-Pacific Journal of Teacher Education*, 42:1, 7-21.

Murray, J. (2017) 'Defining Teacher Educators: International Perspectives and Contexts' in D.J. Clandinin & J. Jusu (Eds.) *The SAGE Handbook of Research on Teacher Education, Volume 2.* London: SAGE Publications.

Murray, J., Campbell, A., Hextall, I., Hulme, M., Jones, M., Mahony, P., Menter, I., Procter, R. & Wall, K. (2009a) 'Research and teacher education in the UK: Building capacity', *Teaching and Teacher Education,* 25, 944–950.

Murray, J., Czerniawski, G. & Barber, P. (2011) 'Teacher educators' identities and work in England at the beginning of the second decade of the twenty-first century', *Journal of Education for Teaching*, 37:3, 261-277.

Murray, J., Czerniawski, G. & Barber, P. (2019a) 'Who Is Teaching Me and What Do They Know? Student Teachers' Perceptions of Their Teacher Educators and Mentors'

in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Murray, J., Jones, M., McNamara, O. & Stanley G. (2009b) 'Capacity = Expertise x Motivation x Opportunities: Factors in Capacity Building in Teacher Education in England', *Journal of Education for Teaching*, 35:4, 391–408.

Murray, J. & Kosnik, C. (2011) 'Academic work and identities in teacher education', *Journal of Education for Teaching*, 37:3, 243-246.

Murray, J. & Male, T. (2005) 'Becoming a teacher educator: evidence from the field', *Teaching and Teacher Education*, 21:2, 125–142.

Murray, J. & Mutton, T. (2016) 'Teacher education in England: change in abundance, continuities in question' in Teacher Education Group, *Teacher Education in Times of Change*. Bristol: Policy Press.

Murray, J., Swennen, A. & Shagrir, L. (2009c) 'Understanding Teacher Educators' Work and Identities' in A. Swennen & M. van der Klink (Eds.) *Becoming a Teacher Educator: Theory and Practice for Teacher Educators*. Dordrecht: Springer.

Murray, J., Swennen, A. & Kosnik, C. (2019b) 'International Policy Perspectives on Change in Teacher Education' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Murray, J., Swennen, A. & Kosnik, C. (2019c) 'Afterword' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Myrdal, S., Schratz, M., Snoek, M., Stéger, C & Caena, F. (2013) *Supporting Teacher Educators: for better learning outcomes,* European Commission publication.

Nasta, T. (2007) 'Translating national standards into practice for the initial training of Further Education (FE) teachers in England', *Research in Post-Compulsory Education*, 12:1, 1-17.

Neumann, R. (2001) 'Disciplinary Differences and University Teaching', *Studies in Higher Education*, 26:2, 135-146.

Neumann, R., Parry, S. & Becher, T. (2002) 'Teaching and Learning in their Disciplinary Contexts: A conceptual analysis', *Studies in Higher Education*, 27:4, 405-417.

Newman, S. (1999) 'Constructing and critiquing reflective practice[1]', *Educational Action Research*, 7:1, 145-163.

Noble, H. & Smith, J. (2015) 'Issues of validity and reliability in qualitative research' in *Evidence Based Nursing,* 18: 2, 34-35.

Noel, P. (2006) 'The secret life of teacher educators: becoming a teacher educator in the learning and skills sector', *Journal of Vocational Education & Training*, 58:2, 151-170.

Norton, S. (2012) 'Potential Realised or Same Old Cinderella? Future Options for England's Further Education Sector', *SKOPE Research Paper* No. 109, Cardiff: ESRC

Centre on Skills, Knowledge and Organisational Performance. Available online. http://www.skope.ox.ac.uk/wp-content/uploads/2014/04/WP109_0.pdf. Accessed 8 April 2018.

Ofsted (2003) *The initial training of further education teachers: a survey.* London: Ofsted Publications Centre.

Ofsted (2015) *Initial teacher education inspection handbook.* London: Ofsted Publications Centre.

Ormond, B. (2014) 'Powerful Knowledge in History: Disciplinary Strength or Weakened Episteme?' in B. Barrett & E. Rata (Eds.) *Knowledge and the Future of the Curriculum: International Studies in Social Realism.* Basingstoke: Palgrave Macmillan.

Orr, K. (2008) 'Room for improvement? The impact of compulsory professional development for teachers in England's further education sector', *Professional Development in Education*, 34: 1, 97-108.

Orr, K. & Simmons, R. (2010) 'Dual identities: the in-service teacher trainee experience in the English further education sector', *Journal of Vocational Education & Training*, 62:1, 75-88.

Orr, K. & Simmons, R. (2011) 'Restrictive practice: The work-based learning experience of trainee teachers in English further education colleges', *Journal of Workplace Learning*, 23:4, 243-257.

Polanyi, M. (1966) *The tacit dimension*. Garden City, NY: Doubleday.

Poma, S. (2017) *The mediation of Further Education professionalisation policies at the meso-level of policy-making,* Unpublished doctoral thesis. London: UCL Institute of Education.

Probst, B., & Berenson, L (2014) 'The double arrow: How qualitative social work researchers use reflexivity' in *Qualitative Social Work,* 13:6, 813-827.

Rata, E. (2012) *The Politics of Knowledge in Education.* London: Routledge.

Rata, E. & Barrett, B. (2014) 'Introduction: Knowledge and the Future of the Curriculum', in B. Barrett and E. Rata (Eds.) *Knowledge and the Future of the Curriculum: International Studies in Social Realism.* Hampshire: Palgrave Macmillan.

Ravitch, S.M., & Carl, N.M. (2016) *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological.* London: SAGE.

Rawolle, S., & Lingard, B. (2013) 'Bourdieu and educational research: Thinking tools, relational thinking, beyond epistemological innocence' in M. Murphy (Ed.) *Social Theory and Education Research: Understanding Foucault, Habermas, Bourdieu and Derrida.* Abingdon, Oxon: Routledge.

REF (2019) (Research Excellence Framework) *Guidance on submissions,* January 2019. Available online. https://www.ref.ac.uk/media/1092/ref-2019_01-guidance-on-submissions.pdf. Accessed 27 May 2019.

Reynolds, R. (1995) 'The professional self-esteem of teacher educators', *Journal of Teacher Education*, 46:3, 216–227.

Robson, C. (2002) *Real World Research: a resource for social scientists and practitioner-researchers* (2nd ed.). Oxford: Blackwell.

Robson, C. & McCartan, K. (2016) *Real World Research: A Resource for Users of Social Research Methods in Applied Settings.* (4th ed.). Chichester: John Wiley & Sons.

Rogers, L. (2011) 'Teachers and teaching in upper secondary education: a comparison of systems in place across secondary and FE sectors', *London Review of Education,* 9:2, 231-243.

Rothblatt, S. (2011) 'Gaining a commanding voice' in J. Furlong & M. Lawn (Eds.) *Disciplines of Education: Their role in the future of education research.* London: Routledge.

Russell, T. (1997) 'Teaching teachers: how I teach IS the message' in J. Loughran & T. Russell (Eds.) *Teaching about teaching: Purpose, passion and pedagogy in teacher education.* London: Falmer Press.

Ruys, I., Defruyt, S., Rots, I. & Aelterman, A. (2013) 'Differentiated instruction in teacher education: A case study of congruent teaching'*, Teachers and Teaching*, 19:1, 93-107.

Sachs, J. (2005) 'Teacher Education and Development of Professional Identity: Learning to be a Teacher' in P.M. Denicolo & M. Kompf (Eds.) *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities.* London: Routledge.

Sachs, J. (2016) 'Teacher professionalism: why are we still talking about it?', *Teachers and Teaching*, 22:4, 413-425.

Sadovnik, A.R. (1991) 'Basil Bernstein's Theory of Pedagogic Practice: A Structuralist Approach', *Sociology of Education*, 64:1, 48-63.

Saks, M. (2012) 'Defining a Profession: The Role of Knowledge and Expertise', *Professions and Professionalism.* 2:1, 1-10.

Saunders, B., Kitzinger, J. & Kitzinger, C. (2015) 'Anonymising interview data: challenges and compromise in practice', *Qualitative Research*, 15:5,616-632.

Sayer, A. (2000) *Realism and Social Science,* London: SAGE.

Schleicher, A. (2012) (Ed.) *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World*. OECD Publishing.

Schön, D. (1983) *The Reflective Practitioner: How professionals think in action.* Surrey: Ashgate.

Schön, D. (1987) *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey Bass.

Shalem, Y. (2014) 'What binds professional judgment? The case of teaching' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Shalem, Y. & Slonimsky, L. (2014) 'Practical Knowledge of Teaching: What Counts?' in B. Barrett & E. Rata (Eds.) *Knowledge and the Future of the Curriculum: International Studies in Social Realism*. Hampshire: Palgrave Macmillan.

Shattock, M. (1999) 'Governance and management in universities: the way we live now', *Journal of Education Policy*, 14:3, 271-282.

Shay, S. (2012) 'Educational development as a field: are we there yet?', *Higher Education Research & Development,* 31:3, 311-323.

Shay, S. (2014) 'Curriculum in higher education: Beyond false choices', in P. Gibbs & R. Barnett (Eds.) *Thinking about Higher Education*. London: Springer.

Shulman, L.S. (1987) 'Knowledge and Teaching: Foundations of the New Reform', *Harvard Educational Review,* 57:1, 1-22.

Shuy, R. W. (2002) 'In-Person Versus Telephone Interviewing' in J. F. Gubrium and J. A. Holstein (Eds.) *Handbook of Interview Research: Context and Method,* London: SAGE.

Simmons, R. & Thompson, R. (2007) 'Aiming higher: how will universities respond to changes in initial teacher training for the post-compulsory sector in England?', *Journal of Further and Higher Education*, 31:2, 171-182.

Simmons, R. & Walker, M. (2013) 'A comparative study of awarding organisation and HEI initial teacher training programmes for the lifelong learning sector in England', *Professional Development in Education*, 39:3, 352-368.

Simpson, A. (2017) 'The surprising persistence of Biglan's classification scheme', *Studies in Higher Education*, 42:8, 1520-1531.

Smith, K. (2005) 'Teacher educators' expertise: what do novice teachers and teacher educators say?', *Teaching and Teacher Education,* 21, 177–192.

Snoek, M., Swennen, A. & van der Klink, M. (2011) 'The quality of teacher educators in the European policy debate: actions and measures to improve the professionalism of teacher educators', *Professional Development in Education*, 37:5, 651-664.

Spenceley, L. (2006) ''Smoke and mirrors': an examination of the concept of professionalism within the FE sector', *Research in Post-Compulsory Education*. 11:3, 289-302.

Starks, H. & Trinidad, S. B. (2007) 'Choose your method: a comparison of phenomenology, discourse analysis, and grounded theory', *Qualitative Health Research,* 17:10, 1372-1380.

Swennen, A., Jones, K. & Volman, M. (2010) 'Teacher educators: their identities, sub-identities and implications for professional development', *Professional Development in Education*, 36:1-2, 131-148.

Swennen, A., Lunenberg, M. & Korthagen, F. (2008) 'Preach what you teach! Teacher educators and congruent teaching', *Teachers and Teaching: Theory and Practice*, 14:6, 531–542.

Swennen, A. & Volman, M. (2019) 'The Development of the Identity of Teacher Educators in the Changing Context of Teacher Education in the Netherlands' in J. Murray, A. Swennen & C. Kosnik (Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Tatto, M. T. (2019) 'Professional Knowledge and Theories of Teaching and Learning' in M.T. Tatto & I. Menter (Eds.) *Knowledge, policy and practice in teacher education: a cross-national study.* London: Bloomsbury Academic.

Tatto, M.T. & Hordern, J. (2017) 'The Configuration of Teacher Education as a Professional Field of Practice: a comparative study of mathematics education' in G. Whitty & J. Furlong (Eds.) *Knowledge and the Study of Education: an international exploration.* Oxford: Symposium Books.

Tatto, M. T. & Menter, I. (2019) 'The Significance of Teacher Education' in M.T. Tatto & I. Menter (Eds.) *Knowledge, policy and practice in teacher education: a cross-national study.* London: Bloomsbury Academic.

Taylor, N. (2014) 'Knowledge and teacher professionalism: The case of mathematics teaching' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Thompson, R. (2014) *Initial Teacher Education for the Education and Training Sector in England: Development and Change in Generic and Subject-Specialist Provision.* Report commissioned by The Gatsby Charitable Foundation. London: Gatsby Charitable Foundation.

Thomson, P. (2012) 'Field' in M. Grenfell (Ed.) *Pierre Bourdieu: Key concepts* (2nd ed.) Durham: Acumen.

Thurston, D. (2010) 'The invisible educators: exploring the development of Teacher Educators in the Further Education system', *Teaching in lifelong learning: a journal to inform and improve practice*, 2:1, 47-55.

Tight, M. (2019) *Higher education research: the developing field.* London: Bloomsbury Academic.

Tolich, M. (2004) 'Internal confidentiality: when confidentiality assurances fail relational informants', *Qualitative Sociology,* 27:1, 101–106.

Trowler, P. (2012) 'Disciplines and Interdisciplinarity: conceptual groundwork' in P. Trowler, M. Saunders & V. Bamber (Eds.) *Tribes and Territories in the 21st Century: Rethinking the significance of disciplines in higher education.* London: Routledge.

Trowler, P. (2014) 'Depicting and researching disciplines: strong and moderate essentialist approaches', *Studies in Higher Education*, 39:10, 1720-1731.

Trowler, P., Saunders, M. & Bamber, V. (2012) 'Conclusion: Academic Practices and the Disciplines in the 21st Century' in P. Trowler, M. Saunders & V. Bamber (Eds.) *Tribes and Territories in the 21st Century: Rethinking the significance of disciplines in higher education.* London: Routledge.

Ulvik, M. & Smith, K. (2019) 'Teaching About Teaching: Teacher Educators' and Student Teachers' Perspectives from Norway' in J. Murray, A. Swennen & C. Kosnik

(Eds.) *International Research, Policy and Practice in Teacher Education: Insider Perspectives.* Cham, Switzerland: Springer.

Valli, L. (1993) 'Reflective Teacher Education Programs: An Analysis of Case Studies' in J. Calderhead and P. Gates (Eds.) *Conceptualising Reflection in Teacher Development.* London: Falmer Press.

Van der Klink, M., Kools, Q., Avissar, G., White, S. & Sakata, T. (2017) 'Professional development of teacher educators: what do they do? Findings from an explorative international study', *Professional Development in Education*, 43:2, 163-178.

Van Heerden, M., Clarence, S. & Bharuthram, S. (2017) 'What lies beneath: exploring the deeper purposes of feedback on student writing through considering disciplinary knowledge and knowers', *Assessment & Evaluation in Higher Education*, 42:6, 967-977.

Vanassche, E. & Kelchtermans, G. (2015) 'The state of the art in Self-Study of Teacher Education Practices: a systematic literature review', *Journal of Curriculum Studies*, 47:4, 508-528.

Wacquant, L.J.D. (1989) 'Towards a Reflexive Sociology: A Workshop with Pierre Bourdieu', *Sociological Theory,* 7:1, 26-63.

Wheelahan, L. (2007) 'How competency-based training locks the working class out of powerful knowledge: a modified Bernsteinian analysis,' *British Journal of Sociology of Education*, 28: 5, 637–51.

Wheelahan, L. (2010a) *Why Knowledge Matters in Curriculum: A social realist argument.* London: Routledge.

Wheelahan, L. (2010b) 'Competency-Based Training, Powerful Knowledge and the Working Class' in K. Maton and R. Moore (Eds.) *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind,* London: Continuum.

Wheelahan, L. (2012a) 'The problem with competency-based training' in H. Lauder, M. Young, H. Daniels, M. Balarin & J. Lowe (Eds.) *Educating for the Knowledge Economy? Critical Perspectives.* London: Routledge.

Wheelahan, L. (2012b) 'Accessing Knowledge in the University of the Future: Lessons from Australia' in R. Barnett (Ed.) *The Future University: Ideas and Possibilities,* London: Routledge.

Wheelahan, L. (2014) 'Babies and Bathwater: Revaluing the Role of the Academy in Knowledge' in P. Gibbs and R. Barnett (Eds.) *Thinking about Higher Education,* London: Springer.

Whitty, G. (2008) 'Changing modes of teacher professionalism: traditional, managerial, collaborative and democratic' in B. Cunningham (Ed.) *Exploring Professionalism.* Bedford Way Papers. London: Institute of Education, University of London.

Whitty, G. (2014) 'Recent developments in teacher training and their consequences for the 'University Project' in education', *Oxford Review of Education*, 40:4, 466-481.

Whitty, G. (2016) *Research and Policy in Education: evidence, ideology and impact.* London: UCL IOE Press.

Willemse, T. M. & Boei, F. (2013) 'Teacher educators' research practices: an explorative study of teacher educators' perceptions on research', *Journal of Education for Teaching*, 39:4, 354-369.

Williams, J. (2010) 'Constructing a new professional identity: Career change into teaching', *Teaching and Teacher Education,* 26:3, 639-647.

Wilson, P. (1983) *Second-hand knowledge: an inquiry into cognitive authority.* Westport Conn: Greenwood Press.

Winch, C. (2004) 'What do teachers need to know about teaching? A critical examination of the occupational knowledge of teachers', *British Journal of Educational Studies,* 52:2, 180-196.

Winch, C. (2010) *Dimensions of Expertise: A Conceptual Exploration of Vocational Knowledge*. London: Continuum.

Winch, C. (2012) 'For Philosophy of Education in Teacher Education', *Oxford Review of Education*, 38:3, 305–322.

Winch, C. (2014) 'Know-how and knowledge in the professional curriculum' in M. Young & J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Winch, C., Oancea, A. & Orchard, J. (2015) 'The contribution of educational research to teachers' professional learning: philosophical understandings', *Oxford Review of Education*, 41:2, 202-216.

Wolff, K. (2017) 'Engineering Problem-Solving Knowledge: The Impact of Context', *Journal of Education and Work*, 30:8, 840–853.

Wolff, K. (2018) 'A language for the analysis of disciplinary boundary crossing: insights from engineering problem-solving practice', *Teaching in Higher Education*, 23:1, 104-119.

Wyse, D., Brown, C., Oliver, S. & Poblete, X. (2018) *The BERA Close-to-Practice Research Project: Research Report*. London: British Educational Research Association. Retrieved from: https://www.bera.ac.uk/researchers-resources/publications/bera-statement-on-close-topractice-research. Accessed 5 November 2019.

Yardley, L. (2000) 'Dilemmas in qualitative health research', *Psychology and Health*, 15:2, 215-228.

Yardley, L. (2017) 'Demonstrating the validity of qualitative research', *The Journal of Positive Psychology*, 12:3, 295-296.

Young, M. (2008) *Bringing Knowledge Back In: From social constructivism to social realism in the sociology of education,* Abingdon, Oxon: Routledge.

Young, M. (2009) 'Education, globalization and the 'voice of knowledge'', *Journal of Education and Work,* 22:3, 193-204.

Young, M. (2019) 'Conceptualising the Curriculum' in *Research Intelligence.* Issue 138 Spring 2019, 14-15. BERA.

Young, M. & Muller, J. (2010) 'Three Educational Scenarios for the Future: lessons from the sociology of knowledge', *European Journal of Education*, 45:1, 11-27.

Young, M. & Muller, J. (2014a) 'From the sociology of professions to the sociology of professional knowledge' in M. Young and J. Muller (Eds.) *Knowledge, Expertise and the Professions.* London: Routledge.

Young, M. & Muller, J. (2014b) 'On the Powers of Powerful Knowledge' in B. Barrett & E. Rata (Eds.) *Knowledge and the Future of the Curriculum: International Studies in Social Realism.* Hampshire: Palgrave Macmillan.

Young, M. & Muller, J. (2016) *Curriculum and the Specialisation of Knowledge: Studies in the sociology of education.* London: Routledge.

Zaidi, A., Caisl, J., Puts, E. & Howat, C. (2018) *Initial Teacher Education in FE: A report prepared for the Education and Training Foundation by ICF Consulting Services Ltd.* London: Education and Training Foundation.

Zeichner, K. (2005) 'Becoming a teacher educator: a personal perspective', *Teaching and Teacher Education,* 21:2, 117–124

Zeichner, K. (2007) 'Accumulating knowledge across self-studies in teacher education', *Journal of Teacher Education*, 58:1, 36–46.

Zeichner, K. (2010) 'Rethinking the Connections between Campus Courses and Field Experiences in College- and University-based Teacher Education', *Journal of Teacher Education,* 61:1-2, 89-99.

Zeichner, K., Payne, K.A., & Brayko, K. (2015) 'Democratizing Teacher Education', *Journal of Teacher Education,* 66:2, 122-135.

Žogla, I. (2018) 'Science of Pedagogy: Theory of Educational Discipline and Practice', *Journal of Teacher Education for Sustainability*, 20:2, 31-43.

Appendices

Appendix 1: TEd participant information

Gender	***Number***	***Percent***
Female	17	63%
Male	10	37%
Total	27	100%
Employment category		
Professor	1	4%
Principal lecturer / reader	5	19%
Senior Lecturer / senior teaching fellow	12	44%
Lecturer / teaching fellow	9	33%
Total	27	100%
Length of service as academic TEds		
1 – 4 years	4	15%
5 – 8 years	11	41%
9 – 12 years	7	26%
More than 12 years	5	18%
Total	27	100%
Highest academic qualification		
PhD	6	22%
PhD (pending)	3	11%
EdD	4	15%
EdD (pending)	2	7%
Masters degrees (non-doctoral TEds)	10	37%
Masters degrees (pending)	1	4%
Bachelors degrees (non-MA/MSc TEds)	1	4%
Total	27	100%
Original subject specialism TEds taught in PCET		
Adult literacy	4	14.5%
English (GCSE/A levels)	4	14.5%

English as a Foreign Language (EFL)	1	4%
English for Speakers of Other Languages (ESOL)	5	18%
Hair and Beauty	1	4%
Health and Social Care	1	4%
History	1	4%
Maths	2	7%
Modern Foreign Languages (MFL)	1	4%
Music	1	4%
Psychology	2	7%
Sociology	1	4%
No teaching experience in PCET pre ITE[9]	3	11%
Total	27	100%

Range of experience in field of education prior to PCET and/or ITE-PCET	
Primary school teaching	3
Secondary school teaching	7
University teaching	3
Leadership and management in PCET	8
Local authority / Ofsted inspectors	3
Awarding body examiners	4

[9] One TEd had prior teaching experience solely in primary schools; another solely in secondary schools. The third had corporate training experience.

Appendix 2: Indicative semi-structured interview guide for TEds

1. Could you tell me about your professional background and experience? (qualifications, original teaching specialism, how long you've been teaching, how long you've been a TEd)
2. What is your job title and role? What proportion of your work is dedicated to teacher education in PCET - e.g. teaching? mentoring? research?
3. Apart from ITE are you involved in the delivery of other university programmes e.g. *BA; MA etc*.
4. Why do you think ITE-PCET is located in the university? Should it be?
5. In your view is there any value-added of offering university qualifications in ITE (PGCE) compared to ITE awarding body qualifications delivered in FE colleges (DET)? Probe: gains (or losses); types of knowledges, influence on policy making, standing as a profession
6. What does it mean to be a successful TEd in the university? (probe: what criteria do you apply in order to gauge success; What do you think a new TEd entering HE ITE should bring to the field?; any differences with non-HE TEds?)
7. How would you portray the relationship between being a successful TEd academic and a good teacher educator? Is there a contradiction or tension between being a successful TEd academic and a good teacher-educator? * Probe: issues of identity
8. As a TEd in the university, on what basis do you specialise (probe: e.g. on basis of attitudes, values, disposition; knowledge; experience). If a knowledge specialist, what knowledge? To what extent did academic study prepare/inform your work as TEd?
9. How does new knowledge get to be accepted or incorporated within ITE? (probe: e.g. doctoral study; dissemination in peer-reviewed journals; academic conferences)
10. What are the distinct methods used in knowledge production for ITE? (probe: validity of doctoral study for ITE)
11. Are TEds in the university required to undertake research? (types?) If so, could you share examples of the types of research you have undertaken? How do you evaluate your own contribution to knowledge? (probe: e.g. peer-review)
12. How do you keep up to date with what is going on in the field of ITE? FE more broadly? Industry?
13. To what extent (if any) do you collaborate with others in your work as a researcher? As a teacher educator? Prompts: e.g. with other TEds? with academics from related (or other) disciplines in HE? With teachers in FE colleges? With your students? Probe: What strategies do you use to make this a successful collaboration?
14. How would you characterise the relationship between theory and practice in ITE?
15. Who creates the ITE curriculum? who leads curriculum development in the university? on what basis? **
16. What influence does Ofsted & ETF/LLUK standards have on your programme?
17. What would your ideal TE curriculum look like if you had freedom from outside influences or restrictions (e.g. Ofsted, the academy)? * Prompts: What would it comprise? What principles would inform it? How would it be delivered? By whom? How would it be assessed?
18. What do you think are the principles that underpin the ITE curriculum that allow for the integration of the diverse content of PCET teaching (i.e. academic and vocational areas)? what is your view as to the coherence of the overall curriculum as a whole?
19. To what extent do you feel you have ownership of the knowledge you are delivering? **

Supplementary talking points for senior manager TEds

1. What is the disciplinary status of TE? What specific knowledge might mark it out as a discipline? [What is its object of study? What are the distinct methods used in knowledge construction for ITE? To what extent is this construction of teacher education knowledge something distinct from the everyday, common-sense notion of teaching as craft?]
2. Would you characterise TEds as academics? What is this based on? [e.g. on a distinctive perspective, values, disposition; on their own experience of teaching in the sector; on specialist knowledge? what knowledge/s? doctoral work?]
3. What in your opinion should be the key focus of research in ITE-PCET conducted by TEds? Why? [should it be for direct application to ITE and PCET? For university research profile?]
4. Should TEds hold a doctorate? What purpose does it / would it serve TE-PCET? Should there be a specific teacher educator qualification for TEds? If so, what form would this take (type of qual, knowledge bases)
5. Would you agree that ITE in the academy lacks the status of traditional disciplinary areas? What in your opinion can be done to raise the status of this provision? Can practice-oriented/applied disciplines achieve parity of esteem with more traditional disciplinary areas in the academy? (explore notions of rigorous research foundation underpinning provision; boundary insulation)
6. In light of recent policy changes post-Lingfield and the push for more apprentice-based approaches to ITE across all phases of teacher education, can ITE-PCET survive as a distinct presence in academia? How might it insulate itself from challenges to its position within the academy? *

* inspired by McNamara (2007) interview schedule
** inspired by Blickem (2014) interview schedule

Appendix 3: Research information and consent form for TEd participants

Indicative title of research project: *Knowledge and initial teacher education (ITE): the case of PCET*

You are invited to participate in my doctoral research project. You have been chosen because of your work as a teacher educator delivering programmes in initial teacher education (ITE) for PCET and the location of that work within the university.

If you consent to take part you will be invited to talk about your views on the location of ITE in the university and the knowledge base you draw on in your work.

If you consent, the interview will be digitally recorded and transcribed. The interview will take place at a time and location convenient for you. Following transcription, you will be provided with a copy of the transcript.

You will have the opportunity to discuss your participation in the research at any point.

The following measures will be used to protect identities of participants:

- pseudonyms will be used during data recording and in publications; and
- all data collected will be stored securely in password protected files and/or locked cabinets. My supervisor will only see coded data. All records will be destroyed on completion of the project.

The study will constitute my doctoral thesis and elements of the study may be used in publications following its completion. In that event your anonymity will remain and a coding system will protect your identity and that of your university.

Your participation is voluntary and you may withdraw consent at any time. During interviews you are free to refuse to answer any question.

Mark Herrett

Doctoral student (PhD)
Department of Education, Practice and Society
UCL Institute of Education
(contact information provided)

Consent form

Indicative title of Study: *Knowledge and initial teacher education (ITE): the case of PCET*

Researcher: Mark Herrett

Doctoral Supervisor: Dr Lynne Rogers, UCL Institute of Education

Please confirm the following:

	Please circle as appropriate	
Have you read and understood the research information sheet for this study?	Yes	No
Have you been given the opportunity to ask questions about this research study?	Yes	No
Are you aware that you are free to withdraw from the interview and/or study at any time?	Yes	No
Are you aware that your responses will be anonymised?	Yes	No
Do you give permission to the supervisor(s) to access your anonymised data?	Yes	No
Do you give permission for interviews to be digitally recorded?	Yes	No

I agree to participate in this research study.

_____ (signature)

_____ (name)

_____ (date)

Appendix 4 Example of an initial first cycle coded interview script (extract)

Interview with Fay (RU) **28 June 2016 11.30am (51 minutes)**	**Initial code ideas – first round**
INT: Thank you very much for your time. Could I ask you about your professional background, experience and qualifications that led you to initial teacher education?	
RESP: I started off as a [compulsory schooling] teacher and went straight into teaching at the age of twenty one. I did a PGCE at [name of university] and then started teaching [humanities subject]. I taught [that subject] in a […] school in [city A] for a couple of years then moved to a […]school in [city B] then I had a bit of time off and did a bit of travelling then became head of [subject department] at a school in [city C]. […] And then I got married, moved to [region] did a lot of supply teaching … and then applied for a job at [name of college] just on a supply basis, got the job and started teaching [another subject] and a little bit of [subject] to adults. And then a vacancy became available in the teacher training department at [name of college] and so I started doing teacher training and then sort of moved from [there] to here where I've been ever since.	
INT: and was that teacher training for [that phase]?	
RESP: no it was on the diploma on the PTLLS, CTLLS and DTLLS that we had here.	
INT: and so prior to that you hadn't done teaching in a FE college	
RESP: no I'd taught at [name of college] and I started that in about [year] so I had eight years of FE college experience but I have to say it was […] the cushy end of FE teaching. However, as a … supply teacher I think I saw it all. My sort of classroom management, my craft of the classroom if you like was very well developed as I did a lot of supply and you were sort of fresh meat every half an hour.	Justification for role - experience
INT: And your original specialism was your [subject] degree?	
RESP: Yes, [subject] degree	
INT: And that's what you taught?	
RESP: And that's what I taught, yes.	
INT: And all throughout your teaching?	
RESP: Yes, and finally here. And since I've been here I started off as a senior lecturer and I'm now managing the [name of programme], I'm a link tutor for a number of colleges and I have academic responsibility for some of the academic modules on the [name of programme]. So it's grown over the years.	
INT: And do you have a master's degree?	
RESP: Yes I do and I gained that [name of institution]. I got that in [year] – MA in education – professional… what was it called? Basically, it's a [name] MA.	
INT: So your job title is senior lecturer and your responsibility is for the [named] programme.	
RESP: Yes	
INT: And what percentage of your role is dedicated to actual teaching versus mentoring versus any teaching role?	
RESP: Research very little. I still see myself basically as a teacher although I have to say increasingly it is also administrator and a manager in that I manage the students and I manage a [named] project and that involves a lot of administration and a lot of sitting at the desk sending out emails, basically.	TEd identity as practitioner over researcher
INT: And apart from the teacher education is there other work that you do, for example, teaching on the bachelor or masters programmes, things like that?	
RESP: No. I'm PGCE and the diploma and that takes up all my time.	
INT: If I can move onto the field of teacher education and the university. Why do you think initial teacher education for this sector is located in the university?	

RESP: Partly historically, you know universities - initially teacher training colleges and now universities - have always been crucial in training good teachers. More recently, it is because I think we have the expertise and we are able to lead, I think. We work in partnership with a lot of colleges but because we are separate we are able to go in and be more effective because members of the team are - not necessarily me - but as a team we have people who have interest in certain things and we can pull all of that together. Whereas a college you can't have a team like that. So I think it's important to have a hub and we can be the people who are there to support people in colleges and I think, as a sort of a hub, a nucleus and I hope, particularly our programme and our phase here at [name of university] I do think – I hope – we provide that. We build a kind of support, central support hub for the [number of] however many satellites that we work with.	Historical rationale Leadership role in TE draws together research and experience Support function for FE
INT: Yes, and when you said about the expertise, you drew reference to research there so when you say expertise that the university offers, is that where you think expertise lies - in research?	
RESP: Well, sort of. But it's, it's also administration and being able to have the time to pull things together, to have the time to look over the best practice that's going on around us in the partnership colleges and say 'that's a really good idea', and to introduce that to other people. So I think we have the time to pull things together and we can bring different people different colleges together in a way that individual colleges can't because we have that network.	Central administrator *Central gatherer for repository of expertise – mainly FE*
INT: So, like a sharing – coordinating role?	
RESP: Yeah, sharing of good practice. And some of that comes from us but also lots of it comes from our partner colleges. But we tend to, sort of things tend to come to us and because we have, because we are in and we're going in regularly to all of those partner colleges, we can say 'actually I've seen a cracking example of this at [name of college] and I want them to bring it and share it.	Facing 2 ways when generating new ideas
INT: Do you have an example of that kind of thing?	
RESP: I think – recently I've been looking over some folders and I've seen some really, really fantastic student evaluations on observations from a particular college where they have made real reference to professional standards. And that's given me, I think: 'yes actually I could do that' and I'm going to actually share that with other people. And I'm going to share that with my PGCE students next year because I think actually it's something that you can – and I've always thought about it but I've never really had the time to really look at it and reflect on it. And [now] I've seen it and I thought, 'yes actually I'm going to develop that next year'.	Facilitator of others' ideas
INT: And would that development, would that be confined to your own practice or would you see that as something that would become embedded in the practice amongst your peers?	
RESP: I'd hope it would become embedded amongst the practice of peers because we do, because we're a relatively small team here, we do share an awful lot. And so things actually do get done I think, I hope that we do effect change quite…	Team collaboration
INT: And do you think there are any negatives or losses by having TE in the university?	
RESP: I think, because a lot of our work is with partners who are at a distance, I don't know that the students on the diploma programme particularly get the full impact of what it is like to be part of the university. I think we try very hard because we go out and we obviously teach a module in each year of the diploma but they do have a university tutor. However, they don't have the university experience but I think that's part of that problem that it's - well it is, it's distance learning and it's part-time students whereas I think that universities tend to be geared up to full-time undergraduates. So I think that's a loss possibly.	Disadvantage of HE provision to students; facilities; support TE provision different to mainstream academy

INT: What would be the gain then if they were in the university setting?	
RESP: I think I hope they would have better access to facilities, better access to the library and you know and certainly better access to student support and I think sometimes that from a distance is really difficult.	
INT: You would suggest then – I don't mean to put words in your mouth – so the awarding body qualifications normally delivered within colleges would you say that the university provision is superior to that?	
RESP: No, but I think they have things to learn from each other. But I think sometimes, because the students are at a distance, they miss out on some of the things that they could gain from the university. And I think sometimes it means that, because often the people on the diploma course are actually teaching for the college in which they are being trained, I think they find it difficult or impossible to access support at the right level. And they should be getting that at [name of university] but they can't because they're at a distance and you can't do that sort of thing.	Distance – literal / metaphorical
INT: Yes and presumably, if they didn't have access to the university and they were doing a City & Guilds DET course that all those same issues would apply?	
RESP: Yes, absolutely. Yes. So it's similar.	
INT: And what do you think it means to be a successful teacher educator in the university?	
RESP: For me, as I said, my focus is very much on the teaching rather than on the research. So for me it's very much the same as being a successful teacher educator anywhere else, it's being enthusiastic, it's being compassionate. It's about maintaining – compassionate whilst maintaining standards. It's giving the best advice that you could give, the best feedback you can give, being aware of developments and changes but I think the same applies to any anybody, a good teacher educator anywhere.	Teacher identity Success re personal attributes; teaching skills; outward orientation to external imperatives Absent of knowledge?
INT: Would you say – would I be right in saying a new teacher educator entering the university to deliver ITE would need to have a very solid, experiential base as practitioner?	
RESP: Yes I would say. Yes. Because, I mean, if you were to come from a [humanities] background and then come into ITE I think you would find it quite difficult. I think you do need to have a solid, I think you do need to have taught.	
INT: And with your MA did you find that it gave you or contributed to your theoretical base for teaching?	
RESP: Yes, I think it did. It certainly made me think a great deal more about the issues that I was encountering. And really what it taught me was criticality but in an educational sense because my degree had been twenty years before in [humanities subject]. And so it was really good because it did give me a kick in the right direction that, you know, I had taught teachers for a number of years before I did the MA and it definitely gave me a boost, yes.	Benefits of TEd formal quals
INT: And were you able to draw on any of that content in your ITE work?	
RESP: A little bit. But I think it was more a case of the criticality and the approach, I think it gave me, it enabled me to look at the sort of level seven'ness, that HE'ness, with different eyes because I hadn't really done that before. You know I had taught A level before, I'd taught on the diploma, which is sort of probably about equivalent to A level. I'd had some PGCE students but I think actually the push to that level seven was certainly something that the MA gave me.	Benefits of formal quals excl content
INT: Do you feel that you needed to have that to be considered a teacher educator in the university?	
RESP: At the time I didn't but now I do. I think that the world has changed considerably and I think now that having an MA is pretty crucial really.	

INT: For those reasons that you said you'd gained something yourself?	
RESP: Yes, because I've gained from it. But also it is useful, you know. You have conversations with colleagues that you don't have time for anywhere else where actually the MA gives you space to, sort of, to discuss things that, you know ,in the hurly burly of, you know, 'I've got to do that observation; I've got to write that observation and I've got to send it to the student', you know. You haven't got time for intellectual discussions. I think that people imagine that people in universities - and possibly at other departments they do - but we are very, very busy with our teaching load and looking after our students and I think that that that's the difference between being a teacher educator as opposed to a researcher in a university in that you are constantly [*shrugs*]…	Benefits of TEd formal quals – critical thinking space Limitations - workload
INT: Is there a contradiction or tension, then, between being a successful teacher educator academic or researcher and a good teacher educator?	
RESP: I mean I think there are people in the department who combine both fantastically. You know I have colleagues who are hugely dedicated to their research and they're also stunning teachers. And as I've already said for me it is the teaching rather than the research. We've been told that from next year our hours will change and if we can say we're doing [] hours of research then that's fine but if not we'll all be given []. And I said actually I'll take the [lower] and do more teaching because for me; whereas other people would say, you know, hands up in horror 'no I need far more time' but I think you need both.	Institutional research requirements – contractual Teacher identity HE TE benefits from research/teaching expertise
INT: And for you is it because you don't have a particular interest or you don't feel you would be …	
RESP: I don't think I've got a particular … I think I've got quite a broad interest in education rather than sort of a specific… I mean, I'm very interested in [topic] and I've done sort of research on [that topic], I've just completed a qualification in [topic] so I've sort of… So it's a slightly different… I think it's probably more a pragmatic approach, what I can do that would be useful.	Knowledge acquisition for pragmatic purposes
INT: So your identity is as a teacher?	
RESP: Definitely. Yes.	
INT: In terms of the knowledge we draw on as teacher educators do you have any ideas about how new knowledge gets to be accepted or incorporated within ITE?	
RESP: I think it's quite difficult. And again I think it comes back to us not having enough time to actually discuss. You know, we have meetings that are very much about the day to day management of programmes. We don't have time unless we make it ourselves which nobody has that time to actually 'I've read this fantastic book'. But we ought to do more meetings where - scheduled meetings - where you come to this meeting and, you know, somebody talks about something that they've read or something that would impact on our students, and sometimes 'I've read this and I think we can incorporate this idea into this module' or 'students should know about this'. We don't do that.	Limitations – workload Knowledge recontextualization – missed opportunities – work constraints
INT: And those, you mentioned earlier that there are some colleagues who are researchers and excellent teachers, do you – is there any opportunity to see that kind of new knowledge – is that shared?	
RESP: No, not really. It's not cascaded down, no. It tends to be held. And people present at conferences and unless you go the conference in [European city] you don't necessarily know what the person who is sitting at the desk next to you is doing.	Workplace culture – lack of sharing/collaboration
INT: And why do you think that is?	
RESP: I don't know, I don't know. It's very strange but people will go to conferences and do marvellous things but we, and possibly that's something we ought to do, that if you are presenting at a conference share it with the department first. Because I don't… it's very much… I mean I presented at a couple of conferences on [topic of interest] and some of my colleagues have	TEd special interests not shared

come along. But lots of people haven't got a clue what I'm doing with regards to [that topic of interest] and I haven't got a clue what they're doing with regards to their special interests so we – it tends to be very, very distant. Everybody's working on their own projects and there's not a lot of cross-fertilization.	
INT: Which you would think is a shame in a way in terms of your work, for instance, which is very applied and…	
RESP: it's possible it goes on that people just don't talk to me (laughing) because I'm busy with the sort of the chalk end of things.	Teacher cf researcher identity
INT: And you mentioned before there about the potential change to hours – does that suggest that there is a requirement in your contract to do research?	
RESP: There is a requirement in our contracts to undertake research but I'm lucky in that my immediate line manager takes a very broad approach to what research is. And so what I do, I've been told over a number of years, can count as research. So that my, sort of, lesson preparation, my organising modules, my sustainability work. So it doesn't have to be a paper or working towards a PhD or anything like that.	TEd interpretation of meaning of research – lower r
INT: And how do you tend to keep up to date with what's going on in terms of TE and then in terms of FE and adult education and industry?	
RESP: I think a lot of it is being out in the colleges picking up on things, looking at the TES if someone mentions something. You read it, you take note; going and seeing what people in other colleges are doing. And so being a link tutor is something that's really useful for that because you're a link tutor for a number of colleges. So I, I've got some very different colleges. So I'm up on the [named] industry … So you do, I think you imbibe almost what's going on in the areas that are particularly relevant to your [link] college.	Experiential knowledge from FE
INT: And in terms of the pedagogy the student teachers will have to use in their practice that will meet the needs of their students in those industries, are you alert to all of that and therefore adapt your delivery?	
RESP: I think, yes, it's really been useful. This [specialist] college I've been the link tutor now since [year] and so I am much more aware of what they need for their particular kind of students and what they're going to need those students going into the [specialist] industry or the [related specialist] industry. Because you stick with the same college you do…	
INT: So you can see when you're delivering a particular module you…	
RESP: Yes. And you would … within … I would probably use different examples and do things in a slightly different way at the [specialist] college than I would for the college in inner city [name of city]. So you calibrate it because you know the students and you've built up a reputation - not a reputation - you've built up relationships with that particular college and that particular area. So you know, I think, and that's something that builds up. I think somebody going in as a fresh link tutor to a place, you know, it does take a while.	TEd flexibility in content delivery Adapt to marketplace
INT: And going back to that idea about any insights you would draw from that. Does that sit with you or presumably your peers don't necessarily have similar…?	
RESP: No, I think they have different but it is … And there is … I think we do, we talk more about individual students and issues. So I think if I, if I come back and say, you know, 'I saw this really great chap teaching [specialist topic]' and somebody comes back and says, 'I saw this fantastic Nigerian teacher teaching a really, really diverse cultural group in a college in [city]': we do, we do exchange those sorts of things. And it's largely based on informal anecdotal things. But that's useful.	Informal knowledge-building thru talk TEd collaboration for ideas on pedagogy
INT: Absolutely. In terms – I have a question as to what extent do you collaborate with others on research and you've sort of addressed that in terms of we do our own things – have you been involved or has the university been involved to do funded projects?	

RESP: Yes we had a project a couple of years ago. I think it was funded by [European funding source] and it was, I think, was to go into schools to look at, you know, find examples of [specific resources]. So a group of us from [name of university] worked in conjunction with universities around the world and produced and we were responsible for producing a booklet of [specific resources] that we'd gone… We went out and spoke to people in schools. We got examples of [resources] – it was for personal and social education.	Funded research unrelated to FE
INT: Okay. And when you say schools, it wasn't therefore anything specific to this sector?	
RESP: No it wasn't.	
INT: Was it able to be used for the FE sector?	
RESP: Yeah. Very, very – I mean we went into colleges as well but it was largely the people I saw was schools-based.	
INT: The last set of questions relate to the curriculum – how do you see the relationship between theory and practice in ITE?	
RESP: I think the more you look at it the more the relationship exists. And I think it's been interesting with successive students they become more interested in the theory the more they've taught. Because I think from my experience they begin to realise that actually these are ideas and they are ideas that they can pick up and use. S I think in sense the word 'theory' puts people off but if you say, in fact this is an idea – try this idea – where can you use this idea then that … [*shrugs*]	Theory as ideas from which to choose Student choice of ideas – weaker framing
INT: You were saying earlier about your identity as a teacher and all that wealth of experience you bring, do you draw on a particular body of theoretical literature?	
RESP: I think it's more based increasingly on what I've seen. And, you know, I often find myself saying, 'I saw this really good lecturer a couple of years ago and they did this and worked with that particular group of students and they used this approach'. Or there was a student of mine teaching at [a named college] a group of really, really, really shirty public services students. And as they came in she would stand at the door and would welcome them and would sort of direct them to where they were sitting and it was such a simple approach that actually – very personalised, highly behaviourist but actually it worked a treat. So this is what she did: she managed their entrance and, you know, 'so what theorist can you see there?' And it worked. So you can find examples and get them to unpick them and I think that really makes it real.	TEd development linked to exposure to practice cf theory Theory embedded in practice
INT: And so when you do do an observation feedback, for example, is that what you are doing – linking it or is it more about the practical skills in the classroom?	
RESP: Sometimes it's linking it, yes. It's a variety of both. But it depends on where they are, what stage they are at on the course. Because of course the observation number one is very much about the nuts and bolts but by the time you get to observation eight you can say, 'now have you thought about how you've done' and you can begin to draw on their theoretical base as well.	Practical skills prioritised early on Student reflection
INT: Do you have a sense to what extent way past post-graduation, to what extent they're still alert to all that theoretical stuff or…	
RESP: I think it depends. I think a lot of people get into a groove. I think there are some students who will be reading up on educational books until the day they leave the classroom. But there are others who won't. But I think a lot of them will glean information, particularly subject specific pedagogy, from the people that they're working with. And I think sometimes it depends how enthusiastic a department they go into as to whether that carries on. And also, you know, the environment that they go into and whether you… I know some colleges are very, very good at giving sort of general CPD opportunities but very poor at giving subject opportunities for developing subject knowledge so it's …	Different student aptitudes to academic lit Role of PCET in providing student pedagogical knowledge PCET workplace

INT: You have mentioned about your [original] specialism and background and all the wealth of experience as a teacher as a practitioner. If you were to say, 'I am a teacher educator and my particular specialism is….'. Would it be that wealth of experience?	
RESP: Yeah I think so – yes it would be. I've been teaching since I was twenty one in a variety of settings a variety of subjects, a variety of [settings].	Specialised TEd experiential knowledge prioritised
INT: It is interesting – I ask that since we teach on very generic programmes.	
RESP: It is – it's very different.	
INT: And we talk about our students having subject pedagogy and thinking about what ours is…	
RESP: I think it is teacher education isn't it, which is hugely broad. But then you can't … I suppose if I probably had a research interest it would be narrower. I mean I'm very interested in behaviour management but because I don't practise that I think it's very difficult to preach behaviour management when you haven't actually had to deal with a troublesome student for twenty years. And so I'm really, really interested in behaviour management and think it's fascinating but I feel as I'm not a practitioner of that it would be very much teaching granny to suck eggs. I could give examples and I can help people to think about it. So I suppose in a sense it's a real interest but I couldn't say it's …	Credibility of TEd potentially undermined – ivory tower?
INT: It's not grounded in all that rich experience that you've brought…	
RESP: No, well, yes – way back in the past. But I've never had to deal with a class of people. If I've got a PGCE group and one of them's on a mobile phone I'll give them a dirty look and they'll put away the phone. It's not what people are dealing with in colleges.	Ivory tower?

Appendix 5 – Stage 1 empirical thematic analysis – thick description

Extract of contents page from Randmeadow report showing sample chapters based on initial code (and sub-code) sets (March 2017)

Appendix 6: Final hierarchical coding scheme using the EPD as the orienting frame (organisational coding)

N.B. Where reference is made to 'sub-set of codes' in Description column, not all third (or fourth tier) code categories are shown

Code category/ hierarchical structure	**Description** Note:	**Example from data**
1. Arena	These sets of codes relate to TEds' perceptions of the institutional field position of academic TE-PCET. They are organised under four hierarchical structures: *local context; university provision; external relations; university-based TEd exceptionalism*	
1.1 Local context	This set of code categories/codes identifies issues related to the local context of ITE provision	
1.1.1 Institution barriers	This sub-set of codes identifies TEds' perceptions as to institutional barriers to academic TE-PCET provision	*The quality processes in the university I feel really drag us down because they're not proactive particularly in this university – they're very traditional, very sluggish*
1.1.2 Institution affordances	This codes responses relating to opportunities the institution affords TEds & ITE provision	*I'm more aware now of a far more contested notions and I'm able I think to understand and critique those approaches to the benefit of my own kind of understanding … I don't think I would have been able to and made those developments outside that environment.*
1.1.3 Culture	This codes TEds' comments on their local institutional culture	*I think [name of university] given its heritage as a teacher training college initially places quite high value on that programme*
1.2 The university provision	This set of code categories/codes identifies factors relating to TEds' perceptions of the exceptionalism of the academy for ITE	
1.2.1 Rationale	This sub-set of codes identifies why TE-PCET is located in the academy	*well I think there's a historical understanding and acceptance that ITE courses need to be validated led by and developed by universities and I think that's quite a strong feeling certainly from our point of view that that's an important component in terms of structuring and giving a framework*
1.2.2 Research	This codes TEds' identification of the academy's research contribution to professional work	*I find it very interesting to make some other connection with things that change, practice, stuff, people. I think that my writing would very quickly dry up if I wasn't meeting new people, talking about new things, doing different stuff in the classroom, I think without that contact I think my writing would very quickly dry up.*
1.2.3 Qualifications	This codes TEds' perceptions as to distinction between university ITE qualifications and Awarding Body qualifications	*it's quite facile but the university, when the changes came, the university could call their qualification what they wanted so they could retain things like Certificate in Education whereas the awarding bodies had to change to DET so I think you know there was just that stricture that control there that isn't there anymore*

Code category/ hierarchical structure	Description Note:	Example from data
1.2.4 Advantages	This sub-set of codes identifies TEds' comments concerning the advantages the academy confers on ITE	*If all the teacher education for colleges went to the colleges there would be no-one to monitor that overall quality … we are sort of the centre of that octopus if you like.*
1.2.5 Disadvantages	This sub-set of codes identifies TEds' comments concerning perceived disadvantages of university-based ITE	*some people would think 'oh it's a university programme, I don't want to do that because it's going to be too hard so I'll go with City and Guilds…'*
1.2.6 Criteria for HE'ness	This codes TEd perceptions on what is 'higher' about HE ITE	*I think it's the understanding of, you know, the need for well researched, well founded practice and well-founded evidence.*
1.2.7 Independence	This codes TEd perceptions on the degree of independence HE ITE enjoys in relation to PCET sector	*I mean one of the things with universities would be that they, they tend to be a little bit more independent and they can tell the government to, you know, 'F off' if they don't like what they're doing*
1.2.8 'new' knowledge	This codes the perceptions of TEds regarding opportunities for knowledge discovery being in the academy	*go to the conferences, you know whether they're whole university conferences, go to the lecture from outside speakers, engage with people in the university from other disciplines you know become a part of the university*
1.3 External relations	This set of code categories/codes deal with views and perspectives on the nature of relations outside of the TEd team	
1.3.1 Contribution by FE	This sub-set of codes identifies the contribution that PCET sector makes to academy provision	*whenever I go into colleges I make sure that I spend time talking to mentors, mentor coordinators …and find out what's going on and what their take on it is.*
1.3.2 FE TEds	This sub-set of codes identifies TEd comments on the role of college-based TEds c.f. academic TEds	*there's still more opportunities working at the university than at a college to do a bit more research and kind of try, you know, it's that network thing, you get to hear about things, new ideas, it's kind of, it's a richer environment than the FE environment*
1.3.3 Cross-disciplinarity	This sub-set of codes identifies issues raised by TEds regarding working with non-ITE academy peers	*we don't tend to build relationships with other faculties*
1.3.4 Description of relations	This codes TEds' views on how TEds & ITE are portrayed by non-ITE academic peers	*I do think in this institution there is a kind of tacit snobbery about practice in general … where sometimes I have heard my work described and the work of my colleagues as being described as vocational*
1.3.5 Policy stakeholders	This sub-set of codes considers TEds' perspectives on relations with and influence of stakeholders and government (e.g. Ofsted, ETF, PCET management)	*I think that the Lingfield proposals, for example, in the recent past were ill-thought out and badly designed and led to a decline in number of people coming onto our programmes.*
1.4 University-based TEd exceptionalism	This set of codes considers TEd ideas about exceptionalism as academic workers	
1.4.1 Trajectory	This codes TEds' description of the career trajectory to work in the university	*it tends to be either that people are around long enough, happen to be in the right place at the right time to get asked to do a few*

Code category/ hierarchical structure	Description Note:	Example from data
		hours here, a few hours there in teacher education and gradually notch those up into more and more hours
1.4.2 Rationale	This codes TEds' views on why they should be in the academy	*I'm here because I know about education*
1.4.3 Success	This codes TEds' notions of what a successful university-based TEd should bring to their work	*my focus is very much on the teaching rather than on the research so for me … it's being enthusiastic, it's being compassionate … whilst maintaining standards.*
2. Knowledge production	These sets of codes relate to TEds' perceptions of the intellectual field of academic TE-PCET. They are organised under four hierarchical structures*: research, academic identity; academic qualifications; and discipline*	
2.1 Research	This set of code categories/codes consider TEds' views and descriptions of the nature of their knowledge production practices	
2.1.1 Type	This sub-set of codes identifies the type of TEd research	*you've got to have both, so you've got to keep the practical application angle but then I think if you're just doing that you're sort of taking other people's – you need to be doing some original research as well, you know*
2.1.1.1 Description	This codes TEds' description of the research output	*it's this idea that we can get deeper reflection about our teaching if we presented through an art form*
2.1.2 Contribution	This codes TEds' views on the contribution of new knowledge to the work of ITE	*I think, yeah, a lot of it does feed in to our practice in the classroom with our students on the programme. And vice versa, you know; a lot of what we do with our students on the programme feeds into what we do*
2.1.3 Dissemination	This sub-set of codes identifies issues of TEd research dissemination	*I've been part of conferences, I've set up conferences to try to help the kind of wider dissemination of professional knowledge and been struck by, you know, poor attendance, lack of interest, lack of engagement*
2.1.4 Purpose	This sub-set of codes identifies how TEds perceive the purpose of research work for ITE	*Well policy [research] wouldn't grab me because it changes every second. Policy schmolicy is my view about policy*
2.1.5 Personal Interests	This codes TEds' views on pursuing personal research interests	*For me, in my experience, you run with what you want to run with if you think it's got legs.*
2.1.6 Transformative	This codes TEds' views on the transformative potential of research	*the academic stuff which I've done … has been really, really, really important and I've had that pleasure of feeling that I'm developing my knowledge of stuff much more*
2.1.7 Instrumental	This codes TEds' views on the utility of research for a pedagogy of TE	*the outcome is very practical for the, for the course, for the students, it's actually made a difference I think, it's actually made a difference to the just the way that people approach observation*
2.2 Academic identity	This set of code categories/codes address TEds' conception of identity of self as academic	
2.2.1 Culture	This sub-set of codes identifies TEds' views on the role of the	*I think I've developed an underpinning kind of theoretical framework now that I work*

Code category/ hierarchical structure	Description Note:	Example from data
	university – How the culture of the academy impacts on academic/researcher identity, instils certain values	*from and I think that's clearly, that's being at a university has allowed me and encouraged me to do that.*
2.2.2 Autonomy	This codes TEds' views on the degree of autonomy in pursuing own research interests	*I think that people should be allowed to pursue and encouraged to pursue aspects of teaching, learning and assessment that they either feel interested in or that they may feel in their own practice*
2.2.3 Motivation	This codes TEds'– views/experiences re motivation, institutional pressures, needing support as researcher	*the workload in teacher education is so great that you can only have an academic career – a developed academic career – by neglecting your students*
2.2.4 Disciplinary influence	This codes how identity influenced by relationship with original (PCET or school) discipline/subject area	*My background is in history and the humanities but given the nature of further education I taught very little of that and so ended up teaching across again a range of courses broadly speaking social science and humanities*
2.3 Qualifications	This set of codes identifies how TEds perceive the value of HE quals for TEds & their work	
2.3.1 Kudos	This codes how TEds describe the enhanced status attached to HE qualifications	*what I've learned actually if anything through those doctoral studies is is that it's ok to not know stuff as long as you know something, something else extremely well and that it becomes your, you know, your kudos, your, your specialism.*
2.3.2 Career	This codes how TEds describe the prospects for their career as HE TEd researchers by holding HE qualifications	*it was the EdD, without a doubt, that enabled me to come and work here. The fact that I was doing it definitely, definitely that was what put me in an advantageous position.*
2.4 Discipline	This set of codes identifies how TEds perceive TE as a discipline/specialist field of study	
2.4.1 TLA	This codes how TEds perceive specialisation of knowledge of teaching, learning and assessment (TLA) for a discipline of TE	*I think we need to be aware as educators and teacher educators that we need to develop, you know, a pedagogy of teacher training I think that's important*
2.4.2 Foundations	This codes how TEds identify the influence of foundation disciplines (e.g. psychology, sociology) on their approach to the specialist field in TLA	*the problem is all those other disciplines want to ask questions from their discipline about education and we really want to ask educational questions about education which is, what's the value of it, what are they learning, and what are they getting out of their studies - the learners at any level - which is an educational question*
3. Knowledge recontextualization	These sets of codes relate to TEds' perceptions of the educational field of academic TE-PCET with respect to knowledge recontextualization. They are organised under six hierarchical structures: *curriculum; theory-practice; development; policy churn; TE as specialised subject; TEds as disciplinary specialists*	
3.1 Curriculum	This set of codes address how TEds perceive the ITE curriculum	
3.1.1 Hidden	This codes TEds' perspectives on the influence of unintentional	*the university's quality procedures require that certain things are in and certain things aren't in. For example, we're required to*

Code category/ hierarchical structure	Description Note:	Example from data
	factors impacting norms, beliefs, values of curriculum	*use learning outcomes but we're also required to write those learning outcomes in a particular way so the language of the learning outcome therefore determines the content of the module.*
3.1.2 Informal	This codes TEds' descriptions of their & their students' personal perspectives and viewpoints informing curriculum	*I am **very** confident about knowing what I'm putting forward to the trainees*
3.1.3 Prescribed Standards	This codes TEds' views on influence and impact of prescribed standards underpinning curriculum as determined by state and other agencies (e.g. legacy of LLUK)	*well without saying that the ETF standards or historically standards are the solution, because I don't believe they are, I think that they provide a framework within which we can work and I think some of those principles are around notions of professionalism which we need to return to, I think, specifically within the teaching context*
3.2 Theory-practice	This set of code categories/codes highlights what TEds say about theoretical and practical knowledge, their inter-relationship & reflective practice as mediating tool	
3.2.1 Theory	This sub-set of codes identifies TEd statements that reflect their views on the role of theory in teaching	*I think if you shift the focus into practice it seems to me that then you lose sight of the relationship between theory and practice which is I think an important component or an element […] theory is vital*
3.2.2 Practice	This codes TEds perspectives on the role of practice settings and local contexts in gaining teaching knowledge and skills	*I think you have to adapt the curriculum to the college so, for example, the Prevent agenda – I saw somebody having to teach Prevent to a group of middle-aged lady florists – you know, twenty 40-50 year old ladies*
3.2.3 Linearity critique	This codes TEds' criticism of university emphasis on theory content to be later applied in practice	*I'm not sure to what extent I believe that the model that we use in higher education, for example, which is heavily influenced by, er, academia and this use of theory in so-called practice...I'm not sure to what extent it makes good teachers*
3.2.4 Mutual reinforcement	This codes TEds' belief that theory and practice are mutually entwined	*I do firmly question the distinction between theory and practice and I think it's in the dynamic between theory and practice that good educational judgements are made*
3.2.5 Reflective practice	This codes TEds' belief about the influence of reflective practice for gaining professional teaching knowledge	*one of the reasons why reflective practice remains so trivial, we never get to grips with the question of habits and where are reflexes and reactions and where they're coming from*
3.3 Development	This set of code categories/codes consider how TEds develop curriculum	
3.3.1 Idealised	This codes TEds' views on what would constitute an ideal curriculum	*I think a much greater focus on classroom practice but that said I still think it's important there's a level of being able to…a certain academic level's important*

Code category/ hierarchical structure	**Description** Note:	**Example from data**
3.3.2 Planning	This sub-set of codes identifies TEds' perspectives on curriculum planning & development	*What we don't have, we don't have any formalised time for really, is for the blue sky thinking we'd like to do. I mean, we do every year have an away day and they're famous for not generating.*
3.3.3 Constraints	This codes TEds' responses regarding curriculum constraints	*there is no intention whatsoever, there's no comprehension of, amongst my colleagues,* ***some*** *of my colleagues, not all, some of my colleagues they're quite happy to reproduce exactly the same course.*
3.3.4 Flexibility	This codes TEds' statements regarding degree of flexibility in curriculum development	*I think we as a team I think we're fairly happy with the freedom we're given to change, to deliver, to modify*
3.3.5 Autonomy	This codes TEds' statements regarding degree of personal autonomy to adapt curriculum	*[We are able] to make suggestions ourselves about ways in which we think the module could be looked at differently within the overall framework*
3.3.6 Institution	This codes TEds' views on the influence of the university on curriculum	*there's a strong push to putting scanned chapters of work onto Moodle … initially I just refused to do that but I've been forced to do it and now I do it.*
3.3.7 'new' knowledge	This codes TEds' beliefs regarding new knowledge being introduced to the curriculum	*you know one of the things that troubles me a bit about teacher education is we often talk about new knowledge but there's a* ***humungous*** *quantity of old knowledge that a lot of people in my experience are simply unaware of*
3.4 Policy churn	This set of codes deal with policy changes impacting curriculum	
3.4.1 Opportunities	This codes TEds' statements on the opportunities that changes (e.g. post-Lingfield) may afford ITE curriculum	*I'm hopeful now that initial teacher education has been deregulated if you like it gives us more freedom to develop a programme that is more challenging not in terms of academic performance but in terms of critical thinking*
3.4.2 Threats	This codes TEds' statements on the threats that changes (e.g. post-Lingfield) may present to the ITE curriculum	*I think that it's debateable whether it will survive. I mean, it's a different question as to whether or not you think it should, and, obviously, I think it should. But whether it will, it is debateable.*
3.5 TE as specialised subject	This set of code categories/codes identifies what is said regarding understandings of teaching as a disciplinary specialism	
3.5.1 Values	This sub-set of codes identify TEd statements that highlight their beliefs as to what an education c.f. training should offer	*you need teachers to be educated in the discipline of Education not trained – I think you train dogs not people*
3.5.2 Moral	This codes TEds' beliefs of teaching as emancipatory, as a moral profession	*I'd really like to go right back and you know look at the basics like the philosophy of education, the teacher as moral -teaching as a moral practice*
3.5.3 Critical thinking	This codes TEds' beliefs of the importance of critical thinking to inform professional judgement of teacher	*It makes you stand back and look at things through a new lens when I think sometimes, when you're in it, you get quite absorbed and you don't always step back and think about the doing. So, I think that would*

Code category/ hierarchical structure	Description Note:	Example from data
		really benefit the students if we did more of that
3.6 TEds disciplinary specialists	This set of code categories/codes identifies how TEds conceive of their role as disciplinary specialists in teaching	
3.6.1 Knowledge	This sub-set of codes identifies what TEds say about their personal knowledge base for the discipline of teaching	*Most of what I do is a recycling of very old quasi knowledge – Bloom, Piaget, you know Skinner. A lot of the stuff that goes around is inaccurate, false, miscomprehension, second, third, fourth hand knowledge*
3.6.2 Formal quals	This codes how TEds perceive their formal academic qualifications informing their knowledge & values for teaching	*my qualifications, my masters isn't a direct link to that so… it's been about experience really...about just picking, you know, day to day stuff*
3.6.3 Practice experience	This codes how TEds perceive their practical & professional experience informing their knowledge for teaching	*I think practice knowledge is for me the thing. [It's] where you see theory enacted or theory disproved or theory working or not.*
3.6.4 Coverage	This codes how TEds perceive the extent of their personal coverage of the knowledge required for teaching	*I can't see that you would expect teacher educators to know everything about everything, to know all the theoretical perspectives*
4. Reproduction	These sets of codes relate to TEds' perceptions of the educational field of academic TE-PCET with respect to knowledge reproduction (pedagogy and assessment). They are organised under four hierarchical structures: *TEd practitioner identity; TEd role; Assessment; Learner*	
4.1 TEd practitioner identity	This set of codes reflect TEds' conceptions of self as teacher practitioner	
4.1.1 Experience	This codes impact of previous experience on beliefs and values about teaching	*I can see for some to be taught by doctor X and doctor Y might actually help them to feel it's more beneficial – that it is of more benefit - but for me …what I would base it on is actually the credibility of what they can say and do and help me with – my really practical, pragmatic roots.*
4.1.2 Authority	This codes the TEds' views on teaching background as basis of authority as TEd	*I was an advanced teaching practitioner so in that role I was supporting teachers across the college so I was working with maths teachers and you know carpentry teachers and whoever*
4.1.3 Credibility	This codes the TEds' views on teaching background over academic background as credibility as TEd	*sadly in my experience people that are more, more theoretical and more academic are not necessarily the best practitioners*
4.2 TEd role	This set of code categories/codes reflect comments on how TEds perceive their role in the ITE classroom	
4.2.1 Facilitator	This sub-set of codes identifies TEd comments concerning being a facilitator of knowledge	*You can give students things to do so that **they** get the content and then you show them how to manipulate it and argue with it and stuff like that.*
4.2.1.1 Sign-poster	This codes TEds' statements of being a sign-poster to knowledge outside expertise	*they would be able to, you know, encourage their trainees to research, point them in the right direction maybe do a bit of extra*

Code category/ hierarchical structure	Description Note:	Example from data
		reading when something comes up from practice
4.2.2 Role model	This codes TEds' perspectives on being a role model for their students	*if you're going to do a session, I think you've really got to be **good**, you've got to be a role model teacher. So I'm always thinking about how I can make it better.*
4.2.2 Critic	This codes TEds' perspectives on being a critic of policy & trends	*I think I see myself as somebody who questions, somebody who wants to read and investigate and think and be critical*
4.2.3 Expert	This codes TEds' perceptions on being a teaching expert	*I would say that the specialism that I've got now is … I teach people to be teachers … I see myself as a specialist in initial teacher education.*
4.3 Assessment	This set of code categories/codes deal with how TEds refer to matters of assessment	
4.3.1 Sufficiency	This codes TEds' responses regarding how adequate the existing assessment methods are in ITE	*you know even from the handbook it's not obvious what the students have to do in terms of their assessment*
4.3.2 Authenticity	This codes TEds' statements regarding the importance of assessment being authentic	*[We're] literally trying to move away from purely academic essays from the written assessment to actually considering well what's the impact […]so a greater emphasis on the teaching of practice than we've had*
4.3.3 Type	This sub-set of codes identifies what TEds say about types of assessment appropriate for ITE	*The programme traditionally …was almost entirely based on, you know, writing 2000 word academic essays…I think we need to be more aware of other creative ways of assessment which move away from that particular model and are a little bit more interactive, a little bit more inclusive*
4.4 Learner	This set of code categories/codes identifies how TEds perceive the role of the ITE learner	
4.4.1 Apprenticeship	This sub-set of codes addresses the TEds' perspectives on ITE being a form of apprenticeship	*the struggles they had putting things into practice and trial and error and getting them to see that this isn't something that comes to you overnight; it's a package*
4.4.2 Co-construction	This code describes TEds' comments about knowledge of theory and practice is a co-construction with learners	*it's better for people if they identify it themselves … so it's much better to get them thinking*
4.4.3 Perceptions	This codes TEds' ideas about their learners' level of and dispositions to scholarship	*I'm a little bit scared that we're getting more and more teachers who … feel that if you try and develop a genuine academic interest in what, in them, you're getting them to really work hard … is that there is resentment.*
4.4.4 Workplaces	This codes what TEds say about the limitations and affordances of PCET workplaces for learners	*I'm shocked at the anti-academic, anti-intellectual, anti-thought culture which dominates quite a lot of at least the senior management of FE colleges and I find that quite disturbing, the resentment towards what I might consider to be real learning.*

Appendix 7 – Professional Standards for Teachers and Trainers in Education and Training – Education and Training Foundation

PROFESSIONAL VALUES & ATTRIBUTES

Develop your own judgment of what works and does not work in your teaching and training.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners.

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

Develop deep and critically informed knowledge and understanding in theory and practice.

7. Maintain and update knowledge of your subject and/or vocational area.
8. Maintain and update your knowledge of educational research to develop evidence-based practice.
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
10. Evaluate your practice with others and assess its impact on learning.
11. Manage and promote positive learner behaviour.
12. Understand the teaching and professional role and your responsibilities.

PROFESSIONAL SKILLS

Develop your expertise and skills to ensure the best outcomes for learners.

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression.
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment.
15. Promote the benefits of technology and support learners in its use. 16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers.
20. Contribute to organisational development and quality improvement through collaboration with others.

Source: https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf