



THE VOICES OF EXPERIENCE: TEACHER EDUCATORS ARTICULATE THEIR
THOUGHTS AND CONCERNS ABOUT CURRENT AND FUTURE EDUCATION
POLICY AND PRACTICE

A Thesis submitted by

Yvonne Stewart Findlay, Dip. Ed, MEd

For the award of

Doctor of Philosophy

2018

Dedication

This thesis is dedicated to the memory of

Peter Stewart Findlay

(1899 – 1962)

He was “My Dad”, who rescued me from the Castlemilk Children’s Home and took me into his home and made me part of his family. He gave me the best start in life that it was possible to have, but he left us much too early. I still miss him every day but the values and faith that he shared with me still live on.

Abstract

This research addressed the neglect of teacher educators' voices in the discourses surrounding teaching and teacher education. In this study, five Queensland university teacher educators articulated, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice

Evidence of the neglect of teacher educator voices was found by a search of the literature on teaching and teacher education. A number of reports were found that scrutinised classroom teaching and teacher education in Australia and the United Kingdom and across Europe. These reports make comment on and recommendations about the current and future practice in teacher education but do not indicate the ways in which teacher educators have or have not been involved in the discussion of and preparation of the reports.

Narrative Inquiry (NI) was used as both methodology and method in the study. Multiple conversations between the researcher and each participant led to the final five co-constructed narratives of the participants. The narratives told of the professional lived experience of the participants and how that experience has led them to articulate their thoughts and concerns about education today and in the future.

Five common themes emerged from the analysis of the narratives: the way in which initial teacher education (ITE) students are recruited; the influence of government policy on the ways in which the curriculum and testing are delivered in schools; the qualifications and experience of teacher educators; the need for a closer working relationship between schools and universities; and the process of transition from teaching in school to teaching in the university. These themes formed the basis of how the researcher made meaning of the participants' narratives.

The nature of NI is such that the researcher becomes a partner in the research and this results in participation in a personal learning journey that leads to the articulation of the researcher's own lived experience. In the thesis, my learning journey is evidenced in the prologue and the epilogue. There are also personal reflections at points throughout the study.

The study adds to our knowledge and understanding of the theoretical and methodological underpinnings of NI. A new dimension, the generative space, was added to enhance the understanding of how the commonplaces of NI work together to enable deep reflection on the past, present and possible future lived experience.

Policy and practice in teacher education were scrutinised through the lenses of the teacher educators' narratives and led to the development of the recommendations regarding the role and status of teacher educators, made in the final chapter.

In essence, this study has evolved into being about the things that matter to the five participants. Each is a highly qualified and experienced professional expressing the positives, negatives and frustrations that they experience in their current professional lives. They are five individuals with a passion for education as a whole and for the education of teachers in particular.

Certification of Thesis

This Thesis is entirely the work of Yvonne Stewart Findlay except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Professor Patrick Danaher

Associate Supervisor: Associate Professor Margaret Baguley

Student and supervisors signatures of endorsement are held at the University.

Acknowledgements

There are many people without whom this thesis would not have been written. I have been extremely fortunate in having the ever patient, generous and gracious Professor Patrick Danaher as my principal supervisor. His support during the less productive times and encouragement when the writing flowed but could be flawed were without doubt the energisers that kept me going. Many, many thanks, Pat.

Associate Professor Margaret Baguley kept me on task and focused on narrative inquiry (NI) as both methodology and method. Her gentle probing and prodding in the use of correct terminology and ways of thinking were invaluable in maintaining the integrity of the thesis as being based on NI with all the rigour and authenticity that it requires. Thank you, Margaret.

Associate Professor Anne Jasman was my initial principal supervisor until life events intervened and she could no longer continue in this role. However, it is important that I acknowledge the impetus that Anne provided in the early stages as we chatted and covered my office whiteboard with ideas and mind maps. This process initiated my thinking along the academic rigour required to engage in doctoral studies. Thank you, Anne. Those early chats and input are not forgotten.

A huge “Thank You” is also due to Dr Jenny Donovan, colleague and friend, who was my critical reader. Persuading a robust quantitative researcher that there was considerable merit and rigour in NI was a shining light along the way. Jenny applied her critical eye to the referencing, sequencing of ideas and consistent use of terminology. She also kept me singing along the journey to preserve my sanity.

Dr Janice Jones, friend and colleague, was an early collaborator in my writing and was instrumental in my starting to write in a narrative mode. We spent many hours together, collaborating and shaping the first book chapter we wrote together - “Uisge Beatha”. The collaboration and encouragement to write continues including the reading of this thesis. “Slainte!” my Celtic friend and muse.

Friends and colleagues have also been invaluable sources of encouragement and support. In particular, thanks are due to my five colleagues who were the participants in the research. They embraced the concept of the study and gave of their time and their selves in ways that made the research a rewarding, valuable and enjoyable experience. The USQ Post Graduate and Early Career Research group provided a number of opportunities to share the ramblings of my thoughts as the study progressed. Professor Karen Trimmer, friend and colleague, was especially supportive through encouraging me to write a book chapter and to co-edit a book along the way. Alongside this was the odd prod or two to get the thesis completed so that I can be involved in other projects.

Finally – but most certainly not least – I have to thank my family for supporting me in the long journey to completion. Firstly, to Joshua, our resident, 16 year old computer guru, who helped me to embed the graphics and sort the page numbers and who saved the computer from a dire fate. In particular, to Eleanor, who has read every word multiple times in multiple contexts; checked every dot and comma; and corrected spelling and grammar on every page. Most of all, she has kept the “home fires burning”, as it were, patiently pulled me out of the down times and celebrated the completion of each chapter. “Thank you” seems inadequate, but it is all that I can put in writing.

I acknowledge the Australian Commonwealth Government contribution through the Research Training Program (RTP) Fees Offset scheme during my research.

Table of contents

Note to reader			xiv
Prologue			1
Chapter One	1	Introduction: Personal reflection	12
	1.1	Background to the study	13
	1.2	Commentary on teacher education and teacher educators	13
	1.3	Standards for teachers and implications for ITE programmes	15
	1.4	The research question	18
	1.5	Overview of the approach to the study	19
	1.6	Overview of the thesis	21
	1.6.1	<i>Chapter 2: The literature informing this study</i>	21
	1.6.2	<i>Chapter 3: Research design</i>	22
	1.6.3	<i>Chapter 4: Conceptual framework</i>	23
	1.6.4	<i>Chapter 5: Making meaning for the participants</i>	23
	1.6.5	<i>Chapter 6: Making meaning for the researcher</i>	24
	1.6.6	<i>Chapter 7: Conclusion</i>	24
	1.6.7	<i>Epilogue</i>	
Chapter Two	2.1	A journey through the literature informing this study: Introduction	25
	2.2	The socio-cultural and political context of education	26
	2.3.1	<i>Initial Teacher Education (ITE)</i>	27
	2.2.2	<i>Reports into teacher education</i>	28
	2.2.3	<i>International perspectives</i>	34
	2.2.4	<i>Teachers as professionals</i>	37
	2.2.5	<i>The political agenda</i>	40
	2.3	The socio-cultural and political context of teacher identity	43
	2.3.1	<i>The introduction of standards for teachers</i>	44
	2.3.2	<i>Expectations of teachers</i>	49
	2.3.3	<i>Changing expectations of teachers</i>	50
	2.4	The socio-cultural and political contexts of teacher educator identity	52
	2.4.1	<i>Teacher educator identity</i>	52
	2.4.2	<i>Transition from classroom teacher to academic</i>	54
	2.4.3	<i>The use of digital technologies as a teaching medium</i>	61
	2.4.4	<i>The Status of teacher educators</i>	62
	2.5	Summary	64

Chapter Three	3.1	Research design: Introduction	66
	3.2	The justification for qualitative research	67
	3.3	Narrative in qualitative research	68
	3.4	The influence of narrative researchers	68
		a) <i>The participant as an equal partner with the researcher in the development of the narrative</i>	69
		b) <i>The use of words rather than numbers as the research data</i>	69
		c) <i>A focus on the specific rather than the general</i>	70
		d) <i>An acceptance of new ways of knowing/alternative epistemologies</i>	70
	3.5	The defining of narrative inquiry and the commonplaces	71
		a) <i>Temporality</i>	73
		b) <i>Sociality</i>	75
	c) <i>Place</i>	76	
3.6	The researcher's stance	77	
3.7	Methodology	78	
3.8	Method	81	
3.9	Trustworthiness and Authenticity	88	
	a) <i>Trustworthiness</i>	89	
	b) <i>Authenticity</i>	89	
3.10	Analysis/making meaning	90	
3.11	Summary	91	
Chapter Four	4.1	Conceptual framework: Introduction	93
	4.2	The use of metaphor in narrative	93
	4.3	Development of the conceptual framework	94
	4.4	Summary	101
Chapter Five	5.1	Meaning making for the participants: Introduction	102
	5.2	Introduction to the participants' narratives	104
	5.3	Violet	105
	5.3.1	Insights from Violet's narrative	112
	5.4	Pru	115
	5.4.1	Insights from Pru's narrative	127
	5.5	Fred	130
	5.5.1	Insights from Fred's narrative	140
	5.6	Tom	143
	5.6.1	Insights from Tom's narrative	152
5.7	Lily	153	
5.7.1	Insights from Lily's narrative	165	
5.8	Summary	167	

Chapter Six	6.1	Making meaning for the researcher: Introduction	169
	6.2	Critical events	169
	6.3	Synthesis of responses to stimulus questions	170
	6.3.1	<i>What did you do before becoming a teacher educator? And What encouraged you to become a teacher educator?</i>	171
	6.3.2	<i>How was the transition to academic life?</i>	173
	6.3.3	<i>What things have impacted most on your professional life as a teacher educator?</i>	175
	6.3.4	<i>Other issues which the participants noted as having impacted on their professional lived experience.</i>	176
	6.3.5	<i>How have you navigated:</i> <ul style="list-style-type: none"> • <i>Education policy changes</i> • <i>Expectations regarding research outputs</i> • <i>Introduction of online only courses?</i> 	178
	6.3.6	<i>What do you envisage as the role of the teacher educator in 20 years' time?</i>	181
	6.4	Similarities and differences across the narratives	182
	6.4.1	<i>The way in which ITE students are recruited</i>	183
	6.4.2	<i>The influence of government policy on curriculum and assessment</i>	185
	6.4.3	<i>The qualifications and experience of teacher educators</i>	188
	6.4.4	<i>The need for a closer working relationship between schools and universities</i>	191
	6.4.5	<i>The process of transition to university teaching</i>	196
6.5	Summary	201	
Chapter seven	7.1	Conclusion: Introduction	201
	7.2	The application of the conceptual framework	203
	7.3	Why this study is important	205
	7.4	Contributions to knowledge	208
	7.4.1	<i>a) Methodology and method</i>	208
	7.4.2	<i>b) Policy and practice</i>	209
	7.5	Recommendations arising from the study	210
	7.5.1	<i>Recommendation 1: The way in which ITE students are recruited</i>	210
	7.5.2	<i>Recommendation 2: The influence of government policy on the curriculum and assessment</i>	210
	7.5.3	<i>Recommendation 3: The qualifications and experience of teacher educators</i>	210
	7.5.4	<i>Recommendation 4: The need for a closer working relationship between schools and universities</i>	211
7.5.5	<i>Recommendation 5: The process of transition to university teaching</i>	211	
7.6	Recommendations for future research	212	
7.7	The final "so what?"	212	
Epilogue		214	
Reference list		227	

Chapter	Figure	Title	Page	
Prologue	P1	Extract from original birth certificate	3	
	P2	“Bulletin” extract	3	
	P3	Young golfer	4	
	P4	Police woman	6	
	P5	Auschwitz labels	8	
	P6	Auschwitz tattoos	8	
Chapter 2	2.1	Quartz plate	64	
	2.2	Astrological clock	64	
Chapter 4	4.1	The Generative Space	96	
	4.2	Scottish river	97	
	4.3	Pipers	98	
	4.4	Signpost	98	
	4.5	Waterfall	99	
	4.6	Log dam	100	
	Chapter 5	5.3.1	V1	105
		5.3.2	V2	106
5.3.3		V3	107	
5.3.4		V4	109	
5.3.5		V5	112	
5.3.6		Pitlochry dam and fish ladder	113	
5.3.7		The Ripple Effect: Violet	114	
5.4.1		P1	116	
5.4.2		P2	117	
5.4.3		P3	118	
5.4.4		P4	119	
5.4.5		P5	122	
5.4.6		P6	123	
5.4.7		P7	127	
5.4.8		Volga River lock	128	

	5.4.9	Smooth waters	128
	5.4.10	The Ripple Effect: Pru	129
	5.5.1	F1	130
	5.5.2	F2	131
	5.5.3	F3	132
	5.5.4	F4	133
	5.5.5	F5	134
	5.5.6	F6	139
	5.5.7	Waterfall, Glencoe	140
	5.5.8	The Ripple Effect: Fred	141
	5.6.1	T1	143
	5.6.2	T2	144
	5.6.3	T3	146
	5.6.4	T4	150
	5.6.5	River with stepping -stones	151
	5.6.6	The Ripple Effect: Tom	152
	5.7.1	L1	153
	5.7.2	L2	155
	5.7.3	L3	156
	5.7.4	L4	158
	5.7.5	L5	164
	5.7.6	Reflection	164
	5.7.7	The Ripple Effect: Lily	166
Epilogue	E.1	In the hands of the police	214
	E.2	The pram!	217
	E.3	Fun!	217
	E.4	First golf club	218
	E.5	Community policing	221
Chapter	Table	Title	Page
Chapter	2.1	Summary of studies	57
2			
Chapter	3.1	Stimulus questions	83
3			

Please note that all the images and diagrams in this thesis are my own except for 5.1.6: Pitlochry dam and fish ladder. Sourced at:

<https://solokarenrtw.files.wordpress.com/2016/06/dsc05112.jpg>

Peer reviewed publications and conference presentations from the thesis

Book chapters:

Findlay, Y. S., & Jones, J. K. (2014). Uisge Beatha: The ebb and flow of four tides. In J. K. Jones (Ed.), *Weaving words: personal and professional transformation through writing as research*. Newcastle Upon Tyne, UK: Cambridge Scholars.

Findlay, Y. S. (2018). The Rights of the child: Are we creating a world in which all children are enabled to reach their full potential? In K. Trimmer, R. Dixon, & Y. S. Findlay (Eds.), *The Palgrave Handbook of Education Law for Schools*. London, UK: Palgrave Macmillan.

Refereed conference presentations:

Findlay, Y.S, & Jones, J. K. (2013, 1-5 December). Disrupting the label: a 4D research method for re-constituting “the other” and “othered” through theory, narrative, metaphor and constructive conversation. Paper presented at the annual international conference of the Australian Association for Research in Education, Adelaide, SA, Australia.

Findlay, Y.S. (2015, 15-17 September). The use of a narrative inquiry approach to examine how experienced teacher educators express their professional lived experience. Paper presented at the annual international conference of the British Education Research Association, Belfast, Northern Ireland.

Findlay, Y.S (2016, 28 November-1 December). *Who are we?* Paper presented at the annual international conference of the Annual International Conference of the Australian Association for Research in Education, Melbourne, VIC, Australia.

Findlay, Y.S. (2017, 28-30 June). *The creation of a fourth space in narrative inquiry*. Paper presented at the annual international conference of the International Congress on the Education of Teachers, Brno, Czech Republic.

Findlay, Y.S (2017, 27-30 November). *For better or for worse? The marriage of education and politics*. Paper presented at the annual international conference of the Australian Association for Research in Education, Canberra, ACT, Australia

Prologue

“When changes occur

We can choose to adapt

Or cling to our ideas

We can choose to understand

Or cling to our pain.”

(Venerable Wuling, 2006, May 6)

Uisge Beatha

The water of the burn begins its visible life as it seeps from the moss-covered earth on a high plateau of the Cairngorm. Its actual beginnings are unknown, but the trickle makes its way through indentations in the soggy earth and meanders down the gentle slope of the hillside, swelling with moisture gathered from the earth, rain and snow on its way.

Becoming part of the landscape, the burn is now able to provide life by giving hydration to the flora and fauna, and the immediate area, of which it is a part, begins to change. The moss carpet gradually gives way to reveal underlying rocks and the ground becomes precipitous. Now three or four feet wide and ankle deep, the water is cleansed as it tumbles over rocks and stones to become a moderate waterfall and it can provide fresh, clear spring water to weary hill walkers making their way to the summit.

Continuing its journey across a meadow, the burn settles into a quieter phase and trees, bushes and animals take up residence by its banks that become overgrown with accumulated growth from seeds that birds have dropped. Some tree branches stretch across to meet their counterparts on the other side. The burn is truly “Uisge Beatha” (water of life).

As is the way with nature, storms sweep across the landscape, signalling both destruction and rebirth. Plants and trees with shallow root systems lose vigour and health over the years, and are swept away by strong winds and flood waters. The same destructive forces, however, bring new life as seeds, borne by the winds, are deposited on soggy banks. The sun bringing heat replaces the wind and wet and new life begins. Fresh, green shoots appear and the burn, now cleansed by the rains, breathes new life and continues on its course towards its final destination.

Eventually reaching the loch, the burn will meld with all the other burns that have taken their own journeys towards the same destination. Together they settle as part of the deeper waters reaching out to the sea and the rest of the world.

This final destination is both an end and a beginning. The wind whispers and sighs across the waters. The surface is disturbed and tiny droplets are sucked into the air to become moisture soaked clouds that deposit their water on the land. The water that began its life seeping through the moss of a highland plateau now brings new life to areas far from Cairngorm. The cycle of life has no beginning and no end, but is transmuted into a fresh form in a different environment.

The water seeps from the earth and begins its journey....

My Story – the ebb and flow of four tides

The water of the burn begins its visible life as it seeps from the moss-covered earth on a high plateau of the Cairngorm. Its actual beginnings are unknown but the trickle makes its way through indentations in the soggy earth and meanders down the gentle slope of the hillside, swelling with moisture gathered from the earth, rain and snow on its way.

There is a tide in the affairs of men.

Which, taken at the flood, leads on to fortune;

Omitted, all the voyage of their life

Is bound in shallows and in miseries.

Julius Caesar Act 4, scene 3, 218–224

Where and when does it start? At the beginning, I suppose. But when was that?

That is a mystery. I was born sometime in the second half of 1949. My birth

Yvonne	Found 1950
Stewart	March
	Twenty-ninth
	Adelphi Street
	Glasgow.
	(Believed to be about
	(6 months old.)

Figure P1. Extract from original birth certificate

certificate states the date as 29 October, but further reading reveals this as a guesstimate.

And here is the mystery:

As recorded in my first birth certificate and in the ‘*Bulletin*’ newspaper, I was found on the first floor of a tenement block at 24 Adelphi Street, Glasgow. No one knew who I was, and so I spent the next year in Castlemilk Children’s Home – an experience of which I have little or no memory; screaming infants to this day



Figure P2. “Bulletin” extract

causes a deep reflex action in my innermost being, a memory perhaps. I was thought to have been about six months old and my date of birth was set at 29 October, 1949, having been found on 29 March, 1950. The numeracy of the person who worked this out may have been challenged! On 28 March, 1951, I was taken into the care of Peter and Agnes Findlay of Motherwell, and was I formally adopted by them on 20 February 1952. This event is the first major ‘tide’ in my life.

Becoming part of the landscape the burn is now able to provide life by giving hydration to the flora and fauna, and the immediate area, of which it is a part, begins to change. The moss carpet gradually gives way to reveal underlying rocks and the ground becomes precipitous. Now three or four feet wide and ankle deep, the water is cleansed as it tumbles over rocks and stones to become a moderate waterfall and it can provide fresh, clear spring water to weary hill walkers making their way to the summit.

One can speculate on the many ways in which my life would have been different had I not been abandoned or adopted. Speculation, however, is not fact and the tide certainly came at the flood and led me, if not to fortune in the monetary sense, most certainly to fortune in the life sense.

The second major tide in my life was more of an inundation than a simple tide. Life was normal in my world: Agnes and Peter Findlay were my mum and dad; I knew no other. My dad was full of life; an impish spirit, a



Figure P3. Young Golfer

scratch golfer and prize winning amateur photographer. An extremely fit man, he could run cross-country races with ease and he put many hours of effort into his “wee girl” whom he dubbed “the best boy in Motherwell”. From him, I inherited a love of golf and photography – the latter of which is still a passion to this day.

Continuing its journey across a meadow, the burn settles into a quieter phase and trees, bushes and animals take up residence by its banks, which become overgrown with accumulated growth from seeds that birds have dropped. Some tree branches stretch across to meet their counterparts on the other side. The burn is truly “Uisge Beatha” (water of life).

Life was simple and fun until March 1959, when my mum died from tuberculosis. It was a rocky time for a nine year old, but life picked up again with the arrival of a housekeeper who, in 1960, married my dad and life was full of fun and vigour again. Thus began the best two years of my young life. This was brought to a shuddering and life-changing stop when my father took ill and died three weeks later from an inoperable brain tumour. I had never known him to be ill except for a cold one winter. The same week, a cousin was killed in a car accident in North Africa. Within another six weeks, two very close uncles died in quick succession; one of whom lived in our home and died in my arms.

As is the way with nature, storms sweep across the landscape, signalling both destruction and rebirth. Plants and trees with shallow root systems lose vigour and health over the years, and are swept away by strong winds and flood waters. The same destructive forces however, bring new life as seeds, borne by the winds, are deposited on soggy banks. The sun bringing heat replaces the wind and wet and new life begins. Fresh, green shoots appear and the burn, now cleansed by the rains, breathes new life and continues on its course towards its final destination.

In the space of two months, the people with whom I had grown up and been close to as a young child were removed from my life; I was left in the care of my second mum. We were both numb in our own ways. The same year I started secondary school and, for the first time in my life, buried myself in school work during term time. This brought its own rewards in the form of school prizes. I had spent almost all of my primary schooling battling for the bottom place in the class, swapping places with another girl whose name I cannot remember.

Life was suddenly real and serious. Some members of the very large Findlay family were less than supportive of this woman who was married to my father for only 18 months and the child who was only adopted. I rejected adults and spent my time buried in school work and playing golf constantly during the holidays. I have no school friends from that time; I simply do not remember them. I do remember developing a fascination with the works of Shakespeare and the theatre, so much so that one summer holiday my mother and I went on holiday to Stratford-on-Avon. I remember that well because it was the first long drive we had taken on our own. I was 14 years old and not able to drive but an uncle taught me how to check the oil level in the engine, where to put the petrol and how to change a wheel. No motorways in those days - just a long drive through endless towns and villages: we had a ball, enjoying picnics in all sorts of places and seeing parts of the country, that are missed now by present generations travelling by motorway. My early teenage years went by mostly in a blur, and I seemed to wake up one day and find myself at Hamilton College of Education training to be a primary school teacher. To this day, I do not recall making the decision to go there or filling out any application form. I do know that my music teacher wanted me to study music and maths at university. She had discovered my true alto voice, and maths had become a passion for me. Why I did not do that, I have no idea. Hence my entry into the profession – willing or otherwise. At college, I specialised in drama, and I extended my knowledge of and interest in theatre management. This learning was put to use during the 1970s, when I worked with a local theatre company, mainly writing lighting and sound plots for plays. On three rare occasions, I ended up working alongside the BBC technicians. Our local theatre was very well equipped, and the BBC would use it to broadcast concerts by visiting artists. Sometimes these dates coincided with times that we were working in the theatre and so I would alter

my lighting plot to fit with the BBC requirements and change it back once they were finished their work.



Figure P4. Police woman

During my career, which started in 1970 with teaching in an overspill area of Glasgow, I have been fortunate to have a variety of roles: classroom teacher, home/school link teacher, deputy and head teacher. A two-year break from the profession in the mid-70s saw me as a beat constable pounding the streets of some less salubrious areas of Glasgow and learning about people and how to relate to colleagues and those in trouble. This learning has served me well through the years.

In the early 1980s, I took the opportunity to indulge my passion for singing. At an early age, I had been found to have a true alto voice – quite rare because most altos are mezzo-sopranos. The opportunity came through a friend, who encouraged me to audition for the Edinburgh Festival Chorus. I took singing lessons, succeeded in the audition and thereafter spent 15 wonderful years singing with the finest classical musical artists and conductors in the world. It was a privilege granted to few amateur musicians. I continued voice training until I became a very competent classical singer, a skill necessary to continue singing with the Chorus.

My mum died in 1991 after a long 20 year battle with a rare form of blood cancer. Those years were spent with many months in hospital and regular visits for treatment in between. We had to stay within easy reach of the hospital, and moving house was not an option for someone in my mum's condition. At the time, I did not think anything of it; that was just the way that it was. It was only after she died that I realised that I could move about and did not need long school holidays and short working days to act as part-time carer. This point in time coincided with the fall of communism and the dismantling of the European eastern bloc. Access to countries previously behind the "Iron Curtain" became much freer. The need of the populace in countries such as Romania became painfully obvious. Along with some church community friends, I became involved with relief work, taking much needed medical, clothing, educational and other supplies to Cluj Napocca, a university town about 200 kilometres east of the Hungarian/Romanian border. We had many

kinds of adventures on these trips. For the first time, I drove a seven-ton truck across Europe, while others travelled in a 40 foot truck lent to us by a Scottish food chain. These were exciting, invigorating and often humbling times meeting ordinary people who had never met someone from Western Europe.

Insurance companies either refused outright or offered us life insurance for our travels to Romania at exorbitant and unaffordable prices. It was considered by the insurance companies that we were travelling into a war zone, which indeed we were. On one memorable occasion we were allowed to cross from Austria into Hungary only under the protection of a United Nations High Commission for Refugees (UNHCR) convoy. We felt very small and vulnerable when, about a hundred kilometres into Hungary, the convoy turned right down into the former Yugoslavia and we kept travelling east. The war zone designation was reinforced when we were buzzed by aircraft curious to see who we were. Relying on the large red crosses on our vehicles, we fixed our eyes steadfastly on the road and kept driving.

Eventually reaching the loch, the burn will meld with all the other burns that have taken their own journeys towards the same destination. Together they settle as part of the deeper waters reaching out to the sea and the rest of the world.

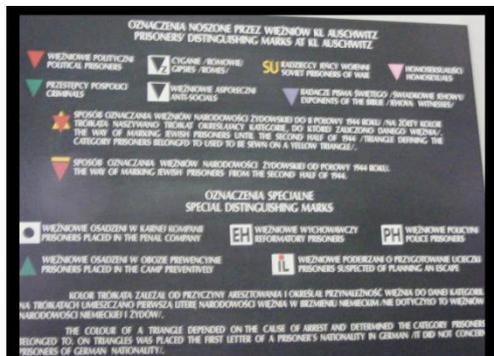
The third tide was my appointment as adviser with the City of Glasgow Department of Education in 1994. In this capacity, I also had pastoral/support responsibility for 45 primary schools. One particular school was in Drumchapel, at that time having the reputation of having the lowest socio-economic grading in Europe. The school had a very poor inspectorate report, and I was charged with working alongside the headteacher and staff members to bring the school up to an acceptable standard in the areas of curriculum planning, learning and teaching and whole school management. I became a frequent visitor to the school. In January, 1995 an Australian teacher arrived on exchange. I did not believe that anyone could have allowed that to happen. I am very glad that they did. The Australian teacher has become my life partner. Thus the tide turned and opened the path to Australia.

The tide did much more than open the path to Australia: it opened the path to a family life that I would otherwise not have experienced. I have become a presence in the lives of my partner's three adult children to whom I relate in various ways –

not quite pseudo parent but at least another senior adult family member. The eldest of the three shares our home and has a 16 year old boy to whom I am simply “Grumps”. I was able to be at his birth, and watching him grow into the boy he is at this point in time has been a great privilege. Quite a tide on reflection. We lived together in Scotland for six years before moving to Australia and setting up a new life here. Toowoomba was my partner’s home town before her exchange to Scotland: it seemed sensible to return to familiar territory to set up home.

The fourth tide made its influence known when I started looking for some work at the university. I was told by the Dean of the Faculty of Education that my CV was very interesting but I was of no use without my Master of Education (MEd) degree. I had spent my professional life busy in so many ways that I had not considered taking time to upgrade my qualifications. The MEd was duly completed in 18 months, and so I started my academic career. At the beginning of 2006, we began four years back in the UK when I was appointed as Senior Lecturer at Canterbury Christ Church University on a four-year contract. We returned home in 2009, and I resumed contract work with the university in Toowoomba until the beginning of Semester 1, 2011, when I became a full-time, permanent member of the academic staff. Reflecting on the first 30 years or so of my life experience has brought home to me why I have a deep loathing of giving labels to children in particular. For most of my earlier life, I had lived with the labels of “foundling” and “adoptee”. These titles gave adults the opportunity to comment on me without thought as to the person. I was a label; I was categorised by a label and not a name; to get my first passport was extremely difficult, with extra paperwork to complete and

specific evidence to provide as to my identity. In other people’s eyes, once someone is categorised it is easy to dehumanise that person and to think of him or her according to his or her label. The extreme example of this is evidenced in places such as Auschwitz, which we visited



in 2006, as in Figures P5 and P6 above.

Figure P5. Auschwitz labels

When a person is thought of as a label, then others can

do what they like to him or her –
the person is no longer a person.
When we translate this thinking to
the school environment and label
our students as “ADHD”,
“physically disabled” or “slow

learners”, we are in danger of forgetting that the
student is a real person, albeit with some specific
needs, but a person with a name and a personality and a future.



Figure P6. Auschwitz tattoos

There are still times when I wonder who I really am and from what patch in
Scotland I sprang to life in 1949. About one year ago, I had a DNA sample taken
for ethnicity. The sample revealed that I am roughly 92% Celt and 8% Arab. I have
always known that I am a Celt. It is something deep in the psyche that cannot be
explained. Scotland has my roots. The old saying, “You can take a girl out of
Scotland but never Scotland out of the girl” is most certainly true in my case.

It is interesting to find myself almost back where I started in 1970, at the lowest
rung of the ladder. My post is lecturer level A and I have no management
responsibilities for the first time in about 25 years. I am able to concentrate on my
job and have time built-in to my schedule for research.

To say that I am back where I started is not quite true. I came to this post with the
accumulation of knowledge and experience gained in and out of the classroom over
the preceding 40 years in the education world. I might even be bold enough to
suggest that there might be some wisdom drawn from that knowledge and
experience, but that could stretch credulity a bit far. I do know that I expect the
next tide to be the successful completion of my doctorate, followed by
contemplation and enactment of retirement. Where that tide will take us, I cannot
say. I do know that, as long as we are fit, Eleanor and I will continue to enjoy life
to the full, travelling and exploring places that we have not managed to fit in
because of work and family commitments. That will be truly our time.

*This final destination is both an end and a beginning. The wind whispers and
sighs across the waters. The surface is disturbed and tiny droplets are sucked
into the air to become moisture soaked clouds that deposit their water on the*

land. The water that began its life seeping through the moss of a highland plateau now brings new life to areas far from Cairngorm. The cycle of life has no beginning and no end, but is transmuted into a fresh form in a different environment.

The water seeps from the earth and begins its journey....

Narrative beginnings

“Uisge Beatha” and “My Story” are pivotal to my personal philosophical underpinning of the approach taken in the research component of this thesis. Both of the above were written as part of my exploration of the NI commonplaces of temporality, sociality and place and how each of these dimensions has an individual and collective impact on the lived experience of each individual (Clandinin & Rosiek, 2007). “Uisge Beatha” wrote itself with seemingly little cerebral input from me. “My Story” was a much more conscious piece, written to help me to understand something of the process that I have asked the participants in my research to undertake. Both now form the core of a book chapter: “Uisge Beatha: The Ebb and Flow of Four Tides” (Findlay & Jones, 2014).

Throughout the research, the power of words has become evident - the words that we use to describe lived experiences and our own and others’ interpretation of these words. The power of words spoken by others to us and about us has a deep effect on how we feel about ourselves. Adrienne Rich (1986) expressed the power of a teacher over her students as being: “When those who have the power to name and to socially construct reality choose not to see you or hear you, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing” (p. 199). More recently, we were reminded of the power of words used to incite racial hatred in pre-war Germany and the pivotal significance of Kristallnacht in the history of Western Europe and beyond as commentators reflected on the 75th anniversary of that dreadful night. In “Shared memory and the licensing of hate” (The Drum, ABC, 2013) Tim Soutphommasane, made us take note of the fact that “Genocide doesn’t begin with violence - it indeed begins with words”.

One of the outcomes of this research study has been to consider the power of words and how we use them about ourselves; as we use them to describe our lived experience; as we use them to interpret our and others' narratives of their lived experiences. By reflecting on such an outcome, we become conscious of the powerful effect that an NI approach can have on both participant and researcher. The roles of participant and researcher become intertwined as the participant, through the narrative conversations, researches him/herself. The researcher, as illustrated in the first part of this prologue, becomes a participant in the process as she has experimented with the process herself. The relationship between researcher and participant and the inter-twinning of the roles becomes evident throughout this thesis.

Chapter 1: Introduction

Personal reflection

At the outset of this narrative of my research journey, I need to make a confession. The stark reality that I entered Hamilton College of Education exactly 50 years ago this September (2017) came as a bit of a shock. Since then, I have had numerous posts in education. The earliest of course was as a classroom teacher. After teaching for about three years, I was asked to take my first pre-service student for her practicum – a sure sign that I was now an “experienced” teacher with something to share with students. In the years that followed, I had many interactions with the lecturers at Jordanhill College of Education (later subsumed into Strathclyde University, Glasgow). Most of these interactions were very positive with exchanges of views and professional learning. However – and here is the confession – I always thought their job a sinecure and one into which I could easily slip from the real work at the “sharp end” of school education as a classroom teacher. I didn’t because I enjoyed what I was doing and I gradually climbed the ladder of promotions. Soon after I immigrated to Australia in 2001, I met a fellow Scot, who was teaching in the university at which I am now an academic and she encouraged me into academia with some marking and teaching. Now I am a fully-fledged lecturer and, of course, I know that the job is no sinecure. I find myself becoming more and more downright angry at the way that the work of teachers and teacher educators is presented to society by politicians and the press. We are to blame for society’s ills and for poor results in international league tables. When an issue arises in society, education will be the fix-all. The underlying impetus for this research is my ire at the way our profession is treated in society. It is time for us to speak up and to claim our place as highly educated, highly experienced educators who know and care about the quality of the education provided for students sitting in classrooms across the nation. I realise that knowing how I feel about these matters is one thing, but do other teacher educators share similar thoughts and feelings? My research seeks to find out what colleagues have to say about their professional lives and the issues that matter most to them.

Please note that throughout this thesis there are personal reflections that are labelled and written in italics. The personal reflections are included to indicate my place and stance on issues raised as the research has developed.

1.1 The background to the study

In recent years, reports into the quality of teacher education (Carter 2015; Donaldson, 2011; Teacher Education Ministerial Advisory Group [TEMAG], 2014) have raised questions as to the place of universities in the education or training of teachers in England, Scotland and Australia respectively. Michael Gove, former Secretary of State for Education in England, seemed to have a mixed view on the status of teachers. On the one hand, he stated that “Teaching is a high status profession...” in a speech to the National College for Teaching and Leadership annual conference in 2010 and in the same speech he stated that, “Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman.” Are teachers professionals and/or crafts people with the difference in perception and qualification that the two imply? What does this dichotomy of perception or definition mean for teacher educators? Who exactly are teacher educators? Are we academics providing a research-based academic foundation in education for prospective teachers or are we crafts-people demonstrating and handing down skills to apprentices?

1.2 Commentary on teacher education and teacher educators

Literature is emerging about the quality of teachers and teacher education with a common emphasis on national professional standards for teachers and the accreditation of teacher education provision (McInerney, Smyth & Down, 2011; Santoro, Reid, Mayer & Singh, 2012). The issues include a consideration of who teacher educators are and how they see themselves in this era of governments encouraging fast track teacher training by advocating an apprenticeship model (Gove, 2010). Questions are also raised regarding the teacher educators’ standing as academics and the theoretical research basis of teacher education. In Australia, university teacher education programmes are subject to the guidelines set by the Australian Qualifications Authority (AQF), the Australian Institute for Teaching and School Leadership (AITSL) and the Australian Curriculum, Assessment and Reporting Authority (ACARA), and, in Queensland, where the participants of this

study are based, our university must also have programmes and courses accredited by the Queensland College of Teachers (QCT). It is within the context of this matrix of demands and constraints that teacher educators must negotiate a pathway for future teachers to receive high quality pre-service and continuing professional development learning experience to equip them to become educators to meet the needs of our school students in the 21st century.

In this second decade of the 21st century, teachers and teaching have become, and continue to be, under close scrutiny and subject to critical comment by politicians and the press. Governments respond to international attainment data such as that from the Programme for International Student Assessment (PISA) and look to see how their own country compares internationally, particularly in regards to priority areas such as literacy, mathematics and science. In Australia, for example, there was wide reporting of the fact that:

On global comparisons, Australia performed equal 10th in science (down from 8th in 2012), 20th in maths (down from 17th) and 12th in reading (down from 10th). There is a steady decline in the results since 2000, both in terms of overly simple international comparisons and absolute mean scores. (Riddle & Lingard, 2016, n.p.)

The political response to this apparent decline in attainment was that more funding was not the simple answer but that more quality teachers were required. Simon Birmingham (the current Federal Education Minister) acknowledged that, “The single greatest in-school factor in terms of student accomplishment is absolutely the teacher...” (Belot, 2016, n.p.).

The above statement places the classroom teacher at the heart of the school education system and, by default, they instrumentally affect the quality of the initial teacher education (ITE) provision being provided to pre-service teachers. It is encouraging to read of teachers being recognised for the importance of the roles that they play in educating children and young people. However, in addition to the pivotal and well recognised role of the classroom teacher, appropriate and sufficient funding is required for the school education system to work smoothly and efficiently.

1.3 Standards for teachers and implications for ITE programmes

The Australian Federal Education Minister acknowledged that the country needs the highest quality teachers who require support through ongoing professional development to acquire the appropriate knowledge and skills in the key learning areas of maths and science (Belot, 2016, n.p.). The Australian Government's support for AITSL, established in 2010, and the development of National Professional Standards for Teachers by that body has resulted in increased scrutiny for teachers.. The Standards make explicit that which effective teachers should know and be able to do through four incremental career stages. The implementation of the Standards by State governments has renewed focus on quality teaching but also, by default, on the teacher education providers. Murray (2005) noted that "... few studies have looked at the professional experiences and induction needs of new teacher educators..." (p. 68). Further, Goodwin and Kosnik (2013), commenting on the high level of scrutiny and commentary to be found regarding the quality of teachers, stated: "Simply put, it is reasonable to assume that quality teacher preparation depends on quality teacher educators" (p. 334). There is limited literature on the impact that the above statements have had on teacher educators, especially with regard to hearing what teacher educators have to say about themselves. This study has addressed this lack by investigating the professional lived experience of five teacher educators. The role of the classroom teacher as mentor to student teachers in their practical placements is deserving of the title "teacher educator". However, it is important to note that, for this study, the term "teacher educator" is referring to those involved in teacher education in universities. Classroom teachers who supervise pre-service teachers in their classrooms are described as "mentor teachers" in this study.

Teacher educators often have extensive teaching experience before undertaking the responsibility of preparing prospective teachers at a higher education training institution. There is a perception that academics are removed from the classroom, and that teacher educators are not fully aware of what happens in day-to-day life in the school context (Brennan & Clarke, 2011; Mayer, Mitchell, Santoro, & White, 2011). To exacerbate this problem, some teacher educators have been out of the classroom context for substantial periods of time, which also contributes to a sense that their content and delivery may be irrelevant and/or out-dated. Although

teachers now undertake formal accreditation processes aligned with the National Professional Standards for Teachers (<http://www.teacherstandards.aitsl.edu.au/>), their counterparts at the university level do not have a similar framework as part of their professional practice. However, Australian universities are beginning to experience increasing accountability for their teacher education programmes through the accreditation of initial teacher education programmes (AITSL, n.d.). Other westernised education systems such as the USA and the UK also exhibit this increasing focus on standards in school education and teacher preparation programmes. This focus is evidenced in the parallel drive towards a centralised curriculum for schools, standardised testing as a means of assessing the quality of school education, questioning the quality of classroom teachers and their preparation for the classroom, and emerging questions about the standard of teacher education programmes and those who deliver them. They are all themes evident in the literature to be found in the USA, Europe, Australia and New Zealand (Goodson, 2003; Hardy, 2018; Imig & Imig, 2007; Jasman, 2003; Lambert & Biddulph, 2015; Newby, 2007; Snoek, Swennen, & van der Klink, 2011; Townsend & Bates, 2007).

In the Australian context, the *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education Employment Training and Youth Affairs [MYCEETYA], 2008) introduced the concept of “National Professional Standards for Teachers”. The intention was that these standards would form the benchmark for teacher registration in each Australian State and Territory. The clear link between preparing effective teachers and the teacher educators charged with their preparation was recognised by the introduction of the *Accreditation of Initial Teacher Education Programs in Australia* endorsed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in December, 2010 (MCEECDYA, 2010). The 21st century focus on teachers’ professional standards and, by default, on the quality of teacher education brings to a halt the “benign neglect” (Jasman, 2003, p. 2) of this sector of our education system. Currently, teachers need to align their professional practice with the development and implementation of *Professional Standards for Teachers* (AITSL, 2011) to enable them to be registered as teachers with their State registration board. Similar to Jasman’s comment above, However, as Newby

(2007) revealed, in an apparent comment on the tensions that have arisen between standards and professionalism, that “Before the war began, professional teacher educators had been left largely to do their work as they pleased...” (p. 113).

In addition initiatives such as “Teach for Australia ” (DET, 2017), which “selects a small number of applicants from a large pool to recruit high achieving university graduates, with degrees other than teaching” (p. 2) have resulted in added complexity. The preparation in the “Teach for Australia” programme, takes the form of teacher training that combines on-campus blocks of study, regular face-to-face support from University Clinical Specialists and self-paced study. Their teaching load is reduced to 80 per cent over the first two years of teaching to allow time for on-going study and development.

Internationally, there are similar teacher preparation initiatives. For example, the English “Teach First” (Teach First, 2018) programme takes Honours graduates straight from university, gives them an intensive six-week summer school and then places them in schools with mentors from whom they will learn their craft, similar to an apprentice-based model, supported by limited theoretical academic input. Although Newby (2007) affirmed that “All teachers need to meet high standards of technical competence”(p. 124), he questioned the practice intensive approach. Commenting on the English system, he was concerned that the “habits of mind espoused in Higher Education” are in danger of being ignored and that the English system “insults the complex processes of teaching” (p. 124). It is becoming increasingly important, therefore, to consider who our teacher educators are and what they have to say about the seeming dichotomy of this drive towards technical teaching competencies and retaining the concept of professionalism.

“Professional Standards for Teachers and Trainers in Education and Training – England” (U.K. Government, 2013) details the expectations for practising teachers in England. They are less comprehensive than those in Australia or Scotland and cover two broad areas: Teaching; Personal and Professional Conduct. At the time of writing, the standards in England are under review with the expectation that more specific criteria will be developed. AITSL and the General Teaching Council Scotland (GTCS) also provide expanded standards for teachers as they progress in their professional experience. AITSL provides standards for Proficient, Highly

Accomplished and Lead levels of professional development. Similarly, the GTCS expects teachers to demonstrate higher levels of competency from provisional registration to full registration progressing through the standards to be demonstrated for career-long professional learning, the standard for middle leadership and the standard for headship. In England, no such progression is demonstrated at this point in time.

What does all this mean for teacher educators? Should teacher educators have similar standards which they must demonstrate or are they regarded as part of the university academy meeting criteria for promotion through the steps from a level A academic (associate lecturer) to professor? Must teacher educators be registered teachers to be considered part of a recognised professional body? These are some of the questions that are explored through this research.

1.4 The research question

There is potential, therefore, to elicit how five Queensland university teacher educators articulate, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice. Swennen, Jones and Volman (2010) observe that:

the teacher educator is recognised as an important instrument for the education of future teachers, and with this recognition there is now an emerging, but still limited, body of knowledge about teacher educators (pp. 131-132).

This study addresses the lack identified by Swennen, Jones and Volman (2010) by listening to what teacher educators had to say about current and future education policy and practice, co-constructing rich narratives that explore these issues, and developing recommendations informed by their voice and current literature

If the quality of the classroom teacher is regarded as being at the forefront of raising student attainment levels, then the quality of the preparation programmes for their role in the classroom is critical. What do teacher educators have to say about how they navigate the multiplicity of demands from Government and State legislators? How do they view their role in the preparation of teachers equipped to work within the context of the 21st Century classroom? These questions lead

towards setting the research question for this study that is: How do teacher educators articulate, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice? Teacher educators are responsible for the preparation of teachers for the classroom and yet this sector has suffered from the neglect indicated by Jasman (2003).

Birmingham's (2016) acknowledgement that teachers are the most significant factor in the provision of quality education in the classroom, did not follow on with a comment regarding the education of those teachers. The three reports outlined in this section (Donaldson, 2010; TEMAG, 2014; Carter 2015) review the quality of teacher education within the national contexts but they make no mention of what qualifications and experience teacher educators might be expected to demonstrate. This is a conundrum for both the ITE students and the deliverers of the ITE programmes. It is a conundrum because, despite all the comments made about the quality of ITE course work, there is no correlation with the quality of those responsible for designing or teaching the courses. Standards for teachers have been developed but no standards are apparent for teacher educators. Classroom teachers require to be registered in Australia and Scotland but those teaching the teachers do not need to do so. Why is this the case and what do teacher educators have to say on the matter? The opinions of what qualifications and experience that teacher educators should have are expressed by the participants in the research as an element of their professional lived experience.

1.5 Overview of the approach to the study

The approach taken to explore the research question underpinning this study was narrative inquiry (NI) which is a research methodology uses story through personal narratives to explore through a three-dimensional form of inquiry participants' lived experience in the context of the topic being explored. Theorists such as Branigan (1992) and Genette (1980) distinguished between narrative and story. Branigan suggested that narrative "embodies a judgement about the nature of events" (p.3). Genette (1980) envisaged individual events as stories and narrative as the actual telling and recording of a series of events in written form. Denning (2007) raised the concern that "...story is a large tent with many variations within

the tent” and that if we narrow the definition of story “...we may end up missing useful forms of narrative’ (p.230).

For the purposes of this research, therefore, I sit with Branigan (1992) and Genette (1980) and use the term narrative to mean the encompassing of the stories of life into a whole telling of that life. Frank (2002) noted that, “Being narratable implies value and attributes reality” (p. 111). This has been evidenced through the process of co-constructing the participants’ narratives and their responses to this process which revealed they felt they had a story worth telling and recognised their professional lived experience and informed their professional identity as teacher educators.

Personal reflection: July 2017

The steady beat of clapsticks draws our attention to the woman sitting quietly on the platform. She begins to tell a story of the Dream Time. The words are measured by the beat and gradually take on a musical tone. The story becomes a song. I am drawn into the spirit of the words and the wide open spaces of the outback fill my imagination. I see a group of women and young children sitting round the fire. The yarning circle is a comfortable space for telling stories and sharing the tales handed down in similar fashion over many centuries.

Sitting in the uncomfortable church pew, I think about the performance taking place before me. A friend has put together a series of stories, poems, songs and harp music as a fund raiser for a music school in Africa. She is going to be travelling there with a group of musicians and teaching music in many of its forms to young people at a music school.

The afternoon fund raiser is entitled “The Singing of Stories” and I reflect on the multitude of ways in which stories can be told. The harp reminds me that not all stories need words. Sounds of the night can be captured in music; moments in history are remembered in paintings; photograph albums recall a family’s life. Hieroglyphs found in ancient Egyptian tombs are pictorial representations of words and depict the life of the person entombed – usually a pharaoh. In today’s digital communications we have come full circle with the use of emojis to express our feelings in a shorthand kind of way.

Reflections on the event have clarified for me the subtle difference between a story and a narrative. The stories tell of a specific event at a particular point in time. The underlying narrative is a pooling of those stories to paint a picture of the creative work of Australian women writers, poets, artists, musicians, composers and singers.

1.6 Overview of the thesis

The following provides a brief summary of each chapter and its relationship to the study.

1.6.1 Chapter 2: The literature informing this study

The literature informing this study is found in three broad categories: the socio-cultural and political landscapes of education; the socio-cultural and political context of teacher identity; and, the socio-cultural and political contexts of teacher educator identity.

The neoliberal zeitgeist of standardisation is the *socio-cultural context* of today's education world. By this I mean conformity to the dominant ideology of national testing against the benchmarks set in a politically driven curriculum. By contrast, Plato's belief (Gutek, 2011) that the state needed to have complete control of a person's total education was challenged by Freire (1972) who viewed education as a way to freedom of thought.

Teacher identity is discussed through the lens of being a professional and what this means. Reference is made to Hargreaves (2000), Murray (1992) and Gutmann (1987). The concept of a teacher as craftsman (Gove, 2010) is challenged by considering the counter arguments found in reports such as the Carter review of initial teacher training in England (2015), the Donaldson Report into Teacher Education in Scotland (2010) and The Education Ministers Advisory Group Report (2015) in Australia. The three reports on the quality of teacher education provision in the respective countries represent the most recent and comprehensive review of teacher preparation at this time. They are important to this research because they refer to and make recommendations on the future of teacher preparation for the respective jurisdictions. By implication, the comments and recommendations made have an effect on the role of teacher educators. The European Commission report

“Supporting teacher educators for better learning outcomes” (2013) and the Cambridge Primary Review “Policy and Research Evidence in the ‘Reform’ of Primary Initial Teacher Education in England” (McNamara, Murray & Phillips, 2017) are referenced with regard to trends in teacher education in Europe.

The place of *teacher education* as situated within the academy is highlighted through the work of Cochran-Smith and Fries (2001), Fenstermacher (2002) and Gore and Gitlin, (2007) who emphasise the important role that academic teacher educators have in developing high quality teachers.

1.6.2 Chapter 3: Research design

Narrative inquiry as a research methodology is detailed within the constructivist theoretical paradigm. Reference is made to Dewey’s contention (1938) that learning is mediated through personal lived experience. This concept is further developed with reference to Clandinin and Connelly’s (2000) assertion that the use of narrative best enables the understanding and explanation of lived experience. Reference to Polkinghorne (1988), Van Manen (1990), and Webster and Mertova (2007) further advances the argument for the use of NI as the most appropriate research methodology for this study.

The research method employed directly reflects the use of the three commonplaces of NI as described by Clandinin and Rosiek (2007). The commonplaces are temporality, sociality and place. These are elaborated on and considered to exemplify how lived experience is expressed. The field texts and interim text were achieved through an iterative process leading to the co-construction of the final research texts. To enable this method to work, it was essential to build a relationship between myself as the researcher and each participant. Clandinin (2013) emphasised that this “relational methodology” (p.135) relies on a trusting and ethical partnership between researcher and participants.

The analysis of the final research texts was conducted through the lens of the conceptual framework (which is elaborated in Chapter 4). Crucial points in each participant’s expressed lived experience were recognised and the merging of the identified sociality, temporality and space was identified as a generative space.

1.6.3 Chapter 4: Conceptual framework

The study's conceptual framework is based on the work of Clandinin and Rosiek (2007). They envisaged the inquiry space as being three-dimensional, consisting of the three commonplaces of narrative inquiry; temporality, sociality and place which are investigated simultaneously. The metaphor of three rivers converging is used to illustrate how the three commonplaces work together to make sense of past, present and possible future. Bach (2007) exemplified how lives are influenced by the totality of individual lived experience by commenting that: "Our experiences are always our own, but they are shaped by the social, cultural and institutional narratives in which individuals are embedded" (p. 282). He highlighted that life is not lived in a vacuum but in multiple contexts over different periods of time and set within a complex matrix of social circumstances.

1.6.4 Chapter 5: Making meaning for the participants

This chapter applied the conceptual framework to make meaning of their narratives with and for the participants. The framework sets the professional lived experience of the teacher educators within the confluence of the commonplaces of temporality, sociality and place. Critical events were identified, and the influence that they have had on the lives of the participants was recognised as being generators of the next stages in lived experience.

1.6.5 Chapter 6: Making meaning for the researcher

Underlying this chapter is an answer to the 'so what?' question that often underpins research, but particularly NI. Why does this research matter? What was the point in carrying out the research? The final research texts and what they reveal about teacher educators and their respective professional lived experiences. Semi-structured interview questions were used to provide consistency but also provided enough scope for individual responses. Themes were then identified from the responses and key points that emerged were further developed with particular reference to the literature identified in Chapter 2. The conceptual framework is used throughout this chapter and includes the direct voices of the participants.

1.6.6 Chapter 7: Conclusion

The conclusion draws the threads of this narrative together. The research question is explored by examining the common themes raised by the participants and reveals the lessons that can be learned by colleagues and policy makers in the teacher education domain. Recommendations are made regarding the role, and status of teacher educators. It summarises what has gone before and suggests possible next steps in my research journey. It is not an end in itself but the launch pad for further study into the issues examined in this study.

The use of the conceptual framework provided the means through which the voices of the participants were heard. The contribution that their voices have made to our knowledge and understanding of the thoughts and concerns of teacher educators about current and future education policy and practice is invaluable. The recommendations emanated from their contributions and the literature that reflected the themes that emerged through their narratives.

1.6.7 Epilogue

The Epilogue is the bookend to this study. It is a personal reflection on my own learning journey through NI. The Prologue indicated my narrative at the start of this journey and the Epilogue articulates how I have considered and how I now narrate my own lived experience and its impact on me as a teacher educator.

Chapter 2: A journey through the literature informing this study

2.1 Introduction

This study was designed to explore the thoughts and concerns of teacher educators about current and future education policy and practice through narrative inquiry of their professional lived experience. In Chapter 1, the context of the study was described; that is, an educational environment dominated by government reviews of teacher education, neo-liberal policies, standardised curriculum, ongoing assessment, and accountability. In this chapter, relevant literature and extant research in the domains of the socio-cultural and political landscapes of education, the socio-cultural and political context of teacher identity, and the socio-cultural and political contexts of teacher educator identity are reviewed in order to establish the foundation for conducting the study and for later consideration of the findings in relation to local and global socio-cultural and political contexts of education.

The socio-cultural and political landscape within which education takes place in individual states and nations across the world will be considered through initiatives taking place in Scotland, Australia and England that share similarities and differences through their Commonwealth of Nations heritage and connections. These reports are ordered by publication date and there is no reference made in any of them to either of the other two reports. Sweden, Finland and the USA are the other westernised countries included but more briefly, as are the Confucian influenced systems of South Korea and Singapore. Teacher identity is discussed as being strongly influenced by the culture created by both society and government and therefore is an important component in this literature review. The final section focusses on the role teacher educators whose role appears to be vary between different countries.

2.2 The socio-cultural and political landscapes of education

Personal reflection: February 2017

As I begin consideration of the socio-cultural landscapes of education, I am drawn to reflect on what was considered to be the sound tradition of Scottish Education.

“Scratch a Scot and you rouse a traditionalist. He will predict the immediate future by an exact reference to the comparatively distant past” (Mackintosh, 1962, p. 1). I cannot help wondering what has changed, if anything, since the first Scottish Education Act of 1494, which stated:

That all Baronis and frehaldaris that ar of substance put their eldest sonis and airis to the sculis fra thai be aucht or nyne aeiris of age and till remane at the gramer sculis quhill thai be competentile foundit and have perfit Latyne (Mackintosh, 1962, p. 239).

(Translation: That all Barons and freeholders that are of substance put their eldest sons and heirs to school from the age of eight or nine years old and that they remain at the grammar school until they are competent in the foundations [grammar, arithmetic, law] and have perfect Latin.)

The tradition of compulsory schooling has a long history. It is easy to imagine the boys of the late 15th century sitting up straight on benches, with tables in front of them, and listening to the Dominie dispense his wisdom. The printing press had recently been invented by Guttenberg in 1450, so the written word was slowly becoming more readily available to all. The first communication revolution, if you like, as powerful as the advent of the Internet in our generation. Walter Chepman of Edinburgh was granted the first licence to set up as a printer in Edinburgh in September 1507. The initial purpose of allowing the press was to publish a book of Scottish church rules and regulations as well as the lives of various local saints. The imposition of directives as to what should be published had a distinctly political overtone. King James IV intended the publication of a Scottish liturgical text to replace the English text in common use in those days. The school teachers of the 15th and 16th century were mainly clergymen who were not always well educated or well-read but who adhered to the dictates of church and state. The priests were clergymen first and regarded teaching as an element of their duties. What was taught in schools was decided by those in power. Were those who

tutored the priests the first teacher educators? The ideas promulgated reflected what the powerful elite wanted the ordinary populace to think. The aim was to ensure a distinctly Scottish church and education system. The power lay in the hands of the crown, the church and the politicians. There is no UK education system. To this day, the Scottish education is completely separate to and very different in conception from that south of the border.

The above personal reflection is included to provide the context to my background in education in Scotland. The references to the three reports into teacher education in Scotland, Australia and England provide the opportunity to compare and contrast three quite different education systems with their common basis in the Anglo Saxon traditions from which they have emerged.

2.2.1 Initial Teacher Education (ITE)

Pyne (2012), the then Shadow Australian Federal Minister of Education, mirroring the Gove (2010) comment about teaching as a craft, offered the opinion that “Teachers and principals are critical of current pre-service education offerings for failing to adequately focus on practical skills that teachers need to succeed in the classroom” (p. 17). Both contributors favoured a teacher training approach for future classroom teachers that focused on skills and that mirrored a return to the pupil teacher experience of the 19th century. Future teachers would spend increasing amounts of time as apprentices in the classroom. The English “Teach First” (<https://www.teachfirst.org.uk/>) programme is based on this construct. At the time of writing, Scotland has maintained the traditional route into teaching by the successful completion of an appropriate and recognised university programme of study.

In contrast to the viewpoint espoused by Pyne (2012) and Gove (2010), the “Report of a review of teacher education in Scotland” (Donaldson, 2010) advised that “The values and intellectual challenges which underpin academic study should extend [a teacher’s] own scholarship and take them beyond any inclination, however understandable, to want narrow training of immediate and direct relevance to life in the classroom” (p. 6). Scholarship and intellectual rigour were considered by Donaldson to be important and necessary elements of ITE programmes of study.

The importance of the role that the teacher has in facilitating student achievement was emphasised in a report initiated by the Australian Government Department of Education and the Australian Institute for Teaching and School Leadership (AITSL), “A blueprint for initial teacher education and teacher workforce data” (CIRES, 2015), which asserted that “Individual teachers account for about 30% of the variance in student achievement” (p. 13). This assertion has implications for the quality of ITE programmes and the teacher educators charged with the delivery of these programmes. The quality of the learning experience of school students is regarded as being a reflection of the quality of the ITE programme that the teacher has undertaken. This in turn is regarded as a measure of the quality of the experience provided by teacher educators.

2.2.2 Reports into teacher education

Major reports into teacher education have been published *Action now: Teaching Scotland’s future* (Scotland - 2010), *Classroom Ready Teachers* (Australia - 2014) and *The Carter review of initial teacher training* (England - 2015) and. These reports have examined teacher education within different political contexts.

a) Scotland - *Teaching Scotland's Future* (Donaldson, 2010)

“*Teaching Scotland’s Future: Report of a review of teacher education in Scotland*” (Donaldson, 2010) took the view that, while standards are critical to ensuring quality graduates, nonetheless “..., the most successful education systems do more than seek to attain particular standards of competence and to achieve change through prescription. They invest in developing their teachers as reflective, accomplished and enquiring professionals who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change” (p. 4). The place of intellectual inquiry and academic rigour is recognised as an integral ingredient in the preparation of future teachers in Scotland.

The report also advised that ITE students should be encouraged to engage with colleagues in discipline areas beyond education, such as social work, as part of “their general intellectual and social development” (p. 6). Engaging with other disciplines would expand students’ thinking beyond the narrow confines of education (Donaldson, 2010). The place of the university in the preparation of

future teachers was not in question in the report. Teacher education requires a sound theoretical and philosophical basis on which to build the practice of teaching (Donaldson, 2010). The report emphasised that teaching is more than a craft requiring students to gain skills as an apprentice to a master. It is an academic discipline requiring deep knowledge and understanding of the cognitive and physical development of the students to be taught in school classrooms.

b) Australia -*Action Now: Classroom Ready Teachers* (TEMAG, 2014)

“Action Now: Classroom Ready Teachers” (2014), a report by the Teacher Education Ministerial Advisory Group (TEMAG) in Australia, made 38 recommendations regarding teacher education, 18 of which begin with the words “Higher education providers...”. Clearly these recommendations place considerable responsibilities on ITE providers to meet the requirements demanded by teacher regulatory authorities. The principal authority is AITSL, but each state in Australia has its own regulatory authority with standards for teachers based on the AITSL standards. ITE providers are required to have all ITE programmes and courses accredited by the regulatory authority of the state in which they are located.

The organisation of national and state politics in Australia can lead to conflict of interests with regard to ITE provision. For example, the university in which I am a lecturer is located in Queensland and ITE programmes and courses are accredited by the Queensland College of Teachers (QCT). Currently, QCT expects that discipline graduates complete a two-year postgraduate Master of Learning and Teaching (MOLT) degree before being eligible for registration as teachers in Queensland (www.qct.edu.au, n. d.). This requirement is in line with the Federal Government’s policy. In Western Australia (WA), the expectation of discipline graduates is that they will complete a one-year Graduate Diploma in Education to be eligible to be registered as teachers (<http://www.trb.wa.gov.au>, n. d.). However, by inter-state agreement, teachers who have qualified with a WA post-graduate diploma will be acceptable for registration by the QCT. This situation begs the question of which discipline graduates, in this digital age, will study in Queensland or will pursue an online diploma programme through a university in WA. This is a conflict of interest on the part of the students who may wish to support their own state universities but who can study and be acceptable for registration in just one year through a university at the opposite side of the country. It also creates possible

conflict between universities vying for student numbers to support their institutions financially. A further conflict could arise for those involved in career advice and who are asked by potential graduate ITE students to recommend a suitable pre-service course. A one-year diploma programme as opposed to a two-year MOLT programme would sound very appealing to an ITE student who has already completed three or four years of tertiary study.

Of the 38 recommendations of the TEMAG (2014) report, the Federal Government has been able to endorse and enact all but one of them. The one that they were not able to put into effect, ironically, was the one that had the potential to resolve the conflict described above. The report found that “There is significant evidence of system failure” (p. x) with regard to the quality assurance of ITE courses across Australia. To resolve this issue, the report recommended that, “...a strengthened accreditation process for initial teacher education should be administered by a national initial teacher education regulator” (p. x). However, the Federal Government refuted this recommendation because it did not think that establishing a new body for this purpose would guarantee better quality assurance nationally. Instead, the government preferred to delegate this responsibility to AITSL and the Tertiary Education Quality and Standards Agency (TEQSA). The expectation was that these bodies will work with the teacher registration authority in each Australian State and Territory to ensure high quality ITE programmes that will be accredited by those individual authorities (Australian Government, 2015). This is a good example of how the political context of ITE can override the practical concept of a national quality assurance framework for ITE.

c) England - *The Carter Review of Initial Teacher Training* (Carter, 2015)

The “Carter Review of Initial Teaching Training (ITT)” (2015) was a review into teacher training in England. It is interesting to note the use of the title “Initial Teacher Training”, and this is reflected throughout the review. A National Audit Office (UK Government) report in June 2016 commented that the Government in England was favouring school-centred ITT providers over the traditional university route for pre-service teachers. One such route is School Direct, which is a one-year postgraduate programme leading to qualified teacher status. It is designed to provide on-the-job training by groups of schools with limited input from an associated university. School Direct is run by a lead school in partnership with

other schools and an accredited teacher training provider. The lead school has overall responsibility for ensuring that students receive training that aligns with the criteria for newly qualified teachers. Students who have worked for three years or more have the opportunity to be paid during their training (Department for Education, n.d.). The report recorded that school-centred providers had increased in number from 56 to 155. The number of lead schools in the School Direct programme had grown to 841. The report criticised this emphasis on school-based ITT because of the lack of evidence that this route was providing value for money and that sufficient, appropriately qualified teachers were available for filling posts in schools. The push towards the school-based approach has placed academic teacher educators in a precarious position with regard to security of employment. Recommendation 5 suggested that universities should consider offering a “bridge to ITT” module within their undergraduate subject degrees (p. 68). However, throughout the report, the role of the university in relation to ITT was tenuous. The term “ITT” reflected the comments made by Gove (2010) regarding teaching as a craft with future teachers as apprentices learning their craft in the classroom. The ITT students would be trained to teach individual lessons in the way set down by the mentors or master craftsmen or women. This approach appears to eschew the clear intellectual element evident in teacher preparation Initial Teacher Education (ITE). Gilroy (2014) commented that the changes in the education system in England were being driven by “policy-makers whose approach seems to be ideology heavy and evidence light” (p. 630). This comment is applicable to the changes wrought by the UK government during the time when Michael Gove was Minister for Education and Training and subsequently reflected in his 2010 conference speech.

More recently, a Cambridge Primary Review research report (McNamara, Murray, & Phillips, 2017) reviewed the policy interventions in education in England by the UK Governments during the years 2009-2016. This covered the period of time during which ITT in England has been ever increasingly moved from university-based provision to school-based provision as supported by Gove (2010) and Carter (2015). The report examined the effect of the move from university-based to school-based ITT and concluded that there were three specific areas of concern: education policy and policy-makers; recruitment and training allocations and

routes, and trainee characteristics; and ITT curriculum over the period of the review.

i) education policy and policy-makers

McNamara, Murray and Phillips (2017) came to a number of conclusions on this issue, with a principal one being that “education policy-makers’ judgements are frequently based on ideology rather than robust scrutiny of the relevant research evidence and data” (p. 66). The impact on universities of the policy initiative to have school-based ITT has not been fully considered. The role of university-based teacher educators is in a state of flux “leaving many feeling insecure and undervalued” (p. 67). Of considerable concern was the narrowing of experience for ITT students because they are spending more time as apprentices observing and copying the practices in a single environment and will become “inducted early into localised, school-specific practices and norms” (p. 68) rather than being encouraged to reflect on a range of practices across multiple school sites and contexts.

ii) recruitment and training allocations and routes, and trainee characteristics

One specific problem identified by McNamara, Murray and Phillips (2017) was the allocation of training places. This is problematic because school-based training places are allocated locally to meet the needs of the provider rather than aligning with the Department of Education allocations criteria. This can result in there being “both over-supply and shortage of teachers” (p. 68) depending on the area of the country. Isolated rural communities are particularly vulnerable to having a shortage of teachers.

The authors concluded that the “recruitment criteria, audit measures and league tables currently incentivise and privilege applicants with first class degrees” (p. 68). Although it might be desirable to have the most highly qualified students training as teachers, for primary school teaching applicants personal qualities and a broad range of curriculum subjects taken in the senior years of schooling at A level (the highest leaving certificate level for school students in England) may be more appropriate.

A significant issue identified was the number of unqualified teachers teaching in primary academies and free schools in England. These schools are self-managing and not run by local education authorities. A second significant issue was the increasing number of teachers following the school-based Qualified Teacher Status (QTS)-only routes. The QTS-only route is reliant on school-based training with minimal input from a university partner. This has implications for “teaching quality, the status of the teaching profession in England, and individual teachers’ professional mobility” (p. 68).

iii) ITT curriculum over the period of the review

McNamara, Murray and Phillips (2017) noted “the model of the teacher-as-research-literate-technician now dominates formal government policy on the ITT curriculum” (p. 69). However, in practice, the School Direct route reinforces “an instrumental, craft-based model of ITT” (p. 69). There are models of sound developmental research-based undergraduate and post-graduate programmes and courses run by the Higher Education Institutions found in some contexts.

The primary ITT route is increasingly dominated by “school-specific norms, pedagogies and curriculum” (p. 69). This results in a narrowing of the curriculum content knowledge and pedagogical understanding, experience and knowledge of the students following these routes. This is creating cohorts of newly qualified teachers with significant variations on the nature and content of their training experience. Such a diversity of teacher training experiences creates a problem regarding quality assurance and the acceptability of qualifications across the country. The authors concluded that this craft-based model of “what works here” (p. 70) is not adequate to provide a teaching force able to adapt to different contexts or future curriculum and pedagogical initiatives.

Lessons from the above reviews

The above summary of the McNamara, Murray, and Phillips (2017) review of ITT provision in England indicated that the government’s implementation of the initiatives imposed and supported by Gove (2010) and Carter (2015) has resulted in a period of uncertainty. University-based ITT providers have been marginalised, and the lecturers feel undervalued and at risk of losing their jobs. The status of teachers trained under the new school-based provisions is questionable because of

the lack of quality assurance measures across all offerings of ITT provision. A lack of formal academic qualifications has the potential to prevent the teachers from being employable in diverse teaching contexts or overseas should they wish to move beyond where they were trained.

Both the TEMAG (2014) and the Donaldson (2010) reports placed university ITE at the core of preparing future teachers in contrast to the classroom-based model preferred in the Carter (2015) report. Both Australia and Scotland have maintained teacher education requiring the status of attaining a university qualification rather than the teacher training acquisition of a school-based qualified teacher status.

It is, therefore, essential that as teacher educators we are vigilant and proactive in maintaining the status of teacher education as an academic discipline with a sound theoretical basis. The relationship of the academic discipline and the practical skills required of the classroom teacher should be evident through schools and university teacher education providers working in close partnership.

2.2.3 International perspectives

The reviews under discussion have concentrated on the systems in Australia, England and Scotland. Nonetheless, the concerns expressed and the issues raised are no less evident in other countries. This section reviews some of the policies and practice in the education systems of western style cultures – Sweden, Finland and the United States of America. The Confucian influenced context of South Korea and Singapore are also reviewed to provide a contrast to the western style cultures.

Sweden, for example, has taken a turn to what is considered conventional schooling (Fredholm, 2017). This turn has been motivated by two factors. One is through discourse in the mass media where “...old-style pedagogical ideas have been supported at the expense of other ideas” (Fredholm, 2017, p. 6). “Old-style pedagogical practices” were not defined by the author but may be considered to include more directed teaching in the classroom with less opportunity for individual or group problem-solving activities. The second factor has been poor results in international assessment programmes. This has provided an opening for political dissent regarding school discipline – or the seeming lack thereof.

Fredholm (2017) observed that "... the issue of school discipline was increasingly politicised, primarily by the Liberal Party which took a leading role in the debate..." (p. 5). The result has been a return to more traditional pedagogies and an increase in disciplinary powers for school management.

The Finnish education system has been hailed as a bright beacon of how things should be done. Their rise to eminence in the 2001 Programme for International Student Assessment (PISA) results, in which they were ranked number one, has resulted in academic tourism, with academics, teachers and politicians seeking to find out the secret of the country's success (Dervin, 2016). The number of visitors has not diminished despite Finland's 12th ranking in the PISA round of 2012. The Finnish government has encouraged the academic tourism because it boosts the country's economy. Finnish education has been branded and promoted by the government through Team Finland – an organisation attached to the Prime Minister's office. The socio-cultural influence on Finnish education is through branding a product that is sold internationally and that boosts the local economy (Dervin, 2016).

The United States has some similarities in its political structure to that of Australia. Each of its 50 states has its own legislature and education policies and priorities. However, the federal government also has an overall role in setting educational priorities and legislation. The No Child Left Behind (NCLB) Act of 2001 and the 2009 Race to the Top (RTTP) initiatives were indications of an increase in federal government control of education in matters relating to the "...core of the educational enterprise, curriculum, teacher qualifications, and the like ..." (Henig & Bulkley, 2010, p. 323). Similarly to their counterparts in other jurisdictions globally, there has been an increase in federal government accountability measures through standardised testing (Galey, 2015). This heightened involvement of federal politics in local education runs counter to the original set-up of schools being organised and run by "...the local school district – a norm emanating from a historical desire to insulate schools from partisan politics and keep policymaking in the hands of educational experts and technicians" (Galey, 2015, p. 16). This trend replicates the move to standardisation evident in Australia and England.

One country with an internationally applauded education system is South Korea, whose people have a long established love of and respect for learning throughout life. Knowledge is valued. This attitude has its roots deep in the Confucian belief that "...man can be made better through education and that only the most educated should govern the country and society" (Kim-Renaud, 2005, p. 5). This socio-cultural context has been inculcated through many centuries of Confucian philosophy that permeates every aspect of society. The government, like those mentioned in the westernised societies, plays a strong role in the education system. The government prioritises education "because it is also viewed as an efficient, essential mechanism for nurturing national strength" (Bermeo, 2014, p. 136). This prioritisation of education is the premise not only of the government but also of families. Ripley (2011) highlighted that there are more private tutors in South Korea than there are school teachers. Private tutoring is a lucrative business with tutors earning millions of dollars annually through both face-to-face and online work with students. Although the government places education as a top priority, this socio-cultural context of education is firmly situated within society as a whole and in the family environment in particular.

The Confucian philosophy is also fundamental to Singapore's socio-cultural context of education. There is a strong Chinese influence on Singapore society that values learning and that encourages academic pursuits in their children and young people. Also the provision of private tuition outside school hours is regarded as the norm within the family. A survey conducted by the Ministry of Trade and Industry (MITI) in 2014 indicated that families spent S\$1.1 billion annually on private tuition for their children and young people (MITI, 2014). School principals in Singapore "...are expected to be transformative agents who can equip students with the knowledge, competencies and skills that are needed for the desired future" (Dimmock & Tan, 2016, p. 170). This sounds like autonomy but in fact the autonomy is within strict guidelines. Chua (2014) highlighted the "Teach Less, Learn More" (TLLM) initiative of the Ministry of Education in which schools are encouraged to develop critical thinking and problem solving techniques "...as long as these approaches were aligned to the intent of TLLM" (Dimmock & Tan, 2016, p. 172). The overall picture of the Singapore education system is that of one heavily supported by parents based on their Confucian view of the world of

learning, and one in which school principals have autonomy but within very tight boundaries set by the government.

Lessons from the international context

The review of the international contexts of teacher education further emphasised the control that government maintains over a nation's education system, curriculum and teacher qualifications. The role of education in both national and family life is highlighted in the reviews of the Confucian influenced societies of South Korea and Singapore.

The reviews also illustrated the hold that international test rankings, such as PISA, has on the approach that governments take on promoting a particular stance on education policy and practice. The findings in the reviews support the focus of this study to find out how teacher educators articulate their thoughts and concerns about current and future education policy and practice.

2.2.4 Teachers as professionals

Concurrent with greater scrutiny of, and control over, what happens in our schools, the teaching profession is being urged to be "more autonomous" (Sachs, 2001, p. 150). Imig and Imig (2007) commented that policy makers develop "a set of policies often grounded in ideology rather than evidence" with "matters of efficiency and cost-saving" (p. 97) dominating the dialogue. The authors further contended that the emphasis on economic imperatives means that "teacher educators have been marginalised by the process of educational change and excluded from policy debates regarding new forms of teacher education in many countries" (p. 99). This has created tension in the professional lives of teachers and teacher educators owing to the challenge to be autonomous in a policy environment of control and accountability. The picture painted above of the varying international emphasis on education and the status of teachers described in this chapter leads to a concern as to how teachers are viewed in a professional capacity.

Hughes (1959) set the bar for the professions when he considered that a profession was defined by having unique knowledge of a particular matter that was of great significance to society. This definition set those considered being in possession of such knowledge apart from others in society, and in general they could command

higher salaries. As a result, many workers wanted to be defined as professional and to earn professional pay. Wilensky (1964) expressed concern that everyone wanted to be a professional and that the title “professional” was becoming denigrated. Schön (1983) expressed the view that the decisions of some professional groups have caused dissent in their own ranks, such as scientists providing conflicting advice on the solving of specific problems. Schön (1983) stated that this has led to “a loss of faith in professional judgement” (1983, p. 4) that in turn has led to the questioning by society of the rights and freedoms of those who consider themselves to be professionals and to the claim that professionals have unique knowledge about important issues in life. Hooley (2007) described a professional as someone “who has completed a program of rigorous initial preparation involving specialised knowledge as decided by the profession and who has been approved by the profession as a registered practitioner with the right to exercise autonomous, professional judgement” (p. 50). The author further commented that continuous personal development through reading and contributing to professional journals and following a code of ethical practice were all hallmarks of being a professional.

The development of teacher registration bodies both in Australia, and internationally has contributed to the professionalization of teaching. In Australia, AITSL (2017) sets out seven clear professional standards for teachers. These standards are organised to clarify expectations of teachers under three broad categories: Professional Knowledge; Professional Practice; Professional Engagement. The use of the word “professional” as a descriptor at the beginning of each of these categories implies that AITSL considers teachers as being professionals. Each standard is differentiated to reflect the experience of the teacher as he or she develops knowledge, skills and attributes during his or her career. There are four levels recognised: Graduate; Proficient; Highly Accomplished; Lead. AITSL provides guidance with regard to the content of teacher education programmes, but does not include standards for teacher educators in universities. If the designation of standards for teachers has the implication that they are regarded by AITSL as professionals, then the lack of standards applicable to teacher educators would imply that they are not regarded as professionals. To be registered to teach in Australia, graduates must have

completed a four-year Bachelor of Education degree or a two-year Post Graduate Masters of Teaching and Learning degree. Both undergraduate and post-graduate degrees have stipulated professional experience requirements that must be successfully completed before the degree can be conferred.

The General Teaching Council for Scotland (GTCS, 2018) sets out standards for teachers in a similar way to that of AITSL. There are also three broad categories: Professional Values and Personal Commitment; Personal Knowledge; and Understanding and Professional Skills and Abilities. These category descriptors also use the word “professional” with all that it implies about those required to meet them. In addition to the Standards for Teachers, the GTC expects that university academic staff members who are teacher educators will meet the requirements of the standards for teachers, be registered with the GTC and detail how they are applied in the Initial Teacher Education context. This differs from the situation in Australia noted previously. To be registered to teach in Scotland, graduates must have completed:

For primary teaching:

- A four year undergraduate combined degree programme leading to a named award which includes a teaching qualification; or
- A four year undergraduate concurrent degree programme leading to a named award and a separate teaching qualification; or
- A Postgraduate Diploma in Education (PGDE) programme following a degree. (GTCS, 2018, p. 3)

For secondary teaching:

- A four year combined degree leading to a B.Ed. degree in music, physical education or technological education; or
- A combined degree or a concurrent degree including studying a subject, studying education, and school experience; or
- A PGDE programme following a degree. (GTCS, 2018, p. 4)

Professional Standards for Teachers and Trainers in Education and Training – England (June 2013) details the expectations for practising teachers in England. They are less detailed than those in Australia and Scotland and cover two broad areas: Teaching; and Personal and Professional Conduct. At the time of writing, the

standards in England were under review with the expectation that more specific criteria will be developed.

Teachers in both Australia and Scotland are required to meet detailed registration standards to demonstrate their professional knowledge and proficiency in classroom practice. In England there is no teacher registration body. The brief outline of the expected standards for teachers given above would indicate that teachers in Australia and Scotland can claim to meet the criteria for being assigned the title of “professional”. It appears that the same cannot, as yet, be properly claimed for teachers in England because of the very limited nature of the detail within the standards at present. AITSL (2011) and the GTCS (2018) also provide expanded standards for teachers as they progress in their professional experience. AITSL provides standards for Proficient, Highly Accomplished and Lead levels of professional development. Similarly, the GTCS expects teachers to demonstrate higher levels of competency from provisional registration to full registration progressing through the standards to be demonstrated for career-long professional learning, the standard for middle leadership and the standard for headship. In England, no such progression is demonstrated at this point in time.

What does all this mean for teacher educators? Do teacher educators have similar standards that they must demonstrate or are they regarded as part of the university academy meeting criteria for promotion through the steps from, in Australia, a level A academic (associate lecturer); level B (lecturer); level C (senior lecturer); level D (associate professor) to level E (professor)? Must teacher educators be registered teachers to be considered part of a recognised professional body?

2.2.5 The political agenda

The socio-cultural context of the first Education Act in Scotland was as politically nuanced then as it is today. However, it is important to remember that state control over education has been embedded in the minds of philosophers for over 2000 years. Plato firmly believed that the state should have complete control over a person’s education from birth to death. In particular, he emphasised the importance of early childhood and how the “...predispositions formed in children’s early years tend to shape their adult beliefs, attitudes, and values” (Guttek, 2011, p. 45). Such was his passion about this issue that he believed that children should be taken from

their families at birth and placed in nurseries where they would be reared to think according to what the state considered to be the right way and not to be wrongly influenced by their family's way of life. The knowledge valued by the republic was all important. Plato's philosophy of education may sound extreme but in essence it can be found replicated through the ages.

The brief outline of the history of Scottish education given in the introduction to this chapter reflects the desire of the ruling classes to make sure that the education provided for its citizens met the needs of the state rather than those of the individual. The Brazilian educator Freire (1972) opposed this approach to education. Although born into a middle class family, Freire witnessed the poverty and hunger created during the depression of the 1930s and the subsequent subjugation of the working class. Teachers were trained by the state and became the vehicles for the imposition of state controlled thinking and learning. Freire considered this a form of oppression and named it the "banking concept" (Freire, 1972, p. 46) of education. This concept envisions that the teacher has total control and deposits facts in the students' minds through rote learning. The student is then expected to regurgitate these facts exactly as taught without any internal processing, analysis or thought. It is a mechanistic process that considers students as receptacles of information and that seeks to "...control thinking and action, leads men to adjust to the world, and inhibits their creative power" (Freire, 1972, p. 51). Hirsch (1988) contended that education should teach cultural literacy to enable deep understanding of the written word and the context in which it is written. Spring (2008) expressed this as having "...the ability to read with full understanding" (p. 133). That is, practical experience of the cultural context from which the words emerge is essential to the full understanding of the specific language used within the culture. For example, the words "par", "birdie", "slice", and "eagle" are all in common use but when applied in the context of golf they become part of a specific cultural literacy used by an exclusive group of sports-people. To enter the world of golfers, it is necessary to understand the particular form of language used. It is part of the culture of the sport and key to being able to join the club of which golfers constitute the membership. Without the language of the sport, full understanding of newspaper or other reports about golf is impossible. This is an illustration of what Hirsch (1988) implied about the necessity of

knowing cultural literacy to understand fully the underlying meanings of the words used. When that written word dictates the content of the curriculum, then full understanding belongs only to those who are part of the “club” that has written the curriculum.

The question then arises as to who constitutes the membership of the curriculum writing club? What is the dominant culture infusing the hierarchy of learning? The complexity of cultural literacy is embedded in the words of a national curriculum imposed by a ruling class that considers a particular way of knowing and behaving to be the norm in society. A good example of this in Australia might be found in the National Assessment Programme Literacy and Numeracy (NAPLAN) literacy test that is Australia-wide but that gives no concessions for the students’ lived experience. Students living in the centre of Australia surrounded by a scrubby desert like environment might be faced with a literacy comprehension test based on a story set in a coastal region. The students may never have seen the coast or the sea because it could be almost three thousand kilometres from their home. Nonetheless, they are expected to comprehend the text fully. In other words, they are expected to have the cultural literacy competency to succeed in the test. “The culturally laden concepts associated with NAPLAN testing do not reflect the learning that is actually going on in schools” (Guenther, 2013, p.166). This is surely a problem with the test rather than with student learning. Lingard, Creagh, and Vass (2011) concluded that: “the coupling of ‘closing the gap’ with NAPLAN establishes the achievements of (mostly) ‘white’ students as the benchmark, with the flip side being that failure to reach these standards enables ‘blame’ to be directed towards Indigenous students” (p. 328). There is demonstrated here the embedded assumption that the western view of the world and learning is superior to that of the Indigenous community. “Closing the gap” could be done by both sides meeting in the middle and sharing their cultural literacy. In this way, knowledge and understanding of each other could be enhanced, and learning would be regarded as a joint venture that respects other ways of learning and knowing. Teacher educators would be required also to “close the gap” and share learning and teaching with Indigenous colleagues.

2.3 The socio-cultural and political context of teacher identity

Personal reflection: August 2017

I started primary school in August 1954, two months shy of my fifth birthday. To this day I have an image of the classroom and our teacher implanted in my brain. Miss Gardner was a formidable lady, looming large and fierce in my eyes. She must have been about 90 or even a hundred years old! The school was a large sandstone building with possibly 20 classrooms. The Headmaster was Mr Baird, MA, who had very little, if anything, to do with the infant department (primary 1-3) but who enjoyed working with the primary 7 classes. We marched into the school up a flight of stairs from the shed – a large area under the school building. Mr Baird stood at the top of the stairs and ensured that we kept time with the Sousa marches blaring out from the gramophone. There was no talking, slowing down or any behaviour not in keeping with the military style of self-discipline demanded by Mr Baird.

Our classroom was large. We had 40+ pupils in the class, all seated at small individual desks. There was a huge fireplace, with an even larger fire guard, in the centre of one wall. Everything was huge to this nearly five year old. The fire was essential in winter – no central heating in those days. The fire guard totally surrounded the fireplace and had a top as well as three sides. Woolly hats, gloves and scarves adorned the top, and a layer of steam would form on especially snowy, wet days. During the coldest of winter days, the fire warmed the room making it almost cosy – except for Miss Gardner, who was never “cosy”. These were still the days when school milk was provided in little third of a pint bottles with cardboard tops. In winter they formed a garland round the base of the guard. By the time it came for us to have our milk at about 10.30 am, it had defrosted – no longer frozen ice blocks but liquid able to be drawn through a straw. The cardboard tops were preserved in the hand-craft box – we were early re-cyclers.

There was no doubt in anybody’s mind about the status of Miss Gardner. She was most definitely the teacher and all powerful in the classroom. We had to recite the

alphabet daily and, after a few weeks, the 2x table was added to the recitation list. Learning to write involved slates and chalk – yes, slates did exist. The slates were about the size of a tablet I now use and instead of chalk I can use a stylus. The intent is similar, however. By using slates we were able to erase our less acceptable attempts at writing the alphabet – by using a tablet today I can easily delete similar errors. Not too much changes perhaps. Spelling was, and continues to be even to this day, my bête noir of learning and writing. A terrifying experience to be asked to spell out loud or to do the weekly spelling test in our jotters (“exercise books” in Australian).

To return to Miss Gardner, she was definitely in charge in her classroom. I could not imagine anyone – not even Mr Baird – questioning her capabilities or actions with regard to her job. As Infant Mistress, she was the chatelaine of her domain – the Infant Department. There seemed to be no doubt in her mind as to her professional identity as a teacher. Would she, had she been teaching today, be as sure of her place in the world?

2.3.1 The introduction of standards for teachers

The role of the classroom teacher at the front line of educational provision is a vitally important one in the formation of the lives of children and young people. The influence that a teacher has on how school students react to their learning environment was highlighted by Goss and Sonnemann (2017) who stated “The quality of the classroom environment matters, to both student wellbeing and academic learning. Teacher expectations, behaviours, and interactions in the classroom all affect how well the students learn” (p. 6). The onus of creating an appropriate learning environment is placed squarely on the shoulders of the teacher. Is this entirely justifiable, however? As was indicated in the previous section, the socio-cultural context and political influence on education is all powerful. The story of my early years at school, and the character of Miss Gardner, highlighted the all-powerful role of the teacher with regard to how pupils felt when in her classroom. She was clear about what had to be taught and about how she would go about teaching it. The curriculum content was clear, but the pedagogical approach was the domain of the teacher. The teachers of Miss Gardner’s era were regarded by society as professionals who knew best how to go about the job of

teaching. When I started teaching in August 1970, I was given the syllabus for my year level and expected to cover the full range of topics listed under their subject areas. There was the expectation that I was capable enough to utilise the appropriate resources and to create a positive learning environment within my classroom. I had professional standing and had to comply with the registration standards as set out by the General Teaching Council (Scotland). Hargreaves (2000) called the time from the 1960s to the early 1980s “The Age of the Autonomous Professional” (p. 158). During this period, “...many teachers were granted a measure of trust, material reward, occupational security and professional dignity and discretion in exchange for broadly fulfilling the mandates the state expected of them” (p. 159). By contrast, the professional identity of teachers in the neo-liberal age is constantly challenged by the media and successive governments.

The impression is given that standards are constantly falling. But what exactly do we mean by standards? Andrew (1997) stated that, “...in this era of standards, writers use the term in many different ways, seldom bothering to unpack the differences in meaning; standards become the answer to all questions. They are thought to provide the magic ingredient to restructuring all education” (p. 168). If standards mean test scores, then they are declining according to the Programme for International Student Assessment (PISA) 2015 ranking of Australian students in science, mathematics and reading. The problem with using such scores as a measure of standards is that the measure of success is how a nation’s students are performing against other nations in a particular test at a specific point in time. No allowance is made for national differences in curricula content, pedagogical practices or socio-cultural contexts. The press paint a picture of a failing education system when national rankings fall in the PISA league table. In these circumstances, teachers are taken to task in the public arena with little recourse to a right of reply. The implementation of state and national testing regimes, such as the National Assessment Programme for Language and Numeracy (NAPLAN) in Australia, can be seen as a means of “identifying ‘incompetent’ teachers and ‘failing’ schools” (Brennan & Clarke, 2011, p. 175).

The response to the 2015 PISA rankings by the then Australian Education Minister was that there is a need to improve teaching standards in classrooms. Therein lies a second interpretation of standards. A question arises, however, as to who sets the

standards. Scotland has a long history of teacher registration and Professional Standards for Teachers with the establishment of the General Teaching Council (Scotland) (GTCS) in 1965. Scotland was the first to establish a teacher registration body with guidelines for the qualifications and professional expectations of all teachers.

The establishment of the council grew out of concern expressed by teachers at a meeting held in Glasgow on 8 May 1961 (Matheson, 2015). At that meeting considerable consternation was expressed at the state of education in general and at the increase in employing unqualified returning servicemen from WWII as teachers. Two factors had led to an almost crisis situation in Scotland's schools. The first was the post war baby boom generation that led to higher numbers of children requiring schooling. The second was the raising of the school leaving age from 14 to 15 years of age in 1947. A shortage of teachers to cope with the increase in pupil numbers led to the government setting up a Special Recruitment Scheme in 1951. This scheme aimed to recruit prospective teachers from across a wide range of occupations and proposed a relaxation of entry standards to the profession. There was also an increase in uncertified teachers to over two thousand by 1961. All of these factors caused Scottish teachers to rebel and express their anger at "...the apparent further dilution of standards as yet more evidence of the declining status of their profession in the eyes of the government and, by implication, of Scottish society" (Matheson, 2015, p. 6). The controversy continued across the decade of the 1960s.

In 1970, when I graduated from college and started teaching, I had to have provisional registration with the GTCS and to complete successfully a two-year probationary period in school. The head teacher had to observe and comment on my teaching and professional demeanour and to provide a written report to the GTCS at the end of each of the two years. Full registration was not automatic. It depended on the head teacher's report and also on a report by Her Majesty's Inspector of Schools if deemed necessary.

The GTCS (2018) prefaces its Standards document with the Professional Values and Personal Commitment expected of both provisional and fully registered teachers. Values are considered to be at the core of a teacher's professional being

because “The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them” (GTCS, 2018, p. 5).

Personal commitment is considered to be demonstrated by a teacher’s attitude to ensuring the intellectual, social and ethical growth and well-being of all students. The GTCS (2018) states that “Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs” (p.5). It is clear that at the forefront of the GTCS Standards is the professional demeanour of teachers and this is seen in practice as being embodied in having:

- A deep sense of social justice that includes “respecting the rights of all learners as outlined in the United Nations Declaration on the Rights of the Child” (p. 6).
- Integrity in the way in which attitudes and beliefs are evident in professional practice within the learning context.
- Trust and respect in the ways in which teachers interact with the whole education community.
- Professional commitment to working collegiately with others and partaking in lifelong, personal, professional development.
- Foregrounding in the standards the professionalism expected of teachers indicates that the GTCS regards the nation’s teachers as professionals who will display critical professional values and commitment in their everyday working lives.

The GTCS is the world’s first independent, self-regulating body that sets professional standards for teachers. The professional identity of teachers, registered with the GTCS, is strong. They are considered as belonging to an independent professional body with strong, clear and firm expectations regarding conduct and professional learning. The council of the GTCS is made up of 37 members, which includes 19 teachers elected by their peers; 11 nominees from stakeholder groups; and seven lay members who are not, nor ever have been, registered teachers but who have a deep interest in education. There is also a corporate management team of six members, none of whom is a government appointee or has any position related to the Scottish Parliament. The GTCS is a regulatory body for the profession by the profession and principally funded by registration fees from its members.

However, this may change in the future. A review of governance in Scottish education (2017) has recommended that the GTCS be replaced by an “Education Workforce Council for Scotland” (2017, p. 43) which will also register other education professionals. At the time of writing, how this new body will function, and what its overarching powers and authority will be are yet to be clarified in an Education Bill a draft of which was published for consultation in November, 2017. In response to the review and the draft Bill, the GTCS (2017) emphasised their independence from government. This neutrality from political interference, the GTCS contended, gives all stakeholders in education the confidence that standards for teachers are set by having the educational needs of pupils as first priority rather than having to bend to the will of the political party with power in government.

By contrast, AITSL is a public company established under the Commonwealth Corporations Act 2001. AITSL is funded by the Australian Government and the Federal Minister for Education and Training is the sole member of the company. AITSL operates under its own constitution, and decisions are made by an independent board of directors. However, the board is appointed by the Minister for Education and Training. It is important to note that one of the current board members is the Associate Secretary – Schools and Youth, Department of Education and Training, Australian Government AITSL Corporate Plan 2016-2017 includes the following statements:

- “AITSL plays a key role in leading significant national educational reform for the Australian, state and territory governments and its work program is set in accordance with directions received from the Minister for Education and Training” (p. 3).
- “AITSL is a wholly-owned company funded by the Australian Government. The Australian Government is the sole company member and is represented by the Minister for Education and Training (the Minister)” (p. 3).
- “From time to time AITSL receives letters from the Minister regarding priorities and expectations. These are reflected in AITSL’s Grant Agreement with the Department of Education and Training and the work program is adapted accordingly” (p. 4).
- “AITSL plays a key role in successfully delivering the Government’s response to the Teacher Education Ministerial Advisory Group Report, measured through progress against the agreed work plan” (p. 4).

- “AITSL’s Grant Agreement requires AITSL to develop and agree with the Minister an annual work plan. Progress against the work plan is reported to the Minister through the Department of Education and Training on a quarterly basis. A report on progress against the work plan is provided to the AITSL Board at each meeting, as well as to the Education Council every six months” (p. 5).

What does being a professional mean? The above extracts illustrate how tightly the Federal Government in Australia controls the standards expected of teachers, with the Federal Department of Education and Training involved in all of the above listed aspects of AITSL’s work. The high level of government influence on the AITSL standards for teachers goes against the definition of a profession because those who have to abide by the AITSL standards are not setting those standards as an independent body. Refreshingly, Her Majesty’s Chief Inspector of Education in Scotland (2016) has stated that “There is currently too much support material and guidance for practitioners. This is contributing to the growth of over-bureaucratic approaches to planning and assessment in many schools and classrooms across the country” (p. 1). This statement reinforced the expectation that teachers are professionals best placed and qualified to make decisions about how the curriculum will be delivered and how assessment is planned and enacted: “Achievement of a level is based on teachers’ overall professional judgement, informed by evidence” (p. 5). There is no standardised testing in Scotland. There are nationally set and accredited school leaving examinations that determine a student’s acceptability for university or another learning pathway beyond school.

2.3.2 Expectations of teachers

Schön’s (1983) comments on teachers are as relevant today as they were in 1983: “Teachers are faced with pressures for increased efficiency in the context of contracting budgets, demands that they rigorously ‘teach the basics’, exhortations to encourage creativity, build citizenship, help students to examine their values” (p. 17). These comments made 35 years ago can be heard echoed in the Melbourne Declaration on Educational Goals for Young Australians (2007) “Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the

nation's ongoing economic prosperity and social cohesion" (p. 4). An example of teachers having a role in ensuring that young Australians are equipped to meet the challenge as set out in the Declaration, was found in the Australian Curriculum, Assessment and Reporting Authority (ACARA) (2013) set of general capabilities, which stated that, to "meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society, young people will need a wide and adaptive set of knowledge, skills, behaviours and dispositions" (p. 1).

Personal reflection: September 2017

The expectation that society has of its teachers has grown considerably since the days of Miss Gardner. Or perhaps that is just my impression. We were taught how to behave both at home and in the classroom. It would seem to me that education is expected to solve many of the social issues of our time. Has home life changed so drastically that social behaviours and attitudes or dispositions are no longer taught or modelled within the family? My mum was at home and my dad worked. That was the way it was in the 1950s. My dad had his own business and it was instilled in me that no matter who they were – the colour of their skin or their religious affiliations – they were customers who paid our bills and put food on our table. Have the family and society in general changed so much that the school is now the place where good behaviour and tolerance of others are expected to be taught?

2.3.3 Changing expectations of teachers

In the UK, the Counter-Terrorism and Security Act (2015) placed a specific duty on schools, and therefore on teachers, to have "...due regard to the need to prevent people from being drawn into terrorism" (Section 26). The regulations in this Act apply to all parts of the UK, with each of the four jurisdictions (England, Wales, Northern Ireland and Scotland) establishing their own guidelines as to how the regulations are evidenced in their schools and higher education institutions. The regulations under the Act are part of the overall UK Government counter terrorism strategy "Prevent" (2011). The Scottish Government has issued guidance on the strategy that includes, "Local authorities will be expected to ensure frontline staff have a good understanding of Prevent and are aware of available programmes to

deal with any individual who is vulnerable to being drawn into terrorism” (Scottish Government, 2015, p.11). Teachers are regarded as being frontline staff members and therefore as being crucial to the success of the Prevent strategy. This is a new and possibly contentious role for classroom teachers, who may find that they are required to reveal to law enforcement personnel confidential information shared by students. Not to do so would place the teacher in a tenuous position before the law. However, revealing what may or may not be damning information from the student places teachers in a judgement role for which they may not be fully prepared. Training can go so far, but personal judgement regarding actions taken with regard to comments made by students could potentially damage the trust relationships built between teachers and students. The professional identity of the teacher could be compromised when such pressure to be the eyes and ears of a counter-terrorism strategy is applied. The legal and societal expectations in this scenario go far beyond the traditional role of delivering the curriculum, as was the perceived role of Miss Gardner those many years ago. Using Scotland as an example, the socio-cultural and political contexts of education and the classroom teacher’s role have changed considerably from 1954 to the present day.

In a similar vein, Green (2017) reported that there is a call from sections of the Australian population to have Australian values as a compulsory element in the curriculum. This call was prompted by a perceived threat from Chinese Communist propaganda infiltrating the government and the education system. Australia already has a “National Framework for Values Education in Australian Schools” (Australian Government, 2005). This framework was developed to recognise and make explicit the work already being undertaken in many schools, both government and non-government, which was helping students to exercise ethical judgements in all aspects of their lives. Nine values were recognised:

1. Care and Compassion: Care for self and others
2. Doing Your Best: Seek to accomplish something worthy and admirable, try hard, pursue excellence
3. Fair Go: Pursue and protect the common good where all people are treated fairly for a just society

4. Freedom: Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. Honesty and Trustworthiness: Be honest, sincere and seek the truth
6. Integrity: Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
7. Respect: Treat others with consideration and regard, respect another person's point of view
8. Responsibility: Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
9. Understanding, Tolerance and Inclusion: Be aware of others and their cultures, accept diversity within a democratic society, being included and including others. (2005, p. 4)

Whether these values are strictly Australian values only is open to question. The Delors Report (1996) expressed similar values as being important to 21st century learning. The underlying principle of the move to have recognised national attributes is that of fear driven by the current global evidence of terrorism by groups wishing to change our ways of living. The imperative to have the curriculum as a buffer against such change is compelling because school is a common factor in children's and young people's lives in first world countries. Whether teachers should be asked to bear the brunt of this push for nationalism through the teaching of national values is questionable and impacts on the role and identity of the teacher in society. The role of the teacher educator in this scenario could also be contentious. Will it become an expectation that these issues will be included within the context of an ITE programme? Who will be the teacher educators for this aspect of the programme?

Personal reflection: September 2017

While writing about the imposition of national values education within the curriculum, I wonder if teachers are inadvertently being caused to become agents of xenophobia. I also ask myself exactly who I am as a citizen of both Scotland and

Australia. Am I expected to recognise a different set of values for each identity? In the current global political climate, I would hope that education and, by implication, schools would be agents of unity rather than emphasising differences. The words of John Lennon's "Imagine" are in my mind.

2.4 The socio-cultural and political contexts of teacher educator identity

2.4.1 Teacher educator identity

The literature surrounding teacher education identity raises questions about how teacher educators think of themselves in the 21st century context of increased managerialism and the development of professional standards for teachers.

Bourdieu (1984) provided a formula within which we can consider the concept of identity: (habitus) (capital) + field = practice (p. 101). *Habitus* is considered to be the milieu within which each individual exists - in other words, the lifestyle and dispositions of our everyday life that are "formed, stored, recorded and exert influence to mould forms of human behaviour" (Navarro, 2006, p. 16). Bourdieu (1984) asserted that we are all products of the social and physical environments in which we live our lives. The concept of *capital* encompasses valued resources that can be material, cultural social or symbolic (Bourdieu, 1984). *Field* depicts the parameters within which habitus and capital are enacted (Bourdieu & Wacquant, 1992). The influence of the factors of habitus, capital and field, described as being "the series of effects which underlie practices" (Bourdieu 1984, p. 101), is manifested in an individual's practice. For the teacher educator in the 21st century context, the major foci for change in Bourdieu's formula would be those of capital and field. Drucker (2001) considered knowledge workers to be those who gain employment because of their qualifications and who see "the organisation as the tool for the accomplishment of their own purposes" (p. 316). The capital is the resources that the teacher educators bring to their professional lives in the form of teaching experience and qualifications. The institution through which teacher educators practise their professional lives is also a major resource. The field for teacher educators is the broad discipline of education. In particular, the parameters are to be found within the tertiary institution within which they practise their professional life.

Clegg (2008) conducted a study of the identities of faculty members at one English university in which he interviewed 13 academics, some with 30 years' and others with less than one year's experience. The participants took part in interviews, lasting about 45 minutes, with the aim of eliciting the ways in which the participants identified themselves as teacher educators, as academics or as something different. Clegg (2008) differentiated between teacher educators and academics. The teacher educators considered themselves primarily as teachers who engaged in academic activities such as research as a secondary task. Academics thought that engaging in teaching and research was equally important. The study concluded that, despite the traditional notion of the academic as "someone who participated in the totality of university activities" (p. 342), the participants spoke of themselves as being "intellectuals and persons with strong value orientations" (p. 342). From this, the identity of the individual was demonstrated as being more than an actual job description but as being rooted in each individual's capital and sense of personal worth.

The "structural and cultural differences" (Swennen, Jones, & Volman, 2010, p. 133) of universities have an impact on the identity of teacher educators. However, the authors commented that, despite such differences, teacher educators have much in common. For example, "they experience very much the same challenges and problems during their first years regardless of the national or institutional context" (pp. 133-134). A study by Klecka, (2008) of 14 teacher educators by using e-portfolios concluded that their prominent identity was that of teacher. Their identity in other facets of their professional lives, however, was impacted on by the length of their professional experience and each identity "is dependent on the audience and context in which it is enacted" (p. 89). In other words, teacher educators do not have a single identity, but their identities are as many as there are numbers of teacher educators.

2.4.2 Transition from classroom teacher to academic

Kosnik (2007), reflecting on her transition from the school classroom to becoming a teacher educator in the tertiary environment, found herself challenged by self-doubt and "believing that I was not qualified to teach at a university because I was *just* a teacher" (p. 17). The identity shift from classroom teacher to teacher

academic disturbs the balance in Bourdieu's formula. The teacher's capital is challenged both in terms of personal knowledge and in terms of Drucker's (2001) concept of institution as capital. The challenge to identity has Kosnik thinking of herself as being "just" a teacher. The transition from classroom teacher to teacher educator was also the subject of research by Murray and Male (2005). This research was an empirical study of teacher educators in the first three years of their work in ITT courses in England. This involved semi-structured interviews with a sample of 28 participants from seven institutions with ITT courses. The authors concluded that translating skills and knowledge from the school classroom to the tertiary environment caused feelings of "professional unease and discomfort" (p. 139), which takes two or three years to overcome.

Other aspects of the transition from classroom teacher to tertiary educator were considered by Murray and Male (2005) and Zeichner (2005). Murray and Male (2005) acknowledged that this area required further research because "knowledge and understanding of HE-based professional education and of the practices of professional educators is still in the development stages" (p. 140). Their study offered valuable insights into the challenges faced by new teacher educators as they translated their professional life from school classroom to the university environment. Zeichner's (2005) work was a personal reflection on his journey from classroom teacher to university teacher educator spanning a professional life of 35 years. The main focus of his reflection was the relationship between research literature and the practice of teacher educators in many institutions in the USA. He observed that there is "little or no attempt to learn what the literature has to say about the issue" (p. 123), and he commented that "somehow we have learned to tolerate this kind of sloppy behaviour with regard to conduct of teacher education" (p. 123). In conclusion, he commented that those who work in teacher education programmes need to "think consciously about their role as teacher educators and engage in some sort of self-study and critique of their practice" (p. 123). My study follows that thought by investigating the thoughts and concerns regarding education policy and practice of five teacher educators in Queensland, Australia, to ascertain whether the comments about their peers in other national contexts is reflected in their own experience within the Australia context.

Boyd and Harris (2010) researched the induction processes for expert school teachers transferring to tertiary teaching. They concluded that the workplace environment played a crucial role in whether the transfer to tertiary for the teachers was successful or not: "...the unintended impact of the workplace context is that it encourages new lecturers to hold on to their identity as school teachers rather than develop a new professional identity as academics" (p. 21). The precarious nature of teacher education in tertiary institutions in England could also be a critical factor in discouraging quality teachers from re-identifying as tertiary educators and in using their experience, knowledge and skills to help to develop the next generation of teachers.

In the UK, the Research Excellence Framework (REF) (HEFCE, n.d.) and in Australia the parallel Excellence for Research for Australia (ERA) (Australian Research Council, n.d.) with their associated funding opportunities for universities, have led to an increasing pressure on academics to produce and publish research in their specific academic fields. This means that the role of teacher educators as researchers "is increasingly being emphasised" (Hokka, Etelapelto, & Rasku-Puttonen, 2012, p. 84).

Esposito and Smith (2006) explored the transition of the reluctant teacher-researcher moving to the empowered teacher-researcher. They noted the opportunities in the climate of expected research outputs as being about opening doors to new ways of knowing and the enrichment of the knowledge shared with students. However, Kane (2007) expressed the regard with which education research is not held in some universities. Kane described applying for a competitive research grant and being told that the proposal was excellent, but the grant was declined by the research committee because "the project was deemed to be 'operational'" (p. 69). In other words, the proposed research for which he applied for the grant was considered to be related to everyday practical matters rather than at a theoretical level. This is the dilemma for many tertiary educators in fields such as education, nursing and other occupationally linked disciplines. The research from these disciplines is often ranked more lowly in research accountability or assessment exercises (Kane, 2007). Jones (2010) argued that education faculties or schools within universities are marginalised because their academic worth is questioned. Teacher educators can be marginalised by

colleagues within their own faculty or school because, as Jones (2010) contended, there is “less academic merit in teacher education than other areas of educational scholarship” (p. 12). Loughran (2009) contended that “Teacher education is teaching teaching” (p. 199) and that teacher educators must be “expert pedagogues with sophisticated knowledge and skills of teaching teaching” (p. 199). The sophisticated knowledge required indicates scholarship in the field of teaching and raises teaching about teaching to the status of a discipline worthy of recognition alongside other academic disciplines at university level.

Despite a strong emphasis on the place of research in the professional life of an academic, a UK study into the induction processes available to newly appointed teacher educators found that it was “either presumed that they already had knowledge of research, or that induction would be provided through the gradual learning processes involved in doctoral work” (Murray, 2008, p. 126). The relevance of this point to newly appointed teacher educators cannot be ignored, and the lack of focused professional development in research methods and writing could prove to be a stumbling block for novice researchers in some institutions.

Study	Focus	Methodology/ method	Participants /context	Inclusion of teacher educators
Clegg, S. (2008). Academic identities under threat? <i>Educational Research Journal</i> , 34(3), 329- 345. doi:10.1080/014119207 01532269	The lived experience of practising academics	1 x 45 – 60 minute Interviews with 13 academics and common themes identified.	7 women and 6 men/ 1 university in England	yes
Hargreaves, A. (2000). Four ages of professionalism and professional learning. <i>Teachers and Teaching:</i>	Conceptualis es the development of teacher professionali sm as	Literature review	None/ International education systems	no

<p><i>Theory and Practice</i>, 6(2), 151-182.</p>	<p>passing through four historical phases in many countries</p>			
<p>Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2012). The professional agency of teacher educators amid academic discourses. <i>Journal of Education for Teaching</i>, 38(1), 83- 102. doi:10.1080/02607476. 2012.643659</p>	<p>How teacher educators exercise their professional agency in their work.</p>	<p>Interviews with 8 teacher educators in a teacher education department in a Finnish university. Thematic discursive analysis used. Personal thoughts and concerns not expressed.</p>	<p>8 teacher educators/ Finland</p>	<p>yes</p>
<p>Imig, D. G., & Imig, S. R. (2007). Quality in teacher education: Seeking a common definition. In T. Townsend & R. Bates (Eds.), Handbook of teacher education globalization, standards and professionalism in times of change (pp. 95-112). Dordrecht: Springer.</p>	<p>The desire for change in teacher education</p>	<p>Book chapter – review of international policy initiatives by governments and policy makers</p>	<p>None/ International education policy initiatives</p>	<p>no</p>

<p>Jones, A. H. (2010). The marginalization of teacher education: Who we are, how we got here, how we fit in the big picture, and what we might do about It. [Article]. <i>Teacher Education Quarterly</i>, 37(1), 7-14.</p>	<p>Teacher educators marginalised by colleagues within their own faculty or school</p>	<p>Review of the literature relating to the marginalisation of teacher educators in California</p>	<p>None/ California, USA</p>	<p>no</p>
<p>Kosnik, C. (2007). Still the same yet different: Enduring values and commitments in my work as a teacher and teacher and teacher educator. In T. Russell & J. J. Loughran (Eds.), <i>Enacting a pedagogy of teacher education: values relationships and practices</i> (pp. 16-30). London, England: Routledge.</p>	<p>Reflection on her transition from the school classroom to becoming a teacher educator in the tertiary environment</p>	<p>Personal reflection</p>	<p>None/ Canada</p>	<p>no</p>

<p>Murray, J. (2008). Teacher educators' induction into higher education: Work-based learning in the micro communities of teacher education <i>European Journal of Teacher Education</i>, 31(2), 117-133. doi:10.1080/02619760802000099</p>	<p>UK study into the induction processes available to newly appointed teacher educators</p>	<p>a) Survey of a sample of current institutional practices b) Survey and follow-up interview of a sample of newly appointed teacher educators</p>	<p>35 x surveys 20 x interviews/ United Kingdom</p>	<p>yes</p>
<p>Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. <i>Teaching and Teacher Education</i>, 21(2), 125-142. http://dx.doi.org/10.1016/j.tate.2004.12.006</p>	<p>Transition from classroom teacher to teacher educator</p>	<p>Empirical study using semi-structured interviews</p>	<p>28 teacher educators in the first three years of their work in ITT courses in England/England</p>	<p>yes</p>
<p>Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. <i>Journal of Education Policy</i>, 16(2), 149-161. doi:10.1080/026809301</p>	<p>The professional identity of teachers in Australia under conditions of significant change in government</p>	<p>Literature review</p>	<p>None/ Australia</p>	<p>no</p>

16819	policy and educational restructuring			
Zeichner, K. (2005). Becoming a teacher educator: a personal perspective. <i>Teaching and Teacher Education</i> , 21(2), 117-124. http://dx.doi.org/10.1016/j.tate.2004.12.001	Transition from classroom teacher to teacher educator	The relationship between research literature and the practice of teacher educators in many institutions in the USA.	Author/ USA	no

Table 2.1 Summary of studies

Table 2.1 summaries the literature related to the professional identity of teacher educators reviewed in this section. The summary illustrates the point that although there is research into teacher educators and that some of this research has included teacher educators as participants, the narrative voice of teacher educators is not included. The table further illustrates the lack of prominence of the inclusion of the teacher educator's voice in Australia with lack of literature on the subject. International literature was researched to find out if there were any examples of good practice in this area in other national contexts. The literature reviewed from other countries indicated that teacher educators' voices are not prominent in contexts beyond Australia either.

This study is unique because the voices of the teacher educators articulate of their thoughts and concerns about current and future education policy and practice.

2.4.3 The use of digital technologies as a teaching medium

The use of digital media has become an integral part of daily life. In the past decade, digital technologies have become more pervasive in education at all levels (Lee & Tsai, 2010). Teachers' "pedagogical content knowledge" (Shulman, 1986, p. 9) has been transformed to teachers' "technological pedagogical content knowledge" (Koehler, Mishra, & Yahya, 2007, p. 742). In other words, teachers and teacher educators require an understanding of effective strategies beyond the traditional pedagogical practices exercised prior to the integration of digital technologies, in order to be able to use effectively the new technologies in their learning and teaching.

"Today's 'digital generation' of students, media-savvy, are demanding new forms of pedagogy" (Duderstadt, Atkins, & Van Houweling, 2002, p. 9). Students have access to digital media, which academics are still learning to exploit in their teaching. My personal professional lived experience includes coming to terms with the multiplicity of ways in which I can engage students in their learning.

2.4.4 The status of teacher educators

All this is in contrast to the professional lived experience of teacher educators who began their professional lives before these recent conditions were imposed. From a personal standpoint, my school teaching career began in 1970 when I graduated from college. As was noted above, the time frame from the 1960s to the mid 1980s is sometime referred to as the "age of professional autonomy" (Hargreaves, 2000, p. 161) with teachers enjoying "unprecedented autonomy over curriculum development and decision-making" (Hargreaves, 2000, p. 158). As part of my professional lived experience, I have moved from this time of professional autonomy to the 21st century emphasis on accountability, managerialism and performativity.

Amidst the maelstrom of legislation, curriculum directives and policy dictates surrounding education and the quality of teachers sits the teacher educator. The voice of the teacher educator is absent, despite the acknowledged need for quality teachers in schools. This absence of teacher educators' voices was acknowledged in the European Commission Thematic Working Group (2013) report "Supporting Teacher Educators". The report highlighted the crucial role that teacher educators

play in maintaining and developing the quality of teachers but also commented: “Yet they are often neglected in policy-making” (p. 4). As was previously indicated, ITE provision in Australia is highly regulated by both the Federal Government through AITSL and state governments through individual regulatory authorities. The teacher educator is told what to do. ITE programmes and individual courses must comply with the rules set out by authorities external to the university. The role of the teacher educator in these circumstances would appear to be that of compliance with the demands of others. What exactly, then, is the status of the teacher educator? Is the teacher educator considered to be a professional, within the definition set out by Hughes (1959), and considered to have specialist knowledge and understanding of what it takes to educate a teacher?

The professional status of teacher educators is not clear. In Australia, teacher educators are not required to be registered teachers or to have specific school teaching experience. Individual ITE providers may include school teaching experience in the job description for potential lecturers but it is not a nationally mandated requirement. The TEMAG report (2014) did indicate in Recommendation 22 that “Higher education providers ensure staff delivering initial teacher education are appropriately qualified, with a proportion having contemporary school teaching experience” (p. xiv) but nowhere in the report did it indicate what proportion that might be nor the specifics of the school teaching experience. This does mean that teacher educators may not be registered with any professional regulatory body and, therefore, may not be considered professionals in the sense of the definition given earlier in this chapter. Indeed, there is no mandated requirement for any kind of teaching qualification for university educators in Australia. However, individual Australian universities do have their own recruitment requirements for teacher educators. The requirements may include current registration with a teacher registration body, significant classroom teaching experience and possession of a state certification providing access to schools for supervision of school experience students and for research purposes. In England, there is a move for all university educators –with or without school teaching qualifications and/or experience – to undertake staff development in teaching in the university sector through the completion of a professional development programmes accredited by the Higher Education Academy (HEA). The HEA (n.

d.) aims to champion “...teaching excellence in higher education across the globe to improve student outcomes” (<https://www.heacademy.ac.uk/about-us>). Successful completion of an accredited programme of study enables the student to be granted “Fellowship of the Higher Education Academy”. Such a qualification leads to professional recognition of tertiary educators because they have demonstrated specific knowledge and skills related to their practice. In Scotland, teacher educators must be registered – or eligible for registration – with the GTCS.

Personal reflection: October 2017

Having considered all the pressures on our teachers through government dictates on education and the pressure on students to perform in standardised tests, I am left wondering how our forebears managed to cope in a world without all these impositions. A recent visit to Vienna reinforced this thinking. We were privileged to be able to visit the Museum Quarter where at least six



Figure 2.1. Quartz plate

or more museums can be accessed. The museums celebrate

the works of artists in all creative fields –music, art, technology, writing, dramatic arts. I was particularly drawn to the “Treasury Museum” where I was successful in finding the “Spear of Destiny” which I have wanted to see for some time because of the religious and power giving mythology surrounding its origins.



Figure 2.2. Astrological clock

However, I was overwhelmed by the manual arts skills evident in the artefacts on display - for example, by a plate hewn from a single piece of quartz (Figure 2.1) and thought to be from 300-400AD and that has survived intact. In the Kunsthistorisches Museum, a 14th century astronomical clock (Figure 2.2) was designed without the use of computer technology or satellite information regarding how the world revolves around the sun. Its time keeping is remarkably accurate to this day.

As I looked upon the hundreds of artefacts from 300-400AD onwards, I wondered whether the zeitgeist of standardisation in education systems will cause the

diminution of ingenuity and creativity in the generations of children and young people exposed to the regimes of standardised attainment targets.

2.5 Summary

This chapter has had two main foci. Firstly, major reports that have influenced school education and teacher education in Australia, England and Scotland have been reviewed. International perspectives have been included with reference to the western style education systems in Sweden, Finland, the United States of America and the Confucian influenced systems of South Korea and Singapore. Similarities and differences have been noted and comments made.

The second focus has specific reference to the question under scrutiny: the voices of experienced teacher educators. Since 2000, research into the lived experience of teacher educators has been undertaken with respect to a number of changes in the professional lives of teacher educators (Clegg, 2008; Esposito & Smith, 2006; Hargreaves, 2000; Hokka, Etelapelto, & Rasku-Puttonen, 2012; Imig & Imig, 2007; Jones, 2009; Kosnik, 2007; Murray, 2008; Murray & Male, 2005; Sachs, 2001; Zeichner, 2005). The research noted above focused on the following main thematic areas: identity and moving from practitioner to academic/teacher educator; the impact of policy; the impact of ICT; and, the impact of changing university culture and structures.

There exists literature that provides commentary on the professional lived experience of teacher educators from the standpoint of individual researchers. While Clegg (2008) interviewed 13 teacher educators in her study and Klecka (2008) studied the e-portfolios of 14 teacher educators, both focused on the issue of professional identity. What is missing from the literature is the voice of the teacher educators about the broader spectrum of their professional lives. There is potential, therefore, to explore what experienced teacher educators have to say about their unique professional lived experience. Swennen, Jones and Volman (2010) observed that:

...the teacher educator is recognised as an important instrument for the education of future teachers, and with this recognition there is now an emerging, but still limited, body of knowledge about teacher educators. (pp. 131-132)

This study aimed to address the lack identified by Swennen, Jones and Volman (2010) by listening to what teacher educators have to say about themselves. The overarching research question explored was defined as: How do teacher educators articulate, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice? The next chapter explains the research design and details the process used to find answers to the research question.

Chapter 3: The research design

3.1 Introduction

This study was designed to explore the thoughts and concerns of five teacher educators about current and future education policy and practice through narrative inquiry of their professional lived experience. In this chapter, the research design, methodology and methods utilised in conducting this narrative inquiry are presented and justified. Consideration is also given to the researcher's stance and ethical considerations in conducting the study.

A significant outcome of the study was that the researcher and the participants were able to learn more about themselves and each other. This was achieved by the researcher and each participant building a relationship that exemplified the idea of “knowing through relationship” (Hollingsworth et al, 1994, p. 77). Bakhtin (1984) expressed this concept as “To portray the inner man...was possible only by portraying his communion with another. Only in communion, in the interactions of one person with another, can the ‘man in man’ be revealed, for others as well as for oneself” (p. 252).

Specifically, the purpose of this chapter is to explore the literature to justify and support the selection of a qualitative methodology, and method, both being narrative inquiry, to explore this research question. The specific method used is carefully detailed. Scholars include Denzin and Lincoln (2011) and Pinnegar and Daynes (2007) to justify a qualitative approach; and, Dewey (1938), McIntyre, (1981; 1984), Polkinghorne (1988), Bruner (1986) and van Manen (1990) to justify the use of narrative. Extensive reference to the works of Clandinin with various research partners such as Connolly and Rosiek are made as they are seminal researchers in the field of NI and have informed my thinking about the commonplaces they named temporality, sociality and place.

3.2 The justification for qualitative research

The research detailed in this study was undertaken to fill the gap identified in Chapter 2 - that is, the lack of research into the thoughts and concerns of teacher educators regarding current and future education policy and practice. The methodological orientation of the research was located in the qualitative research

area of narrative inquiry (NI) that implies a distinctive way of thinking about research, with words being the focus of the data to be gathered. Bach (2007) questioned, “What use is a book without pictures and conversations, what use is research without image and story?” (p. 281). “Image and story” are evident in this thesis. Images are used at various points to illustrate the concepts being discussed and the story within the conversations being used as the data-gathering instrument.

Smith (1983) discussed the conflict between quantitative and qualitative research methodologies in the field of social sciences. This conflict was evidenced in the stance taken by positivists such as Durkheim and idealists such as Dilthey.

Durkheim (1964 [1895]) believed that sociologists must adopt a similar “state of mind to that of physicists, chemists and psychologists when they venture into an as yet unexplored area of their scientific field” (p. 37). This way of thinking by Durkheim considers people as research subjects in a similar way to inanimate objects. Pinnegar and Daynes (2007) considered that regarding human beings as research objects allowed the researchers to distance themselves from the subjects of their research. The research subjects were regarded as “bounded, static and atemporal” (p. 10). The 19th century German philosopher Dilthey (as cited by Hodges 1994) challenged this view and argued that, while the physical sciences dealt with inanimate objects, the social or cultural sciences dealt with human beings. Dilthey’s ontological stance was important because it initiated a clear turn in thinking regarding research in the social sciences. Human subjects began to be regarded by researchers as being worth listening to because of the stories that they had to tell of their life experience.

Denzin & Lincoln (2011) stated “Qualitative research is a situated activity that locates the observer in the world” (p. 3). As the researcher, I placed myself as the observer in the world of the teacher educators who were participants in the study. Not only was I the researcher and the observer but also, as a teacher educator myself, I had a unique connection with the participants. A qualitative research approach aligned with the need to understand what the participants had to share about their professional lives. “Qualitative researchers often use words in their analysis, and they often collect or construct stories about those they are studying” (Pinnegar & Daynes, 2007, p. 4). The nature of my research study was such that it

dealt with what my participants had to say in their stories of their professional lived experience. The words of the participants became my research data.

3.3 Narrative in qualitative research

The importance of experience in our understanding of self and the world was expressed by Dewey (1938) when he discussed the importance of life experience in relation to learning. He proposed that “every experience influences in some degree the objective conditions under which further experiences are had” (p. 39). Building on Dewey’s understanding of the relationship between experience and learning, MacIntyre (1981) suggested that narrative unity could be a concept to draw together the threads of an individual’s life experience. He developed Dewey’s understanding by considering the proposition that there is a continuity in a person’s life stories that gives the resultant life narrative a sense of unity (MacIntyre, 1984). Bruner (1986) argued that there were two ways of understanding narrative. The positivist logical and scientific approach employs a “formal, mathematical system of description and explanation” (p. 12). This mode develops abstractions and, Bruner contended, contributes to the “heartlessness” (p. 13) of logic. Rather than the “heartlessness” of absolutes, Bruner (1986) recognised that narrative deals with humanity and “strives to put its timeless miracles into the particulars of experience, and to locate the experience in time and place” (p. 13). This second way of understanding narrative contrasts with the positivist approach because it recognises that human experience cannot be abstracted as an absolute. Similarly, Polkinghorne (1988) expressed his belief that “Narrative is one of the forms of expressiveness through which life events are conjoined into coherent, meaningful, unified themes” (p. 126). In other words, the narrative makes sense through the relationship of one story with another and with the sense of the unity across lived experiences.

3.4 The influence of narrative researchers

Emerging from their study of qualitative research that used narratives to study people’s lives and cultures, Pinnegar and Daynes (2007) identified four themes specific to narrative research. They used the term “turn” to “emphasize the movement from one way of thinking to another” (p. 7). The turns were labelled as follows: creating a relational dialogue between researcher and participant in which the participant is an equal partner with the researcher in the development of the

narrative; the use of words rather than numbers as the research data; a focus on the specific rather than the general; and an acceptance of new ways of knowing/alternative epistemologies. These four turns were not sequential but were interdependent with one another, and they emerged as the thinking about the use of a narrative approach developed.

a) The participant as an equal partner with the researcher in the development of the narrative

The turn to considering a research participant as an equal partner with the researcher in the development of the narrative was evident in the work of Clandinin and Connelly (2000) in which they espoused the concept that engaging in research about lived experience is both an ontological and a relational commitment. Caine, Estefan and Clandinin (2013) expressed this as being “a commitment to a form of togetherness in research that seeks to explore how we are living in the midst of our stories” (p. 576). This study brought the participants and me together as equal partners in the research process to find out how those teacher educators articulated their thoughts and concerns about current and future education policy and practice

b) The use of words rather than numbers as the research data

The turn from using only numbers as data emerged as social science researchers began to consider the intrinsic value of people’s stories in creating personal narratives of lived experience. Pinnegar and Daynes (2007) were careful to note that the turn to using words as data was not “a general rejection of numbers” (p. 15), but rather a realisation that “in translating experience to numeric codes researchers lose the nuances of experience and relationship in a particular setting” (p. 15).

A realisation of the power of narrative as research data emerged for Clandinin and Connelly (1990) as they engaged in work with educators across multiple cultural contexts and environments. They both realised that their research interests drew on the work of Dewey (1938) with the deepening understanding of the relationship between experience and learning. Clandinin and Connelly (2000) stated: “For us, narrative is the best way of representing and understanding experience” (p. 18). To make sense of an experience, individuals need to verbalise their thoughts either in

writing or audibly. The words then become the data source for exploring and making meaning of the experience as was the case in this research.

c) A focus on the specific rather than the general

The generalisability of data formed the basis on which the traditional social scientist worked. “Researchers in the social sciences wanted to be able to discover universal laws” (Pinnegar & Daynes, 2007, p. 30) that could be applied to large population groups. An example of this way of thinking can be found in schools. Children are grouped in classes according to their date of birth and expected to reach the same learning goals as all other children of the same age. No account is taken of the rate of cognitive development of each individual child. It is a convenient way to group children in classrooms. The curriculum could thus be seen as a set of universal laws for learning at particular ages.

Narrative researchers began to move away from the generalisable findings expected by earlier social scientists to developing an understanding of the specific experience of individuals. For van Manen (1990), it is the “uniqueness of the person” (p. 6) that is important in any given situation. This way of thinking is evident in this study, the aim of which was to understand how individual teacher educators express their professional concerns.

d) An acceptance of new ways of knowing/alternative epistemologies

A holistic view of the previous three points highlights the move for social science researchers to think in new ways. Epistemologically, the move from the positivist, scientific orientation to the use of narrative in qualitative research, and from there to using narratives to explore the phenomenon of individual experience, requires a completely new way of thinking about knowledge building and how a researcher thinks. Ontologically, the nature of reality moves from the general to the specific - from categorising the behaviour of a whole group to understanding the nature of an individual’s life experience and learning.

Polkinghorne (1988) asserted that there was a need to recognise “the importance of having research strategies that can work with the narratives people use to understand the human world” (p. xi). Such a way of thinking about research demands that the researcher abandons the tight control of the positivist way of

reducing knowledge to absolutes. Consideration should be given instead to an individual's narrative of experience and the knowledge and understanding revealed within that narrative.

3.5 The defining of narrative inquiry and the commonplaces

Story and narrative, as outlined in the previous section, have been used extensively in research by social scientists and anthropologists. Researchers in the humanities (Carr, 1986; Heilbrun, 1988; Spence, 1982) also used a narrative form in their research and considered it to be a new way of thinking about conducting inquiries. The difference between the terms 'story' and 'narrative' in NI are defined by Connelly and Clandinin (1990) as follows:

“people by nature lead storied lives and tell stories of those lives, whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience” (p. 2).

Evidence of narrative in educational studies (Ball & Goodson, 1985; Goodson, 1988; Sikes, Measor, & Woods, 1985) led Clandinin and Connelly (1990) to develop NI in their work with teachers. They considered NI as occurring when researchers and participants work together as equal partners in the study (1990). The work of Noddings contributed to their thinking that “...we approach our goal by living with those whom we teach in a caring community, through modelling, dialogue, practice and confirmation” (1986, p. 502). This ethic of caring was translated by Connelly and Clandinin (1990) from the classroom to NI research as a way of establishing an ethical, caring relationship between researcher and participant. Hogan (1988) emphasised the need for developing the research partnership over time to establish a rapport and a trusting relationship between those involved. Thus the bedrock of NI as a relational methodology was established.

Clandinin and Connelly (1999) reflected on the four turns elaborated above in their studies of teacher knowledge and thinking. They commented that “we came to see teacher knowledge in terms of narrative life history, as storied life compositions” (p. 2). Stories emerged as they worked with teachers to find out the ways in which teachers worked in their classrooms and they found out what knowledge, both tacit and explicit, the teachers had acquired. Teachers shared with colleagues stories of

actual classroom practice that were regarded as “essentially secret ones” (p. 3). These stories differed from the stories told in the wider world environment, where the “cover stories” (p. 3) portrayed them as experts to fit into the image that the general public considered acceptable. There emerged also the “sacred stories” (Crites, 1971, p. 296) that are the fixed policies and theory-driven practices handed down by theorists, administrators and policy-makers (Clandinin & Connelly, 1995). Emerging from the stories came the realisation that what teachers had to say was important and worthy of deeper understanding. It was through the struggles of finding “more intuitive ways of coming to terms with life in classrooms, with life in schools, and with life in other educational landscapes” (2000, p. 18) that Clandinin and Connelly came to develop further what is now recognised as NI as a research methodology and method.

A careful study of the work of those who referred to the use of narrative in their research led Clandinin and Rosiek (2007) to identify the inquiry space as being three-dimensional and as consisting of the three commonplaces of narrative inquiry - temporality, sociality and place -which are investigated simultaneously. The synergy of the three dimensions creates the space within which to investigate lived experience.

The terminology “common places” has been used by Schwab (1983) to define what he considered to be the four essential elements (teacher, student, what is taught and the milieu of teaching-learning) in curriculum development leading to effective learning and teaching. The “common places” in this context are task related and are applied to designing the curriculum. Schwab encouraged the design process through a dialogue with teachers as knowledgeable practitioners rather than the curriculum being imposed on schools by external agencies. Elbaz-Luwisch (2007) suggested that “Schwab was probably the first educational theorist to call for close attention to the lived experience of children and teachers in classrooms” (p. 359). The concept of curriculum developers and classroom teachers working together as equal and knowledgeable partners created an environment of trust and reciprocity. The four common places for Schwab were the essential elements required to work together to create a workable and meaningful curriculum design.

In a similar vein, the three commonplaces as defined by Clandinin and Rosiek (2007) come together as a means to bring meaning to events as they have occurred in the temporality of life within both physical (place) and societal (sociality) environments. The combining of the two words “common” and “place” turn the adjective and noun combination used by Schwab (1983) into the single abstract noun “commonplaces” thus giving the concept of it as an entity in itself. The three commonplaces are considered simultaneously and the place where they overlap is the three-dimensional inquiry space. It is within that inquiry space that, through conversations, meaning begins to be made of lived experiences across time and is recognised as being set within the contexts of sociality and place

a) *Temporality*

The concept of temporality encompasses life events as considered across time. We all have a personal history that has shaped in some way who and what we are today. Humans are temporal beings. There is a clear beginning and end to our existence. Exploring the temporality of our storied lives involves more than merely listing a timeline of remembered events, but includes also places and events within the contexts of our whole lives. Temporality is the timespan of our lives across which we have many experiences, some of which are interrelated and some of which are singular events that we leave behind at a given point in time.

Dewey (1938) regarded experience as part of a continuum in life “...the principle of continuity of experience means that every experience both takes up something from those that have gone before and modifies in some way the quality of those that come after” (p. 35). This statement from Dewey provided the definition of temporality for Clandinin and Rosiek (2007), who explained that “Events, people and objects are in temporal transition and narrative inquirers describe them with a past, a present, and a future” (p. 69). Experiences are not bound by time, but evolve over time as other experiences add a layer of understandings of an event. Dewey (1938) expressed this idea as the “...longitudinal and lateral aspects of experience” (p. 44). In this study, through the narratives of their individual lived experience, teacher educators came to understand how past professional experiences have been built on in the present and consider the future in the light of that understanding. This way of understanding the temporality of experience reflects Dewey’s (1938)

contention that what a person “has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations that follow” (p. 44).

Temporality as one the of NI commonplaces was illustrated by Clandinin (2013) as she related part of a conversation she had had with a research participant, a young man who had recently left school. The first section of the extract dealt with the youth being encouraged to share his thoughts about starting school. He gave an account of his school life journey from elementary through to secondary. The account was not a strict chronological list of schools and classes but reflections on some key points. The focus in this part of the conversation was on the temporal. Clandinin (2013) commented that she was “...trying to get an overall sense of the way Andrew lived his life in relation to schooling” (pp. 105-6).

Mattingly (2007) described how she had used NI as part of the healing process in a number of clinical settings. She narrated time spent with a little girl during one of the child’s rehabilitation therapy sessions that were required after brain surgery and subsequent treatment. The session involved manual dexterity exercises for the little girl in which she was encouraged to make a stew out of play dough. The session developed into a short drama with the introduction of a plastic dinosaur with a story developing about the dinosaur being hungry and needing the stew to eat. Mattingly (2007) called this “dramatic time” and commented that this event became more than just another therapy session but was also “... a focussed and dramatic moment, narrative time governed by a desire, suspense, drama, and a sense of the whole” (p. 416). The designation of the event as dramatic time was important for Mattingly who regarded such times as important steps in the recovery process for patients. Dramatic times are special, such as a patient being able to go to the bathroom unaided – a marker in that patient’s timeline of recuperation.

Clandinin (2013) emphasised the importance of temporality to NI because “events under study are in temporal transition” (Connelly & Clandinin, 2006, p. 479). This concept was illustrated within the life story of Andrew and of the young patient in the stories mentioned here.

b) *Sociality*

The concept of sociality encompasses both the micro and the macro aspects of our lives. At the micro level, we live within a specified community such as a family. Within this community we are in relationship with others in the community, live by the community norms, and often have specific language and cultural narratives. Our specific community also exists within a much wider community at the macro level. This can be defined as a country, the cultural norms of the populace and institutional imperatives at a given time in history. The common social norms of a given society change over time. At a specific point in time, certain behaviours that are not acceptable currently may become acceptable in later years. We become the product of our social milieu whether at the micro or at the macro level.

Clandinin and Rosiek (2007) considered sociality as pointing “towards the simultaneous concern with both personal and social conditions” (p. 69). Dewey (1938) posited that we live in interaction with our environment, and that that environment includes people in specific situations. He contended that the concepts of temporality and sociality are intertwined and that there is continuity in our experience and, therefore, our learning through both. Personal conditions were considered by Clandinin and Connelly (2000) as being the internal self – thoughts, feelings, emotions, hopes, aspirations, reactions and personal moral compasses. Social conditions are considered as the external forces that play on our lives such as the environment, situations in which we find ourselves, forces that can be beyond our control and other factors that create the contexts of an individual at any point in time.

An important factor in sociality for the narrative inquirer is the relationship between researcher and participant. Clandinin and Rosiek (2007) emphasised this point by stating “Narrative inquirers are always in an inquiry relationship with participants’ lives. They cannot subtract themselves from relationship” (p. 69). As a researcher using NI, it was important for me to recognise the sociality imprinted on the conversations that I had with the participants in the research study. The way in which researchers interact with participants in an NI study is an important dimension of the data gathering process. Throughout the conversations with the participants, the researcher inevitably forms a relationship with the participants, and “neither researchers nor participants walk away from the inquiry unchanged” (Clandinin, 2013, p. 51). The participants become researchers into their own

professional lived experience, and, as researcher, I became a participant by recalling parts of my own professional lived experience.

c) *Place*

We learn to consider the concept of place within physical boundaries. For example, we quickly learn as young children that our place is usually within the confines of the home. At school, we learn in mathematics that a place or a space has clearly defined borders, and that space can be measured by using specific formulae to calculate the defined area. Many people find comfort and security in having a unique place to which they can retreat to work, think, read or relax - a place that is defined, and often with a door to close out the rest of the world.

The concept of place for Clandinin and Rosiek (2007) related to “the specific concrete, physical, and topological boundaries of place” (p. 70). Every life experience takes place somewhere and because of that the centrality of place in a narrative is important. Lefebvre (1991) expressed his ideas of place as being both physical and cognitive:

The fields we are concerned with are, first, the physical – nature, the Cosmos: secondly, the mental, including logical and formal abstractions; and thirdly, the social. In other words, we are concerned with the logico-epistemological space of social practice, the space occupied by sensory phenomena, including products of the imagination such as projects and projections, symbols, and utopias. (pp. 11-12)

The sense of place as described by Lefebvre (1991) in this quotation links the concept of place with the personal conditions noted by Clandinin and Connelly (2000) above. Place is where we are in our innermost being as well as the physical environment in which we may be situated.

The influence of place on a memory of experience was brought home to me in August 2016. I revisited my home town in Scotland for the first time in more than 20 years. A very special place with deep associations with my childhood was the local Baptist Church with which my forebears had links since its inception early in the 20th century. My memories of times spent in the church were on the whole happy but tinged with deep sadness and hurt. I felt that I had to revisit the place

and expected to find myself caught up in past experiences. Instead I walked into a modernised building and felt nothing other than a momentary twinge of guilt at feeling nothing. I left realising that the place had moved on but that I had not. That gave me a sense of release from the past in a way that I had not expected. The “ghosts were laid”, as it were, and the building had kindly healed me of sore memories.

It is essential to have a thorough understanding of the commonplaces of temporality, sociality and place because they are key components of each person’s life narrative. Spring (2008) commented, “We are our histories. What we think, what we believe in, and the choices we make are products of our histories” (p. 3). Clandinin (2013) expressed that “attending to all three commonplaces simultaneously, is, in part, what distinguishes narrative inquiry from other methodologies” (p. 39). Deep understanding of the commonplaces of NI leads to an understanding of experience in a particular way and is the hallmark of NI as a unique methodology.

3.6 The researcher’s stance

My epistemological outlook reflects the concepts expressed by Spring (2008) and Clandinin (2013) above and has led me to believe that knowledge, especially about oneself, is subjective and unique. In other words, our understanding of ourselves and our lived experiences is interpreted through the lens of our individual life history and context. In this respect, my epistemological basis aligns with a critical perspective in which understanding or meaning is co-constructed by the researcher and the participants. Hollingsworth and Dybdahl (2007) commented, “...there is no separation between the researcher and the narrator and the narrative is a temporal product of all the narrators” (p. 151). The researcher is considered by the authors to be a co-narrator and the narrative develops within the context in which it is told and grows from the “depth of relationship between the narrators” (p. 151). The relationship between our past and its influence on our present living was encapsulated by Shields (2005) when she commented, “...we carry the epistemological stance of our families and the culture we know into our lives as a basis for living” (p. 180). For me as researcher my Celtic heritage of story-telling

and song feeds my epistemological stance of understanding people and events through the narratives of the people involved.

Ontological issues relate to the nature of reality and its characteristics (Webster & Mertova, 2007). For Weber (1970), it was people who mattered and he was concerned with *Verstehen* (understanding) of the individual. Weber fought against the emerging core belief of modernity “that one can, in principle, master all things by calculation” (p. 139). My ontological standpoint is linked with Weber’s thinking and reflects my personal view that the world is complex and dynamic, not static; the world is experienced and interpreted by individuals as a result of their interactions with one another and the wider social contexts of their lives; and reality is subjective because people experience reality in different ways. I agree with Weber’s (1970) argument that things cannot be understood or mastered by calculation alone but also by accepting that the world in which we live is not static and that our lives are temporal, not confined to a specific point in time.

3.7 Methodology

My research stance led me to use NI as the methodology. Exploring the life experience of the research participants involves asking them to tell their story with a particular focus on the question under investigation. As suggested by Connelly and Clandinin (2006), “where the researcher may share similar experiences to those under study with participants, empathy and close relationships may develop” (p. 490). As a teacher educator exploring the lived professional experience of colleagues, I was engaged in “insider research”. Kanuha (2000) used this terminology to refer to researchers when they conduct research with participants who belong to the same population grouping. The insider role “...frequently allows researchers more rapid and more complete acceptance by their participants” (Dwyer & Buckle, 2009, p. 58). That was the case in this study. The participants were confident that, because they knew me, confidentiality would be assured and that they could, therefore, share freely. It must be recognised by the researcher, that while insider status aids deep understanding of the unfolding narratives of the participants, personal bias in the understanding of the narratives must be avoided. Asselin (2003) warned that the insider researcher needs to separate the role of researcher from that of the insider, especially when analysing the data. The dual

role of insider and researcher can cause confusion, and care needs to be taken to consider the data from the researcher perspective. This view was also reflected by Schratz and Walker (1995), who commented that undertaking insider research can create tensions. The insider relationship imposes the requirement for close scrutiny of the research methods and the reporting of trustworthy findings.

NI embodies the concept of exploring experience through the telling of that experience in narrative form. Bateson (1994) suggested “Our species thinks in metaphors and learns through stories” (p. 11). Accepting this construct of Bateson means that it is useful, therefore, to find out which stories individuals have to tell and what we can learn from them. When these stories tell of lived experience in a specific context, we can learn more about that context from a distinctly human, experiential point of view. In NI, metaphor is considered to be “...a tool for opening and deepening understanding” (Pinnegar & Daynes, 2007, p. 19), because it engenders deeper thinking about a concept. It also enables both researcher and participant to explain abstract concepts in language that is clear, concise and devoid of overly technical phraseology that is accessible to only a limited group of people.

Clandinin and Connelly (2000) contended that, “For us, narrative is the best way of representing and understanding experience. Experience is what we study, and we study it narratively because narrative thinking is a key form of experience and a key way of writing and thinking about it” (p. 18). This occurs when the storytellers are able to re-live and re-tell experiences and by that re-living and re-telling, reflect on how that experience has impacted on their future experiences. Cortazzi (1993) contended that “our stories are our professional world, the map of our experience” (p. 139). In examining the lived experience of teacher educators, the participants were being asked to recount a part of their experience. Through the recounting, telling and reflecting, it was expected that the participants would highlight the significant influences on their professional lives. The concept of considering the past in the light of the present lived experience and how this may guide future actions was explained by Cohler (1982), who unequivocally stated that personal narratives are “the most internally consistent interpretation of presently understood past, experienced present, and anticipated future” (p. 207). NI takes place “within a stream of experience that generates new relations that then becomes a part of future

experience” (Clandinin & Rosiek, 2007, p. 41). The implication of this way of thinking about experience is the realisation that, while there may not be a direct causal relationship between experiences, life choices are made in the light of past experiences. The outworking of this concept is evident in the short personal narratives that I have woven into sections of this thesis. I have been active in reviewing parts of my own lived experience throughout the research process and been brought to an understanding of my life history that I had not considered previously. Choices made were influenced by specific lived experience but not dictated by those experiences.

My philosophical context of recognising that past experiences influence the present, was found in the literature with a focus on narrative as a way of expressing lived experience. Greene (1978) expressed the view that “we identify ourselves by means of memory” and that through memory we “compose the stories of our lives” (p. 33). Mattingly (1998) considered Aristotle as having been the first in establishing the relationship between experience and the manifestation of that experience in words, and to conceptualise the use of words as a way of imitating or representing an experience. Chase (2010) contended that using narratives aids retrospective meaning-making by helping individuals to express what has happened through “...emotions, thoughts, and interpretations” (p. 214). Narratives, therefore, need to be considered within the context from which they emanate.

The environment and audience for the narratives are of importance. For example, as a police officer in a courtroom in Glasgow I found myself having to recount specific events in strict chronological order using the precise language of the courtroom, which was necessarily a very formal and ritual setting. The re-telling of an experience under extreme scrutiny requires accuracy and clear expression. There is no room for exaggeration or poetic licence because a person’s liberty may be at stake. Strict examination by the prosecutor and cross-examination by the defence of the recount of the events as presented seek to determine the truthfulness of the recount. In the telling of life experiences, however, events are set within the context of a whole life at that time. In direct contrast to a courtroom, in NI the researcher and the participant are engaged in a series of iterative conversations during which lived experiences are shared and understood as being remembrances

in a non-linear pattern. The audience within the context of this study is the researcher and the participants.

3.8 Method

a) Introduction

In this section of the chapter, information concerning the context, the criteria for selecting the teacher educators who participated in the study, the ways in which the study was conducted, and the form of the co-constructed narratives and their analysis is presented.

b) Criteria for participant selection and context

In this research, the participants were drawn from teacher educators in both Schools of Education at the University of Southern Queensland (USQ). I chose to limit the participants to those in my own university because of the relational nature of the chosen methodology and method. This was a practical decision because inviting participants from other universities would have meant time having to be spent building the professional relationships that I had already built with my colleagues at USQ.

The number of participants was limited to five and the participants self-selected by positively responding to an email invitation sent to all faculty members. The small number of participants allowed for the relational nature of NI to be properly established. Narrative inquirers seek to understand the nature of individual lives through the stories of the participants. It is not about gathering data from a large number of people and then coming to generalised conclusions about a social phenomenon such as how a specific group of people may act. Rather NI is about the specific individual and what he or she has to share about his or her lived experience.

The overarching context for this study emerged from the lack of research literature about what teacher educators have to say about their professional lived experience. As identified in the literature informing this study, there is a gap in research into who teacher educators actually are and how they perceive themselves as professionals. Hence the physical context of this research study was USQ, a

regional university in Queensland, Australia that has teacher education as a major component of its undergraduate and post graduate profile.

c) Procedure

Narratives use words to express what the participant wants to share with us. Those words become the field texts in NI research. The term “field text” is used rather than “data” because “...the texts we compose in narrative inquiry are experiential, intersubjective texts rather than objective texts” (Clandinin, 2013, p. 46). The social scientist Carr (1986) considered that, in the process of re-living, telling and reflecting on our lived experiences “we are constantly revising our autobiographies as we go along” (p. 76). Retelling, reliving and reflecting on life experiences place the experience within the temporal, social and physical context of remembered events. In this study, the field texts were composed through two conversations between each participant and the researcher. Although the conversations were not interviews in the traditional sense of question and answer, nonetheless there was a focus to the conversations.

The timescale for the conversations and the co-construction of the narratives was:

- Conversation 1: September – December 2014
- Conversation 2: April – August 2015
- Final co-constructed narratives: January 2016 – February 2017.

This timescale represents the care taken to allow each participant and the researcher to dig below the surface of the stories told of remembered events. It was necessary to make time to meet, or converse by other means, at points when each participant was free to think about his or her narrative and ready to share new insights into his or her lived experience. The art of making meaning of the narratives for both researcher and participant was the important element in the process.

d) Constructing the narratives

There were a number of key points that I wanted to explore with each participant and I compiled a list of six stimulus questions to keep in mind as the conversations developed. These key points emerged from the literature informing this study and from my personal experience in education. This spans many years at varying levels of responsibility within the profession, most recently as a teacher educator

with 13 years of experience at tertiary level. The questions encompassing the key points provided a guide to navigate towards the gradual development of the co-constructed final texts.

The questions were discussed with colleagues including my supervisors but they were not formally tested. The questions required minimal refinement during the interview process indicating their appropriateness for the study.

Question	Reason
1. What did you do before becoming a teacher educator?	Not all teacher educators necessarily have prior experience as classroom teachers. I was interested in how previous work experience prepared them to be teacher educators.
2. What encouraged you to become a teacher educator?	I was interested in exploring the motivating factors behind individuals deciding to become a teacher educator.
3. How was the transition to academic life?	This question arose from the literature informing this study: Chapter 2: section 2.3.2 <i>Transition from classroom teacher to academic.</i>
4. What things have impacted most on your professional life as a teacher educator?	This question also arose from the literature informing this study: Chapter 2: section 2.3.2 <i>Transition from classroom teacher to academic.</i> In particular, the pressure on academics to produce research.
5. How have you navigated: <ul style="list-style-type: none"> • Education policy changes • Expectations regarding research outputs • The introduction of online 	This question arose from the literature as above and from section 2.3.3 <i>The use of digital technologies as a teaching medium</i>

only courses	
6. What do you envisage as the role of the teacher educator in 20 years' time?	This question arose from the literature informing this study and the sense of constant change evident across the literature in society's expectations of teachers, government education policies and the continual development of digital technologies.

Table 3.1: Stimulus questions

Table 3.1 details the stimulus questions and the reason for the inclusion of each one.

During our first conversation I introduced the points, as in Table 3.1, that I hoped that we would cover over time.

- Each conversation, in agreement with each participant, was recorded and transcribed. The first conversation enabled both participant and researcher to be comfortable talking with each other about their professional lived experience and introduced the topics detailed above. Each initial conversation lasted at least one hour to one and a half hours.
- Four of the participants chose to have both conversations either in my office or their office depending on where was considered more suitable and private by them. One participant invited me to her home for both conversations because she felt more comfortable there.
- Each conversation was transcribed and the text shared with the participant. There was a deliberate time lapse of about two months before the second conversation. This gave each participant time to reflect on his or her initial sharing and to consider any further clarification or deletion that was considered necessary.
- I used the six questions as a guide to the points that I would like to explore further in the second conversation. Each of the six questions was given a

colour code, and any references in the texts to the content of the questions were highlighted in the corresponding colour. I annotated the texts to help me to formulate follow-up questions and comments. For example, I read in my notes from one of the initial conversations that I would invite the participant to talk to me about the issues coming out of the TEMAG report (2014). In this way, I was able to prepare carefully for the second round of conversations. The process of recording, transcription, review and comment was repeated. The colour coding process was repeated by me to elicit the extent to which the key points had been covered. I had follow-up telephone conversations with two of the participants because they were at another campus, and face-to-face coffee chats with the three at my own campus.

- Once the participants had agreed the accuracy of the second transcription, I began the drafting of each interim research text and used the key points from the agreed transcriptions to draft a narrative that synthesised the key elements of each participant's conversations.
- Each draft was shared with the participant concerned so that he/she had the opportunity to make changes to any sections. Suggested changes were made by each participant to the interim research text, and we worked together to co-construct the final narrative. The co-construction took place over several months in a variety of formats such as document sharing, face-to-face chats and telephone chats. This level of involvement by each participant is crucial in a relational methodology. The final co-constructed narratives became the data to be analysed. The participants were aware that their narratives would be included in this thesis. Although anonymity has been assured by the use of pseudonyms, some part of the narrative may have the possibility of identifying the participant. Each participant had, therefore, to be comfortable with what was included in the final narrative which may be accessed by a wide audience.

While we were known to each other, the opportunity to converse about the issues raised was a new experience for both parties. Clandinin (2013) emphasised that NI is “a relational methodology” (p. 135). The relationship between the researcher and the participant is crucial to the success and quality of the final co-constructed narrative.

Pseudonyms were used throughout the narratives. I asked each participant to give himself or herself a name with which he or she could identify. The name could perhaps be a childhood nickname given by family or friends. In this way, I tried to give a sense of ownership of the process to the participants. They could more easily identify themselves with the pseudonym because it had a special meaning for each one and was not just a name thought up by the researcher.

e) How the narratives were analysed

The term ‘analysis’ implies data being manipulated to present research findings in a numerical format such as a graph. This kind of data analysis belongs mainly to quantitative research. Qualitative research with its emphasis on words as data is not readily transferable to graphs as a means of analysis or presentation. Patton (2002) remarked that while qualitative research turns data into findings, there is no definitive way in which this should be done. Rather, Patton (2002) emphasised that the best way to represent the data is to consider whether it is fit for the intended purpose.

Participant responses to the stimulus questions (Table 3.1) was the starting point for examining the content of each narrative by considering each final text holistically by both researcher and participant. Shaping the narratives through the organising framework of the stimulus questions led the participants to a comprehensive and systematic review of their lived professional experience. “Qualitative data analysis focusses on in-depth, context-specific, rich, subjective data and meaning making by the participants...” (Cohen, Manion, & Morrison, 2018, p. 643). The reduction of personal narratives through a statistical type of analysis, such as how frequent a particular word might be used, strips the texts of the nuances and subtleties that derive from presenting the whole story. “The challenge for narrative research is to work with the detail and particularity that is the hallmark of narrative, rather than mimicking positivist science in modes of data reduction” (Riessman & Speedy, 2007, p. 435). The analysis most fit for purpose in this study was that of making meaning of the research texts by and for the researcher and participants together.

The reading and reviewing of the research texts involved identifying key, or critical, events in the lived experience of the participants. “Specific events are key

determinants in how we recall our life experiences” (Webster & Mertova, 2007, p. 71). Such events may not have an immediate causal relationship with a subsequent event. For example, if a person hits a hand with a hammer instead of the nail that should have been hit, then the subsequent event of severe pain and bruising is immediate and obvious. However, as a life narrative is reviewed, specific events become important only because they are recognised, at a distance in time, as having been a catalyst of a future event. Critical events were considered by Woods (1993) to be “unplanned, unanticipated and uncontrolled” (p. 357). Their impact can be profound and colour a person’s perspective on future experiences.

For example, in my year six/seven composite class in a semi-rural area between Glasgow and Edinburgh, one of my pupils was ‘William’ (pseudonym), who had tunnel vision. This condition meant that William was a slow learner but keen and able to learn. At that time, the late 1970s, there was a move from analogue to digital, 24-hour time in many timetables. Glasgow Central Station changed its boards to display departure times using 24-hour clock times. We had been working hard in class to learn how to use our mainly analogue watches to change the time shown to 24hr time. As part of a revision exercise, I asked the class to imagine being in Glasgow Central Station preparing to take the 10.10pm overnight train to London. They would be wearing their normal watches. The question was, “How would they know if they had time to go to the café for a cup of tea before boarding the train?” Every hand in the class was raised, including William’s. I was delighted, so I asked William how he would know. “Ask the train man,” he answered. That was certainly an unplanned, unanticipated and uncontrolled response. There was sudden stillness in the class until I smiled and congratulated William on his sensible answer. Others in the class soon responded with the conventional answer. This critical incident has stayed with me because it taught me that there is not always only one right answer and that each pupil, given the opportunity, can be encouraged to problem solve and find an answer that is right for him or her.

In this research study, I reflected on how temporality, sociality and place merged at specific points in the participants’ lived experiences to create what were identified as critical events, though not necessarily thought of as such when they happened.

This retrospective meaning-making provided the basis for the analysis of the final research texts.

f) Ethical considerations

Ethical considerations and approval required by individual universities are crucial before any research involving individuals can take place. The relational element of the NI approach taken in this study requires that personal ethics play an equally crucial role. I received ethics clearance for this research from the University of Southern Queensland – approval number H14REA024: date – 24 March 2014. The university ethics clearance is essential, but the way in which we interacted in this relational space meant that we had to build an atmosphere of trust with each other. I was being privileged with personal information from each participant, and the way in which I responded to, and dealt with, that information, was crucial in maintaining that trust. For this reason, I consulted each participant as much as was possible, and, I included each one at all stages in the development of his or her final narrative. The co-construction of the final narrative texts ensured that there were no concerns on the part of the participants that comments might be made without their knowledge. The narratives belonged to the participants because “... individuals’ narrative authority forms, is informed, and reforms through the continuous and interactive nature of experience” (Olson, 1995, p. 123). The authenticity of the data for NI comes from the authoritative narratives of the participants. The method as outlined demonstrated that the inclusion of the participants at each stage of the construction of the narratives gave each the opportunity for the information shared to be amended or deleted. The trustworthiness of the shared narratives was reinforced by this cycle of sharing and co-construction of the final narratives.

3.9 Trustworthiness and Authenticity

The literature about narrative research (Huberman, 1995; Polkinghorne, 1988; Reissman, 1993) is in agreement that the criteria applied to more traditional quantitative and qualitative research data are inappropriate to NI. Scientific methods used to establish generalizable facts are the antithesis of what is required in NI which “seeks to elaborate and investigate individual interpretations and worldviews of complex human-centred events” (Webster & Mertova, 2007, p. 89).

The meaning applied to the terms “validity” and “reliability” require clarification of the way in they are understood in NI.

a) *Trustworthiness*

In narrative research, validity is considered to be about the soundness of the data collection methods and the trustworthiness of the words presented as data (Polkinghorne, 1988; Webster & Mertova, 2007). The scientific method of verifying data by repeating experiments and generating the same findings is irrelevant to NI because “A personal narrative is not meant to be read as an exact record of what happened, nor is it a mirror of the world ‘out there’” (Webster & Mertova, 2007, p. 89). In NI, the trustworthiness of the data is established by the researcher and participants working together at every stage in the research process. In order “...to demonstrate ‘truth value’, the researcher must show that he or she has represented those multiple constructions adequately” (Lincoln & Guba, 1985, p. 296). The researcher and the participants establish a trust relationship in which the researcher trusts the participants to share their narratives honestly as they recall details from their professional lived experience and the participants trust the researcher to record their narratives accurately. The co-construction at each stage in the process leading to the emergence of the final research texts provides multiple opportunities for confirmation of the research data by the participants.

b) *Authenticity*

Reliability of data in the sciences refers to the consistency and stability of measurements over time. In this NI study, the same research approach was taken for each participant but the data that emerged was different for each one. This is not an unexpected outcome because each person has his or her own life experiences which are not exactly replicable by another. “...the impact of critical events on our understanding, the differences between individuals are to be expected, indeed valued” (Webster & Mertova, 2007, p. 93). Two people can witness the same event – a car crash for example – and give quite different accounts of the experience. Neither is completely wrong nor completely right. Each witnesses the event from his or her personal perspective. Reliability in NI is not dependent on each participant’s final research text being exactly the same but on

each one being rigorously verified as being authentic by the participant as an accurate reflection of what was shared.

3.10 Analysis/making meaning

The term ‘analysis’ implies data being manipulated to present research findings in a numerical format such as a graph. This kind of data analysis belongs mainly to quantitative research. Qualitative research with its emphasis on words as data is not readily transferable to graphs as a means of analysis or presentation. Patton (2002) remarked that while qualitative research turns data into findings, there is no definitive way in which this should be done. Rather, Patton (2002) emphasised that the best way to represent the data is to consider whether it is fit for the intended purpose.

For the purposes of this study, each final research text was considered holistically by both researcher and participant. “Qualitative data analysis focusses on in-depth, context-specific, rich, subjective data and meaning making by the participants...” (Cohen, Manion, & Morrison, 2018, p. 643). The reduction of personal narratives through a statistical type of analysis, such as how frequent a particular word might be used, strips the texts of the nuances and subtleties that derive from presenting the whole story. “The challenge for narrative research is to work with the detail and particularity that is the hallmark of narrative, rather than mimicking positivist science in modes of data reduction” (Riessman & Speedy, 2007, p. 435). The analysis most fit for purpose in this study was that of making meaning of the research texts by and for the researcher and participants together.

The reading and reviewing of the research texts involved identifying key, or critical, events in the lived experience of the participants. “Specific events are key determinants in how we recall our life experiences” (Webster & Mertova, 2007, p. 71). Such events may not have an immediate causal relationship with a subsequent event. For example, if a person hits a hand with a hammer instead of the nail that should have been hit, then the subsequent event of severe pain and bruising is immediate and obvious. However, as a life narrative is reviewed, specific events become important only because they are recognised, at a distance in time, as having been a catalyst of a future event. Critical events were considered by Woods (1993) to be “unplanned, unanticipated and uncontrolled” (p. 357). Their impact can be profound and colour a person’s perspective on future experiences.

For example, in my year six/seven composite class in a semi-rural area between Glasgow and Edinburgh, one of my pupils was ‘William’ (pseudonym), who had tunnel vision. This condition meant that William was a slow learner but keen and able to learn. At that time, the late 1970s, there was a move from analogue to digital, 24-hour time in many timetables. Glasgow Central Station changed its boards to display departure times using 24-hour clock times. We had been working hard in class to learn how to use our mainly analogue watches to change the time shown to 24hr time. As part of a revision exercise, I asked the class to imagine being in Glasgow Central Station preparing to take the 10.10pm overnight train to London. They would be wearing their normal watches. The question was, “How would they know if they had time to go to the café for a cup of tea before boarding the train?” Every hand in the class was raised, including William’s. I was delighted, so I asked William how he would know. “Ask the train man,” he answered. That was certainly an unplanned, unanticipated and uncontrolled response. There was sudden stillness in the class until I smiled and congratulated William on his sensible answer. Others in the class soon responded with the conventional answer. This critical incident has stayed with me because it taught me that there is not always only one right answer and that each pupil, given the opportunity, can be encouraged to problem solve and find an answer that is right for him or her.

In this research study, I reflected on how temporality, sociality and place merged at specific points in the participants’ lived experiences to create what were identified as critical events, though not necessarily thought of as such when they happened. This retrospective meaning-making provided the basis for the analysis of the final research texts.

3.11 Summary

In this chapter the use of narrative in qualitative research has been reviewed. The researcher’s stance has been explained in relation to the nature of NI research in exploring lived experience through the lens of the commonplaces. It has set out the unique nature of NI as both methodology and method and demonstrated the relational nature of the inquiry. The careful choice of criteria for the selection of participants illustrated the intense, in-depth nature of the research and why a small number of participants was preferable. The trustworthiness and authenticity of the

use of narratives as data was justified. Finally, the analysis of the data through making meaning for both participants and researcher was explained.

All of the above leads into the next chapter, which explains the conceptual framework and how it was used to make the research meaningful for the participants. The use of the commonplaces as the basic framework set the narratives within the context of temporality, sociality and place.

Chapter 4: Conceptual Framework

4.1 Introduction

This chapter details the conceptual framework that provided a visual means to illustrate the thoughts and concerns about current and future education policy and practice articulated by the participants in the narratives of their professional lived experience. The theoretical basis for the conceptual framework draws from the work in the field of Narrative Inquiry (NI) by Clandinin and Connelly (1990; 2000) with a specific focus on the discussion of the three commonplaces of NI: temporality, sociality and place, evident in the further work by Clandinin and Rosiek (2007) and Clandinin, Pushor and Murray Orr (2007).

This study was designed to explore the thoughts and concerns of five teacher educators about current and future education policy and practice through narrative inquiry of their professional lived experience. In this chapter, the explanatory conceptual framework underpinning the study for the study is presented. The framework, which draws upon the narrative inquiry (NI) fieldwork of Clandinin (2013) and Connelly and Clandinin (2006), is discussed in relation to the three commonplaces of NI; temporality, sociality and place. For the purposes of this study, the conceptual framework can be envisaged as a landscape in which a deep pool - a metaphor for the generative space of narrative inquiry into the professional lived experiences of the participants - is fed by the three rivers of temporality, sociality and place before its waters travel onwards towards the ocean. My thinking in developing the conceptual framework for the study (Figure 4.1) has also been influenced by the writings of philosophers Dewey (1938), Sartre (1949), Bhabha (1994), Soja (1996) and Lefebvre (1991). In the following sections of this chapter, the explanatory power of metaphor in narrative will be discussed before considering the development of the conceptual framework for the study.

4.2 The use of metaphor in narrative

Lakoff and Johnson (1980) used metaphors as a way of exploring the experiential knowledge of teachers. This use of metaphor is central to the conceptual framework described in this chapter. Czarniawska (1997) used narrative and metaphor when studying the identity of organisations and considered both to be

useful mediators in affecting institutional change. In her work as an anthropologist, Bateson (1994) recognised the value of stories told, and she considered that “the retelling exemplifies the making of a connection from one pattern to another” (p. 11) and that through this process “narrative becomes parable and the once upon a time comes to stand for some renascent truth” (p. 11). In other words, the narrative is reframed within the context in which it is told. The parable used one concrete concept to represent something that is abstract. For example, expressing how one felt in a particular situation is often expressed as “I felt like...” to help to make some sense of the emotion to the reader or listener. Bateson contended that “our species thinks in metaphors and learns through stories” (p. 11).

In NI, metaphor is considered to be “...a tool for opening and deepening understanding” (Pinnegar & Daynes, 2007, p. 19), because it engenders deeper thinking about a concept. It also enables both researcher and participant to explain abstract concepts in language that is clear and concise and devoid of overly technical phraseology and is, therefore, accessible to a wider audience of readers.

Writing or telling a narrative of lived experience can prove to be difficult depending on what is being shared. As a narrative inquirer I “embrace the metaphoric quality of language” (Pinnegar & Daynes, 2007, p. 29). Metaphors can ease the awkwardness of expression by illustrating specific events through a word picture that captures the essence of what the person wants to say.

4.3 Development of the conceptual framework

Individual stories are not just words but also an encapsulation of a particular event at a point and place in time. Within the context of this research, the stories of individual teacher educators were elicited to enable the participants to share past events in their professional lives. “Identity may itself be viewed as an internalized and evolving life story, a way of telling the self, to the self and others, through a story or set of stories complete with settings, scenes, characters, plots, and themes” (McAdams, Diamond, De St Aubin, & Mansfield, 1997, p. 678). The telling of lived experience in story form can be a means through which individuals can reflect on their identity both to the listener or reader and to themselves.

As a Scot, I spent the first 50 years of my life surrounded by hills, mountains and rivers. On reflecting on my identity, I recall the times spent walking in the Lowther

Hills and alongside the Daer Water Reservoir. I reflected that it is here that the River Clyde begins its journey to the Atlantic, passing through many towns and villages until it reaches the city of Glasgow. The trickle emerging through the Lowther Hills eventually supported the mighty Clyde shipyards and became the launching point of World War Two convoys west across the Atlantic and north to supply Russia. Glasgow has grown on the strength of the river to provide employment and economic stability to the people who have worked in the shipyards and other industry and commercial ventures. The life-giving power of the Clyde has and continues to be a palpable force. Remembering the journey of the River Clyde inspired the analogy of the river as a conceptualisation of the three-dimensional NI space. Clandinin and Rosiek (2007) contended that “stories are the result of a confluence of social influences on a person’s inner life, social influences on their environment, and their unique personal history” (p. 41). The three dimensions were represented by three rivers flowing towards a confluence, which can be a deep still pool giving life to the flora and fauna within it or providing a restful watering hole for travellers passing by. It may however, be a whirlpool that causes distress to any life within it and a potentially dangerous stopping place for any passers-by. The confluence is dependent on many factors, such as wild weather, high winds and excess snowmelt from the hills, torrential rain and storms. In a similar way, lived experience is influenced by the ways in which the three commonplaces act on lived experiences.

Clandinin and Connelly (2000) suggested that when individuals engage in writing a personal narrative about their lived experience they look in multiple directions:

- inward – looking at the inner self and how we see our self
- outward – looking at the community or communities to which we belong and interact with at different stages in our life
- backward – reviewing our personal history; the events that have shaped our life
- forward – considering the next steps in our life journey.

While these four directions are noted as separate entities, in reality these four aspects are pooled in storying a life: “What one does in telling something to another is to engage in sharing a story, an event or situation that moves in each of these directions” (Shields, 2005, p. 180). The conceptual framework reflected this

concept in that the rivers of sociality, temporality and place are seen to pool into a commonality.

Tennyson (1899) saw experience in this vein:

Yet all experience is an arch where thro'

Gleams that untravell'd world, whose margin fades

For ever and for ever when I move (pp. 78-79).

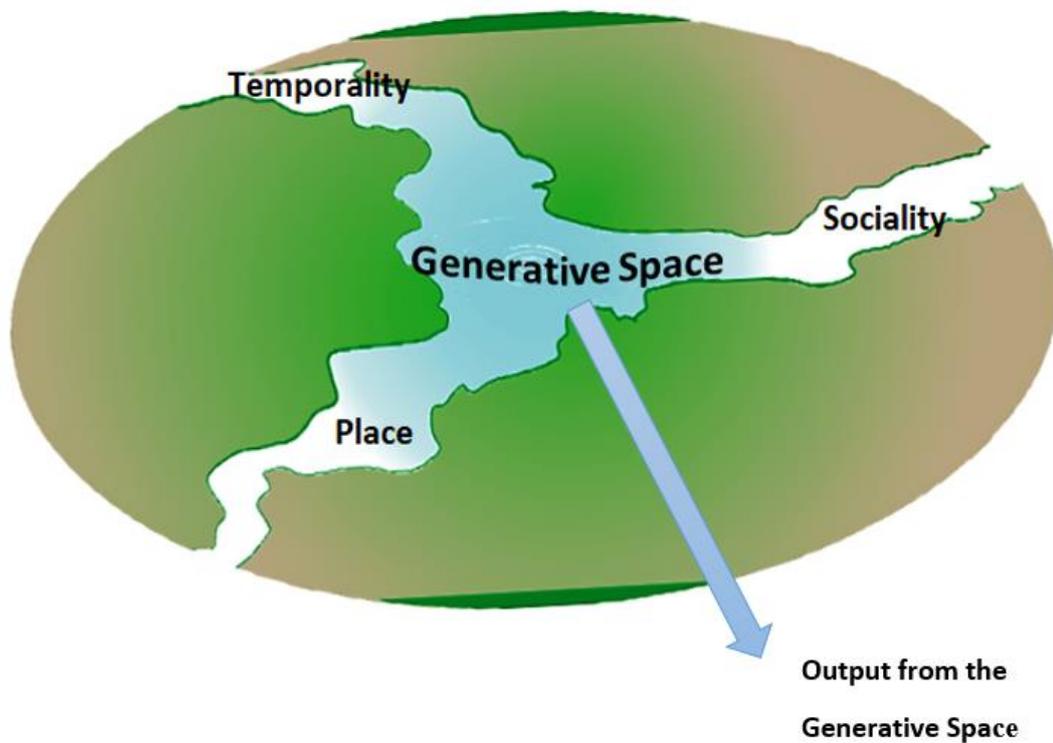


Figure 4.1. The Generative Space

The generative space (Figure 4.1) provides an impetus for engaging with life experiences to inform the present and to transform the future. The term generative space is not original and can be found in academic literature relating to science, engineering and social studies. Examples of these studies are: “Cinematic Spaces” (Leggett, 2007); “A Space for Generative Landscape Science” (Brown, Aspinall, & Bennett, 2006); “Difference-Driven Inquiry” (Flower, 2014); “Perceptual Scale-Space and Its Applications” (Wang & Zhu, 2008); and “From ‘Critical War Studies’ to a critique of war” (von Boemcken, 2016).

I use the term “generative space” as an extension of Clandinin and Rosiek’s (2007) and Clandinin, Pushor and Murray-Orr’s (2007) three dimensional narrative inquiry space. The output from the Generative Space details the way in reflection on the cumulative experiences give impetus to the next stage in life. It is used to think about the “so what?” question that arises from the narratives of the participants. The making meaning from the co-constructed narratives used the generative concept to explore how the coming together of critical events in the three commonplaces has generated the next step on the life and professional journeys of the participants. This added dimension to the original three-dimensional NI space (Clandinin & Rosiek, 2007; Clandinin, Pushor & Murray-Orr 2007)) is important because it took the participants beyond reflecting on their lived experience. It caused each one to consider how his or hers future was and could be shaped in the light of reflecting on their cumulative experience. An understanding of the factors that have influenced one’s lived experience can provide a stimulus to take a measure of control over the future by being more aware of those factors that can prove to be pivotal or critical incidents.



Each dimension of the commonplaces is represented by a river. Standing on the banks of a Scottish river, from my personal narrative, I soon became aware of the flotsam that the river has gathered (Figure 4.2) on its journey from mountainside to the glen, through which it is flowing out to the sea. Some of the flotsam becomes a dam behind which the waters build up and eventually burst through. The water may, on the other hand, forge a new channel and make its way around the obstacle. The personal river of

temporality may cause a dam behind which we build up tension and allow past events to block progress on our life's journey. Or, like the river, a way is found around the obstacle, not letting it be a block but allowing it to direct us onto a fresh path, a new way of thinking.

The river of sociality takes individuals on a journey during which many people are met in different contexts. Sometimes long lasting friendships are made, at other times people come and go like wisps in the air. Perceptions of self can be coloured by the comments of others who look in on others' lives and make assumptions about who and what individuals are. A good example of this is found in the way national and / or cultural groups are categorised. The image of the pipers (Figure 4.3) is a common one in my homeland except there is not a kilt to be seen. The fact that pipers can be ordinary people going about their daily lives, working in the trades or professions is not what most visitors to Scotland might expect. The river of sociality flows through an individual's personal landscape and leaves them with other people's images of who they think they might or should be. It can be difficult to shed the labels that others would pin on a person. Silberman (2015) cast aside the labels given to children

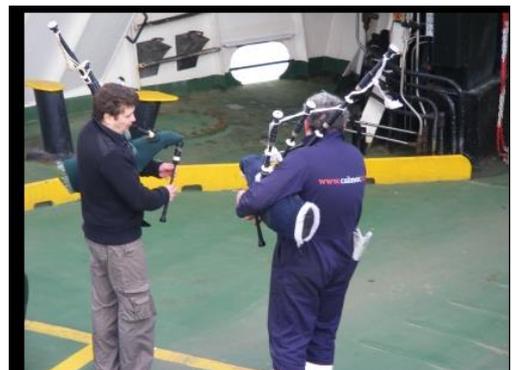


Figure 4.3. Pipers

and adults on the autism spectrum. The pathologising of those exhibiting behaviours which are considered to be on the autism spectrum was anathema to Silberman and he encouraged people to see each individual as simply that, an individual with a unique way of thinking. He illustrated his point with

stories of remarkable scientists and mathematicians who, with their unique way of thinking, have brought about some of the most amazing scientific advances in our time.



Figure 4.4: Signpost

The physical environment within which a person lives and works has an effect on his or her sense of wellbeing. The picture (Figure 4.4) illustrates this point.

The juxtaposition of the two institutions on the signpost in the photograph can bring a wry smile to the face. It does, however, neatly illustrate the point of how

the work environment can affect wellbeing and self-efficacy in day-to-day work life. The space inhabited in the work place is considered by Lefebvre (1991) as socially constructed to meet the utilitarian needs of the employer. For example, at university we each have our offices within which we tend to work on our own, but there are communal meeting spaces for recreation and business discussions. On the whole, we can personalise our office and create an ambience suited to how we want to work. Not all workers have that opportunity. The workers on a factory production line have to contend with the work rate set by their colleagues and the machinery surrounding that environment. The river of place includes the physical structures inhabited or passed through. Images of the landscapes of favourite places are associated with positive memories, but less comfortable images, can evoke places of painful memories. Place also exists in one's inner being; the spaces of minds that gather images from travels through life. In the mind are light spaces of happy memories and dark spaces into which one would rather not enter.

The confluence of the three rivers (Figure 4.5) can produce a deep and peaceful pool in our innermost being, or create a whirlpool of memories and emotions which cause feelings of being unsure and unsettled. As a narrative inquirer I need to be sensitive to the emotions and memories that my research method can evince. Throughout the research journey I am reflecting on my own confluence of rivers. This is an aspect to the research journey which I cannot ignore and which emerges throughout this thesis.



Figure 4.5. Waterfall

It is both an unavoidable and enriching experience in itself. The confluence becomes a generative space in which both participants and researcher can move forward in the light of having explored and carefully considered their lived experience.

Life is not static and, on reflection, the past, present and future are interdependent. The future very quickly becomes the past and melds with all other life experiences. I envisage the generative space as being the space where the sum of all the lived experiences gathered by the three rivers is pooled, and generates an understanding

of how the present and possible future has and may be shaped. An understanding of where we have been and who and what we have been is essential in understanding our present “...to say yes, over and over, to our integrity, we need to know where we have been: we need our history” (Rich, 1986, p.155). The output from the generative space is formed from the totality of lived experience and output can form a new river on journey which can lead to the nurturing of fresh fields of endeavour. There are times, however, when the accumulation of life experiences



Figure 4.6. Log dam

and what is gathered along the way, can cause a dam (Figure 4.6). This can stop the flow of life and hoped for achievements. At times like this frustration and the pent-up feelings emerge of being ensnared in a situation that can be almost overwhelming. When the water in a dam is released it can produce great power. In a hydro-electric scheme, the force of the released water drives huge turbines to produce sufficient power to service a local community’s electricity needs. The harnessing of the power of life experiences can be used to generate new ways of thinking which would not have been possible without the pause and reflection imposed by the dam wall. This generative space was a critical element in making meaning of the lived professional experiences of the participants.

Although Aristotle is credited with commenting “Knowing oneself is the beginning of all wisdom” (Parke & Wormell, 1956, p. 389) the underlying philosophy formed a basic tenet of the Delphic philosophers for whom deep understanding of oneself was regarded as being essential to understanding life and how each element of life has a direct effect on other elements. The development of the conceptual framework had this philosophy at its root. The act of reflecting on and writing a narrative of one’s life experience is part of the process of “knowing oneself”. The self-knowledge gained in the process of expressing a lived experience in words and the realisation of how those words create meaning can allow the words to “return again as power” (Rich, 1986, p. 2). It is this power in the confluence of the three rivers representing temporality, sociality and place that the generative space harnesses to enable one to have the capacity to understand the present in the light of the past and how the future might be framed.

4.4 Summary

Narrative Inquiry is essentially about people; real people with real lives and real stories to tell. Maya Angelou expressed the humanity of the individual in her comment:

I write about being a black American woman, however, I am always talking about what it's like to be a human being. This is how we are, what makes us laugh, and this is how we fall and how we somehow, amazingly, stand up again (Van Gelder, 1997).

In this chapter the three commonplaces of NI have been considered. The fourth dimension – the generative space – has been added as the space where the three original dimensions come together. The synergy of the three dimensions creates this generative space where the total personal learning from experience moves each person on to the next step in their life's journey. Narrative "...is interested in cause and effect, in the consequences of actions and in explanations for what has been experienced and observed" (Brophy, 2012, p .39). The participants are caused to consider then: Who am I as a person? Who am I as a professional? What life experiences have shaped who I am today? How can I use the reflection on the common places to create a generative space for my future?

This research study adds to our understanding of the NI process and the way it can generate in participants an understanding of how past, present and future are intermingled. The study also adds to our knowledge and understanding of who teacher educators are and the professional lived experiences that shape their academic lives. The next chapter uses the conceptual framework as a vehicle for making meaning from the co-constructed narratives of the participants.

Chapter 5: Meaning making for the participants

5.1 Introduction

This chapter presents excerpts from the co-constructed narratives that reveal the understandings that the participants have developed about their professional lived experiences. The chapter has as its focus enabling the participants to make meaning of their professional lived experience. It is about the participants hearing their own voice and being enabled to understand that what they have to share is important first of all to themselves and secondly to others.

Making meaning through the process of NI requires a different way of thinking about data. Literature about narrative research (Huberman, 1995; Polkinghorne, 1988; Riessman, 1993) asserts that the criteria applied to more traditional quantitative and qualitative research data are inappropriate to NI. Scientific methods used to establish generalizable facts are the antithesis of what is required in NI, which “seeks to elaborate and investigate individual interpretations and worldviews of complex human-centred events” (Webster & Mertova, 2007, p. 89). The narratives were carefully analysed by the researcher and the participants working together and using the three-dimensional narrative inquiry space as envisioned in the conceptual framework.

Each narrative required to be considered as a whole within a specific context and not broken into “... discourse laden moments or thematic categories” (Riessman & Speedy, 2007, p. 430). The conceptual framework developed provided the lenses through which to view the narratives. The research question regarding how teacher educators articulate, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice, demanded that the individual be given preference over an established format.

Throughout each narrative, critical events were identified alongside the effect that these events had on future life experiences. In-depth reflection on the critical events provided an insight as to how the cumulative experiences were understood within the interactive contexts of sociality, temporality and space. It was realised that these particular events were catalysts for making decisions about the next steps in each participant’s life.

The participants' actual words are indicated in italics in each narrative. I considered that the participants and myself were "...co-composing each aspect of the inquiry" (Clandinin & Huber, 2010, p. 5) and were able to present narratives that were true to the telling of the professional lived experience of each participant. The conceptual framework was used throughout each narrative as we identified critical events. Each phrase was crafted to convey the meaning that each participant wanted to be expressed. For example, one participant thought that a particular paragraph could lead to students being identified and that was changed. The images used were my own, and their metaphoric interpretations were found to be acceptable to the participants. It was through this attention to detail that the trustworthiness and authenticity of the narratives could be ensured.

The image of moving water and the cumulative effect of one event leading to the next was captured in the ripple effect graphic was used to illustrate how the generative spaces combine in a forward motion. "Everything we do, even the slightest thing we do, can have a ripple effect and repercussions that emanate. If you throw a pebble into the water on one side of the ocean, it can create a tidal wave on the other" (brainyquote). The image of the Ripple Effect was included to further the meaning making of each narrative and to encapsulate how actions and events have led each participant to his or her current point in life's journey. The participants have not reached a *kairos*, a culmination of a specific series of actions or events with an end point, but instead they were taking part in a continuing flow of lived experience. Spreading out across the water, the ripples take each participant to the next stage in the flow of life. They are individuals who are not static or being manipulated but in control and becoming more aware of how each can influence where these ripples may spread.

At each stage, the participants and I worked together to explore the research question underpinning this study. The participants all affirmed and confirmed the content and spirit of the narratives as representing their professional lived experience. They also affirmed and confirmed the generative space as being essential in their understanding of their narrative as a transformative experience. With this affirmation and confirmation it is evident that the generative space fulfils a crucial function in the meaning making process for both participants and researcher.

The function of the remainder of this chapter is to present the co-constructed final narratives of the participants. Each narrative has two parts. Firstly, each narrative includes by the conceptual framework diagram to illustrate the impact of each identified critical event. The conclusions from this process were recorded by annotating the diagram of the three rivers to represent the three commonplaces of NI. The generative space output enabled each participant to recognise, in writing, how the critical events led to the next stage in his or her life's journey.

Secondly, the ripple effect graphic illustrated the cumulative effect of the critical events. This was an aid for the participants to understand how each critical event impacted on the flow of life and realising that the past, present and future are dependent on and interlinked with each other.

5.2 Introduction to the participants' narratives

The five participants, as detailed in Chapter 3, were all colleagues from my university Schools of Education. They freely gave of their time and of themselves in the development of the following narratives. The narratives are presented in the order in which we held our initial conversations because this allows the reader to share in the journeys of both the researcher and the participants.

The narratives are presented using the participants' own words – indicated by italics – that are set within the context of each participant's co-constructed narrative. Outputs from the various generative spaces over time indicate the effect that the identified critical events have had on each professional lived experience. The insights from each narrative express what this researcher has drawn from what each participant has shared about him or herself. These were shared with the participants each of whom found this an enlightening and positive experience. The Ripple Effect graphics are used to reveal the on-going, temporal nature of each lived experience.

5.3 Violet

Violet is a teacher educator with a particular focus area of science education. The narrative started with Violet, aged 11 years, and her family moving from England to Australia. A particular challenge was enrolling Violet in school at an age and ability level appropriate to her prior schooling in England. The result was her being enrolled in the local secondary school a year younger than was the norm. The cumulative effect was that Violet found herself university ready at the age of 16 years and was able to enrol at the university with special dispensation from the Dean. Violet graduated at the age of 19 years with a Bachelor of Science degree. Her intention was to do honours but the lecturer with whom she wanted to work went on sabbatical – to take advantage of the European fungi season.

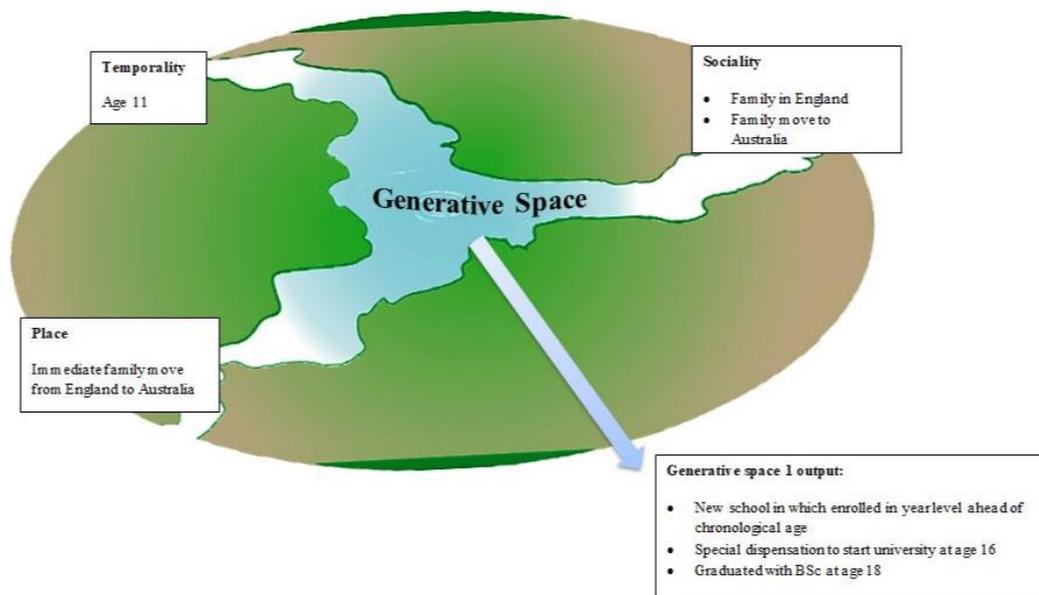


Figure 5.3.1. V1

Participants reflected on their narratives and identified critical events in their lived experience. These events were seen through the lenses of the commonplaces – sociality, temporality and place. Figure 5.3.1 illustrates how the commonplaces are represented by three rivers flowing towards a confluence that is designated as the Generative Space, within which the events that flowed from the critical event are identified and given meaning. For Violet, the first critical event identified, as a result of reflection on her narrative, was the family moving from England to

Australia. The generative space in Figure 5.3.1 highlights the impacts that this first critical event had on Violet’s schooling. The diagram represents the way in which the conceptual framework was applied as a tool for enabling the participants to make meaning of the impact that the critical events identified in their narratives have had at specific stages in their lived experience. This is replicated throughout each narrative at points where the participants have identified critical events.

Violet applied for jobs but, while deemed to have appropriate qualifications, was considered too young. She was encouraged to apply for teaching jobs in private schools in the interim until she was considered sufficiently mature for other full-time positions in her science discipline area. For a number of years, Violet had taught guitar to students of all ages, so the idea of teaching did not daunt her. (Figure 5.3.2)

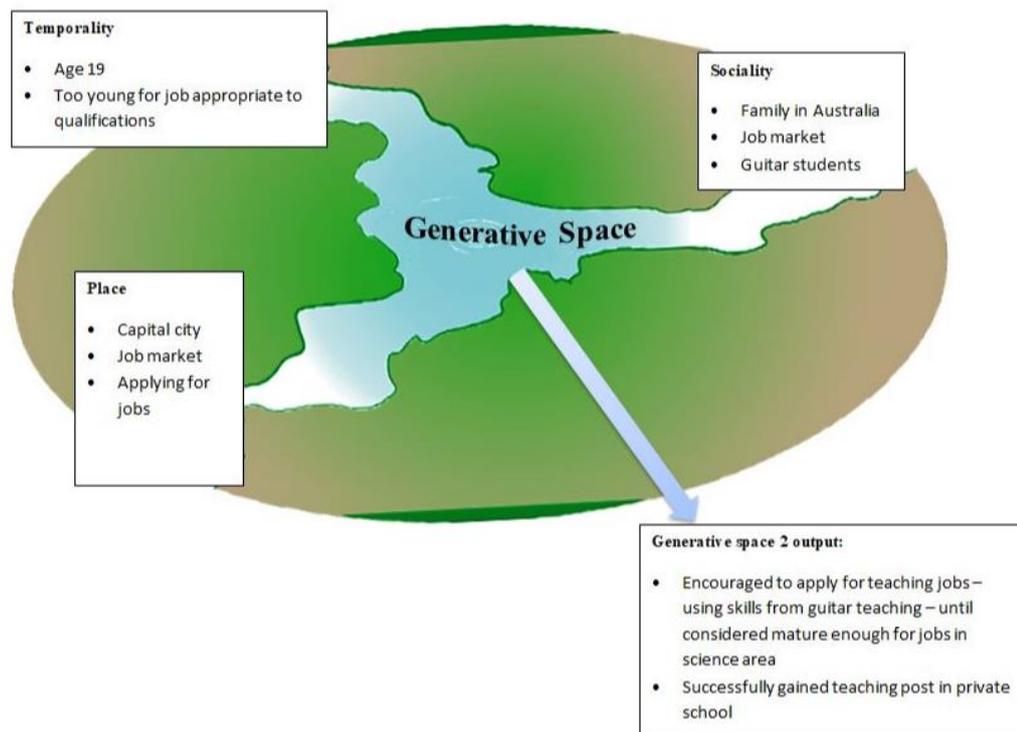


Figure 5.3.2. V2

One week before the start of the new school year, Violet was fortunate to gain a job in a private school in one of Australia's capital cities. It happened very quickly and Violet found herself, at 19 years of age, in front of a class of senior students who were barely two years younger than herself. 14 years later, Violet was Head of Department (HOD) science at the school, attending conferences and actively participating in the Australasian Society for Human Biology. Members of the society began to encourage Violet to think about what she had to offer the local university and, in particular, how her teaching skills and experience would be a considerable benefit to the teacher education students. A request to be given a year's leave of absence from the school to explore whether teaching in higher education suited Violet was refused, and consequently she resigned from her post and tentatively began a new career path. (Figure 5.3.3)

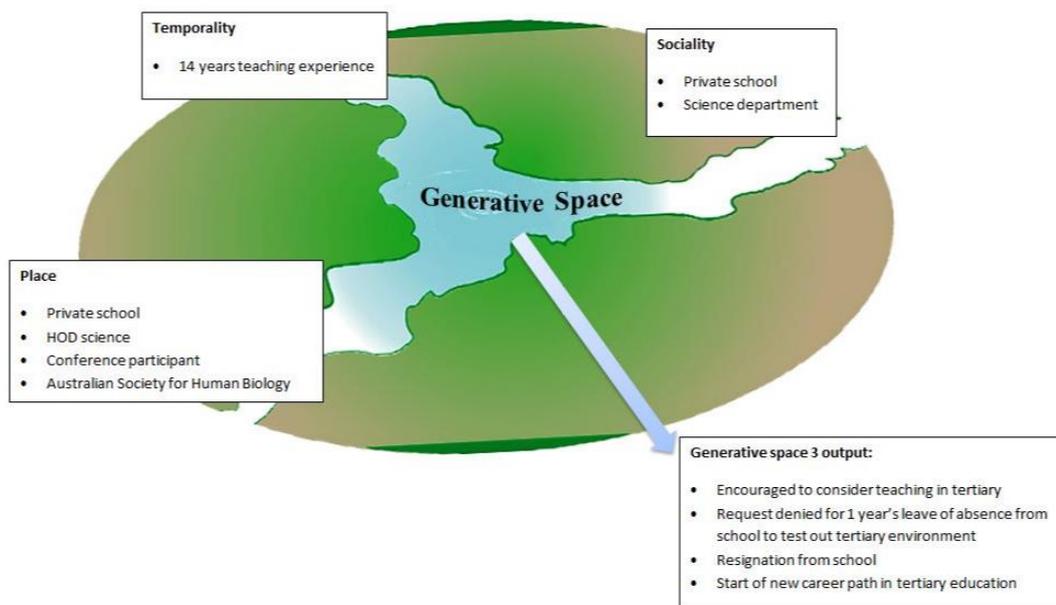


Figure 5.3.3. V3

Within one year of starting to teach science subjects at university, Violet was encouraged to combine her deep knowledge of biological science with her teaching experience and skills and to move to teaching teachers how to teach science. Thus, Violet became a teacher educator. It is important to reinforce at this point in the narrative that Violet still had no formal education as an educator but had, serendipitously, become both school teacher and teacher educator by chance.

Realising this gap in her own qualifications, Violet successfully undertook the Graduate Certificate in Tertiary Education.

The transfer from school to higher education was not particularly difficult for Violet. From her first day of teaching at age 19, she felt a deep responsibility for teaching her students effectively so that they had every opportunity to achieve to the best of their individual abilities. This attitude prevailed in her new career as teacher educator, in that she felt a deep responsibility not only for the teacher education students but also for the cohorts of school students whom they would go on to influence with their teaching. Violet explored ways of teaching science beyond her own speciality into the biological sciences and how the arts – music especially – could be incorporated in the learning and teaching strategies in science.

After 10 years of casual teaching at universities, whilst maintaining her active involvement with school syllabi, Violet found that an opportunity arose to work with the Western Australia Curriculum Council. The role changed between job offer and job start from one of working with teachers on implementing the new Curriculum Framework to writing support documents, which was a frustrating process. In this role, Violet learned a lot about politics and the way that politics drive education policy. It was a very demanding role, causing Violet to drop her Masters in Human Biology study, which was in the early stages of progress, to which she never returned. In her Curriculum Officer role, Violet had early input into the development of the Australian Science curriculum, which she continued after she left the Curriculum Council. She saw out her three-year contract, but she refused an offer to renew her contract. Upon reflection, she sees this time as a disruptive period in her life, but also as one that caused her to seek new directions, so ultimately it had positive outcomes. She applied for roles related to teaching and teacher education, but she ended up as a Research Assistant, later an Associate Researcher. This led to a new passion in her life for educational research and to the eventual successful completion of a PhD and hence her current role. (Figure 5.3.4)

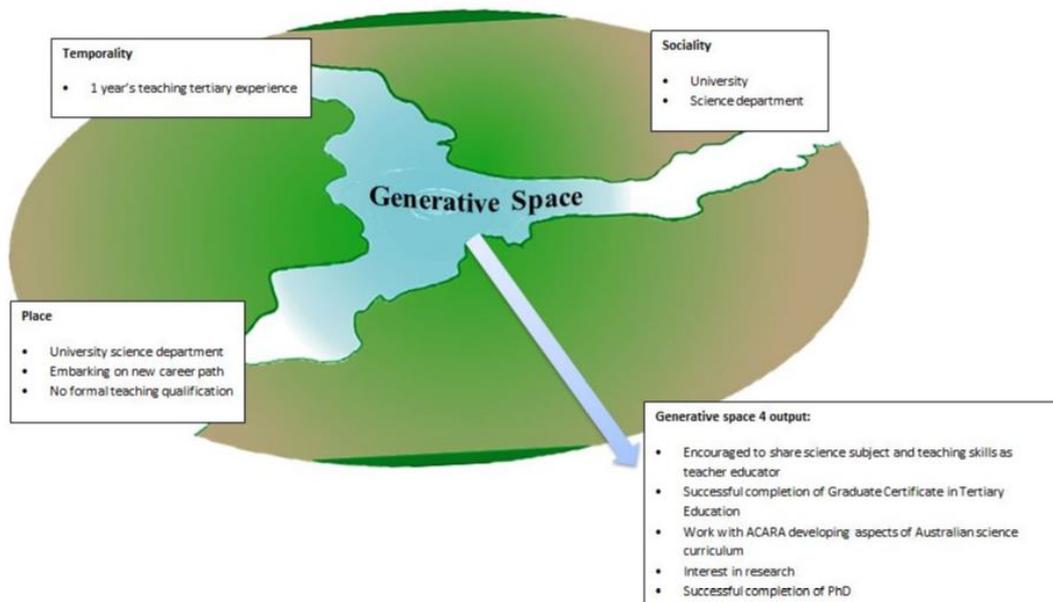


Figure 5.3.4. V4

It emerged that Violet held very definite ideas about the experience that teacher educators should have prior to entering teaching in Initial Teacher Education (ITE) courses. She commented: *“I think it is critical that they have a background of teaching themselves. They need to have been at that chalk-face, and I think they need to have been there for a period of time and be successful at that.”*

Credibility in teaching the ITE students was also important, and that credibility as a classroom practitioner can come only from direct classroom teaching experience.

This was expressed as follows:

So I believe there are a lot of changes that have occurred. I know that some of my experience that I had would be difficult to directly translate to classrooms now. Nonetheless I acknowledge that openly and freely, and I think that's important. I still believe I had enough sound success as a teacher to make myself credible and feel credible as a teacher educator. I think without that I wouldn't have felt credible, and I don't think then I would have done a good job.

One thing that I found was that what a lot of pre-service teachers do is they forget to look around the whole room when they're dealing with one group. They get focused on one group, they're helping that group, the students are really excited about helping that group of students and the rest of the room could turn into chaos behind them. One of the little tips I always gave and I'm still giving is the fact, think of it like when you learn to drive. At first it's really hard to remember to look in the rear view mirror, but you school yourself and eventually you do it automatically.

So I think it's the little things like that that we bring that if we hadn't been teachers ourselves we wouldn't bring some of these ideas. So I think it's really important that we've got that background so that when we get into this role we can be both theoretical and practical.

The above comments clearly expressed Violet's concern that teacher educators should have classroom teaching experience on which to draw to provide practical advice to balance the theoretical perspectives. Subject specialists, such as in science, also need actual classroom experience. A theoretical sound scientist is appropriate for teaching in a tertiary setting, but a school classroom has quite a different dynamic that needs to be factored into teaching ITE students. Alongside these comments is the imperative from the Queensland College of Teachers that practicum liaison personnel be registered teachers.

Violet also considers that the relationship between the ITE provider (the university) and schools needs to be strengthened. This would provide the platform for a deeper understanding of the role that each has in ITE. Teacher educators could be providing professional development in schools. Curricular areas such as science could benefit in particular from input.

The TEMAG report (2014) raises a number of issues for ITE providers, not least the need to provide quality practicum experiences. Violet considers that problematic in the current circumstances in which we have no say as to who a student's mentor teacher might be:

So to a point we've decided that we educate them on the theory and they learn the practice when they go out to schools for PEL [Professional Experience Learning]. So there needs to be, I think, more support and

coordination with those mentor teachers so that the messages they [the ITE students] get are somewhat consistent.

They [the mentor teachers] are teacher educators and perhaps there needs to be more oversight in a sense or more assistance to them to be effective.

Violet expressed her belief that the quality of mentor teachers is extremely variable from those who are excellent to those who see having an ITE student as time off and less lesson preparation required from them. However, despite all, Violet contended, *“I’ve always said you can learn a lot from a bad example.”*

Developing the theme of closer working relationships between ITE providers and schools, Violet considers that this could lead to teacher educators beginning to be able to influence education policy. Australian Governments are in power for only three years, and therefore tend to take a short-term view of policy initiatives. Funding for education put in place by one government can be pulled within a short time by the next government. This does not make for sound, long-term planning.

A different topic explored was that of the transition from effective classroom teacher to academic teacher educator. An issue related to encouraging quality teachers to transition to tertiary ITE educators is that of salary. We can be asking people to drop anything from \$10,000 to \$20,000 per year. Perhaps we need to encourage a different kind of partnership whereby quality classroom practitioners can also contribute directly to ITE courses.

Quality teachers working with DET [Department of Education and Training] or whatever education authority so that we have sound practicing teachers with currency of practice and concurrent with practice being involved in our teacher education courses here, perhaps as associate tutors or whatever.

Being able to retain their classroom teaching position would enable such teachers to gain a “taste” of what life as an academic might be like. This introduction to tertiary teaching could ease the transition process for possible future ITE academics. The biggest transition from classroom teacher to full academic, however, seems to occur through the PhD process. Violet agrees that the acquisition of a PhD *“is an entry into this – it’s a bit secret society-ish, isn’t it?”*

I was actually now a real academic and it's weird. I function in that sense feeling really comfortable functioning in that way. I feel more comfortable making decisions and judgements than I'd made before. (Figure 5.3.5)

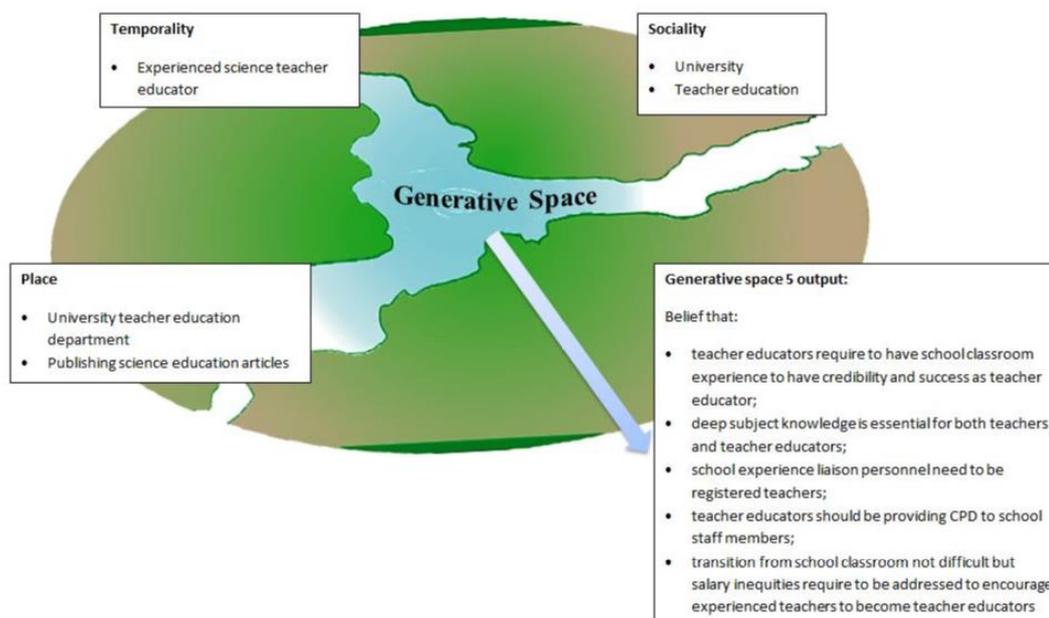


Figure 5.3.5. V5

5.3.1 Insights from Violet's narrative

“The ‘humblest’ of narrative is always more than a chronological series of events. It is a gathering together of events into a meaningful story” (Polkinghorne, 1988, p. 131). This comment by Polkinghorne is illustrated in Figure 5.3.7 through what we have envisaged as the Ripple Effect, which is found when a stone is dropped into a pool of water. The effect can be seen as the stone disturbs the surface of the water, and concentric circles emanate from a common centre – the spot at which the stone enters the water. That spot in Violet’s narrative is the point at which her family moved from England to settle in Australia. Violet’s professional lived experience has been influenced by that single act. Her decisions about study and future career have emanated from being academically ahead of her Australian school counterparts because the school system in England meant that Violet was one year ahead of her age group.

The hurdles or dam walls that Violet experienced were overcome by thinking round the problem rather than just giving up on her ambitions. The ways in which Violet dealt with the potential stoppages is illustrated by the salmon leap at the Pitlochry dam (Figure 5.3.6). Pitlochry is a Scottish Highland town situated at the head of the River Tummel. The hydro-electric station and dam were



Figure 5.3.6. Pitlochry dam and fish ladder

completed in 1951 and included the construction of a fish ladder to allow the annual migration of Atlantic salmon to their spawning ground further up the river and into Loch Faskally. The construction of the fish ladder illustrates the careful consideration that goes into the successful overcoming of an obstacle. Although the construction of the “fish ladder” was a thoughtful innovation, it was the decision of the fish to use the ladder to attain their objective that makes this analogy significant in the context of Violet’s narrative. The ladder was put in place, but the fish had to use it effectively. For Violet, the first step in her “fish ladder” was, with the help and determination of her school principal, being accepted into her university science programme at the age of 16. Other steps in her “fish ladder” were attained through the guidance and encouragement of those around her. Violet’s role was to pursue the action suggested and to climb up to the next step. Without being motivated to take each step, Violet would not be in the post which she holds today. Each step takes the fish closer to its spawning ground. Each step for Violet has led her forward in her chosen career path. The cumulative effect of each step is illustrated (Figure 5.3.7) when we consider the ripple effect of the outcomes from the five generative spaces as identified through Violet’s narrative.

The Ripple Effect: Violet

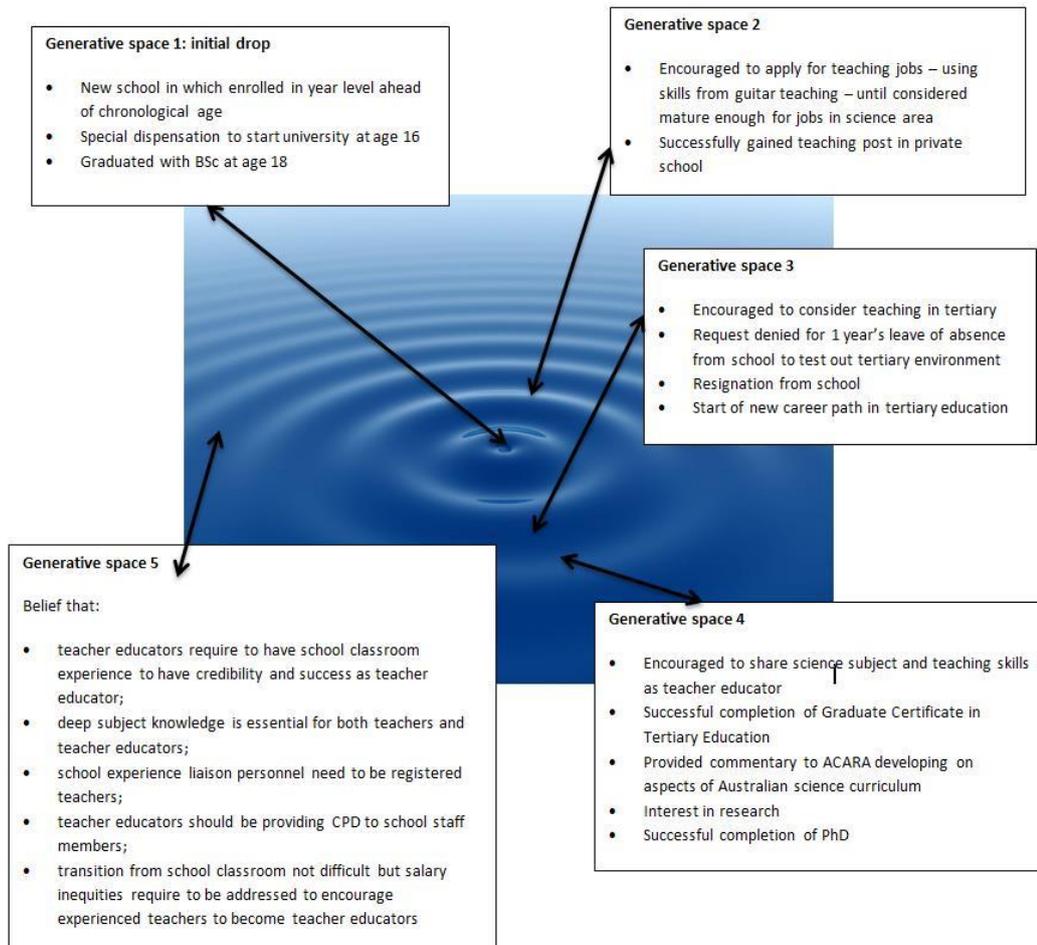


Figure 5.3.7

The ripple effect diagram (Figure 5.3.7) is used to illustrate the cumulative effect of the generative spaces throughout each narrative. In Jenny’s case, the first generative space indicates the effects that her family’s move from England to Australia had on her schooling.

In turn, this led to early entry to university and successfully gaining a Bachelor of Science degree by the age of 18years. Although not a qualified teacher, she was encouraged to apply for a teaching post because of her demonstrated skills in teaching guitar. This led on to other teaching posts and her developing career in education. Each generative space was likened to a stone being thrown into the river of her life with the ripples spreading ever wider – each ripple influencing the next. The flow-on effect at each stage becomes evident as Jenny’s life as an educator evolved. Like the ripples formed by a stone being thrown into water, so too are the

emerging events in a lived experience. The ripples flow outwards as do the effects of life's notable events.

5.4 Pru

Pru is a teacher educator with a wealth of life experience across a broad spectrum of jobs. These jobs have included classroom teacher; outdoor pursuit leader; nanny; dotcom web designer; education consultant; alternative cabaret performer; and teacher educator.

Teaching was not Pru's first choice of career. She had visions of being a writer, journalist or artist. However, at the age of 19 years, Pru found herself a single mother of a little girl, after her marriage to the father failed. Pru realised that she needed a profession to enable her to support her daughter properly. Nursing and teaching were the main options. Nursing was a likely choice because her father was a doctor and her brother a dentist. It was thought that Pru might continue the family ties to medicine. Teaching, however, was favoured by Pru, who didn't feel that she was sufficiently proficient in science and maths to do any medical training. This choice was supported by her mother. A helpful friend managed to find Pru's daughter a place in a nursery and Pru then embarked on her four year Bachelor of Education degree. Her father did not approve of nursery education – a woman was to stay at home until her child went to school. During professional practice, she taught in what she describes as “*really rough*” areas of Manchester. This was a proving ground for what has become Pru's abiding passion for social justice, especially regarding the way in which we treat school age children and young people (Figure 5.4.1). The local Further Education College offered part-time and then full-time work. For the next 15 years, Pru taught English, communication studies, dance, sociology and media studies at the college.

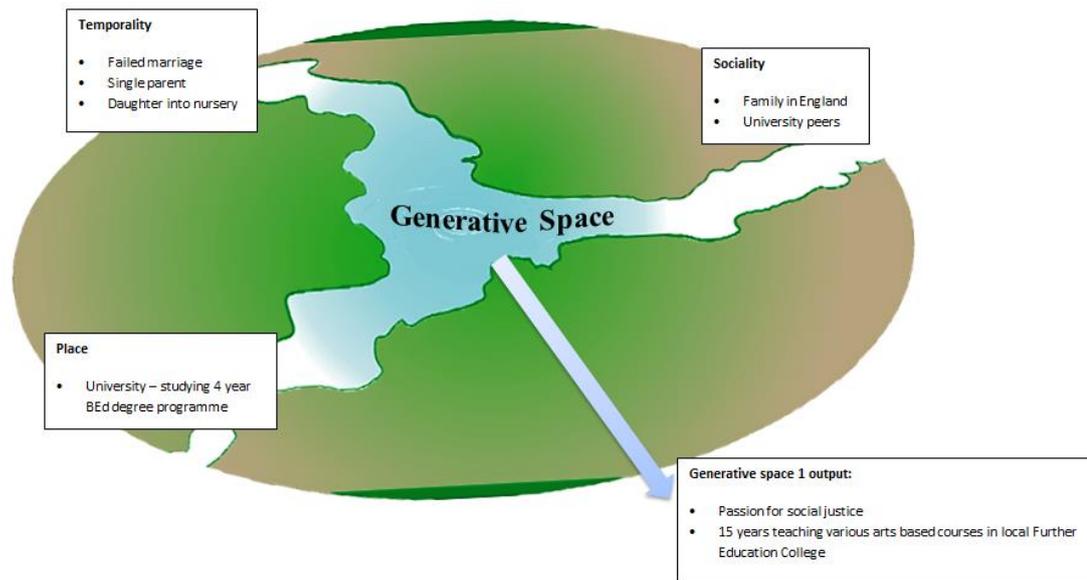


Figure 5.4.1. P1

Unable to gain promotion because she could not afford to complete a Master degree in education, Pru gained a Churchill Fellowship during which she travelled round North America teaching and filming dance for three months. This experience ignited a passion for travel that encouraged Pru to take up the opportunity to take part in an exchange organised by the League of Exchange for Commonwealth Teachers (Figure 5.4.2). Pru, accompanied by her now 17year old daughter, spent the exchange year in Canada.

Returning for one year to the college where she had been before her travels, Pru felt that she could not settle there. She took a lowly paid job with accommodation provided in Quebec. The job was in an outdoor pursuit centre catering for young adults of English families who could afford an adventurous international experience for their children as young adults. One or two had found places at the school after being forced to leave fee-paying schools of some repute. Others had found their experience of schooling limiting and frustrating. The students – between the ages of 17 and 21 - were supported by generous and - in most cases - wealthy parents. Many parents had lives where travel was a constant requirement. For many of the students money was no object, and for a few the temptations of alcohol, cigarettes and recreational drugs were present even in a rural location. The school worked to avoid those pressures by providing regular and challenging

outdoor adventures /skiing, camping and wilderness trips, husky sled and white water rafting.

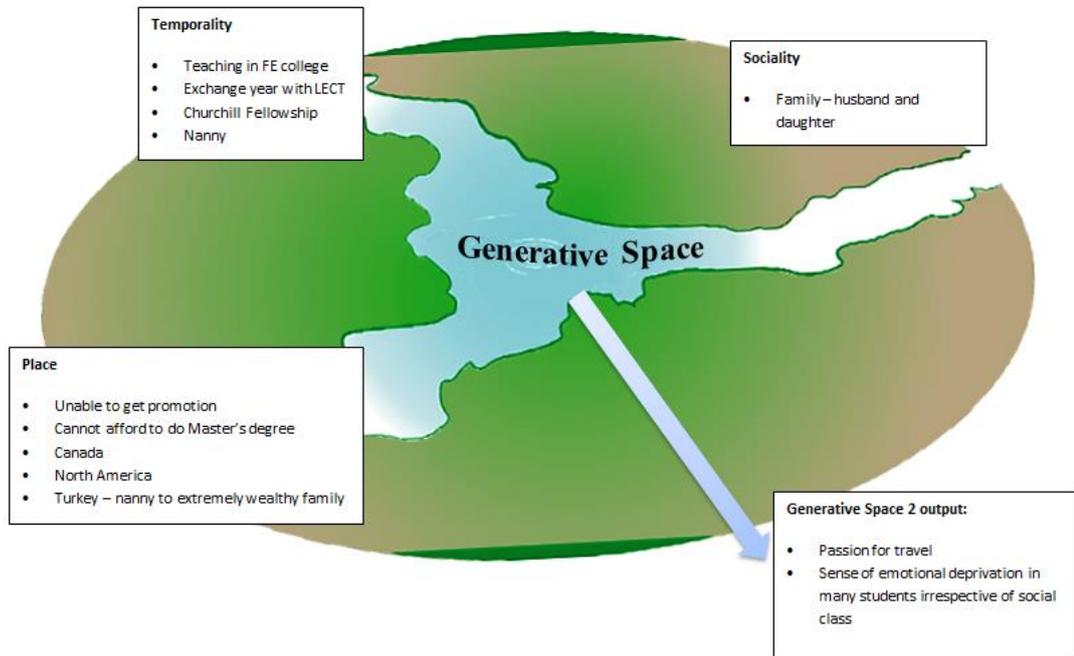


Figure 5.4.2. P2

Pru concluded, however, that these young adults were in some ways as disadvantaged as the young people whom she had taught in Manchester. She sensed that many suffered from loneliness and some had a lack of respect for their own or others' property. For one or two - a long way from home and family - unhappiness and anger were expressed as a lack of respect for others, and for themselves.

This sense of emotional deprivation was reinforced as a result of a spell as a nanny to an extremely wealthy family in Turkey. There a young boy was cosseted behind brick walls because of the family's fear that he might be abducted. He was deprived of the everyday experiences of playing in the park or walking in the streets and seeing what the world was like beyond the gated community that confined his life.

After six months as a nanny in Turkey, Pru returned to England and took a number of part-time jobs until her second husband successfully applied for a job in Australia. A job in the dotcom business followed for Pru because she could not

gain a teaching position in Australia. However, a post as an education consultant with the dotcom company led to her working with 12 universities across the world and eventually to her being the account manager for the university in which she is a full-time academic. The education and business faculties of the university were developing online programmes, and Pru proved herself to be both a competent IT specialist and a skilled educator (Figure 5.4.3). The dotcom company supported Pru in completing her Master of Education degree. With this qualification, Pru found herself being asked to do assignment marking. In Pru’s own words:

I hadn’t even thought about being a teacher educator. It didn’t even cross my mind what I was doing. It was just the next step up from being a teacher, and I hadn’t really ever considered myself someone who could teach teachers. I didn’t think about it. I just took the job, thought it was great and I wanted to be a university lecturer.

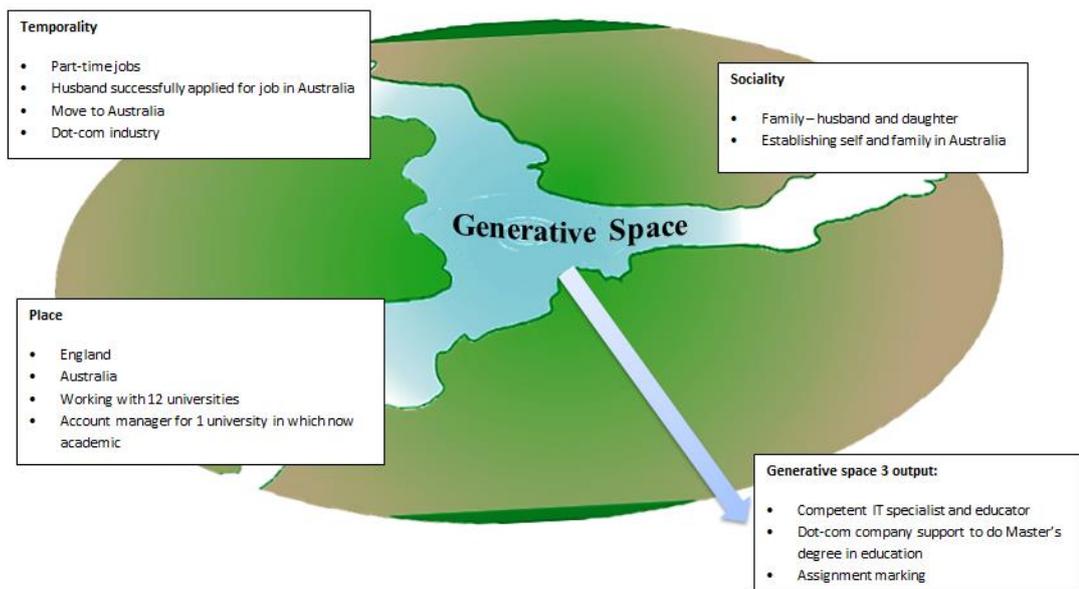


Figure 5.4.3. P3

Transitioning into academic life was “*a nightmare*”, especially being asked to write a new two-credit course without any support or guidance about how it should look. There was also the need for an accompanying practicum book that was totally beyond Pru’s experience at that point (Figure 5.4.4).

Pru's experience in developing courses for her previous employer came to the fore and saved her sanity. *I can't imagine what anyone would be like coming straight from school [as a classroom teacher] into that situation.* A very scary and unsettling time when Pru felt that she: *was in boots that were far too big for me for a long time.*

One of the things that amazed me was the strange pride in my new colleagues – as if Queensland was the centre of the world. The parochial thinking was frustrating – very few colleagues looked beyond the border of Australia - or the state.

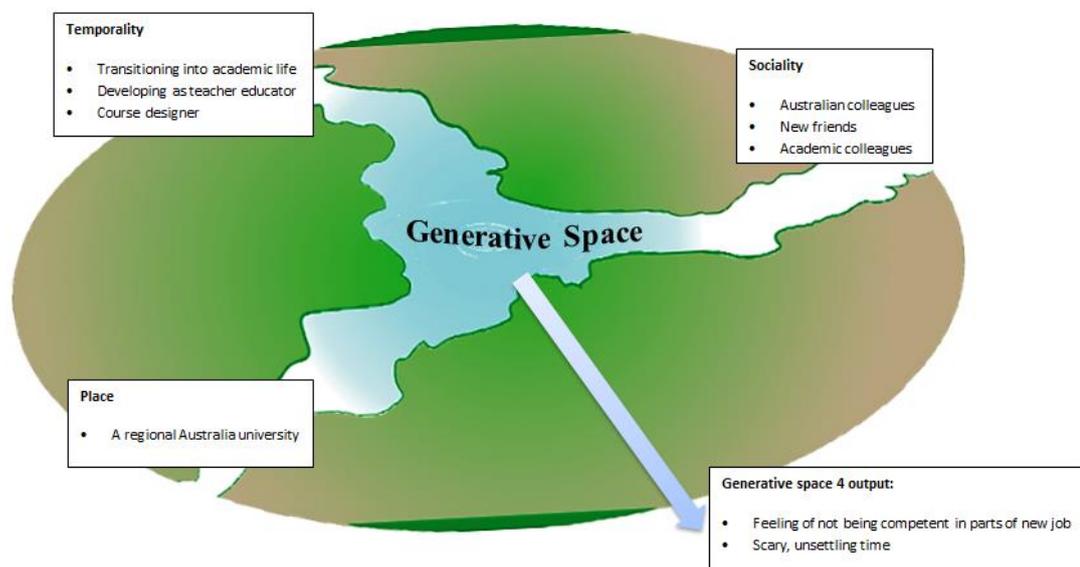


Figure 5.4.4. P4

The events that have impacted most on Pru's professional life are being a parent and becoming a grandparent. She comments: *that that has really deepened my sense that what we are doing is critically important for children.*

Thinking about her daughter's school experience, during which time the school seemed to care more about looks than what was in her daughter's head, Pru concludes: *I really believe that she could have done so much better if she hadn't been in school.*

As a result of her experiences as both mother and educator, Pru considers social justice a first priority in her teaching at all levels. In every session as she teaches

dance, drama, music and media, Pru encourages her students to think about how, for example, the activity that they are exploring can be flipped *so that it can be worked on with the autistic child, with the child who doesn't speak English? What do we do here with the child in a wheelchair?*

For Pru: *What really matters is that we help children to become better people* developing children's and young people's essential humanity. This is not mentioned in AITSL or the Australian Curriculum but it is crucial to our human development. We are driven, as teacher educators, to enact the policies developed by policy makers. *I feel that many of the policy changes have been like a stranglehold upon what we do as teacher educators and as teachers.*

I feel that schools have become increasingly narrow places to be and that tight closing up of opportunity and freedoms has now come to the university where we as teacher educators are continually limited and framed by other people's and politicians' ideas about what we should be doing to make the world a better place, which is in their idea entirely about literacy and numeracy. Not about the arts, not about play, not about fun and joy and freedom to move and have a healthy life other than in a trained and constrained environment where you do gymnastics or run around a sports field.

That's an increasingly large number of people who are entering the black underworld of unemployment, drinking, drugs, and violence and we are creating a new under class.

Our schools are just like factories where we put them through and push them out at the other end, like trying to be sausages but many of them come out completely the wrong shape for the sausage machine.

With regards to the imperative for teacher educators, as academics, to conduct research and become published, Pru considers that a wonderful opportunity to work across disciplinary boundaries, which we are rarely allowed to do in our teaching. There can be frustrating and unacceptable restrictions, such as intellectual property rights, placed on researching with groups outside the university. We are encouraged to work in the local community, but the restrictions can put us in an ethically difficult situation. Ticking boxes in a form created for a computer system

does not enable us to recognise the needs and rights of those with whom we would be partners in our research.

On the subject of online learning and teaching, Pru considers that:

It's become a monster. We have enormous courses with 500+ students who want and need someone to care about their learning experience. With so many students in a course, it is easy for them to become just numbers. Pru comments that it has worsened my sense of connection with students because we have so many.

It's not teaching, it's managing. It's managing large numbers. The sheer logistics of teaching constantly in an online environment can become almost overwhelming. It becomes a 24/7 job (Figure 5.4.5).

It's 24/7 and the students expect you to be there at weekends and nights. If you don't answer within a few hours on the study desk, they start emailing you so you get double work. It's - yeah, I think it's an issue. I don't think that it's necessarily been good for the individuals or for education but I think it's been helpful for many people that they can study online because it allows them to work as well as - and care for their families as well as study, but my goodness it's hard.

You know, and I think more, more classes - it used to be we had two classes. There were always two classes when we did our on campus teaching. Now it's just one. So I think we've halved what we do and doubled or quadrupled our numbers and I think we've - I don't think we're doing a really good job for the students. I wish we could do better.

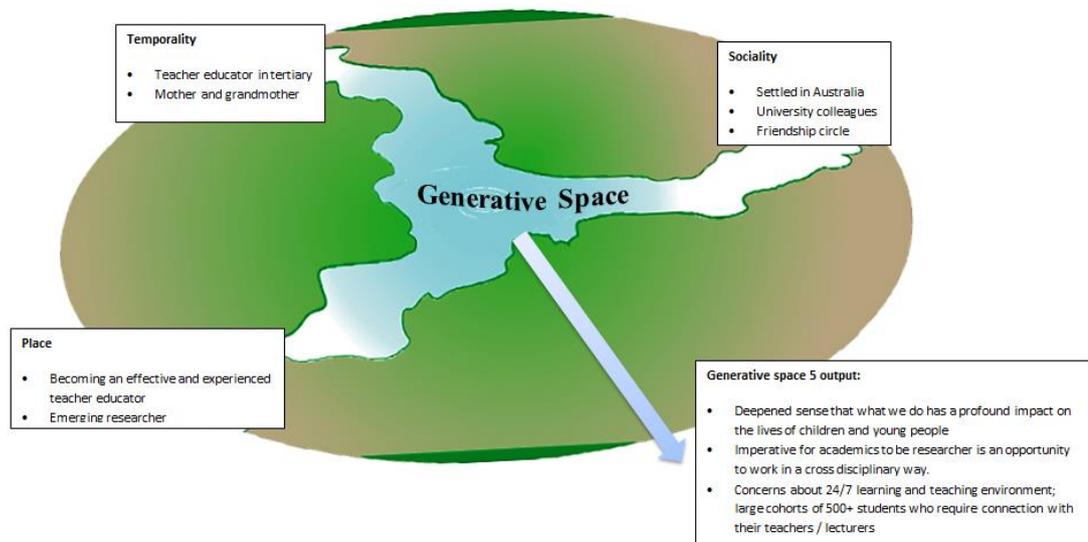


Figure 5.4.5. P5

Envisioning what the role of the teacher educator might be in 20 years is a challenging question for Pru. She hopes that we will not have schools as they are now and that *someone will realise that sticking young people in boxes most of the day for all of five or 10 years of their lives and using PowerPoints and electronic boards and books and programmed learning that they have to go through step by step[is wrong]. My hope is that by then, in 20 years, people will have realised that this is not what we need to be doing.*

Pru also considers that, for some in our society, schooling is simply a way of keeping the kids under control and out of harm's way while their parents go to work.

This way of thinking, Pru comments, is probably the biggest stumbling-block to developing an appropriate education for our students in the 21st century digital world.

If we actually take control of that and create the world around us as a mobile learning environment where we are free to move and to go where we want to learn and there's all these fabulous activities going on, we as teacher educators won't be in a university. We'll be out all over the place.

My hope is that we will have this wonderful Jetsons-like world where we're all scooting around on virtual scooters or whatever, but my fear is that the reality is we'll have a whole under class of

people and more and more money being poured into that and more and more money into the prisons to contain them even more (Figure 5.4.6).

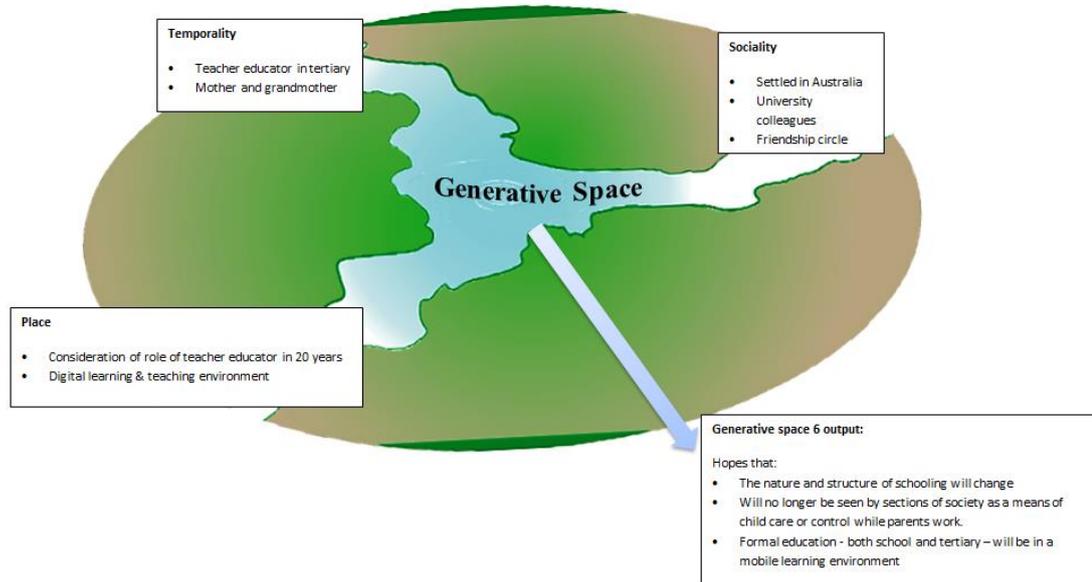


Figure 5.4.6. P6

The TEMAG report (2014) called on ITE providers and schools to have a closer working relationship. Pru thinks this prudent when she considers the gap since her last school teaching experience. She feels confident in sharing the theory in her area of the arts but feels the need to invite classroom teachers with currency of experience to be a part of the course team. This proved more difficult in the enacting than the planning. Two teachers were invited to share their practical experience but these proved quite different. One had experience of a team approach to the arts, while the other taught singly into her own specialist area. Pru commented:

So I'm thinking that what's expected of us as university educators is almost impossible, because what's actually happening on the ground is all so adapting and free flowing. So we can't really create teacher education programmes that answer the huge diversity of requirements that we're meant to do in the time available, and in the 12 weeks that a course runs, and to do justice to any of those areas in depth, as we're supposed to.

An area of considerable concern for Pru is the suggestion that ITE becomes school-based with mentor teachers guiding the training of future teachers. The diversity of approaches to the arts as mentioned above is but one example of the diversity of learning and teaching to be found in our schools. In turn, these diversities of approach are liable to have a detrimental effect on maintaining rigorous levels of quality ITE provision. The question of who exactly are teacher educators is also raised in this context. As Pru commented: *Yes, and there's a lot of diversity and hidden values and assumptions in what we consider as teacher educators.* The role of classroom teachers in the education/training of the next generation of teachers requires careful scrutiny and a clear delineation of roles. Pru put into words the thoughts of a number of teacher education colleagues across institutions:

Many teacher educators and universities are thinking that if our teachers - our future teachers are taught only in the field - with a small amount of theoretical support from the university and from philosophy and all of those sorts of areas that we need to look at, then there'll be an impoverishing of the depth and understanding of what constitutes a learner, and context, and the different pedagogies, because the - our future educators will be taught in situ by experienced mentors who know their own way.

The singular influence of a classroom teacher as potential teacher educator could result in the student having a very mono-linear experience. The students entering university today, on the whole, have little knowledge, understanding or experience of being exposed to the great thinkers across history resulting in the provision of an impoverished education in philosophy and culture.

Their concepts of culture are largely informed by a very narrow experience of where they live and by government requirements. There's an inherent snobbery and reaction against what is now seen as more traditional culture, which is from the west, which is the Greco-Roman culture.

The question of how Pru considers our thinking has to change *vis-à-vis* teacher educators and not just academics elicited this view:

That's a really interesting question, and I'm going to answer it in a way that you might not expect. I'm finding that there is a whole swathe of teacher educators who are the most creative and passionate and visionary people

who have been forced to leave university education because they cannot survive in an increasingly corporatised environment. Some of those individuals I know are incredible researchers and academics, and they're fantastic educators. But they have chosen to step aside.

The conversation led to the observation that many of our colleagues have lost some of their passion for the job in the face of increasingly untenable demands from bureaucracy: increasing students loads and standardisation of not only what is taught but also how it might be taught; directions on how study desks might look; standardisation of language used in course specifications. This way of working can easily lead to people going through the motions and ticking boxes. It lacks passion and creativity; equity does not necessarily mean the same but the mantra is that it has to be the same. Also, Pru considers the mono-medium delivery of all online courses and on campus courses to be detrimental to student engagement and to the quality of student experience. This runs counter to the current belief in blended delivery modes.

Further discussion led to the issue of whether teacher educators need to have had a minimum amount of school classroom experience. Pru considers this an absolute necessity. Not only should that experience be a pre-requisite, but it should also be a part of our continuing professional life.

I genuinely believe that we need a protected salary and a protected career progression, to be allowed to take a year out to work in schools, and be encouraged to do so. If we were all doing that, everyone out for a year, it would refresh the whole profession, because we would have teachers coming in. We could actually do exchanges for the year.

One of the expectations that the government seems to have of teacher educators is that we prepare our ITE students to be “classroom ready”, whatever that may mean. This takes time and experience not just the ability to teach. *It means professional understanding about how you fit in, how you hold your position, how you carve out a niche and how you gain respect without seeming like you're career driven.*

Another issue about which we need to think is the entry requirements for our students entering ITE. Young people straight from school don't have the life

experience on which to draw for life in the classroom. Pru recommends that those young students spend at least one year in the workforce, out in the world, learning about real people before they take up ITE. It's not just about OP (or equivalent) scores but about what each student brings with him or her in the way of experience of the world. Interviews would be helpful:

I do think interview screening would allow us the opportunity to recognise: (a) students who need extra support, but who deserve a really good chance to do this, because they could contribute something unique to the teaching profession; (b) students who are potentially gifted, talented, and who could be groomed as high-flyers who could be then encouraged to go in for a more academic path, and perhaps towards Master degree study.

Being academically gifted or already holding an undergraduate degree does not necessarily equip a person for teaching. An example of this can clearly be seen in our post-graduate diploma for teaching. The students have undergraduate degrees and sound knowledge and understanding of their subject areas. The problem lies in the Australian Curriculum requirements for those subject areas. The content studied for the undergraduate degree does not necessarily equip the students for the content to be taught within the curriculum guidelines. We make the false assumption that an undergraduate degree equips the post graduate students with the subject content matter that enables them to teach. We need to attend only to the pedagogy – not the content.

They have no idea. No idea about curriculum. No idea about the content. No idea about how to teach it. So - and our university courses are just not serving that need. In fact, we are all quietly complying with this demand that we all do the same thing, and pretending that we accept that the content is already known. We are such a compliance culture. In every society around the world now, compliance rules. It's all under the false banner of quality (Figure 5.4.7).

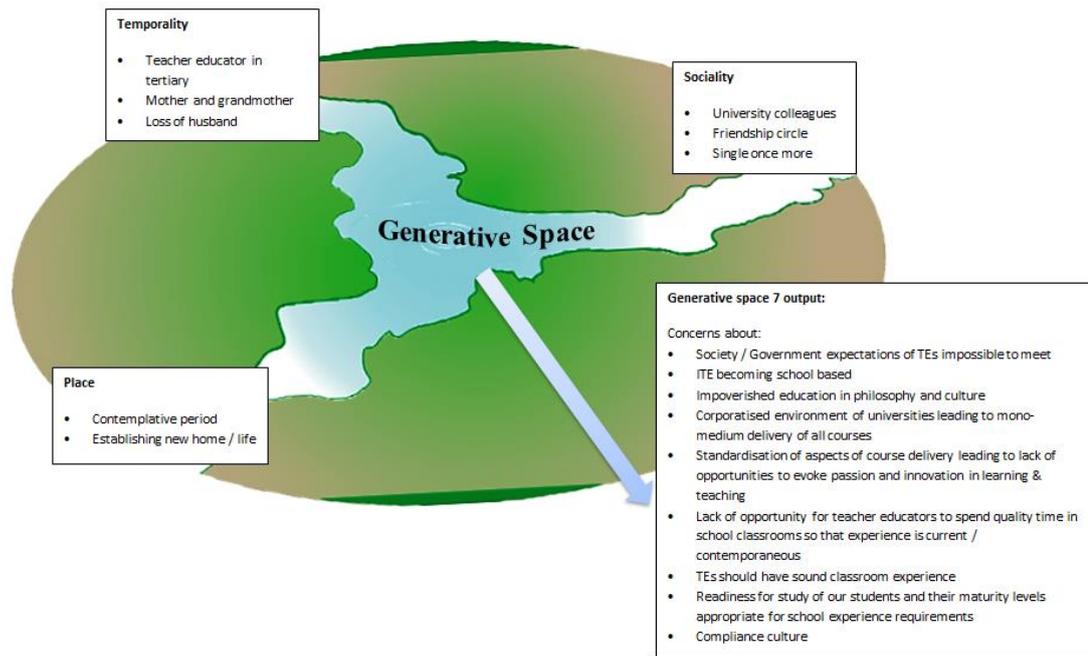


Figure 5.4.7. P7

5.4.1 Insights from Pru's narrative

Pru's co-constructed narrative illustrates the variety and richness of her professional lived experience. An interesting observation is that Pru's personal life and her professional journey are closely intertwined. Throughout her career, decisions have been made concomitant with her personal circumstances. For example, in "Pru 2" we find that personal circumstances meant that Pru could not afford to study for her Master degree at that point in time. This resulted in her gaining a Churchill Fellowship to work in North America and then engaging in an exchange teaching year in Canada through the League of Exchange for Commonwealth Teachers (LECT). These experiences may have been missed had Pru been financially more stable. However, financial stability may have stifled the professional and personal development that Pru gained through these travels.

Pru's current post is as a result of her husband's gaining a job in Australia. The effect of the move to Australia with her husband is evidenced in "Pru 3, 4 & 5". At present, Pru is undergoing a time of personal change. Her husband of 30 plus years sadly passed away in 2015 after our conversations were recorded and this final

narrative co-constructed. As a result, Pru has moved house and is settling in a new community. This is a time of deep reflection for Pru. It is like being on one of the Russian river boats on which I have had the pleasure of travelling. The boats are required to enter a huge lock to move from one section of the Volga River to another (Figure



Figure 5.4.8.:Volga River lock

5.4.8). Sometimes the boat is raised to a higher level to meet the level of the water in the next section of the journey. At other times, the water level must be lowered. The time spent in the lock can be as long as almost one hour to allow the water levels outside and inside the lock to equalise. The raising or lowering of the water levels is essential for the next part of the journey to be possible. There are times in life when we are raised to new and higher level of activity such as promotion at work. At other times we are caused to return to basics and take a different course, for example, when personal ill health or the deterioration of the health of a family member may cause us to reduce our workload or stop working altogether. We are



Figure 5.4.9. Smooth waters

taken back to basics and maybe forced to reconsider what is actually important in our lives. Whichever way it is, we move forward with a new vision. From the confines of the lock, the waters open and we see new landscape inviting us to travel forward and explore what is waiting there for us as in Figure 5.4.9. The important factor in all of this is an individual's willingness not to be stuck behind the dam wall or gates

but to move to the next stage with an open mind, by not forgetting the past but using it as a guide to the future.

The cumulative effect of the events in Pru's lived experience is reflected in the "The Ripple Effect: Pru" image (Figure 5.4.10). We identified seven points that we regarded as critical events in Pru's lived experience. The seventh being the current, reflective stage in which she expresses her concerns regarding a number of issues relating to contemporary teacher education. These concerns have grown throughout her many years in education in the variety of contexts delineated in her narrative.

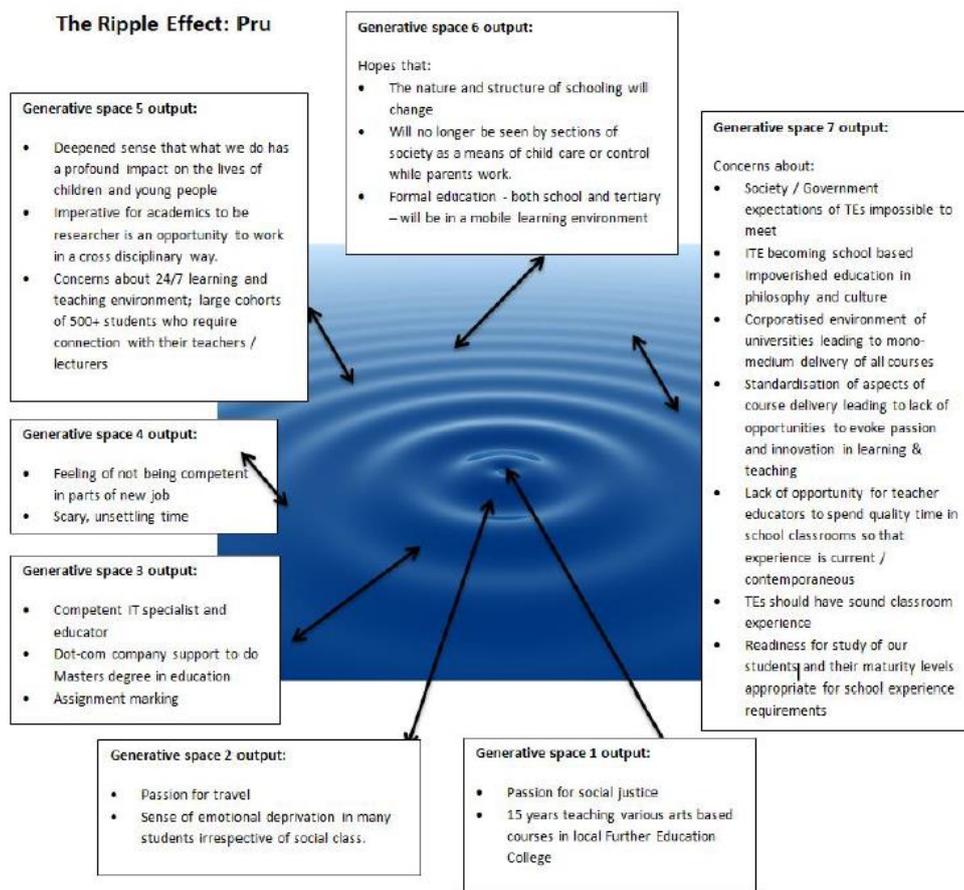


Figure 5.4.10

Further thoughts by Pru:

Since my husband died, everything has changed. I see the world – and work – very differently. Now, for the first, I see that I too may not like to do the things I dreamed of doing. Now I am more aware of, and disgusted by, the way people are encouraged to climb over one another – to be seen to be successful, to be valued. I’m choosing to write beautiful and “real” writing and rejecting offers to write research books no-one will ever read. My world will never be the same again, and that is timely.

5.5 Fred

Fred is a teacher educator with experience as classroom teacher and school principal. His personal background has had a considerable influence on his choice of career.

Fred's story reflects his own early years as being a particularly poor student as a primary school kid and as having a reasonably difficult childhood, I suppose, and lived in reasonably poverty-stricken environments and so on. The effect on his view of the world and of teachers being able to make a real difference to the school experience of their students has influenced Fred's approach to his classroom practice and care of students in his class. A male training as a primary school teacher was somewhat unusual, but Fred was motivated by the realisation that lots of little boys didn't have a role model - a male role model - in their lives.

Classroom teachers who encouraged the young Fred to achieve at school became his motivation for taking up teaching as a career. He was encouraged to become a primary school teacher by a secondary teacher because *we work really hard and we do long hours, so become a primary school teacher, their job is much easier* (Figure 5.5.1).

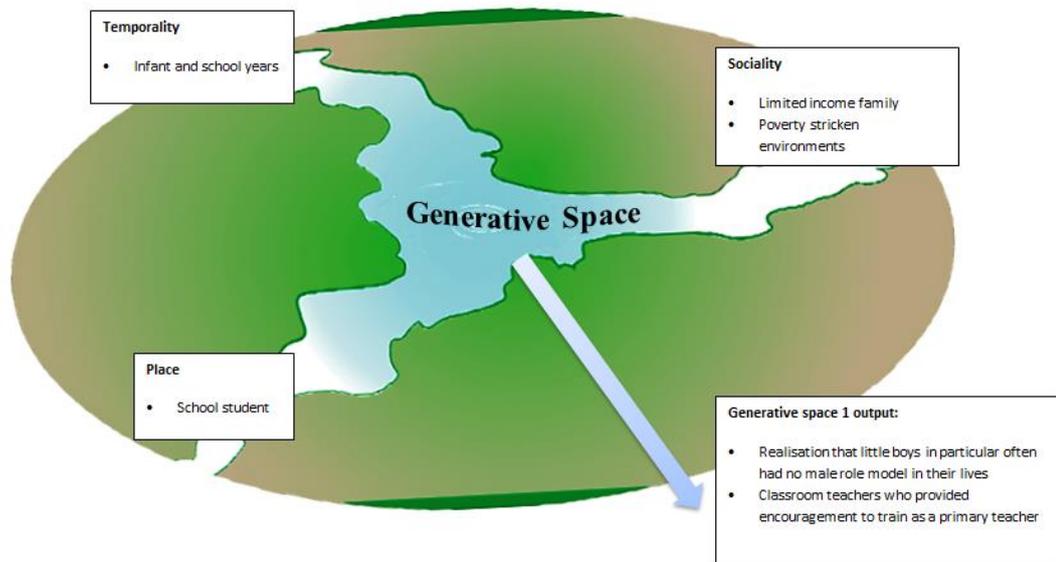


Figure 5.5.1. F1

Fred was persuaded and trained as a primary school teacher with a specialisation in early childhood education. However, getting a job in his chosen area as regards both early childhood and geographical location near to home proved to be next to impossible. Contact with the education department led to Fred's agreeing to be located anywhere in Queensland. The Department took Fred at his word and sent him to a small one-teacher school about 400 kilometres west of Cairns. This was a life changing experience for Fred, who remembers his reaction when stepping off the bus:

Stepped off the bus when I arrived there, into a completely different universe and I couldn't imagine that people in a country like Australia lived in the conditions that some of these people lived in. They actually had a place called The Settlement, which is where the Indigenous people used to live, which was across the train tracks, across the creek, five kilometres from town. Rusty, corrugated iron, shantytown, rusted and burnt-out cars, and more dogs than people. That kind of cliché thing that I guess people think about when they think of Indigenous communities 50, 60 years ago. So, that was an eye-opener. (Figure 5.5.2)

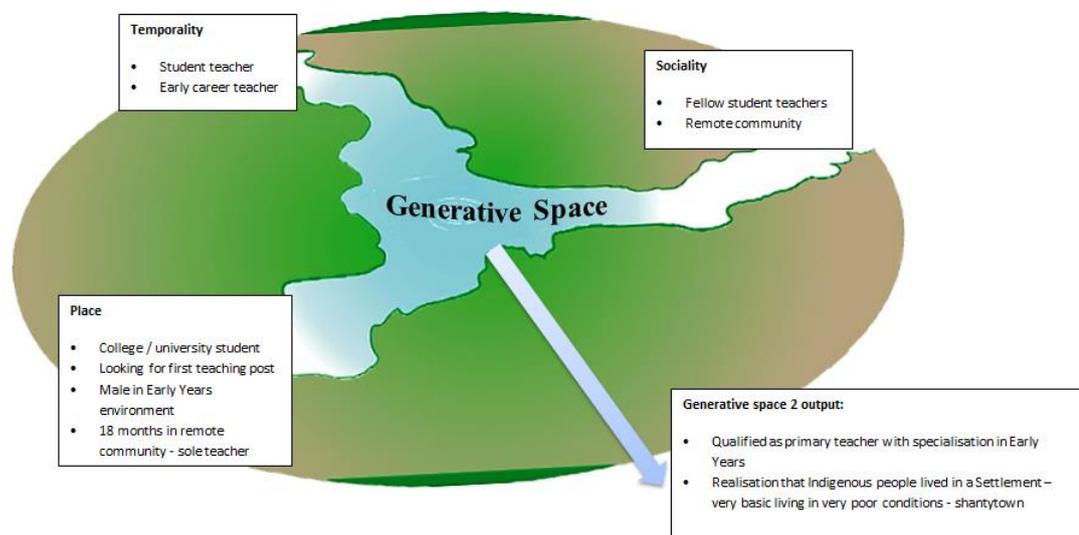


Figure 5.5.2. F2

Fred spent about 18 months in the community there as the sole teacher. He was then transferred to Cairns, where he became part of a staff of four teachers teaching the same grade. This was where Fred considered that he *was starting to learn how*

to be a teacher. After two years in Cairns, Fred concluded that he could be moved around the north and west of Queensland and he did not want that to happen. To counter this possibility, he decided to apply for a principal's post. Fred was successful and was appointed principal firstly of a one teacher school in Western Queensland.

So that was fabulous, that was a real - if I look back on my teaching career that's the thing I look back [mostly on]. (Figure 5.5.3)

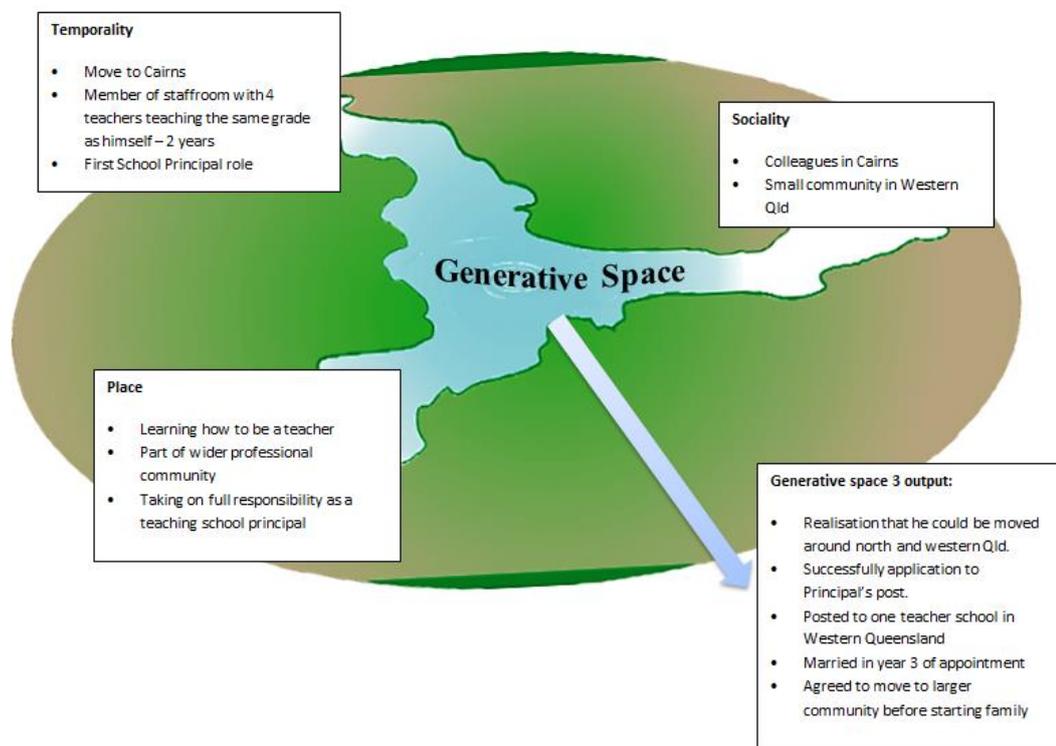


Figure 5.5.3. F3

In the third year in this small school, Fred married and he and his wife agreed that a move to a larger community was essential before they had any children. Another successful application led the family to move to the Lockyer Valley, where Fred became principal of a larger school. This post lasted five years until he was headhunted *to go and fix up a school that was in dire straits. Worked there for a year and got it back on track. Applied for the position that became available, got it,*

and stayed there for another year until basically I couldn't do it anymore. (Figure 5.5.4)

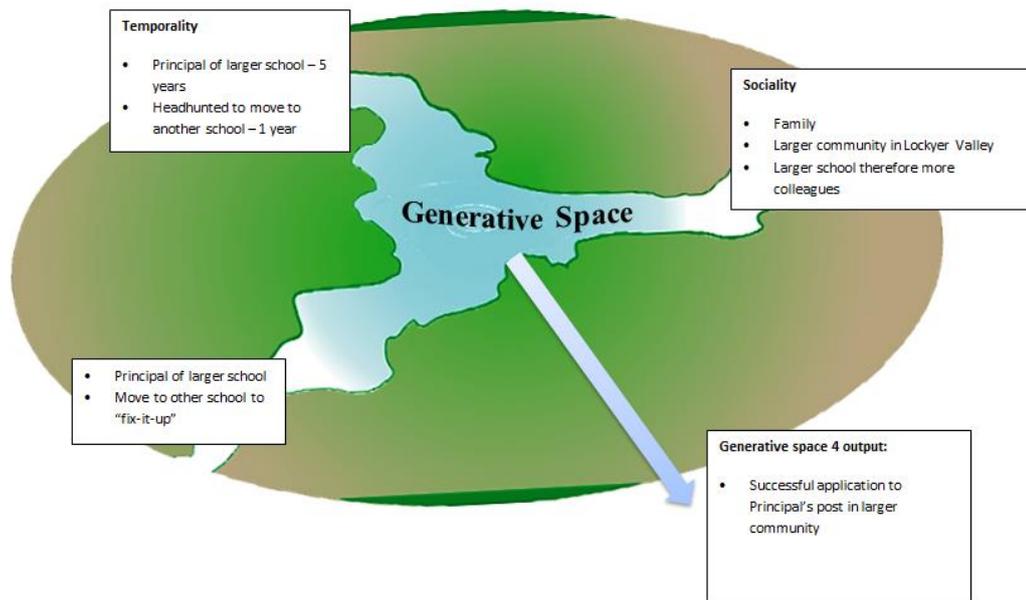


Figure 5.5.4. F4

The cumulative stress of the first teaching post in the remote community to being principal of a school requiring a considerable amount of “fixing” took its toll on Fred and he resigned from teaching. The next step for Fred was to enrol in a BSc degree programme at USQ. Alongside study, Fred began school experience liaison for the Faculty of Education. In turn, this led to a meeting with a lecturer, who in time invited Fred to teach in one of his courses. Working with the lecturer further led to developing a professional experience course and specifically an internship course and to full-time permanent employment at the university. This area of work struck a strong chord in Fred because of his own experiences as a new, young, raw teacher sent to a remote community with no professional back-up. (Figure 5.5.5)

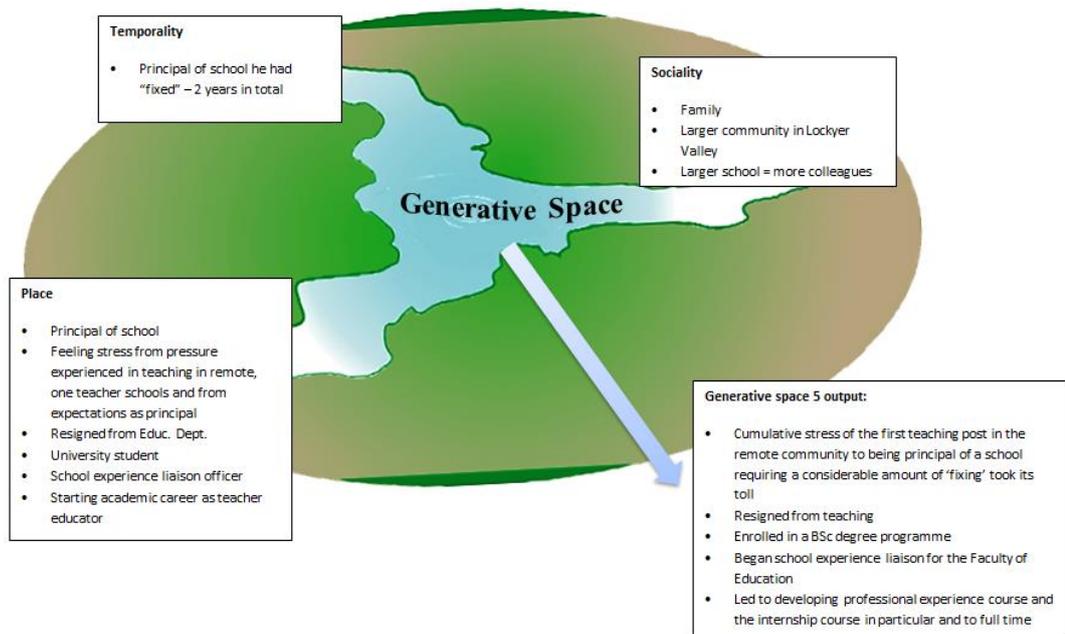


Figure 5.5.5. F5

Reflecting on his professional life experience for this conversation caused Fred to realise: that the beginning of the end for me was when I stepped off the bus at that first place. I stuck it out for 15 years and I enjoyed lots of it but really that's where it all started to unravel.

Fred commented that he never felt out of place working in ITE. He recognised that he was a teacher working with other teachers and educating students whom he regarded as being teachers at a specific point in their career journeys. The most challenging aspect, that still remains, is: *a lack of thought that some of the students have for you as an educator. But I think because of the teaching background the transition was a lot easier because I understood teaching and learning.*

As a classroom teacher, Fred was willing to ask for help from his peers. However, as school principal he felt that the buck stopped with him and that he was responsible for fixing any problems. The pressure of thinking that way as school principal put tremendous strain on Fred that he does not feel as a member of a teaching team in the university. He realises that problems can be shared and solved

together. *So that learning has been really important for me as a person as much as a teacher educator.*

A particular impact on Fred is his ability to be a much more reflective practitioner. I think I've become a far better critically reflective educator now than I ever was in the classroom.

Another impact has been the development of *the ability to work with other educators with different ways of viewing things and seeing things*. This realisation had led Fred to consider as essential the role of mentoring new staff members in particular. However, he also considers that it is:

Something that all of us should be doing, is finding somebody and going: "Right, I'm going to work with you and we're just going to be buddies and we're going to help each other out". It doesn't matter if you've been working here for 10 years, two years or 20 years, that mentor is just someone you can go to, to talk about things and run ideas. We all know that - and again part of that critical reflection is saying, "Look this is what I did, it didn't work, what do you think? What's wrong [with it]?" That kind of stuff would be really helpful.

When it comes to dealing with change, Fred considers that some things may change – such as the curriculum content – but: *at the end of the day my job is still to do X, Y and Z in teaching my particular courses.*

While acknowledging that change is inevitable, the level of control in some aspects of the change is becoming unacceptable.

I guess probably one thing that I am getting more and more annoyed about and antsy about is the level of involvement and control that external bodies are having in what we do in our job. That it's a bit like the dog is - the tail is wagging the dog. We should be the experts in how best to prepare new educators for a range of contexts. Yet we have a governing body – well, that's one part of it, I suppose - a governing body who is making lots of busy work for people to do, instead of getting on doing their job. But also in internal bodies that don't understand education, that are making decisions

for us as we move forward in programs, that aren't based on anything other than convenience or control...

Conformity is probably one aspect of the way things are moving at the moment that I find very difficult to reconcile, and I'm becoming increasingly worried about.

With regard to the pressure to do research and achieve a doctoral degree, Fred comments:

The one part of my transition here that I haven't embraced at all is the notion of research or doctoral study or whatnot. I've been enrolled in the Doctor of Education and I would say that I had four false starts, that each semester I would do a bit of coursework, I would find something else that I was going to do my PhD on. Where it came to a point where I said, "This is ridiculous, I'm not getting anywhere, I'm wasting the university's time, I'm wasting my time, I'm not going to do it anymore.

There's more to life - when I die, I don't think anyone is going to talk about how hard I worked and hopefully they'll talk about other more important things like family and friends and so on. So - and I think some of the academics - particularly some of my male colleagues find that a really strange approach to not have a career drive to be a professor and associate professor or whatever. If I stayed on Level B for the rest of my life, I would be quite content, because I have the capacity to show leadership in other ways outside of leadership and research.

On the issue of what might be considered essential qualifications / experience for a teacher educator, from his own experience Fred believes:

First and foremost I think they need to have been practitioners in the school environment for at least a decade or so.

I think it does help in the later years of the program if you've had some school leadership, be that principal, deputy principal, head of department, because you can then work with the pre-service teachers at a bit of a different level. You can identify for them I think the expectations that school leadership's going to have of them and beyond classroom practice to

their professional attitude, their ability to understand and implement policy and procedure, their ability to work within ethical frameworks and professional standards and so on.

Fred considers that the AITSL standards for teachers give us our curriculum for ITE. They are what good teachers should be doing. He comments also that we cannot cover them all in the tertiary environment because a number of them are practice based. This is where a good working relationship between the university and the schools becomes essential. TEMAG points to this working relationship being a key factor in accredited ITE programmes. However, other major factors play a key role in the lives of our students and their ability or willingness to be fully engaged in their university studies:

...we've got distance but we've also got people who are living full and active lives as employees, parents, sportsmen and women, whatever, and university is almost like a hobby.

We now have a situation where we're not our students' first priority; we might be third or fourth on the list.

What I would love to see, and this is where I'm leading, I suppose, in terms of relationships, is that our students should be attached to a school on a personal basis for at least a year, if not for the entire program.

Through questioning a personal friend who is a teacher, Fred learned that what schools seem to want from us (the university) is professional development in the AITSL professional standards. Teachers seem to see us as experts in that area.

On the question of how we recruit our ITE students, Fred would argue that we do not do that very well:

...we hear rhetoric about we need to raise our OPs, we need to be getting the top 30 per cent of school leavers. That's not happening. We're getting a lot lower than that and then being expected to bring them up to that top 30 per cent of school leavers. I just don't see that as our responsibility. I see that as my colleagues in schools.

...we're not actively seeking the brightest and best to come into teacher education. We're expecting those kids to go to medicine and law and engineering and what not. There really needs to be more done to get out into the schools and to promote a career in education as a career for the best students.

Fred feels that we need to have an interview process to weed out those students who look at teaching as 12 weeks holiday in the year with a starting salary of around \$60K. We have students entering the Bachelor of Education (BEDU) programme with depression and high anxiety because they think that teaching is an easy career with 9am to 3pm work days and plenty of holidays. The question of what to do about raising the profile of teaching as a high status career is a tricky one. Fred comments:

But how do we raise our profile if the only time education is noticed is when it's doing something wrong? As a group, teacher educators do not make themselves heard. We react to rather than initiate conversations:

I guess if I start with the influencing state and federal government stuff, I think as schools of education we've got to be starting the conversations instead of responding to the conversations.

Let's get in first and say these are the things that need to be happening instead of them telling us what should be happening. There are some quality learning and teaching issues that could/should be addressed in our own institution.

Secondly, within the university I think again there's sort of two problems. In terms of the learning and associate deans, learning and teaching and communiques and that kind of thing, I think they're aiming at the lowest common denominator and it amazes us but there are people who simply don't do some very basic things. So they're not meeting minimum requirements. Lots of people are, and they're the ones that hit "delete" or just file for later sort of thing with those kind of communiques.

The other issue is we have a learning and teaching support unit at USQ whose job, I suppose, is around that scholarship of learning and teaching,

but we don't see them. It's been brought to my attention that it's really odd for a university with an education faculty to have a separate service division that talks about learning and teaching support because they would see that as part of the role of the education faculty.

In closing, Fred commented on his recent move to a university wide support role in online pedagogies. He was wary that he might receive a less than warm reception from some sections of the university but the reverse has proved to be the case. Fred sees that his new role may be a catalyst for change and building bridges between education academics and academics in other fields of expertise. We can establish that as teacher educators we are experts in the learning and teaching area.

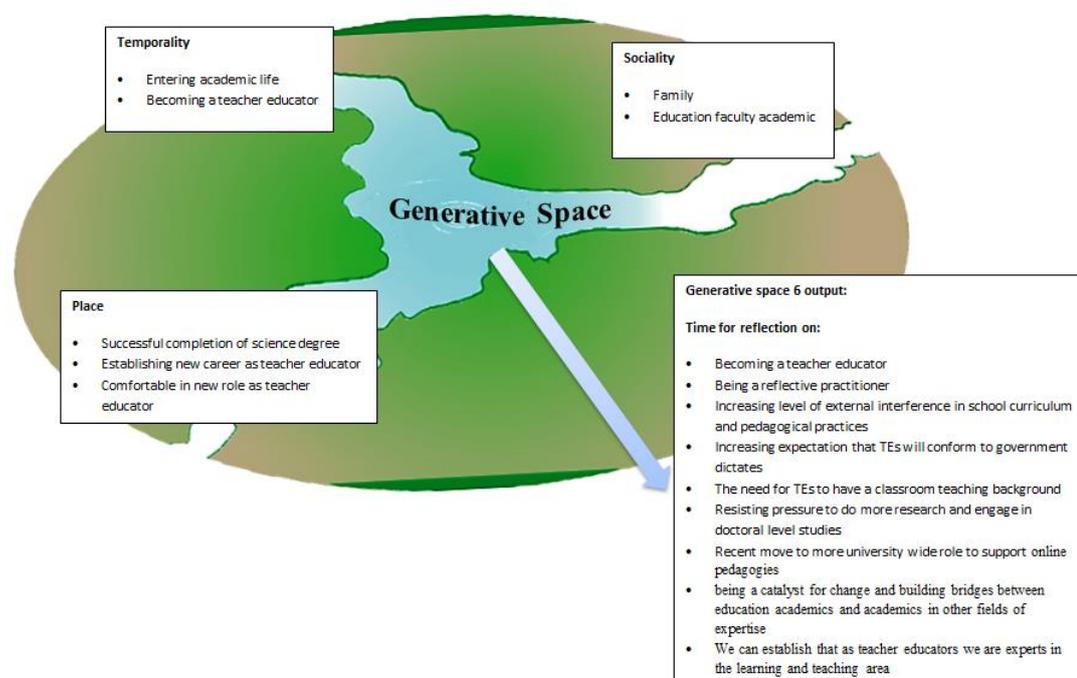


Figure 5.5.6. F6

5.5.1 Insights from Fred's narrative

Fred's co-constructed narrative reveals that the choices that he has made in his professional journey have been very much influenced from his temporality and place at crucial junctures in his life: his childhood; an understanding school teacher who was a positive role model; teaching in remote and one-teacher schools; marriage; the cumulative stress of 15 years in schools without any real mentoring.

The cumulative effect of these particular influences is illustrated in the Ripple Effect diagram (5.5.8). Csikszentmihalyi (2002) commented that there are two ways in which we can improve the quality of our lives. The first involves changing the external conditions such as Fred did when he applied for his first principal's post and consequent move to a larger school. The second is about changing our internalised experience of the external conditions.



Figure 5.5.7. Waterfall

While the move to the larger school changed the first for Fred, the second did not change. The cumulative stress is evidence of this. It was as though, after 15 years working in the various schools – each one with a specific level of stress, Fred's rivers had become a stumbling cataract plummeting into the pool beneath him (Figure 5.5.7).

The stress was relieved when Fred made the decisive move to resign from the education department and to pursue his long held wish to study for his Bachelor of Science. Entering university life as a mature aged student with a wealth of teaching experience behind him allowed Fred first to become a school experience liaison officer, in the Faculty of Education. The Ripple Effect illustrates how this move has led Fred to his current post as a lecturer with the same faculty. "To improve life one must improve the quality of the experience" (Csikszentmihalyi, 2002, p. 44). Fred is a good example of this philosophy, now happily settled into his role and enjoying being an educator of teachers.

This change was evidenced when Fred wrote to me after we had finalised his co-constructed narrative. Fred wrote, "*Thank you for letting me share my story. Rereading it makes me feel as though I can let some of that go now*" (Personal correspondence, 1 July 2016). The email from Fred is an example of how words can "return again as power" (Rich, 1986, p. 2) allowing Fred to let go of those things from the past that have disturbed him.

The Ripple Effect: Fred

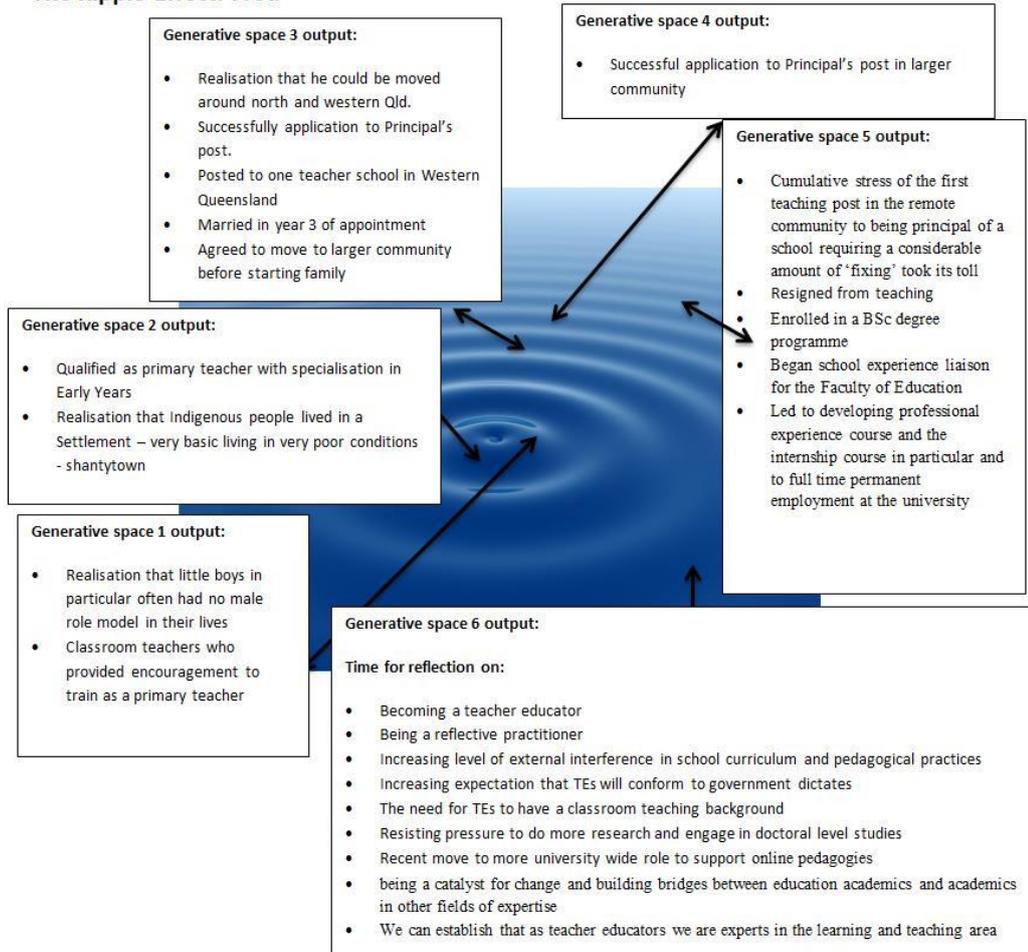


Figure 5.5.8

5.6 Tom

Tom is a teacher educator who has 15 years of experience as a secondary classroom teacher. Simultaneously, he was a night school tutor at a polytechnic teaching biology and chemistry. Both these posts have given Tom a solid foundation on which to build his tertiary teaching career.

As a young man, Tom completed a science degree in biology, majoring in zoology. However, he did not want to become a teacher at this point. Instead, Tom volunteered to work with the New Zealand Catholic Overseas Volunteer Service in Samoa:

...because I kind of wanted an adventure, that's how I got into that.

Tom started teaching in Samoa and discovered that he loved the job. A huge influence on his ability as a teacher was a Scottish nun who was close to retirement age. Tom comments:

She took me under her wing a bit and said, "Tom, let's do an experiment after school each day." She'd just do an experiment with me because she was well used to people coming and teaching, completely with no training at all. So I had no training.

She probably instilled in me right then that a science lesson should have something active in it, an experiment or a demonstration, something tangible, something concrete.

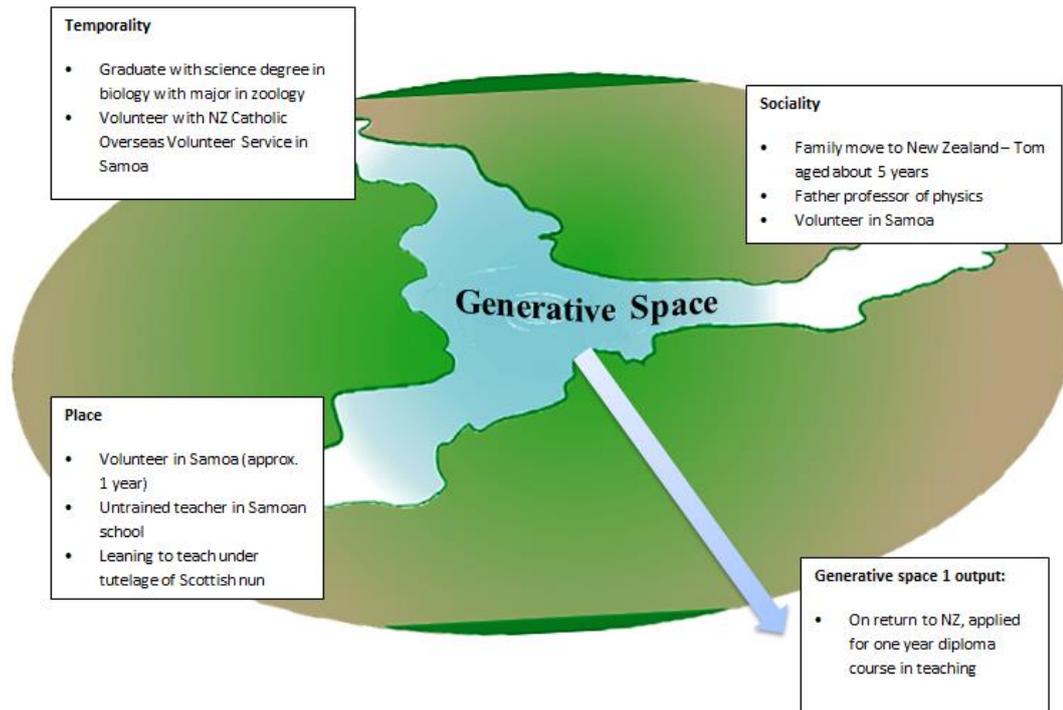


Figure 5.6.1. T1

The experience of teaching in Samoa led Tom to apply for a one year diploma course teaching when he returned to New Zealand. (Figure 5.6.1).

When we went out on practicum, and we had a lot of them, at least four, we would be - they had a system where you'd go and actually board with somebody. So I boarded with different families. Also because I'd had the experience in Samoa I suddenly became very curious about New Zealand Maori communities. So I made some requests to teach out of area, so to speak.

Tom was not impressed with the quality of the teacher training that he received and he made a conscious effort to gain as much experience as possible teaching in different contexts before becoming a teacher educator.

So I decided that when I was a teacher educator I would have lots of different experiences. I taught in cities. I taught in towns. I taught in country schools. I taught in the North Island and in the South Island. (Figure 5.6.2).

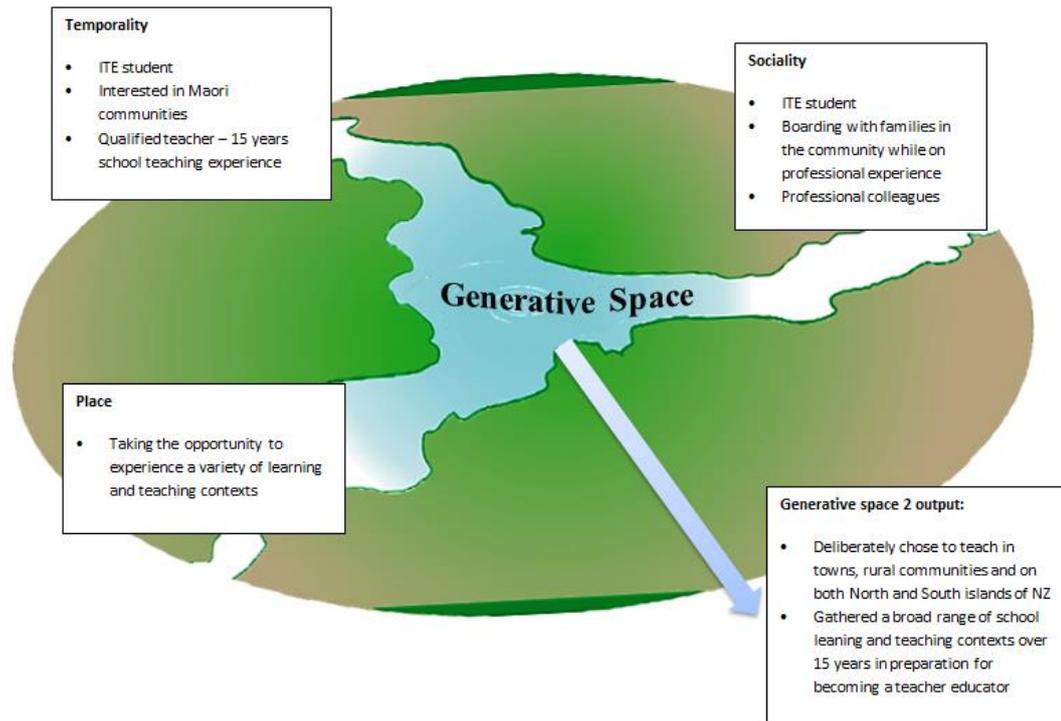


Figure 5.6.2. T2

Tom’s father was a physics professor and had moved the family to New Zealand when Tom was about five years old. Moving back to Tasmania to teach in tertiary education, Tom found the system quite hierarchical. The culture was quite different from that in Dunedin which embraced its Scottish roots and culture of egalitarianism.

...here at USQ I'm a Harassment and Discrimination Contact Officer as well, which is an interesting string to my bow. A number of times I've talked to people who have strong accents and are from outside Australia, and may have different skin colours, that sort of thing, because I see them being isolated.

By the time Tom’s father retired in the early 1990s:

...neoliberalism was starting to really make its effects felt. He said that he used to worry about the playing field being level, but in more recent years, as he was retiring, he was saying he was actually starting to realise that he needed to be careful he was on the right playing field. It really concerned

him that old values and traditional values were being eroded so sharply and so viciously, really, and without any thought to the consequences.

I'm lucky to have had a father who was a very successful academic. He became a professor in his early 30s and had a very successful career, and worked internationally and so forth. So that kind of cultural capital is invaluable.

Reflecting on his current status at university, Tom muses:

I feel that I'm in a very privileged position now. I love teaching and I love doing research, but I'll occasionally admit to feeling very frustrated and very saddened by the ways that some things are done. But I refuse to not have an optimistic outlook, and I refuse to not believe that I can make a difference, and that I can be influential. As I get older and more experienced, I slowly start to realise I actually can be quite influential at informal levels as well as formal levels, but it takes a while to start to understand how you can be influential. (Figure 5.6.3)

Tom has taken time to prepare himself as a teacher educator by being appropriately qualified and by having a wide range of teaching experience. He feels confident about his teaching ability and subject content knowledge but realises that there is more to our job than these two elements. Teacher-student relationships are very important to Tom.

When asked to consider how schools /education might look like in 20 years or so, Tom considers that some things may not change much. He emphasises what he considers to be three major tenets of good teaching:

...a lot of teaching boils down to only three things: you need to have a good grasp of your subject area, your subject content knowledge; you need to know how to teach it, so your pedagogical content knowledge and things that go around that such as curriculum design, which is a particular interest of mine, but also appropriate assessment and so forth; and then the third thing is what I've just been talking about, the student-teacher relationship. If you get those three right, you can go a very long way before you have to worry about anything else.

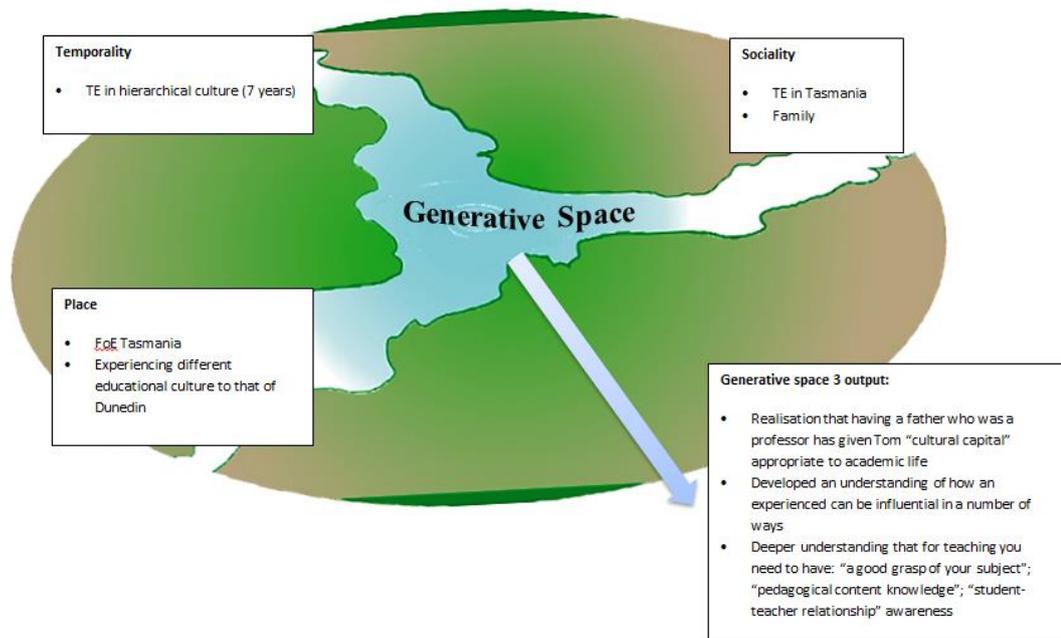


Figure 5.6.3. T3

Tom did identify one area for change:

...we have this problem in education of struggling to be contemporary in that, in this era of globalisation and digital technology advancement - which is kind of linked to globalisation, of course - but even knowledge from research and education, we seem to have quite effortlessly managed to be two or three decades behind in the classroom. So we need to kind of get some breakthroughs in that area.

The classroom's got to look different. We have to teach differently. We've got to have young people at 13 and 14 getting really excited about learning and excited about their future, and not learning to hate learning and hate school.

On the status of teaching in society, Tom reflects:

Our society doesn't value teaching enough. We've actually unfortunately - that sounds really bad -unfortunately we've had an economic boom for a long time, and so people can make a lot more money being tradies [trades people] or running a business or doing any number of things. So our

society putting a dollar value on teachers has meant that it's kind of shuffled down the pecking order.

This societal view of teachers, Tom considers, is reflected in the mediocre quality of the students we accept into ITE programmes.

Tom regards teacher registration as a pre-requisite for a teacher educator. *I think that we do need to be connected with classrooms.* However, he also comments:

I wouldn't necessarily want to say that everyone would have to because it may be that there are some courses that could be taught by non-teachers, maybe indigenous education. It might be that somebody has got a lot of credibility in the sense that they've had a lot to do with wider community education, but they may not have the experience in the classroom.

There may be situations where it might be quite valid and meaningful to have colleagues who aren't registered teachers, but I think it is something we should be looking at very closely. I think it's really important not just for accreditation purposes but for credibility and in the marketplace that we are offering something really worthwhile because teaching staff know classrooms and they know how to prepare classroom ready teachers.

For Tom, the nexus between theory and practice is important. The involvement of teacher educators in the school system is an ideal but has some practical limitations. Building relationships with schools takes time and this becomes a workload issue.

If we really valued it and if we developed a strong relationship with independent schools and the Department, then we might even have arrangements whereby staff can go in and teach a module to a class over a period of time.

Tom sees our role in the nexus as being:

that we educate students to understand concepts and understand theories and understand the world that they're in so that when they go into schools they will be agents of change, that they will be innovative and that they will be able to help create something better and help to reform schooling.

Tom speculates that learning and teaching will change considerably as a result of our learning much more about neurology and brain function. The potential is there to change and expand our thinking about how we can learn effectively and efficiently. The development of our knowledge and understanding of brain plasticity have made us realise that the brain can learn and relearn in people, even in their 80s.

The restrictiveness of today's school curriculum and the inability – for whatever reason – of classroom teachers to be creative and to meet the learning needs of their students is a cause for concern. Tom expresses the opinion:

Yes, I think one of the problems is the calibre of the teachers. Back a generation or two to become a teacher was a bit like becoming a doctor. You were top of your class. You were regarded as a clever person in your community, so therefore you could become a teacher. Nowadays we have students coming in with low OPs, teaching was about their fifth option and they've somehow sort of fallen into it. It's not true for all of them but we've got some pretty low calibre students and to actually expect that they're going to be thinking and problem solving and strategically working out what's best for the students is a big ask.

Another issue in ITE is the experience that some of our students have when in schools on professional experience. We can provide the theory and link it to practice to a certain extent but the practical experience is where what we teach becomes applied to real classroom life. It is perceived, however, to be a weakness in our present system:

...it's a real weakness in our system at the moment that some of our students can go into a classroom with practice that's poor or just average if the teacher's not really that switched on, or the teacher's agreed to be an associate or a mentor teacher for the wrong reasons. I think really somehow looking at the quality of the teachers might be quite important. It might be that maybe even at a Federal Government level they might say something like to be a mentor teacher you need to have this qualification or you get an extra step in salary and you're expected to have 20 students each

year or something and it becomes something where you're a bit of an expert.

I've highlighted the problem of mentor teachers and schools, that they need to be high quality, they need to be really good at their job, they need to have a good knowledge of education, a good knowledge of what the students are actually doing and where they're going to and they need to be very good at mentoring the students. You can't just pop them in a classroom with any old teacher and say, "Well they're the mentor teacher".

If we're going to have a commitment to excellence and we talk about classroom ready teachers – that's what the federal minister's talking about at the moment – then we need to have a robust 21st century system that's excellent, otherwise we're not going to have excellent teachers, we're not going to have an excellent education system.

There is a parallel issue for universities:

There is a problem. How do we get talented people to make the crossover? We've got colleagues here who have been principals and yet they're just treated like they're quite lowly academics because they're still finishing their doctorate. That's ridiculous (Figure 5.6.4).

I've got no regrets, but my point is I took a very significant salary drop to start as a lecturer and I was not treated with a great deal of respect when I first started. I didn't have my doctorate. I actually completed it within a year though and then suddenly I felt that I'd gone right up in the pecking order because I had my doctorate...

Tom considers that there needs to be a much more attractive career path for experienced and high quality classroom teachers and school leaders to become teacher educators. People are not going to tolerate a drop in salary just to become teacher educators.

We need to be more - universities need to be a bit more realistic anyway on how they - if they really want to have an excellent system, then I think it's obvious that they need to incentivise it differently.

Tom concludes his reflections with:

I'm now a level C staff member and I'm actually seeing more and more opportunities opening up for me but I feel like it's happening for the wrong reasons. It's happening because I've got a dozen journal articles to my name, those sorts of reasons, but they're kind of university totem pole reasons, not necessarily because I'm an excellent teacher educator. That makes me a little bit sad.

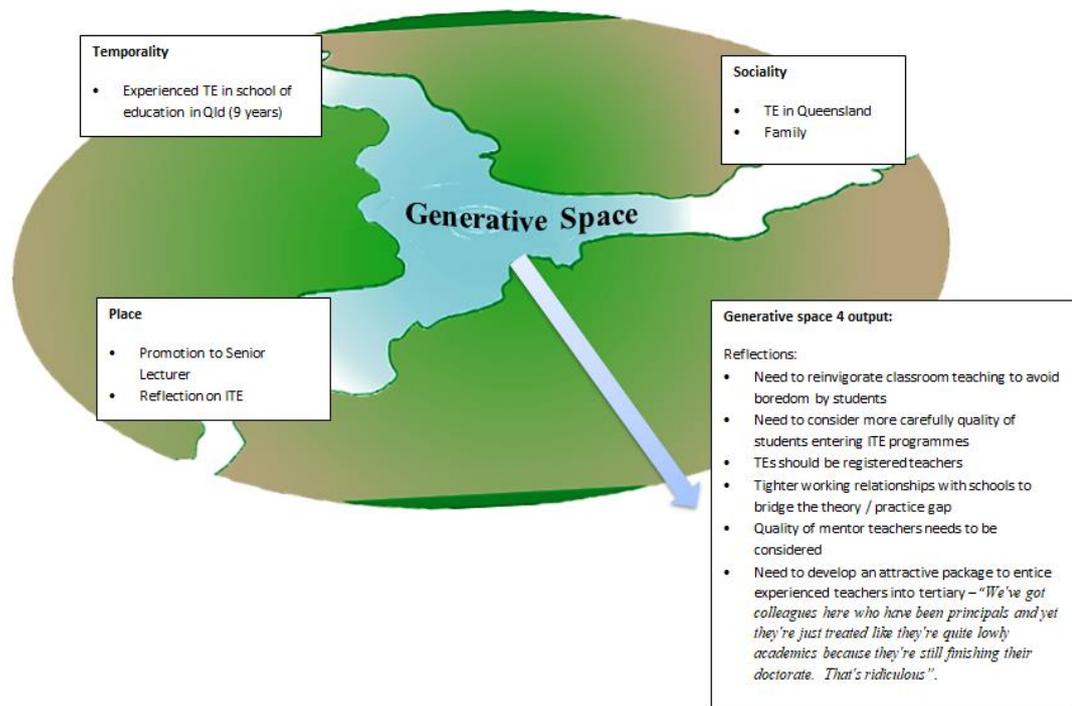


Figure 5.6.4. T4

5.6.1 Insights from Tom’s narrative

Tom’s co-constructed narrative reveals Tom to be a private person. He gives very little away about his personal life other than when it is directly relevant to his professional narrative. The narrative also reveals that Tom reflects on his role as teacher and academic in a forthright manner. He is quite clear about his 15 years’ classroom experience being a deliberate time of preparation for his role as a teacher

educator. Tom had little difficulty transitioning from the role of classroom teacher to that of tertiary educator. Implicit in the ease of this transition is the fact that his father was a physics professor. A consequence of this was that Tom grew up in a household in which being an academic and researcher was the norm. Working in academia and having academics as your colleagues was normal in Tom's life experience.

Tom's rivers flowed smoothly. Any ripples along the way were dealt with pragmatically. For example, although Tom was not impressed with his teacher training experience, he nonetheless found ways in which to enrich the experience through careful choices of his practicum placements. It could be said that Tom found stepping stones to navigate his rivers rather than be deterred by any obstacles put in his way or differences in philosophical standpoints with which he did not agree or could not accept (Figure 5.6.5).



Figure 5.6.5. River with stepping stones

Tom is a good example of Schön's (1983) reflective practitioner. Through his reflections, Tom could be thought of as the rebellious teacher who refuses to "tamp down dissonant conceptions of what education might be and perhaps ought to be in a chaotic, uncertain time" (Green, 1988, p. 14). The Ripple Effect diagram (Figure 5.6.6) illustrates Tom's professional journey to this point, and his reflections on many aspects of his role as teacher educator both now and how it might look in the future.

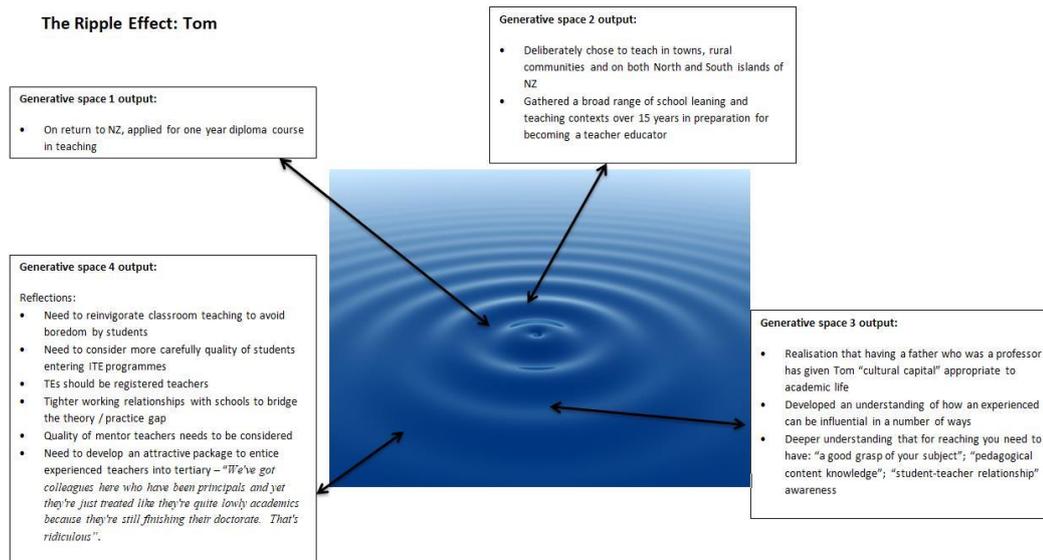


Figure 5.6.6

5.7 Lily

Lily has 33 years' experience in school education and 7 years' experience in tertiary education as a teacher educator. The focus for Lily's teaching in both secondary and tertiary has, and continues to be, Health and Physical Education (HPE). She is a fourth generation teacher educator on her father's side of the family. At the time of Lily going to university, both her parents were school principals and were against her becoming a teacher. For the first six months of her university studies, Lily studied Law. However, Lily had no real interest in studying Law so transferred to an arts degree for second semester studying English Literature and History (she used these subjects as her 'second' teaching area). The following year she commenced a Diploma of Teaching - Physical Education at an Institute of Education. Lily continued to study English Literature and History at the adjacent university as her other teaching disciplines. She completed a Graduate Certificate in Health Education adding an extra year to her undergraduate studies. In her third year of teaching she upgraded her qualification to a Bachelor of Education – adding Junior Science as another teaching area and increasing her knowledge and skills in HPE teaching (Figure 5.7.1).

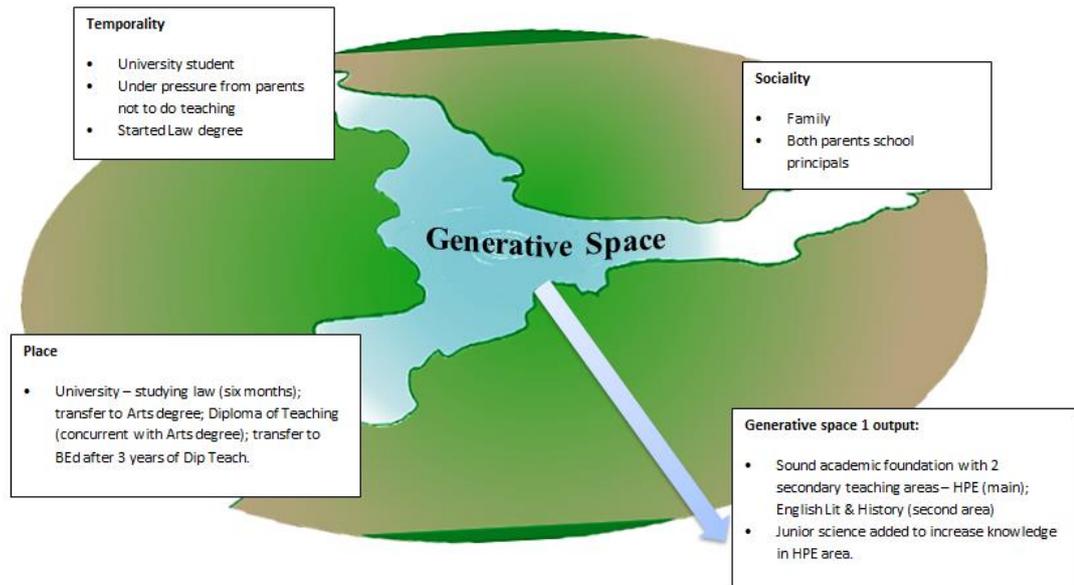


Figure 5.7.1. L1

Lily did not find the transition from secondary to tertiary education very difficult. She attributes this ease of transfer to her selective high school in New South Wales where they were: *expected to be independent learners and quite capable and competent.*

A significant impact on Lily’s professional lived experience was her first teaching job. She reflects:

My first teaching appointment - because I was on my own, I was thrown into the deep end literally. When I arrived in the school, I found there was nothing left for me. No written information had been left from previous years, no work programs, no units of work. Not even the equipment was organised and up to scratch. That was really influential because I just had to hit the ground running and I had to do it all myself. I didn't have anyone to talk to about anything I was doing. It was great in some ways because I was really independent and able to write a program and teach the way I thought was best and the way I had learned at university. I was also the school Sports Organiser during my first appointment so was immediately working with senior administration and co-ordinating all aspects to do with inter-school and intra-school sport, sporting trips and representative sport.

I was also asked to work with the local council in setting up a community centre and several sporting clubs plus gymnastics. This was all very valuable experience.

I've definitely been influenced by my university. I think I had really good teacher training.

Working in a private school was also an influence in Lily's development as a teacher:

...all of the marketing and how people perceive you as a professional and not just how you conduct yourself, but your teaching is very accountable to the parents, who are paying large amounts of money to send their children to your school. So you really have to be able to justify what you're doing.

Private schools adhere to the rules and regulations, but they make a lot of their own decisions, especially about curriculum and how curriculum is going to be implemented.

A third significant influence was working with the Queensland Studies Authority. That had a big impact on my approach to teaching.

When I went to the Queensland Studies Authority I learnt things that I hadn't learnt before in any educational setting... well I especially learned a lot about alignment.

...I was working on the QCAR [Queensland Curriculum, Assessment and Reporting] Framework and there were 660 partner schools and each of those schools had to submit to the Queensland Studies Authority a unit of work with their assessment task, with the idea that some of them would be put on the website as examples of schools achieving alignment. Not one of them was up to example status, let alone exemplary... (Figure 5.7.2)

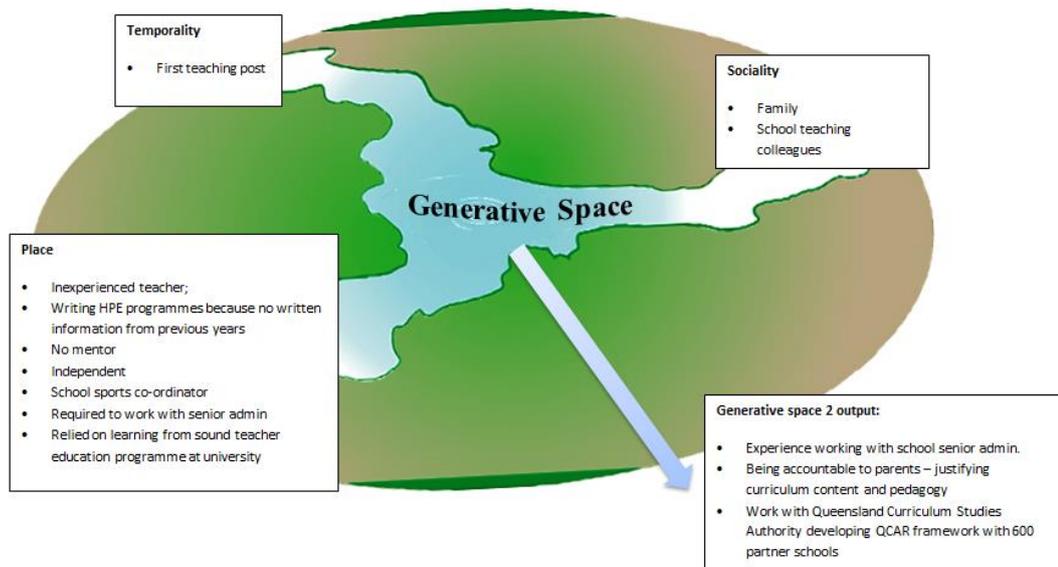


Figure 5.7.2. L2

Becoming a parent caused Lily to consider how teachers spoke to children:

I would sometimes go to parade in the morning with my daughter and listen to the way teachers were talking to small children and be horrified and then think, I wonder if I sound like that? I wonder if kids [my students] think that I'm like that with them?

Lily identified some early influences on her as a teacher such as coaching swimming from the age of 15years; being the oldest child, grandchild and great grandchild in her family and oldest child in her parents' social group during her childhood meant being given baby-sitting duties. On reflection, Lily felt that she has been an educator in some way for most of her life (Figure 5.7.3).

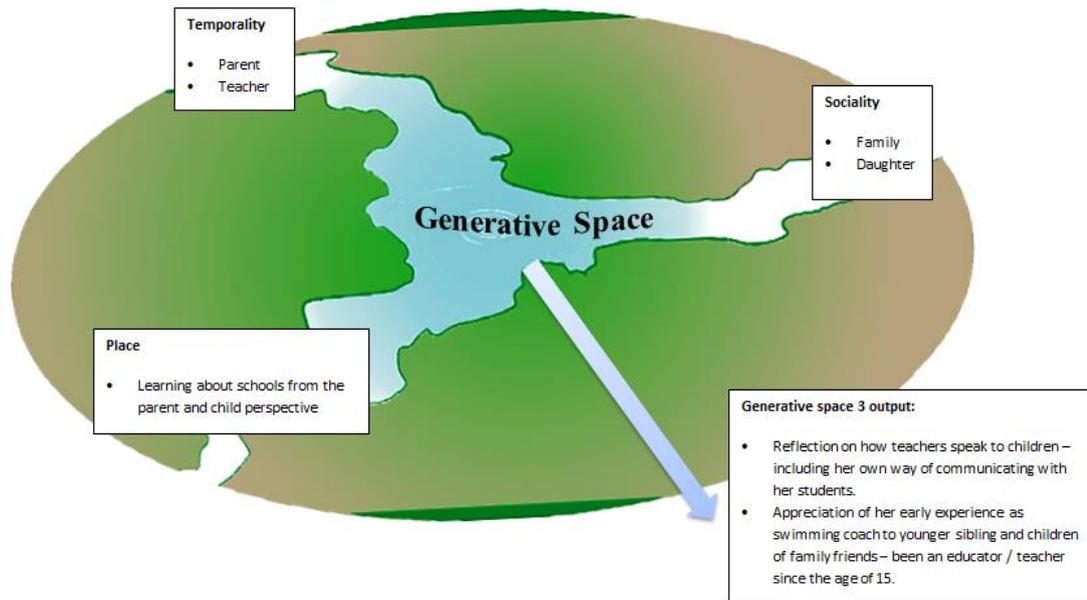


Figure 5.7.3. L 3

As a young teacher, Lily was not overly aware of government education policies and their impact on formal education. Nor was there much talk

about syllabus documents and curriculum documents when I was young. So when I went out and wrote my HPE program, did I refer to a syllabus document? No. I don't even know if there was one. Honestly, I couldn't tell you. I can also tell you that in my time at university I did not do any curriculum and pedagogy subjects.... Pedagogy was all about how good you were at sport, so all of our assessment at university in our physical context was about how well we could do things - not how well we could teach it - but how well we could actually do it.

Lily considered the introduction of technology across all curriculum subjects a challenge and not always appropriate nor practical, especially in her specialism of HPE.

So I guess, because I had decided a long time ago that HPE shouldn't be taught the way I was taught it at university, where it was all about competitive team sports and traditional things, I decided that because of the schools that I've taught in... Even for sport we introduced a lot of different activities to try and engage student interest. So in the HPE programs my

colleagues and I did the same thing - a lot of very different activities to try and engage student interest.

I understood the importance of doing that and, since then, I've appreciated that we can't just write a program that looks like touch football, soccer, track and field - 10 weeks of track and field. So that has had an impact on the way I envisage teaching HPE preservice educators through the online environment. Because I don't need to see the preservice educators perform the physical activities themselves, because at university we are not assessing the students' own prowess, we are assessing their teaching. That assessment actually happens when they go on their professional experience placements. Just like every other curriculum area, the mentor teacher is responsible for assessing how preservice educators teach in those physical contexts, not me.

All preservice educators need to do, and it's sort of a re-conceptualisation, I suppose, is that they need to be able to access information about how they might teach kids to throw a ball or kick a ball or whatever, play a game. They can access all of that online. The thing that we need to do is to give them enough knowledge to be able to discern between a good resource online and a poor resource online. We can't recreate the environments for them. So the students who are on campus in Toowoomba and at Springfield, we're having a great time in the physical environments doing physical things, and you can't recreate that for the online students. You can encourage them to go and engage with community groups and schools. That's all you can do (Figure 5.7.4).

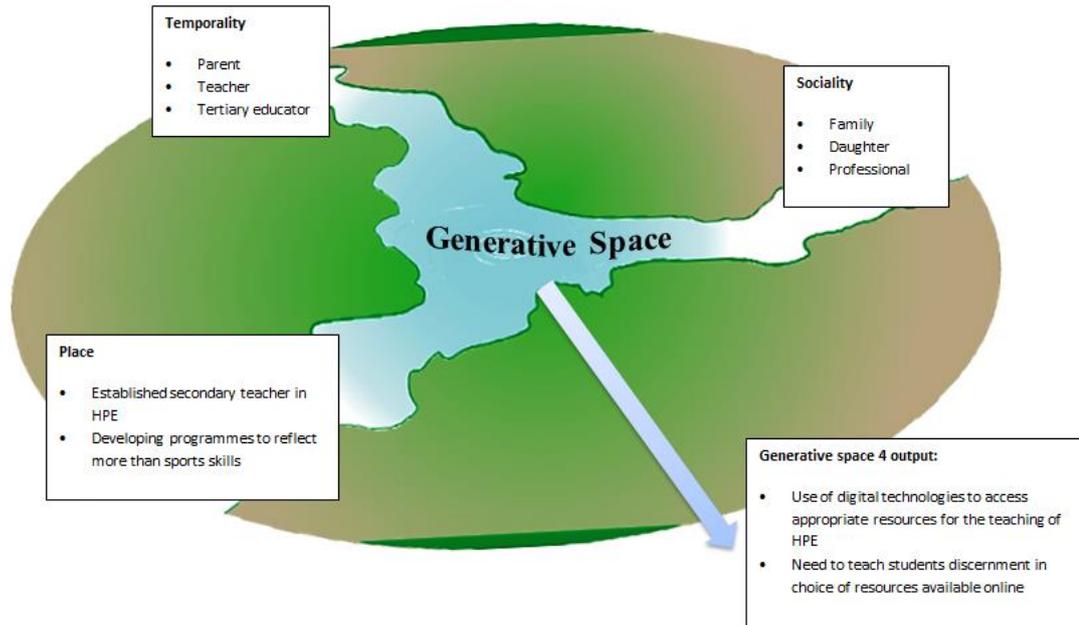


Figure 5.7.4. L4

Working in the tertiary sector academics are expected to have a certain level of research output. Lily commented that the principal reason she left teaching to become a teacher educator was to do her PhD. She had a job paying \$25k more per year and 10 weeks holidays per year. What incentive is there for experienced teachers with sound classroom experience and school management experience to become teacher educators?

...and now I get four weeks holiday a year. My contact time was effectively 8:20 until 3:20, whereas now I'm supposed to work from nine to five. So I don't actually see that there's anything that makes university an appealing career for teachers. That added responsibility and expectation that you do research on top of your teaching load, and the other things create stress, but it adds another level of thinking and interest to the job, I suppose.

Lily considered that the role of teacher educator will not change much in the next 20 or so years.

But I think that the resources that we have available to us and the technologies that we have available to us will change. Will the expectations change? I don't think so. Maybe they'll get some more

common sense about things like NAPLAN and take some pressure off teachers.

Maybe education authorities and governments will also recognise that they can't solve all of society's problems by saying, "We'll put that in the curriculum". Because the curriculum now is too full and the expectation on teachers - actually it's not really achievable what they expect teachers to do, especially in primary classes. .

As far as universities are concerned, Lily considers that some may not actually have a physical campus in 20 years. Universities may just hire space for short-term, face-to-face sessions with students as necessary, thus reducing costs considerably.

This campus here has undergone quite a big change even since I started here. I see less students here and a different sort of cohort of students here than when I first started. More and more of the students are understanding that online learning gives them more flexibility. But at the same time, those students who like to learn here in a face-to-face situation, they have worked out and they're starting to work out that they can't learn online. So they actually want to be on campus. There's always going to be students who need to learn in that face-to-face environment.

On the issue of the professional background of teacher educators, Lily clearly believed that classroom teaching experience is essential.

I think there are a number of people in my field in particular, who are very highly regarded researchers, and who are selected to do many things in the area of health and physical education who have never taught, and so they don't have any credibility with the teaching cohort. Therefore the only people they actually have credibility with are people in universities, the researchers around the world and also government agencies.

But the person who is the most highly regarded and most quoted, I would say, has never taught and has never been a coach.

So I don't know how any of it really makes any sense, because you have to understand the difference between teaching and coaching. First of all, to be able to be a good health and physical education teacher - and one of the

things that health and physical education teachers get wrong is that they confuse the two things and they think that their HPE classes are like a coaching session and that doesn't account for the diverse student population that they have to deal with in classes, which is very different from a population of people who come to become coached in a specific sport that they have chosen to be involved in.

I think the people who are just research focused lose credibility with preservice educators when they ask them questions about logistical, day-to-day things that happen in a classroom and they can't answer the questions because they haven't had that experience.

Employing teachers with currency of experience helps to make the pedagogical and classroom management aspects of our university courses more relevant. The lecturers can answer the questions that students ask about the logistical, day-to-day aspects of classroom teaching. However, there is a push in the university to reduce the casualisation rates of staff teaching in our courses. Lily reported that at a Queensland College of Teachers (QCT) meeting, the juxtaposition of theory and classroom practice was discussed. Universities are being encouraged to have a closer working relationship with schools. One way is to encourage school staff members to teach in elements of our courses:

...casuals are the people who are bringing currency to the table for the preservice educators. It's a very desirable thing, and that's actually what QCT wants us to do. They want us to stay in touch with schools and people who are current practising teachers.

I think that having casuals working for you, who go back out to schools and talk about what's going on at the university, is a really good way of sharing research and practice.

Lily became acutely aware of the disjoint between theory and practice when working with the QSA to help to develop the Essential Learnings and Standards for HPE.

Many of the Queensland Studies Authority permanent staff had their noses well and truly out of joint because they hadn't been asked to participate in

this project. All the people participating in the project at the base level who were doing the work were practising teachers who had been brought in on secondment. People from the other office would come over every now and then and go, “Where are the researchers and where are the PhDs who are informing what you're writing here?”

Well, that was the background information. Certainly it informed the idea of the Essential Learnings and Standards and what should be included, how developmental and blah, blah, blah. But the people actually writing it were people who were current teachers, so they knew what would work really, basically and how teachers would be able to implement and enact the intent of the curriculum.

The power of the media has an influence on what we are expected to do in the classroom and, by default therefore, in our ITE programmes. Change should happen as a result of sound research rather than political rhetoric and public opinion based on sound bite comments.

Some of the things that are happening in education now are in response to a media driven campaign of, “We’re in dire straits and our children are receiving this dreadful education and we're falling in standards internationally” etcetera, etcetera, etcetera. Well, where's the research? Where's the research that's backing up this required change?

Also it means that primary classroom teachers feel they are not able to teach curriculum areas like the Arts and HPE, essential things that children and adolescents should be doing as part of a well-rounded education just being put on the back burner because teachers are trying to plough through these “Curriculum to Classroom” (C2C) documents [developed by QCT] and prepare kids for NAPLAN, which they think now is the whole focus of the school day.

A strong influence on our students is the mentor teachers whom they encounter on their professional experience placements. Sometimes what we expect as practice from our students is not exemplified in the school environment. For example: we teach that as part of the Essential Learnings and Standards every subject has a written criteria sheet to assess student learning. In practice you can find, in HPE, we are saying to students:

...you cannot assess someone based on participation or effort or any of those things that are subjective. Your assessment must be objective, it must be criteria referenced, and then they go out into schools and they see the absolute opposite and they don't see any negative consequence for the person who is doing that.

Our students can be led to embrace bad practice without understanding *how accountable we are as teachers.*

Do the parents who are paying a fortune to send their kids to that school, do they ever say, "Wait a minute. This is not good enough. I want my child to be doing proper health and physical education lessons". Of course they don't, because the parents don't care about HPE. All they care about is English, maths, science.

The TEMAG (2014) report puts some emphasis on university ITE providers and schools working in conjunction to bridge the theory/practice gap. However, making this work is problematic. The image many teachers have of education academics is negative. Classroom teachers may well ask *"What do they know? We're the pedagogues; they're up there in that university doing research and they're not experiencing teaching. So how can they tell us how to do our job?"*

Lily suspected that what will happen is that the report will be like many other government documents expounding expectations:

This is our expectation but who's checking up to make sure it happens and if we find that it can't happen because the processes aren't in place to allow for that to happen what are we going to do about it because they haven't set up any processes. They've just given recommendations. Have they given any extra money, resources? Are there people like inspectors now going back out into schools and giving just advice?

Are people being made to do professional development? I know they're being made to do 30 hours of professional development. Does any of that professional development include information that will help them be a better mentor teacher?

Lily contended that HPE is not given appropriate status in university ITE programs:

We have one HPE course at this university. The preservice educators do this course in first year. By the time they get to third year, they've forgotten what they did in first year and in that course we have to teach them how to teach physical activity as well as teach health education. So this is what we do. We really push the inquiry approach. I was going to say before that senior health education is based on inquiry, as is the senior physical education curriculum.

I'm incensed actually about what happens with the HPE. So, when I went to uni, HPE was the hardest teaching program to get into and you needed the best results at school because you do the scientific bases of human movement but you also do the practical stuff and you do the health education. So it's quite involved. But this year the OP [Overall Positioning is currently used in Queensland as an indicator of attainment at the end of Year 12 and is used as an entry qualification for university entry – the lower a student's OP, the higher his/her attainment level] entry into the HPE specialisations was lower than the OP entry into the Bachelor of Sport and Exercise program. I just am horrified; I am horrified that we did that. I can't believe how insulting it is and how education is no longer valued as a career.

Maybe we should have a core first year program that the preservice educators have to pass that doesn't have any curriculum or pedagogy. How about that? No curriculum or pedagogy maybe in first year, or maybe one course like EDC1400 where the preservice educators go out and do an observation prac but no actual teaching. Then at the end of first year they might have a clue really whether they want to be a teacher or whether they would be a good teacher.

But I do think that there should be some sort of interview selection process that involves them being able to show that they can communicate and also that they understand their reasons for being a teacher. (Figure 5.7.5)

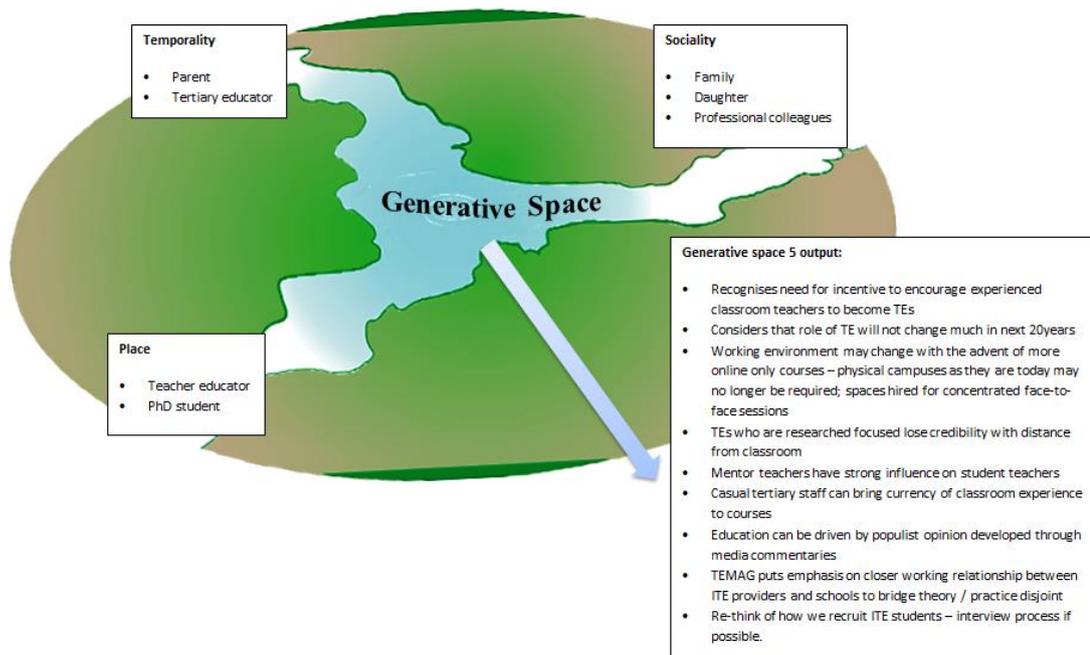


Figure 5.7.5. L5

5.7.1 Insights from Lily's narrative

Lily's co-constructed narrative gives evidence of her being a dedicated and focused educator who emphasises the learning needs of her students rather than following the traditional practices of physical education curricula. Like Char (Greene, 1995), Lily has become one of those people who has taken the “initiative, became challengers, and embarked on new beginnings” (p. 2). She has challenged the established practices of HPE to think beyond sports skills to the underlying science and theoretical substance behind good health and sports science. Lily is *incensed* that students applying for a Bachelor of Sport and Exercise programme required a lower OP score than those seeking entry to the HPE teaching specialisation. She considers this as being an insult and an indicator of the low status of education as a career.

Her career is well founded in school education and her professional life decisions were taken with forethought. The move from secondary to tertiary was deliberate to allow Lily the opportunity to work towards her PhD – a path she is now journeying. She has thought deeply about teacher education and those who would embark on teaching as a career. Those starting an ITE programme should perhaps

have a core first year with no curriculum or pedagogy content but with considerable emphasis on classroom observation with no teaching responsibilities. In this way, prospective teachers may gain an insight as to whether teaching is actually a sound career choice. Also, Lily considers that some sort of interview process for prospective pre-service teachers would be advisable.

In summary, Lily is a reflexive practitioner (Figure 5.7.6) who is not deterred by the current zeitgeist and thinks beyond what has become standard practice. She will challenge what she believes is poor practice and will exert all her experience and knowledge to have HPE considered as a sound academic discipline in its



Figure 5.7.6. Reflection

own right. The “Ripple Effect” (Figure 5.7.7) illustrates the way in which Lily’s career journey has travelled, led by her own clearly thought out decisions. The final Generative Space Output (5) details the summation of her reflections at this point in time. The journey has been relatively smooth, and the rivers meet in mainly tranquil waters. The undertow at the moment is the pressure to complete her PhD and to have HPE recognised as an academic discipline with equal status to all others.

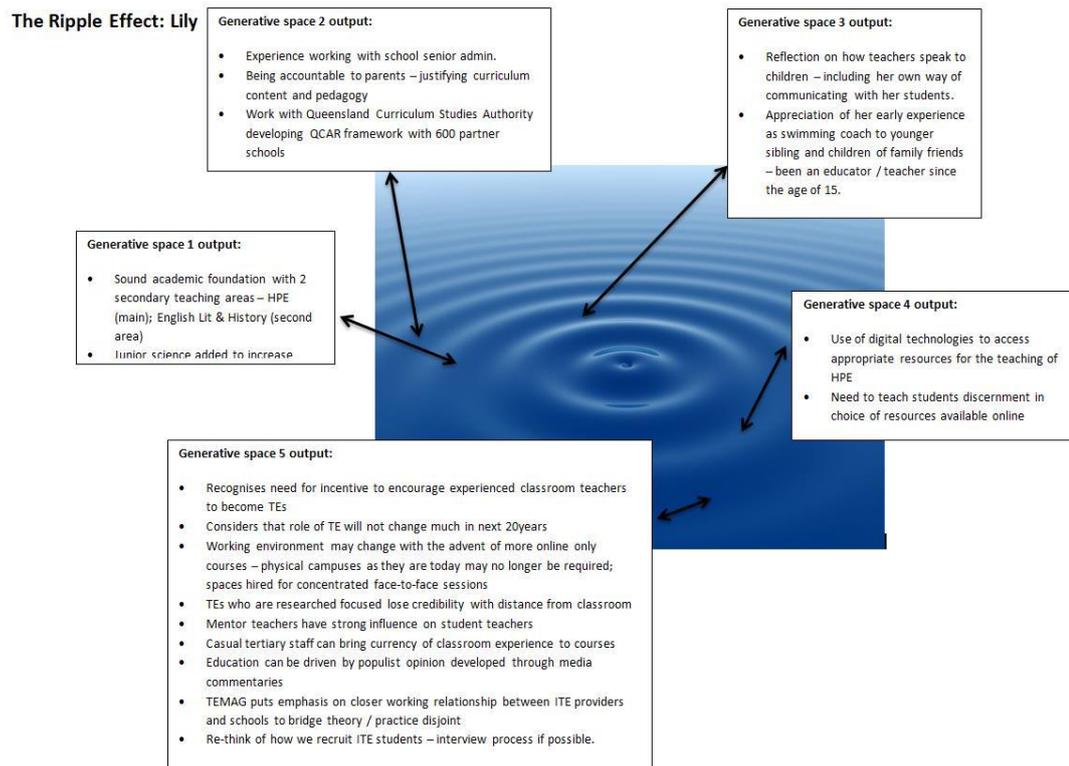


Figure 5.7.7

5.8 Summary

This chapter has presented excerpts from the co-constructed narratives of the five participants in the research study that reveal critical events in the lived experience of the teacher educators at a particular stage in their career path. It also illustrates how, through the process of constructing his or her narrative, each participant has come to reflect on, articulate and understand important influences on their career pathway using the lenses of temporality, sociality and place. This process as presented in this chapter was about making meaning for and with the participants. The narratives are not definitive portraits of the participants today but instead reflect who they were during the process of the research. If this exercise was to be repeated today, different aspects might be highlighted because lives are neither static nor frozen at a specific point in time.

The next chapter considers how the content of the narratives can begin to unravel the research question of how teacher educators articulate their thoughts and concerns about current and future education policy and practice. It is about making meaning of the research to enable the “so what?” question to be answered.

Chapter 6: Making meaning for the researcher

6.1 Introduction

The previous chapter focussed on discussing how the participants developed their understanding of the impact of critical events in their professional lived experience. This chapter is about answering the initial research question: how do teacher educators articulate, through the narratives of their professional lived experience, their thoughts and concerns about current and future education policy and practice? It is important to hear what the participants have to say about themselves and their professional journeys and for others to hear about those journeys, and value the narrators for who they are as individuals as well as professionals. Responses to the stimulus questions, as detailed in Chapter 3 on the research design, are distilled with reference to the narratives, and lead to revealing some answers to the initial question. The words in italics indicate extracts from the narratives shared in chapter 5.

Through co-constructing individual narratives of their professional lived experience with the researcher, the participants came to understand and accept that those aspects of their lives that they had not been able to change, were accepted and reframed so that different goals were set and ultimately positive outcomes attained.

6.2 Critical events

Common critical events of disrupting life events, deliberate planning and resilience emerge from all the narratives and enrich understanding of the participants as real people. There are the unexpected life disrupting events such as Pru becoming a single mother resulting in a change of career focus; Fred being sent to a one-teacher school in northern Queensland; Violet at age 11 being uprooted from school and friends in England to move with her parents to Australia. Another critical event is the deliberate planning by Tom and Lily to enter academia to teach and engage in research. There is a sense of resilience that is present in each of the narratives: Violet struggling with serious health issues but still giving all she can to her students; Pru dealing with multiple overseas workplace environments, rearing her daughter single-handed and, latterly, coping with the loss of her husband; Fred

coping with being a newly qualified teacher posted to a single-teacher school in a remote community and now bringing all his personal learning to his post at university; Tom enjoying his Samoan adventure and then firmly setting himself the task of preparing to be a teacher educator by gaining as much experience as possible in a broad range of school settings; Lily becoming a teacher, despite her parents' objections, and managing a secondary school physical education department as a young and inexperienced teacher and achieving her goal to work in academia and being able to do research as well as teaching.

While some of the events noted above have an element of the unexpected others are the result of deliberate planning. There is evidence of events that can be controlled by the individual concerned such as Tom spending time in Samoa. He was in control of making the decision to go there. Violet, on the other hand, had no control as an eleven year old in the family decision to immigrate to Australia. Her parents made that decision for her. Whether having agency or not over the decisions made has an effect on how the individual responds is an interesting avenue to explore but is not within the scope of this research study.

Clandinin (2013) cautions that, although there may be many interesting aspects of lived experience revealed in the narratives, "We share only those parts that help audiences to better understand our research puzzles and the findings of our research" (p. 83). With this in mind, therefore, this chapter focuses on the common themes that emerged through the conversations. The narratives reveal the real people behind each individual persona and how personal and professional lives intertwine and influence each lived experience. The most prominent theme, not mentioned above is that of the deepening understanding of themselves as educators. This understanding provides an opportunity for the knowledge acquired by each to be such that it "returns again as power" (Rich, 1986, p. 2)). As Okri (1997) expressed, "If we change the stories we live by, quite possibly we change our lives" (p. 46). Fred has done just that through being a researcher into his own professional lived experience and realising that past experiences and stress no longer have the power to affect his daily life and his view of himself as an educator.

6.3 Synthesis of responses to stimulus questions

I have extracted from each narrative the individual responses to the stimulus questions in order to provide an overview of what the participants had to say about the issues discussed in their final co-constructed narratives. The words in italics are extracts from the narratives in Chapter 5 and the bold italics are the questions.

6.3.1 Responses to stimulus questions 1 and 2 (What did you do before becoming a teacher educator? and What encouraged you to become a teacher educator?)

I combined the responses to the first two questions because in all cases the answer to the second question flowed naturally on from the first. All of the participants had experience of classroom teaching before becoming a teacher educator, however the specific route into teaching and the classroom experience varied with each participant.

For Violet it happened because, while well qualified, she was deemed too inexperienced to get one of the jobs for which she applied. Others suggested that she apply for teaching jobs despite having no formal teaching qualification. In this she was successful and she taught in schools for 14 years. Becoming a teacher educator was also at the suggestion of others and happened “serendipitously”.

Pru, having experience as a classroom teacher, also became a teacher educator by chance as a result of being an IT consultant to universities transitioning to online delivery of courses. In Pru’s words, *“I hadn’t even thought about being a teacher educator. It didn’t even cross my mind what I was doing. It was just the next step up from being a teacher and I hadn’t really ever considered myself someone who could teach teachers. I didn’t think about it. I just took the job, thought it was great and I wanted to be a university lecturer.”*

Both Fred and Tom went straight into teaching - Fred with his B.Ed. and Tom with a science degree but no teaching qualification. Classroom teachers encouraged the young Fred to enter teaching, especially primary teaching, because secondary teachers *“work really hard and we do long hours, so become a primary school teacher; their job is much easier.”* Fred’s teaching career eventually included the role of school principal. After a number of years, that role took its toll on Fred’s health and he entered university to complete a science degree and, at the same time,

became a professional experience liaison tutor within what was at that time the Faculty of Education and now is the School of Teacher Education and Early Childhood. He comments *“that the beginning of the end for me was when I stepped off the bus at that first place. I stuck it out for 15 years and I enjoyed lots of it but really that's where it all started to unravel.”*

The young Tom *“wanted an adventure”* so he volunteered to work overseas. He started teaching in Samoa and discovered he really enjoyed the job. Tom, after gaining a teaching qualification, taught in a wide range of schools and deliberately aimed towards becoming a teacher educator with a solid background of classroom experience. He comments *“So I decided that when I was a teacher educator I would have lots of different experiences. I taught in cities. I taught in towns. I taught in country schools.”*

Lily started her university life after school as a law student for six months. Both her parents were school principals and against Lily becoming a teacher because they considered that she would have a more fulfilling career in the field of law. However, the law did not appeal to Lily and she changed course, eventually graduating with a B.Ed. with a specialisation in HPE and junior science. After a variety of posts in school education, Lily made a considered decision to become a teacher educator because in university she could be involved in research and study towards her Ph.D. She considered that having a doctorate would establish her as an academic basing her teaching on research as well as practice.

Understandings gained

The answers to these first two questions illustrate the different approaches the participants had to becoming a teacher educator. There was no one set of formal qualifications set as a pre-requisite to becoming a teacher educator. All involved had prior experience as a classroom teacher but that was not a necessary qualification either. This particular fact was mentioned in all five narratives with the need for having classroom experience considered a necessity so that theory and practice can be linked in a realistic way. Tom expressed this sentiment as, *“I think that we do need to be connected with classrooms.”* The literature (0) also indicates that there is no set path for becoming a teacher educator therefore the experiences as reported by the participants are in keeping with others in the field.

6.3.2 Responses to stimulus question 3 (How was the transition to academic life?)

Violet did not find the transition from classroom teaching to university difficult. From teaching guitar as a young teenager, to teaching science in a private school, teaching came naturally to Violet. The transferring of her skills to teach science within the university context was seamless. However, when transferring to teacher education, Violet did feel the lack of a formal teaching qualification and she successfully undertook the Graduate Certificate in Tertiary Education and thus acquired a formal teaching qualification. The underlying philosophy of putting students' needs first remained her focus coupled with the sense of responsibility for the "*cohorts of school students they would go on to teach*". Violet's professional journey from classroom teacher, to teacher educator was unplanned but smooth.

The opportunity to do some marking was Pru's introduction to university. At that time she thought, "*it was great and I wanted to be a university lecturer*". However, in contrast to Violet's experience, Pru commented that, "*Transitioning into academic life was 'a nightmare' especially being asked to write a new two credit course without any support or guidance on how it should look*." She found this time very scary and unsettling and considered herself to be, "*in boots that were far too big for me for a long time*." The lack of support was a major factor in Pru's difficult transition to academic life.

For Fred, the transition from classroom to university was natural because he "recognised that he was a teacher working with other teachers and educating students whom he regarded as being teachers at a specific point in their career journey". He never felt out of place in teacher education. The challenge was, and remains to be, the "lack of thought that some of the students have for you as an educator. But I think because of the teaching background the transition was a lot easier because I understood teaching and learning." This is in contrast to Pru who also had a background and broad experience and understanding of classroom teaching but who found the transition less positive. A further positive Fred discussed is the feeling of being part of a teaching team in the university. This is in contrast to the pressure he felt as school principal where total responsibility rested

on his shoulders. The easing of this pressure by stepping out of his role as school principle was a considerable aid in his transition to teacher educator.

As stated in his narrative, Tom had carefully plotted his course to being a teacher educator by gaining as much classroom teaching experience as possible in a broad range of school contexts and did not find the transition to university particularly difficult. He did find the culture in his first academic post to be quite hierarchical because only those with doctoral degrees were considered as real academics and eligible for promotion. However, now having his doctorate he feels appropriately qualified “*and by having a wide range of teaching experience*”, Tom feels confident in his role.

He does realise that “*there is more to our job than these two elements.*” The nexus between theory and practice is very important to Tom and he considers the “*involvement of teacher educators in the school system*” an ideal but with very practical difficulties. The transition to university for Tom was natural and planned. Having a father who was a university professor also helped because he grew up in a household environment in which being an academic and teaching in a university was the norm.

Lily had no significant problems in transitioning from classroom to university and she attributes this to “her selective high school in New South Wales where they were expected to be independent learners and quite capable and competent.” Her experiences in schools developing an HPE curriculum also embedded her independence as an educator. This attribute she believes has made the transition to university much easier.

Understandings gained

The transition process from school classroom to the university environment was smooth for four out of the five participants. The one participant who found the transition problematic, Pru, was the only one who did not transfer directly from school but had a variety of work experience as well as teaching before becoming a teacher educator. The literature (Kosnik, 2007; Murray & Male, 2005) contradicts this finding by considering the transition process as being problematic in most cases. Zeichner (2005), reflecting on his own experience transitioning from school to tertiary, commented that the initial process may be seamless. The issues arise,

however, when teacher educators begin to realise that there needs to be a move in practice from the school classroom to the tertiary environment.

6.3.3 Responses to stimulus question 4 (What things have impacted most on your professional life as a teacher educator?)

After 10 years as a sessional academic in one university, Violet had the opportunity to work with the Western Australian Curriculum Council to write support documents for teachers to implement changes in the science curriculum. In this role, Violet learned about the politics of working in a non-school environment and “*faced some significant ethical challenges*”. While this was a challenging and disruptive period in her professional life, the positives were a realisation that research was important to her and successful completion of a Ph.D that enabled her to engage in a fresh career as teacher educator.

Pru regards becoming a parent and grandparent as having had a powerful impact on her professional life because “*that has really deepened my sense that what we are doing is critically important for children.*”

The ability to become a more reflective practitioner has a particular impact on Fred’s professional life experience. He commented, “*I think I’ve become a far better critically reflective educator now than I ever was in the classroom.*” The second most powerful impact was the development of “*the ability to work with other educators with different ways of viewing things and seeing things.*” This realisation has led Fred to consider the role of mentoring new staff in particular. He considers that each of us should seek out a “buddy” no matter how long we have been teaching at university – “*that mentor is just someone you can go to, to talk about things and run ideas [past].*”

The impact of his time in Samoa led Tom on his journey to become a qualified teacher on his return to New Zealand. He was unimpressed by the quality of his teacher training and this has impacted on his determination to make sure that he had a wide variety of teaching experiences as a base for his role as teacher educator. Tom’s father was a physics professor and therefore the impact of growing up in an academically focused household led Tom into academia.

Lily commented that her first teaching job had a significant impact on her professional lived experience. Her reflection on this was “*My first teaching appointment, because I was on my own; I was thrown into the deep end literally.*” Having no one to work with, Lily relied on her own teacher education programme to devise the school HPE curriculum and teach in the way she thought most relevant. She stated, “*I’ve definitely been influenced by my university. I think I had really good teacher training.*”

Understandings gained

The factors that have had the deepest impact on the participants’ professional lived experience were varied. For two of them, their contrasting views of their own teacher training/education programmes have impacted on their approach to their role as teacher educator. For two others previous work roles have led them into teacher education and the realisation that this is the job for them. The fifth member of the group has been most influenced in her approach to being a teacher educator by reflecting on her family and the kind of education she would wish for them. The major influences as reflected in the participants’ narratives were related to their personal lives. Boyd and Harris (2010) commented on the influence that a workplace environment can have on how well or otherwise newly appointed teacher educators settle in their new role. The need for a good mentor to help mediate the transition from school to university teaching was commented on by the participants.

6.2.4 Extension to stimulus question 4 (Other issues which the participants noted as having impacted on their professional lived experience.)

For Pru, there was realisation that consideration is not always given to ensuring an inclusive learning environment in areas of the arts. She commented that she encourages her students to think about how activities – especially in her specialisations of dance, drama, music and media – can be adapted “*so that it can be worked on with the autistic child, with the child who doesn’t speak English? What do we do here with the child in a wheelchair?*”

Violet – a scientist – reflected that a higher degree in science is necessary to teach at university level but that such knowledge and understanding may not be appropriate for the primary classroom. The nexus between university and school

should be more visibly apparent through lecturers working alongside teachers in schools to provide staff development opportunities in specialist areas such as science.

Fred regards the willingness of students to become fully engaged in their studies as a factor that influences how he teaches. He is aware that students live very full lives “*as employees, parents, sportsmen and women, whatever, and university is almost like a hobby.*” As lecturers, we are not first on the students list of priorities but can be third or even fourth on that list. The days of students being full-time on-campus and sitting in lecture theatres or tutorial rooms is past and this has impacted on teacher educators professional lives. There is now the expectation that courses are taught online, tutorials organised in the evening to suit the time schedules of students and that lecturers are available to respond to emails and forum posts any day or time of the week.

Tom reflected that society’s regard for teachers has diminished and with it the status of teaching as a career. The impact of this on the professional lives of teacher educators was that the quality of a number of the students entering ITE courses has diminished. Young people leaving school can be enticed into a trade apprenticeship because they will earn more as a tradesperson that they would as a teacher. Tom reflected, “*So our society putting a dollar value on teachers has meant that it's kind of shuffled down the pecking order.*”

For Lily, a particular impact on her professional life is that of technology. She wonders about the viability of the traditional university campus and how that may or may not survive the digital revolution. Since courses were now taught mainly online, this means that lecturers can work at home without the need of an office in a specific building. There could be university hubs in existing office buildings where the university can hire rooms for specific purposes without the expense of maintaining traditional campus buildings that are not always used. This, Lily speculates, is and will continue to have a significant impact on the teacher educator’s professional life experience.

Understandings gained

Other issues which have impacted their professional lives were as varied as the participants themselves. Two specific influences mentioned and reflected in the literature are:

a) *technology*: the move from classroom based to digital based teaching has caused teacher educators to revise their pedagogical content knowledge to include pedagogical knowledge in the use of digital media (Koehler, Mishra & Yahya, 2007)

b) *professional status*: Tom in particular commented on the low value that society places on educators. This point is emphasised in the European Commission Thematic Working Group Report (2013) that notes teacher educators have little or no part to play in the development of national education policies. Despite this lack of involvement at policy level, teacher educators are expected to embrace all education policy directives and prepare future teachers as considered appropriate by national governments at any given time.

6.3.5 *Responses to stimulus question 5*(Q5a How have you navigated education policy changes? Q5b How have you navigated expectations regarding research outputs? Q5c How have you navigated the introduction of online only courses?)

Violet considered that the short three-year term for federal governments leads to instability in policy terms because each government wants to make its mark on education. Fiscal approaches differ between governments, meaning that long-term planning is dependent on each government honouring the financial commitments to education of its predecessor. The TEMAG report (2014) raised a number of issues for universities that provide initial teacher education (ITE), including the need to provide a quality practicum experience for the students. However, that is a problem for the universities because they have no control over who the practicum mentor teachers may be. Violet considers this policy issue good in print but almost impossible in action unless education authorities are willing to have teachers work much more closely with universities and students. Violet made no specific comments regarding expectations of research output nor online only courses. Regarding research, she commented that the biggest transition from classroom to teacher educator was through the process of obtaining a Ph.D.

For Pru, many of the policy changes have been like a “*stranglehold upon what we do as teacher educators and as teachers*”. She considers the narrowing of the focus in both school and university education by policy-makers, which has led to an overemphasis on literacy and numeracy, responsible for the number of young people dropping out of society into the “*black underworld of unemployment, drinking, drugs, violence and we are creating a new under class*”. Pru feels that schools in particular have become places devoid of enjoyment of the arts, of play and of freedom to move and have a healthy life other than “*in a trained and constrained environment where you do gymnastics or run around a sports field*”. With regard to the imperative to do research, Pru considers this a great opportunity to work with colleagues across discipline areas and the wider community. However, conflicts can arise regarding intellectual property rights that can place academics in an ethically difficult situation. Online only courses Pru regards as having become monsters. There are online only courses with 500+ students who deserve someone to care about their learning experience. A sense of connection with the students becomes lost: “*It’s not teaching, it’s managing. It’s managing large numbers*”. A particular issue is the sense that students expect a 24/7 service because of the online environment. While it is good for a much wider range of students to be able to access education, it is extremely hard for the providers to keep up the pace expected by students with disparate and very personal study schedules.

Fred is frustrated by the level of involvement and control exerted on ITE by external bodies. It is like “*the tail is wagging the dog*”. There were also internal bodies within the university that do not understand education but that “*are making decisions for us as we move forward in programs that aren’t based on anything other than convenience or control*”. Fred finds the level of conformity expected of teacher educators very difficult to navigate and, he believes, is a cause for serious concern for the future. With regard to the pressure to do research and to obtain a Ph.D, this is one aspect of the transition to university that Fred has not embraced. He is not interested in becoming a professor and instead considers a healthy work / life balance of much more importance because he believes he has the “*capacity to show leadership in other ways outside of leadership and research*”. Commenting on his new university-wide role giving support and advice on online pedagogies, he

saw this as an opportunity to build bridges between education academics and academics from other fields of expertise. Fred believed that in this way we can establish that as teacher educators we are experts in the learning and teaching area.

Tom reflected that, by the time his father retired in the early 1990s, *“neoliberalism was starting to really make its effects felt”*. In a similar way to his father, Tom ponders over the apparent sharp and vicious erosion of old, traditional values without thought for the consequences. However, he refused *“not have an optimistic outlook, and I refuse to not believe that I can make a difference and that I can be influential”*. Maturity in both life and in the profession has enabled Tom to realise that he *“can be quite influential at informal levels as well as formal levels”*, but that it takes *“a while to start to understand how you can be influential”*. Tom’s resilience was a bulwark against the stress and frustration of constant change.

Lily considered the introduction of online delivery of all ITE programmes a challenge and not necessarily appropriate nor practical. This is especially evident in her own area of expertise – Health and Physical Education (HPE). There are many aspects of HPE that you cannot replicate online, therefore Lily really enjoyed the on-campus sessions where, *“we’re having a great time in the physical environments doing physical things, and you can’t recreate that for the online students”*. Lily had no problems with the expectations regarding research outputs from academics. In fact, that was a driving force in her becoming an academic, to be able to do research and gain a Ph.D.

Understandings gained

The review into teacher education in Australia (TEMAG, 2014) was acknowledged as having a significant impact on the role of the teacher educators involved in this study. The requirement to prepare classroom ready teachers is considered to be a less than viable task because of the constraints placed on ITE programmes by accrediting bodies.

The introduction in Australia of the National Assessment Programme Language and Numeracy (NAPLAN) is regarded as being a considerable limiting factor on the breadth of the curriculum in primary schools in particular. Brennan and Clarke (2011) regard the way in which the results from these tests have been used as a measure of teacher competence and tie teachers to prepare students for the tests

rather than preparing students for the 21st century work environment. The content of ITE programmes are affected because of the need to reflect the real world classroom experience for students.

6.3.6 Responses to stimulus question 6 (What do you envisage as the role of the teacher educator in 20 years' time?)

Fred made no explicit comments on the role of teacher education in 20 years' time but he did comment on the need in the future to attract the top 30% of school leavers. It is expected by society that the best and brightest will go into medicine, the law or engineering. *“There really needs to be more done to get out into the schools and to promote a career in education as a career for the best students”*. This is a change that Fred would like to see in the coming years.

Lily did not consider that the role of teacher educators will change much, but that our working environment will change in relation to the technologies at our disposal. *“Will the expectations change? I don't think so. Maybe they'll get some more common sense about things like NAPLAN and take some pressure off teachers”*. Lily considered that the provisions of the 2014 TEMAG report, while in many ways laudable, will not be realised because: *“They've just given recommendations. Have they given any extra money, resources? Are there people like inspectors now going back out into schools and giving advice?”* Lily also commented that, by becoming a teacher educator, she suffered a twenty-five thousand dollar drop in salary and instead of 10 weeks school holidays she now has 4 weeks.

For Pru trying to envision how things will be in 20 years' time was problematic. She considered that for too many people in our society schooling is *“simply a way of keeping the kids under control and out of harm's way while their parents go to work”*. This way of thinking, she observed, is probably the biggest stumbling block to creating an appropriate education for our students in the 21st century digital world. Teacher educators should have a protected salary and career progression, and be allowed to take time out of the university to teach in schools and so have currency of practice. In this way, in 20 years' time we can have highly qualified academics with currency of experience in the classroom, thus providing a high quality ITE experience for our students.

Tom echoes some of Pru's thinking with regard to the quality of future ITE provision being reliant on encouraging high quality classroom teachers and school leaders to become teacher educators. This requires a rethink of the status of teacher educators and the salaries paid to them. He commented: "*People are not going to tolerate a drop in salary just to become teacher educators*". This comment resonated with that of Lily, who commented on her drop in both salary and holiday entitlement.

The theme of attracting high quality teachers with some management experience was evident in Violet's thinking. She commented that appropriately qualified classroom teachers would be expected to take a drop of anything from ten to twenty thousand dollars per year to become a teacher educator. The future of ITE and the role of teacher educators could be that of a tight partnership with schools, with staff from schools being associate tutors in courses and academics being able to hone their classroom teaching skills.

Understandings gained

The above comments on the role of teacher educators in 20 years' time are evidence of a strong focus on tighter partnerships between school and university and the disparity in salaries and holiday entitlement that acts as a deterrent for high quality teachers to enter academia.

The TEMAG (2014) report emphasises the expectation that tertiary teacher educators and classroom teachers would work much more closely to bridge the theory-practice hiatus. This is a highly laudable expectation but lacks the specificity of detail as to how this may work. Thus the thoughts of the participants that not much will change is supported not so much by literature but by the lack of administrative infrastructure to support the changes detailed in the report.

6.4 Similarities and differences across the narratives

In trying to extract a word picture of the teacher educators behind the narratives, I was faced with five different lives in a state of constant transition. When I began this research journey, I thought it would not be easy, but nonetheless possible, to elicit clearly an answer to my research question. The narratives reveal similarities and differences of experience and interpretation of that experience. They all

reinforce the complexity of lived experience and, therefore, the nature of the task. Nonetheless, there are five areas of common concern articulated across the narratives. These are: the way in which ITE students are recruited; the influence of government policy on the way in which the curriculum and testing is delivered in schools; the qualifications and experience of teacher educators; the need for a closer working relationship between schools and universities; and, the process of transition from teaching in school to teaching in the university. These topics are explored in depth below and reveal how the five teacher educators articulated their lived experience in these areas in particular. The stimulus questions that I used to encourage the conversations with the participants were simply that. The emergence in each of the narratives of the five themes listed above indicates that they are issues that the participants considered to of importance in their professional lives. It also indicates that the participants were not constrained by the stimulus questions and felt free to guide the conversations in the direction that they considered was proper reflection of their personal and professional experiences.

6.4.1 The way in which ITE students are recruited

All the participants commented that it be would very helpful if prospective ITE students could be interviewed prior to being accepted into the Bachelor of Education (B.Ed.) programme. In this way, it was thought, the recruitment process would have an element of assessing the student alongside their academic achievements at school. Fred commented, *“We need to have an interview process to weed out those students who look at teaching as [having] 12 weeks holiday in the year with a starting salary of around \$60,000. We have students entering the BEDU programme with depression and high anxiety because they think that teaching is an easy career with 9am to 3pm work days and plenty of holidays.”*

The implication behind this statement is that some students may consider teaching as being a low stress profession. This perception of teaching would resonate particularly with Fred who expressed vividly in his narrative the stress under which he operated from the moment he stepped off the bus to start his first teaching appointment. He expressed that as being a critical event in his professional journey commenting *“that was the beginning of the end for me was when I stepped off the bus at that first place. I stuck it out for 15 years and I enjoyed lots of it but really that's where it all started to unravel.”* That experience has meant that Fred has had

a particular focus in his role as lecturer in providing guidance to final year B.Ed. students and in the development of our university internship programme. His aim is to equip the students with inter- and intrapersonal skills to overcome the stresses of starting out in a new career. The care and concern that Fred demonstrates towards the preparation of final year students for their first teaching appointment is an expression of his professional lived experience in action.

From personal experience I can testify to the efficacy of having an interview as part of the recruitment process. During my time as Senior Lecturer at Canterbury Christ Church University (CCCU), Kent, England I was involved in such a process. All Initial Teacher Education (ITE) students were interviewed by education faculty academics. Those with exemplary school academic records were not always the first to be recruited because they demonstrated a lack of understanding of how some students may struggle with conceptualising sections of the curriculum. These students were not immediately dismissed as unsuitable but they were encouraged to spend some time volunteering as classroom assistants and re-apply the following year. A number of students followed the advice to spend some time volunteering in a school and, as a result of gaining an insight into how the pupils understood new concepts, they were successful in their applications the next academic year.

The interview process was a viable option because almost all the students were able to travel to Canterbury for interview or interview centres arranged within a few hours' drive from the university. It is less viable for academics to travel to interview centres in a country the size of Australia, but the advance of digital technologies makes it possible to conduct face-to-face interviews while based at the university. Recommendation 10 of the TEMAG report (2014) recommends: "Higher education providers select the best candidates into teaching using sophisticated approaches that ensure initial teacher education students possess the required academic skills and personal characteristics to become a successful teacher" (p. xiii). Stakeholders' views reflect this recommendation in that they consider it important that the selection criteria for prospective ITE students should include an assessment of appropriate characteristics through means "such as prior experience, interview, standardised testing, portfolios and written applications" (TEMAG, p. 13).

The University of Notre Dame, Australia is cited in the TEMAG report as one ITE provider that already follows a selection process similar to that of CCCU described above. Applicants must submit “a personal statement to provide insight into their interests, ambitions, and writing ability” and each student is “interviewed individually by an academic staff member to explore their professional suitability for teaching” (p. 14). The move towards a selection process that includes more than scrutiny of school academic achievement is one that would be supported and welcomed by the participants in the research study. The General Teaching Council for Scotland (GTCS) states that “Student teachers should only be admitted to a programme after an interview which should normally involve personnel from both the university and education authorities/schools” (GTCS, 2013, p. 3). The recommendation in the TEMAG report is not unique but reflects already standard practice in England and Scotland.

6.4.2 The influence of government policy on curriculum and assessment

The influence of government policy on education emerged as a frustration for the five participants. Each new government decides that it has to make an impact to improve the educational outcomes in our schools. When this change is enforced by political dogma rather than sound research, it is a particular annoyance.

Violet considered that the three-year term for federal governments leads to instability in policy terms because each government wants to make its mark on education. Fiscal approaches differ between governments, meaning that long-term planning is dependent on each government honouring the financial commitments to education of its predecessor. The TEMAG report (2014) raised a number of issues for universities that provided ITE, including the need to provide a quality practicum experience for the students. However, that is a problem for the universities because they have no control over who the practicum mentor teachers may be. Violet considers this policy issue good in print but almost impossible in action unless education authorities are willing to have teachers work much more closely with universities and students.

Teacher registration bodies appeared to exercise undue control over what was taught in university ITE programmes. Fred commented: “*I guess probably one thing that I am getting more and more annoyed about and antsy (annoyed) about is*

the level of involvement and control that external bodies are having in what we do in our job. We should be the experts in how best to prepare new educators for a range of contexts". The concept that teacher educators need constant supervision is an anathema to the participants. Pru reflects that in university she feels that *"teacher educators are continually limited and framed by other people's and politicians' ideas about what we should be doing to make the world a better place, which is in their idea, entirely about literacy and numeracy."*

The theme of the influence of government policy on the lives of educators, whether as classroom teachers, school leaders or teacher educators, was found in the literature that has informed this research. The three major reports into teacher education (Carter, 2015; Donaldson, 2010; TEMAG, 2014) give evidence of quite different views as to the nature and purpose of teacher preparation programmes, and reflect the political and social contexts within which they are set. Reviews into school education continue to set agendas as considered necessary by national governments. Currently, in March, 2018, in Australia there is a "Review to Achieve Educational Excellence in Australian Schools" led by David Gonski. The purpose of the review is to "build the evidence base needed to ensure the additional funding provided by the Australian Government is spent on proven initiatives that make a difference to student outcomes" (www.education.gov.au/qualityschools, n.p.). The rationale for the review refers to the TEMAG (2014) review of teacher education and suggests that the recommendations of the 2014 report will have ensured that teachers will have received a high quality teacher education programme that has "an immediate impact on student learning" (www.education.gov.au/qualityschools, n.p.). The final report and recommendations are due to be completed by the end of March 2018.

There are no current reviews into school education in England. However, there has been a major review of post-18 education announced, on 19 February 2018, that has the remit of "Driving up quality, increasing choice and ensuring value for money" (Department of Education, 2018, n.p.). The most recent review into education in Scotland was 'Education Governance: Next Steps' (2017). The review was in response to a decline in international performance tests in numeracy and literacy between 2011 and 2016. The review recognised the need for "bold but

necessary reform to Scottish education” (Swinney, 2017, p. 3). The emphasis throughout the report is on the role of people rather than on the possible budgetary demands of improving the quality of the educational experience for the students.

A review of the reports of the three initiatives (Donaldson [2010], TEMAG [2014], Carter [2015]) revealed that the governments concerned approached quality education in different ways. The tone of the reports influences how the reader interprets the underlying messages being given by the respective governments. Whether the reports are into classroom teaching or school governance, any recommendations have an impact on ITE programmes and, by default, on the work of teacher educators.

It is a requirement of ITE programmes that they meet the agenda set by government and by teacher registration bodies. This way of governing what is taught in universities is in contrast to the fundamental principles of the “Magna Charta Universitatum” (1998) which asserted that for a university, “To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power” (p. 1). The application of such a fundamental principle could be interpreted as giving universities too much freedom to teach what its academics would consider essential rather than be serving the needs of society as defined by the government of the day. For Pru, many of the policy changes have been like a “*stranglehold upon what we do as teacher educators and as teachers*”. She considers the narrowing of the focus in both school and university education by policy makers, which has led to an overemphasis on literacy and numeracy. Pru is adamant that “*What really matters is that we help children to become better people*”. She firmly asserts that while this is not mentioned in the AITSL Standards or the Australian Curriculum it is a crucial element in the development of a caring and supportive society.

6.4.3 *The qualifications and experience of teacher educators*

The narratives of the five participants revealed that all had come into teacher education with a variety of experiences and academic qualifications. The one commonality was their background in teaching. Recalling the definition of a

professional in chapter 2 (Hughes, 1959), the unique knowledge common to all the participants is that of classroom practice.

However, being a professional also implies adherence to a common set of ethical standards. Teachers registered with the Queensland College of Teachers (QCT) for example, must adhere to the Code of Ethics for Teachers in Queensland (QCT, n.d.). In Australia and in Scotland the national teacher registration bodies have clear guidelines on the accreditation of ITE programmes. In England, the Department of Education and the school inspection body, Office for Standards in Education (OFSTED), have similar programme guidelines. None of these three countries however, has guidelines as regards the qualifications or registration requirements of those who deliver these courses. In theory, therefore, teacher educators do not require to be, or eligible to be, registered teachers. This is an anomaly since all three countries have standards for qualified teacher status and two of them have teacher registration bodies.

The status of teacher educators is unclear without proper guidelines as to the qualifications and experience required to teach teachers. This raises the question of whether there is a need to have a professional registration body for teacher educators, or to ensure that they are registered or eligible for registration with an existing teacher registration body. Some university-based teacher educators can argue that they are professionals because they are registered with a teacher registration body. However, having a professional registration body for teacher educators could raise the status of all university-based teacher educators to professionals in their own right. Registration with a teacher registration body has implications for the governing body and the teacher educators. For example, the QCT requires that to maintain registration a teacher must have, within the previous five years, “practised as a teacher on a full or part-time basis for at least 100 days or attained experience the QCT recognises is equivalent to teaching at a Queensland school for at least 100 days” (QCT, n.d.). This is problematic if the context within which teacher education takes place is not within a Queensland school as defined by the Education (Queensland College of Teachers) Act 2005 (the Act):

Meaning of prescribed school

(1) Any of the following is a

"prescribed school" —

(a) a State school or non-State school;

(b) another institution or place, or part of an institution or place, at which an educational program is offered that is based on—

(i) the national curriculum developed and administered by the Australian Curriculum, Assessment and Reporting Authority under the *Australian Curriculum, Assessment and Reporting Authority Act 2008 (Cwlth)* ; or

(ii) a syllabus developed, revised or purchased for a senior subject or P–10 subject by the Queensland Curriculum and Assessment Authority under the *Education (Queensland Curriculum and Assessment Authority) Act 2014* .”

Whether a university falls within this definition is not clearly evident. At this point in time (April 2018), teacher educators in Queensland who are also fully registered teachers with the QCT, retain their full registration with a Return to Teaching Condition (RTC). This means that if a teacher educator wishes to return to classroom teaching, then mandated professional development must be undertaken. However, if a teacher educator is not a registered teacher, then registration with a professional teaching body may not be possible. The registration body may need to consider a specific category of registration that includes standards for teacher educators if ITE programme lecturers are required to be registered teachers.

Only one of the participants is not a registered teacher. Violet taught secondary science in a Western Australian school for fourteen years without a teaching qualification. There was no teacher registration body at that time and, therefore, no requirement for teachers to have a teaching qualification. Nonetheless, Violet was a successful teacher and who was promoted to Head of Science in the school. She became active in the Australasian Society for Human Biology and members of this organisation encouraged her to think about the contribution she could make to teaching in a university. This encouragement led Violet to apply for university teaching posts and she spent 1990 teaching part-time in a university. It was at this point she decided to attain a formal teaching qualification and gained the Graduate Certificate in Tertiary Education. Since then, Violet’s career has led her to

complete her Ph.D. and into teacher education with a focus on science at both primary and secondary school level. She is now a teacher education lecturer at a university in Queensland. When she moved from Western Australia to Queensland, Violet applied for registration with the QCT. She was granted provisional registration but was not able to secure sufficient teaching days to enable her to gain full registration. That registration has now lapsed. Nonetheless, she was firmly of the belief that it is important ITE lecturers have the credibility of school classroom experience to share with the students no matter that it might be some years since they have been in the school teaching environment. She expressed that sentiment as follows: *“So I believe there are a lot of changes that have occurred. I know that some of my experience that I had would be difficult to directly translate to classrooms now. Nonetheless I acknowledge that openly and freely and I think that's important. I still believe I had enough sound success as a teacher to make myself credible and feel credible as a teacher educator. I think without that I wouldn't have felt credible and I don't think then I would have done a good job.”*

Violet was passionate about teacher education and about science teaching in particular. She believes that theory and practice must be interconnected and that primary students in particular should not be constrained by either the science curriculum content nor the science knowledge and understanding of their teachers. Along with a colleague, Violet has received plaudits for work in developing an understanding of atoms with middle primary year students.

Classroom teachers are bound by having to comply with professional standards such as those defined by AITSL (in Australia) or the GTCS (as in Scotland). Teacher educators, however, are not confined by similar standards except in the USA and the Netherlands. The UK has the Higher Education Academy (<https://www.heacademy.ac.uk/>) that provides professional development opportunities for all university educators and recognition as a Fellow of the Academy on meeting certain professional standards. Fellowship of the Academy is not compulsory but it is highly regarded by university employers.

In the USA there is the Association of Teacher Educators (ATE) dedicated to the improvement of teacher education across all sectors of education (<https://www.ate1.org/>). The ATE has developed a set of standards developed by

and for the members of ATE. There are nine standards (ATE, 2018) aimed at providing support for the continuing education for all those engaged in the education of teachers. Teacher educators can join the ATE and, by providing evidence of meeting the standards, can be officially recognised as being a registered member of an official professional body of and for teacher educators. Registration with the ATE is not compulsory for teacher educators in the USA.

The Netherlands has compulsory standards and registration for teacher educators (Melief, van Rijswijk & Tigchelaar, 2012). In a similar way to the ATE Standards, the Dutch Standards were developed by and for teacher educators to establish an authentic professional basis for teacher educators (Koster & Dengerink, 2008). The standards are accepted by the teacher educators in both countries because they are considered to be entirely relevant to their work, and because they provide a professional standing for teacher educators. Koster and Dengerink (2008) indicated that the provision of standards for teacher educators is regarded positively when developed by and for the profession. In Australia, there is the Australian Teacher Education Association (ATEA) that provides a platform for teacher educators to share their research through publication in the ATEA journal and network with colleagues from other institutions (<https://atea.edu.au/membership/>). There is the potential for ATEA to have a role in setting professional standards by and for its members, thus creating a recognised professional body for teacher educators.

6.4.4 The need for a closer working relationship between schools and universities

Personal reflection: March 2018

As a primary classroom teacher I was aware of my responsibility to mentor ITE students undertaking their professional experience placement in my class. Part of this duty was to be aware of the stage the student was at in the ITE learning continuum. This meant liaising with the college lecturer working with the student. The lecturer and I would discuss the learning needs of the student and the practical skills to be developed during the placement. For this time to be effective and efficient for all involved, it was helpful to form a sound working relationship with the college staff so that full and frank conversations could be had about the student's progress or lack thereof. It also needed to be a relationship of trust in my assessment of the aptitude of the student. I was respected for my professional

knowledge and understanding of curriculum and pedagogy. Likewise, I had to trust the lecturer to be fully cognizant of the curriculum and pedagogy appropriate to the age and stage of the class.

Jordanhill College of Education, from which we welcomed ITE students, had the practice of sending out first year students for one day a week for five weeks. Anything from five to eight students would be allocated to a specific class for the five weeks. They would be accompanied by a college lecturer who would take over the class and demonstrate teaching strategies for the students. The classroom teacher was not required to be in the classroom with the students and lecturer, and was given the time to prepare resources and support other classroom teachers as the need arose. Over the five weeks, the lecturer would teach less and the students take more responsibility, working with groups of pupils rather than the whole class at this stage. This way of working took careful planning between the school and college. When I became a school manager, it became my responsibility to meet with the lecturer and agree the age group the students would work with and the topics to be covered during the weekly placement. I also met with the students to apprise them of the local context of the school, the expectations of the class teacher and generally how to behave in the staffroom and around the school environs. I still regard this as good example of school and ITE provider working together to link theory and practice. The students experienced their lecturer putting into practice the theory taught in the courses. Theory was embedded in the courses but also brought alive in practice.

These comments have links with the professional status of teacher educators as teachers recognised by registration bodies. Without registration, no one is allowed to teach in schools so the practice described above would not be possible if ITE lecturers were not considered eligible to be registered as teachers. One of the fundamental principles stated in TEMAG (2014) is that “All academic teacher education should be integrated with practice in schools so that initial teacher education becomes a fused and mutually reinforcing experience of higher education and professional learning” (p. ix). The practice described in my personal reflection exemplifies this statement. I had to be a registered teacher with the General Teaching Council of Scotland from the day I started teaching in 1970. Most of the college lecturers had been classroom teachers before becoming teacher

educators and were welcomed as colleagues into schools. For the fundamental principle quoted above to be realised, the spirit of recognising one another as teachers in our sphere would need to be encouraged. TEMAG (2014) also required that “robust evidence will be required of providers to show that their graduates have the knowledge and teaching practices needed to be classroom ready” (p. xi). Currently in Queensland, ITE providers can provide robust evidence that the courses undertaken by students include the knowledge needed for classroom readiness.

Teaching practice readiness, however, is mainly the domain of the schools that take professional placement students. ITE programmes provide the theoretical basis for classroom practice but only by putting that theory into action can students be assessed in their skills and classroom readiness. This point is well made by TEMAG by suggesting that “Provider staff roles should include school-based work for relevant staff to maintain classroom practice, support evidence-based practice in schools and ensure a better connection between teaching practice and ongoing educational research” (p. 31). Also a two-way process is suggested through the “seamless integration of the work of staff in the two settings” (p. 32). TEMAG, however, has not considered the geographical context of universities being situated in major cities. Students in Australia do not necessarily undertake their school experience close to the university at which they are studying. The integration of staff from university and school staff working with ITE students is often not possible. The logistical and financial implications for staff travel and accommodation to enable meaningful integration would make the process impractical. The concept is sound but the practice may encounter other stumbling blocks such as those already noted regarding teacher registration requirements. Another stumbling block could be the costs of such integration because of the disparity in conditions of service between the two sectors. As noted in the narratives, school-based educators transferring to teacher education in a university would suffer a financial loss of at least \$10,000 per annum and loss of about 6 weeks leave entitlement. Serious consideration needs to be given to this disparity if the recommendations of TEMAG are to be implemented. This is a possible example of government policy and its implementation causing a hiatus in reality.

The Donaldson Report (2010) strongly supports the need for education authorities, schools and universities to work closely together to provide a cohesive ITE experience for student teachers:

Schools should nominate themselves to be selected to participate in teacher education on the basis of the quality of the experience they will provide. Current experiments involving a more intensive relationship between a university and identified schools, analogous to teaching hospitals, should be pursued as possible models of practice more generally. Joint appointments between schools and universities, for example, would provide a very tangible form of partnership as a practical expression of the theory/practice relationship. The creation of a network of such ‘hub school’ partnerships across all authorities and also involving national agencies would enable much more direct engagement of university staff in school practice, with research as an integral part of this strengthened partnership rather than as something which sits apart. (pp. 7-8)

I consider the way that the process worked with Jordanhill College of Education to be good practice and this concept could prove to be a superior model of working in tandem to provide a holistic learning experience for ITE students. School teachers and university ITE lecturers could also benefit by learning from each other and building research partnerships that provide strong evidence-based practices for both learning and teaching contexts.

The role of university based teacher educators in ITT (Initial Teacher Training) programmes in England is ambiguous. The Carter Report (2015) places emphasis on a school-led system for ITT, commenting:

In a school-led system, schools must be at the very heart of ITT and play a leading role in course design and delivery. It is important that schools that choose to work with a university make this decision based upon the genuinely recognised potential that pooling expertise and experience brings. (p. 13)

ITT post-graduate courses are regarded, in the report, as secondary to pre-service teachers gaining Qualified Teacher Status (QTS) through the school-based system,

and the report comments that “While many schools actively choose to work with a university to award a PGCE, some feel compelled to do so to reflect trainee demand” (p. 13). The university route to QTS is tolerated rather than being regarded as preferable by the schools. Recommendation 14 of the Carter report (2015) makes this explicit:

Building on the development of school-led ITT, DfE should work in collaboration with those involved in ITT to consider the way in which teachers qualify, with a view to strengthening what has become a complex and sometimes confusing system. We would like applicants to understand that QTS is the essential component of ITT and that a PGCE is an optional academic qualification. (pp. 13-14)

The two comments from the Carter report cited above indicate an ambivalent attitude to university based teacher education in England. The placing of academic qualifications as optional is in direct contrast to the spirit of the TEMAG and Donaldson reports. The Carter report demotes the philosophical and theoretical underpinning of education and leads towards the apprentice-training model advocated by Gove (2010).

The qualifications and experience gained by university based teacher educators is considerable. The evidence for this is found in the narratives of the participants. The richness of the five texts provides a cornucopia of insights into the professional lived experience of each participant. All five lecturers share having academic qualifications at the highest level and a wealth of life and teaching experience that they are using to provide ITE programmes and courses for the next generation of classroom teachers. Neglecting the role that teacher educators play in developing highly qualified teachers would be to the detriment of the profession and the learning and teaching experiences of school students in particular.

Lily regards a close working relationship between schools and university as essential. Her area of expertise is Health and Physical Education (HPE). She comments that the most highly regarded experts in HPE and who are invited to form policy, write curricula and speak on the subject have never taught. This is seen as a problem because Lily contends that “*You have to understand the difference between teaching and coaching first of all to be able to be a good health and physical education teacher and one of the things that health and physical*

education teachers get wrong is that they confuse the two things and they think that their HPE classes are like a coaching session and that doesn't account for the diverse student population that they have to deal with in classes, which is very different from the population of people who come to become coached in a specific sport that they have chosen to be involved in." One way to overcome this problem, Lily suggested, was to have teachers with currency of experience sharing the delivery of university-based HPE courses. In this way, the university lecturer and the practising teacher would work together to provide a holistic learning experience for the students. They would be able to see how theory and practice work together to create a pedagogically sound learning and teaching environment. This aspect of Lily's lived professional experience was lived out in the way in which she worked with teachers and schools to provide an all-round HPE programme for her ITE students.

6.3.5 The process of transition to university teaching

The narratives reveal that only one of the five the participants experienced a real dilemma in transitioning into teacher education. I find this revelation quite surprising. Pru expresses anxieties similar to my own experience of feeling that I had to fill "*boots that were far too big for me for a long time.*" Pru had been working on course design for her previous employer and considered that she would have completely floundered without that experience to fall back on. My own experience was similar but different. Similar in that I had considerable experience in course design and lesson planning and I was introduced to university life by being asked to mark first year assignments on a topic very familiar to me – lesson planning. Very different in that the support I was given made me feel very secure in what was a completely new environment. I was new to the country, having moved from Scotland just six months prior to my first encounter with the Australian university and education systems. I was fortunate in having two excellent mentors who guided me through the morass of administration and marking requirements. One of my mentors was a fellow Scot who was able to understand my assumptions about the curriculum content and classroom practice and how these assumptions were forced to change in the light of experience in a different context. Pru was not so fortunate in that she was expected to write coursework and a handbook without the benefit of mentor support. Both of us

experienced the sense of being de-skilled and discovering that our knowledge and understanding of how education worked required revising.

Tom was the one participant who articulated that he deliberately framed his teaching experience with the long-term objective of becoming a teacher educator. In his narrative, Tom expressed disappointment with the quality of teacher training he received. This was a major motivation in his decision to become a teacher educator. The transition to university teaching was after fifteen years as classroom teacher was comparatively smooth for Tom. The reason for this he attributes to the fact that he grew up in a household with a father who was a physics professor and the academic life permeated the home environment. Being an academic and a researcher was not an unknown environment for Tom. He embraced the academic life and quickly gained his Ph.D. thereby cementing his credibility in the academic world. However, he had no illusions about the exclusivity of the academic environment, especially in an area such as ITE. Tom regretted the way in which newly appointed ITE lecturers can be treated in universities. He commented: *“There is a problem. How do we get talented people to make the crossover? We've got colleagues here who have been principals and yet they're just treated like they're quite lowly academics because they're still finishing their doctorate. That's ridiculous.”* Tom's final comment in his narrative reveals him as someone who considers excellence in teaching more important than the number and status of publications produced. He has gained a promotion but he felt it was because of his publications record that he described as a *“kind of university totem pole”* not for his teaching ability or his work in supporting students and that made him sad.

Murray and Male (2005) researched seven departments across both new and older universities and concluded that there is a definite need to support those transitioning to teaching in university whether the new lecturer has considerable teaching experience in other contexts or not. Courses on teaching in higher education, mentoring and awareness-raising of the link between research and teaching at university level (Murray & Male, 2005) should be a core element of a teacher educator's professional development.

Reporting on a self-study, Young and Erickson (2011) commented that they were caused to reflect on their professional identities as teachers while working with

staff members on a school-based project in a primary school. Both researchers had spent a number of years as classroom teachers before becoming teacher educators and they thought that their knowledge of the school system would be evident in their approach to the project. However, they realised that the classroom teachers regarded them as “outsiders” (p. 122) who were not familiar with the norms of practice or language used in the school domain. Both researchers still considered themselves as teachers no matter what age their students happened to be.

This sense of being a teacher and applying the same professional knowledge and skills to the teacher education context was evident in all five narratives. The dissonance that Pru experienced was not about the actual teaching but was related to preparing a university course and handbook without the relevant knowledge and understanding of the academic level at which it should be set nor the format expected by the education faculty. Tom expressed his sense of the hierarchical nature of his first university but he also felt comfortable about his teaching ability. The problem was administrative and related to the underlying culture of the university. Fred had no issues with transferring his teaching skills into the university context. He felt very comfortable in the environment and confident that he had sound school based experience to share with future teachers. Fred’s issue was with the expectation that he would undertake and complete doctoral studies. The link between research and teaching at university level (Murray & Male, 2005) was not the problem. Fred is a professional and knows that he has to keep up-to-date with developments in his teaching area. Obtaining a doctoral degree, however, he decided was not important to him even if it meant being unable to climb the promotion ladder. Violet first came into university teaching without her doctorate secured and no formal teaching qualification. Teaching for her was natural but she did feel the need to gain a formal post-graduate diploma in higher education. After realising that university teaching was going to be her future career, Violet undertook her doctoral studies to enable her to secure a permanent position. Finally, Lily entered university teaching with the express purpose of engaging in research and gaining her doctorate. As with the other four participants, face-to-face teaching was straightforward but the move towards all online courses is a major problem in her area of expertise, Health and Physical Education.

The comments above illustrate that transitioning from school to university teaching is not considered as being problematic but the surrounding issues regarding processes and research expectations require considerable adaptations to their existing professional practice. Case study research by Boyd and Harris (2010) supports the above. The participants in their research considered that workload pressure and time management were commonly recognised issues. Learning about the organisational structures and administrative procedures was recognised as being more challenging than gaining subject knowledge (Boyd & Harris, 2010). Is there a need for a short lead-in period prior to being allocated full-time teaching commitments for newly appointed teacher educators to allow them to learn about organisational structures and to absorb the ways of working within the university?

Research conducted by Murray and Male (2005) found evidence that teacher educators took between two and three years to establish themselves in academic life. Two key challenges were identified: developing a pedagogy appropriate for university aged students; and becoming research active. The authors expressed the need for recognising that teachers educating prospective teachers are engaged in “second order” (p. 2) teaching that is teaching applying the knowledge and understanding from first order teaching, in school classrooms, and combining this with the academic component of university based education. The first of the challenges identified above did not appear as an issue for the five participants, who commented that they transferred already developed teaching knowledge and skills to the university context. However, the research by Murray and Male (2005) revealed that, although sometimes reluctantly, novice teacher educators who undertook post graduate courses in higher education teaching acknowledged significant benefits. Those benefits included “scholarship and research activity” (p. 15) as well as “enhancement of learning and teaching” (p. 15) and “assessment in higher education” (p. 5). Undertaking a post graduate course in higher education teaching proved beneficial to the new lecturers in transitioning from classroom teachers to research engaged academics (Murray & Male, 2005). Such a course may have benefited Fred for whom becoming research active proved a particular challenge. Fred was very comfortable teaching but, despite attempting to settle into doctoral studies, he felt that this was not for him and is applying his considerable

online teaching skills by mentoring colleagues across the university in developing their own skills.

These comments reveal a particular issue for teachers in transitioning from the classroom to the university context. Boyd and Harris (2010) concluded from their case study research that there is a need to review the induction process and workplace learning of newly appointed lecturers in professional areas such as education. This is in part borne out in the narratives in my research with particular regard to learning about the workplace environment. None of the participants recognised a need for specific professional development regarding teaching at university level. They all assumed that their experience as classroom teachers was transferable to the ITE context. Does this imply that they have not moved from first to second order teaching as identified by Murray and Male (2005)? This is a question that cannot be answered within the scope of this research because it has arisen out of the discussion of the topics raised in the narratives but not mentioned in the narratives. I believe that it is an important question that relates to how teacher educators, especially those from a classroom background, place themselves within the university learning and teaching context. It is worthy of future follow-up research to this study.

The process for teachers of transitioning from classroom teaching to university teacher education was not recognised as troublesome for four out of the five participants. All five found that the actual process of teaching was straightforward because they could apply and adapt the pedagogical skills and knowledge that they had garnered over their time as classroom teachers. The issues that were detriments to the transition were the administration systems and research expectations. Pru did not enter university teaching straight from classroom teaching. Despite having experience in classroom teaching, other professional opportunities out of the classroom context had provided her with the freedom to develop creative learning and teaching resources without the constraints required by school or university curricula. Pru found that she could draw on her previous teaching experience to deliver courses but that designing those courses within the specific requirements of the university was very difficult without being given proper guidance. The research by Murray and Male (2005) and Boyd and Harris (2010) would indicate that a formal transition process, including professional development course work on

teaching in a university context, results in quality learning and teaching for the students.

6.5 Summary

This chapter has explored the narratives of the participants through the eyes of the researcher. Connections have been made across and between the narratives to elicit common themes arising through the narratives. The themes that emerged reflect the findings in the major studies by Donaldson (2010), TEMAG (2014) and Carter (2015): the way in which ITE students are recruited; the qualifications and experience of teacher educators; the influence of government policy on curriculum and assessment; the need for a closer working relationship between schools and universities; the process of transition to university teaching. The reports commented on and made recommendations regarding each of these five themes thus strengthening the currency and appropriateness of what the participants articulated regarding education policy and practice. Links have been made to relevant literature, the conceptual framework and the making meaning chapter, Chapter 5, to set the discussion within the context of the research as a whole. The synthesis of the responses to the six guiding questions leads into the setting of recommendations in the next chapter. The commentary on the application of the conceptual framework highlights the contribution that this makes to the evolving practice of NI.

The next chapter summarises the research the findings from this study, presents recommendations for practice, and concludes with recommendations for future research.

Chapter 7: Conclusion

7.1 Introduction

This study emanated from the need, perceived by the researcher, to explore the professional lived experience of teacher educators, particularly in relation to their thoughts and concerns regarding current and future education policy and practice. The ‘why’ this issue is important, is answered in Chapter 1 where the reviews of teacher education (Donaldson, 2010; TEMAG, 2014; Carter 2015) were introduced and the research question detailed. Chapter 2 provided an elaboration of the literature informing the study. The influence of the socio-cultural and political context of education, teacher identity and teacher educator identity was examined through the literature pertaining to each of these areas. The research design was described in detail in Chapter 3. NI as both methodology and method was justified through the literature surrounding the development and practice of this field of research. The work of Clandinin (2013; Clandinin & Connelly, 2000; Clandinin, Caine, Lessard & Huber, 2016; Clandinin & Rosiek, 2007; Connelly & Clandinin, 1990, 2006) was given particular prominence as a prominent academic who has developed the philosophical basis for NI and its practical application in the field. Chapter 4 set out the conceptual framework through which the narratives of the participants were constructed. The three-dimensional commonplaces of NI (Clandinin & Rosiek, 2007) were used as the basis for the conceptual framework. Each of the commonplaces (temporality, sociality and place) was envisioned as a river flowing to a confluence that provided a generative space for future action. The final, polished narratives of the participants were presented in Chapter 5. The five narratives were viewed through the lens of the conceptual framework and were about making meaning of the narratives for the participants. This was an essential element of the research because the participants and I had been engaged in a relational methodology and method that brought to the surface critical life events. The process exposed memories and evoked mixed emotions that needed care and attentive listening by the researcher. The reflections on the process provided positive feedback by the participants. Chapter 6 was about making meaning from the narratives by the researcher. I elicited each participant’s response to the guiding questions and from those responses five common themes emerged. Those themes were the recruitment of ITE students; the influence of government policy on

education; the qualifications and experience of teacher educators; the working relationship between schools and universities; and, the transition process for teachers into teacher education. Each of these themes was examined in detail and led towards the recommendations made in this chapter.

7.2 The application of the conceptual framework

The conceptual framework was designed to provide a context for the participants to understand the ways in which past, present and future create a synchronicity in individual lived experience. Clandinin and Rosiek's (2007) commonplaces of NI – temporality, sociality and place – were used as the basis for that framework. I have used each commonplace as a river flowing towards a confluence of all three that I designated as the generative space. This space represents the point at which the synchronicity of the commonplaces provides a momentum for future life events. The concept of examining past experiences to give some insight into our current circumstances was also developed by Grumet (1981) and Goodson (1995).

Csikszentmihalyi (2002) proposed that, by carefully examining what is happening, we can achieve a state of contentment and happiness in our lives when we take control of any situation in which we find ourselves. He considered that our careful examination of what is happening can enable us to take control of our circumstances, and turn what could be a negative event into something positive from which we can learn to adapt to new or different circumstances. That is to say, our life experiences become meaningful through the process of reflection and telling.

Lived experience, according to Dilthey (1985), is what happens in our everyday lives and that becomes objective only through reflection. The experience dwells in our sub-consciousness and comes to the fore when prompted by a similar experience or deliberate reflection on past events. The telling of life stories can be awkward or difficult. However, as Clandinin and Connelly (2000) noted, "...the retelling of stories [that] allow for growth and change" (p. 71) can be a positive influence on a person's life path. This research sought out these stories from teacher educators and examined their impact on the professional lived experience of the participants.

Grumet commented that the experience of bringing memory forward also involves asking why certain stories are significant and likened the process to an archaeological excavation. Care needs to be taken to ensure that the attributes assigned to the unearthed memories are not tempered by a romanticised version of historical facts. Goodson (1995) considered that a personal story can provide a platform from which to explore how the social and political environment has an influence on the way in which our lives unfold. For this researcher, the concept of the “social” subsumes ideas of the political, cultural, ethnic and spiritual influences that form our social beings.

The researcher needed to utilise strategies to assist the participants in their recall of actual events. The strategies involved gentle repetition of the guiding questions to elicit clarity in the recollections of the participants. The way in which researcher and participants worked together was through the relational nature of building the narratives. The relational ethics (Clandinin, Caine, Lessard, & Huber, 2016) that is the bedrock of the researcher’s way of working in NI establishes the essential elements of care and attention to detail required.

In the process of reviewing and making meaning of the narratives, as detailed in Chapter 5, the participants began to understand how the three rivers came together at critical points in their lived experience. The critical points emerged through the participants recognising how key events led to a moving forward professionally. These critical points were not always remembered as being pleasant or comfortable experiences. For example, Fred’s narrative revealed critical points brought on by the stress of specific roles in his professional lived experience. However, reflecting on the process, Fred emailed me, “Thank you for letting me share my story. Rereading it makes me feel as though I can let some of that go now” (2016). When I first read this email from Fred, I was delighted that he had found the process of real value in his professional journey. A second, and subsequent, reading has reinforced in me the great privilege and responsibility that narrative inquirers have. Participants engage in a journey of exploration and understanding of their lived experience and come face-to-face with events that are perhaps long forgotten but that, on reflection, can be revealed as critical incidents.

The process of identifying critical incidents and how they have generated a move forward in the lived experience of the participants proved to be revelatory. Personal comments to me by the participants included that “*Seeing the whole up to that particular point in time brought the realisation that life is a journey with unexpected detours leading to surprising destinations*”.

The Ripple Effect graphic used in Chapter 5 illustrated that events have a perpetual influence on lived experience. From the first pebble dropped into the confluence of the commonplace rivers, future events emerge. For example, Violet’s first pebble was moving with her family from England to live in Perth, Western Australia. This move led to Violet being always ahead of her age group in her schooling and university career. The ongoing effects were documented and illustrated in her narrative in Chapter 5. For each participant his or her lived experience was seen through the prism of the three-dimensional narrative inquiry space at a specific point in this or her temporal journey. Freeman (2010) referred to:

Remembered events, filtered, through the prism of my present world – I am both interpreting and creating, finding and making, at the same time: I discover a possible relationship between remembered events through imagining the possibility, and in so doing I refashion my past. (p. 63)

The above extract from Freeman (2010) summarises the process through which the participants and myself have begun to make meaning of their narratives of lived experience. The journey is not just about creating research texts to be analysed but is also about enabling the participants to make meaning of their own lived experience as well as eliciting a sense of what teacher educators have to say about their professional lives.

The application of the conceptual framework has been found to be useful to the five participants in this research. The addition of the ripple effect graphics helped participants and me to understand more fully the continuum of lived experiences. I regard this as my contribution to the continuing development in the practice of NI research. It depicts one way of representing the “stream of experience that generates new relations that then becomes part of future experience” (Clandinin & Rosiek, 2007, p. 41). The temporal nature of life and experiences engenders the

ripples spreading out across the river of life and interconnecting past, present and future.

7.3 Why this study is important

Having completed all the research, co-composed the narratives and taken time to make sense of what they tell us, the question, “What's it all about, Alfie? Is it just for the moment we live? What's it all about when you sort it out, Alfie?”

(Bacharach & David, 1996, n.p.) is in need of an answer. Why bother? Why are teacher educators worth studying or listening to?

Chapters 1 and 2 begin to answer those questions. The literature and social comment referenced in the early chapters established the importance of school education to a nation's current and future economic well-being. It was also established that the classroom teacher is the major influence on a student's academic attainment and achievement. The importance of the role of a teacher educator is therefore established because he or she is the person responsible for shaping the professional persona of the classroom teacher.

What emerged from the narratives was that there is no one entity that was the “teacher educator”. In diverse and multiple ways, they brought own life experience, as well as their professional experience, to inform and shape who they were as teacher educators. One label does not fit all. The perception of what that label says to the onlooker is an important element in how the teacher educator sees him or herself. The saying, “If you meet one person with autism, then you've met one person with autism” (Silberman, 2015, p. 260) applies equally to teacher educators. Not all teacher educators are the same. They have differences in qualifications and lived professional experience.

The status of teacher educators both in the university and in schools is questionable. The narratives revealed the need for academic status to be established through gaining a doctorate and by having a recognised publications record. In schools, teacher educators are regarded as being remote from the classroom and expounding theory that has little or no practical value. Lily made this point with her comments that teachers “*ask what do they know? We're the pedagogues, they're up there in that university doing research and they're not experiencing teaching. So how can they tell us how to do our job?*”

The sense of being undervalued was evident in the narratives. The comments made about the disparity in pay levels in particular demonstrated that despite basic lecturers requiring to have a doctoral qualification, their salary was well below that of an experienced classroom teacher with a bachelor degree.

The incongruities that emerged between government policy informed by the TEMAG report and the actuality of how these appear in practice were considerable. One such incongruity was the requirement for ITE providers and schools to work together much more closely. The concept of the interchangeability of staff was agreed by all the participants as being sound. But what does this mean in practice? As previously highlighted the disparities in conditions of service was an issue. Classroom teachers partnering ITE lecturers in teaching within the university would allow for the direct integration of theory and practice in course work. However, the freedom of ITE lecturers to work in the school classroom was more problematic because of teacher registration issues. The current Australia wide review into teacher registration should include recognition of the equivalence of teaching in an ITE programme and teaching in a school classroom. Lecturers could then be able to work with ITE students in the classroom in the way that I described that Jordanhill College staff members did. Lecturers being able to demonstrate their knowledge and understanding of the school classroom teaching environment would close the gap between school and university. Similarly, school staff members teaching in the university context would help to engender a mutual respect and understanding of the essential role that each plays in the ITE process. Both parties are taking part in the teacher education process and, therefore, are teacher educators. Such an arrangement would benefit Violet who, despite her qualifications and breadth of teaching experience, was not deemed suitable for QCT full registration.

The importance of this study rests in the realisation that teacher educators are highly qualified and motivated educators. The reports cited in this study all point to the crucial role that classroom teachers play in the lives of the nation's children and young people. What is not readily recognised is the importance of the role that the teacher educator plays in the development and education of the classroom teachers.

There is no one narrative that reveals the teacher educator. The participants in this study told of their professional lived experience in their own ways. They were five individuals who all happened to be engaged in the same endeavour in the same university at the same point in time. Their narratives revealed that they were real people affected by the vagaries of their personal circumstances. They expressed their professional lived experience through the differing lenses of their individual personal and professional experiences and revealed how they have adapted, exploited and turned challenges into opportunities.

Each one had a breadth and depth of experience in education that requires to be recognised. The collective knowledge, skills and wisdom evident in their narratives should be valued by education policy makers rather than ignored. By doing this, the status and personal efficacy of the teacher educators would be enhanced. Through that, the boost to morale and the feeling of ownership of what is required to be taught in ITE courses would engender the richness of the professional experience of the teacher educators to be evident in their teaching.

7.4 Contributions to knowledge

The voices of experience of five teacher educators have provided insights into the thoughts and concerns about current and future education policy and practice. Employing NI as both methodology and method has encouraged the hitherto silent teacher educators' voices to become vocalised. They have revealed the secret world of their own paradigms regarding practice in ITT, and they have challenged the sacred ground of policy that governs what the expectations of them as teacher educators are.

7.4.1 Methodology and method

Chapter 3 set out the research design and established NI as the appropriate methodology and method for this study. The relational philosophy underpinning NI and the fact that we were all teacher educators and colleagues meant that we were able to explore the topic of the study freely, respectfully and empathetically. Through a process of the researcher working in tandem with each participant, we co-constructed the narratives of experience. The review and editing process of each narrative led to the participants identifying critical events in their lives and professional experience. The commonplaces of NI – sociality, temporality and

place – provided the framework within which to consider the narratives. Chapter 4 set out the conceptual framework of the commonplaces being rivers that flow to a confluence within which each commonplace combines with the other two commonplaces to reveal the essence of the critical incidents that had been identified. This was taken one step further with the consideration of the confluence as a generative space from which emanated next steps on the life experience journey of each participant. A number of generative spaces were identified for each participant, and these were illustrated throughout the individual narratives in Chapter 5. The ripple effect of the events identified in each generative space illustrated the way in which life and professional experiences were not singular events but instead led cumulatively to the specific point at which the participants found themselves at that stage in their lives and professional journeys. Each participant found this aspect of the process particularly revealing and caused each one to understand him or herself in a new way. The generative space and the ripple effect proved beneficial to the participants and gave an added dimension to NI as methodology and method.

7.4.2 Policy and practice

The process of articulating their lived professional experience through NI enabled the participants to reflect on current and future education policy and practice. As was detailed in Chapter 6, five common themes emerged through the narratives. The themes were all related to policy and practice, and they were elaborated through discussion of the issues in Chapter 6. The issues covered: the recruitment of ITT students; the influence of government control on curricula and assessment; the qualifications and experience that should be expected of teacher educators; the need for a closer partnership between ITE provider and schools; and the process of transition into teaching in a university. The challenging of the sacred policy dogmas was revealing in so far as they were issues raised within the political context with reference to ITT but without the voices of experiences being heard. Lessons were learned regarding the five themes from Australian and international literature and led to the formulation of the five recommendations to be found in this chapter.

7.5 Recommendations arising from the study

The recommendations arising from this study are drawn from the discussion of the five themes that emerged from the narratives of the participants. They apply specifically to the Australian teacher education context though they may have resonance with and be considered appropriate for application in other contexts.

7.5.1 Recommendation 1: *The way in which ITE students are recruited:*

The recruitment of ITE students should follow the process established in Scotland and recommended in the TEMAG (2014) report and require candidates to undergo an interview process to ascertain their suitability for teaching. The interview process would establish the reasons for candidates wishing to enter the profession as well as any experience in working or volunteering in a school or a similar environment.

7.5.2 Recommendation 2: *The influence of government policy on the curriculum and assessment*

The influence of government policy on the curriculum and the ways in which students' progress is assessed should be lessened. The advice given by HM Chief Inspector of Education, (Education Scotland, 2016) should be seriously considered: "There is currently too much support material and guidance for practitioners. This is contributing to the growth of over-bureaucratic approaches to planning and assessment in many schools and classrooms across the country" (p. 1). The rigidity in teaching content and practice that tight control exerts over what is taught and how, engenders a classroom environment that is not necessarily sufficiently flexible to meet individual student learning needs.

7.5.3 Recommendation 3: *The qualifications and experience of teacher educators*

There should be clear guidance for the qualifications and experience necessary for teacher educators. All five participants articulated the need for teacher educators to have school teaching experience. It is recommended that there be established a national registration and regulatory body for teacher educators. This body should set the standards and recommended qualifications and experience required by teacher educators and should be governed by teacher educators for teacher educators in a similar way to that of the ATE (2018) in the USA and the Dutch

Standards as described by Koster and Dengerink (2008). Such a body would establish teacher educators as a professional body in their own right and raise their status as professionals within the university context.

7.5.4 Recommendation 4: The need for a closer working relationship between schools and universities

All five participants articulated that the need for closer working relationships between university ITE providers and schools was essential. The advice contained in the TEMAG (2014) report with regard to this issue should be followed with either federal and/or state/territory government budgets set to provide full costings for the initiative and the resolution of workload issues. The advice included the following:

- Close working relationships between schools and ITE providers “can produce mutually beneficial outcomes and facilitate a close connection between teaching practice and initial teacher education” (TEMAG, 2014, p. 32).
- University teacher educators should be able to include school-based work to maintain currency of classroom practice and to demonstrate the nexus of theory and practice (p. 32).
- Following the example of the University of Canberra, high-performing teachers should have the opportunity to work as practice specialists within university-based ITE programmes.

7.5.5 Recommendation 5: The process of transition to university teaching

Although this was not considered a serious issue for four out of the five participants, they all articulated the need for a carefully planned induction process for newly appointed teacher educators. The European Commission Thematic Working Group (2013) advised that an induction programme should consider the qualifications and experience of newly appointed teacher educators and include highlighting the aspects of being second-order teachers and teaching in higher education.

The recommendation is that a formal induction process is developed for newly qualified teacher educators and that this process should include professional development leading to a qualification in teaching in higher education.

7.6 Recommendations for future research

Although this study has concluded, it is not an end in itself but rather the beginning of a continuing research journey. The first future research recommendation is to conduct a follow-up study with the five participants in this study. The purpose of the follow-up study would be to ascertain whether involvement in this study has led to a deeper understanding for them as to how they are able to exploit their personal understandings, as articulated in their narratives, to take informed decisions about the next steps in their professional life's journey. The overarching question would be: "How has your involvement in the first study led you to a deeper understanding of yourself as a professional and your professional life's journey?"

A second research recommendation would be to work with colleagues in the area of international students. The conceptual framework could be applied to learning about the lived experience of those students and by sharing develop a deeper understanding of the multiplicity of cultures of our student and staff community. The overarching question would be: "Who are we as a university community and what can we learn from one another through the articulation of our lived experiences?"

Other applications of the conceptual framework would be for those working with either adults or young people who have experienced trauma. The process of reflecting on how past events have influenced the present and could provide a way of envisioning a positive future in which the trauma is recognised but not controlling a person's life.

7.7 The final "so what?"

All that has gone before this is about one of the oldest and most important professions in the world – that of the teacher and the teachers of teachers. The governance of teaching and teacher educators has been well explored and eloquently articulated by the five participants through the narratives of their professional lived experience. The role of the university in teacher education has been questioned and found to be a vital partner in the learning journey of teachers that provides a sound theoretical and practical basis to the professional status of

teachers. For all involved in education a fundamental principle of the Magna Charta Universitatum (1988) is of importance:

“A university is the trustee of the Humanist tradition: its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other” (p. 1).

Without the learning and teaching within a university being able to transcend geographical and political boundaries, we continue to perpetuate division and mistrust across communities and cultures. Transcending those boundaries is the true basis for all education and gives enduring and profound meaning to our roles as educators. Through the articulation by the participants of their thoughts and concerns about current and future education policy and practice, there comes a realisation that, as academics, teacher educators are being forced to follow the dictates of government policy rather than being able to transcend the vagaries of specific ideologies.

The Epilogue is a re-presentation of 'My Story' because it demonstrates my personal learning journey as a narrative inquirer.

Epilogue

The new decade was now 3 months old and a lot quieter than its predecessor. The rattle of air defence guns and the swish of the spotlights were gone. Charlotte More was uncertain what she felt. Her tenement building at 24 Adelphi Street, Glasgow, had withstood Hitler's best efforts to bring the Clyde shipyards to a halt. Plenty of damage in the old city but the shipyards and her home had welcomed in the 1950s still standing. The night was a normal cold, March night with the temperature about 20° F (-7°C). A whimpering noise disturbed her thoughts. What was that? In general, the stair was quiet. Good people round here glad to have a home out of the cold.

The whimpering almost sounded like a cat in distress – better check, Charlotte decided. Quietly opening her front door, the noise was clearly coming from what she believed to be an empty pram sitting on the stair head. Maybe a kitten had found a cosy place to sleep but is now hungry and doesn't know where to go for food. Charlotte softly approached the pram and peaked in. To her astonishment, it was no kitten she found, but a very small human bundle. An infant whimpering with cold, hunger and loneliness.

Charlotte gathered the child up and held her close to share some warmth with the chilled infant. The wee thing was freezing. How long had she been there with nothing to keep her warm? When had she last had any sustenance? The tiny tot was turning blue with the cold. Much longer and she may not have survived. But survived she had, and now needed lots of care. What to do? A quick word with her immediate neighbours gave no answers as to where the child had come from or how long she'd been there. Charlotte had no option but to contact the police and let them take over.

A spare blanket was wrapped round the infant to stop her getting any colder. At least there wasn't the fierce biting March wind blowing up the stairwell that night. The air was still but freezing cold. Swaddled in the blanket, the baby began to get a

bit warmer. Soon, Policewoman Jean Blair arrived and relieved Mrs More of her temporary charge. The baby would be taken to a Corporation Home where she would be checked over by a doctor and taken care of.

This is the first record of my entry to the world. In the hands of the police at a very early age! The above is my fictionalised version of events but the essential facts are correct – including the the temperature that night! My time in Castlemilk Children’s Home was relatively short. About 1 year, I think, of which I remember absolutely nothing. However, there must be a deep seated memory which is unobtainable to me. I



Figure E.1. In the hands of the police

have a physiological reaction to hearing a child scream. Not just annoyance – a deep seated reaction. Also, I bear hidden physical scars in the form of scarred eardrums and throughout my life, my ears have given me repeated problems such as perforated eardrums, especially the left one. Importantly, I now recognise these events as the first step in my professional journey.

Clandinin (2013; Clandinin & Connelly, 2000; Clandinin, Caine, Lessard & Huber, 2016; Clandinin & Rosiek, 2007; Connelly & Clandinin, 1990, 2006)) infuses her writing with reminders that Narrative Inquiry (NI) researchers are engaged in a relational methodology. She also asserted (2013) that as researchers use NI they are engaging in exploring the phenomena that is NI. The phenomenon is one which permeates the mind and life of the researcher as well as the participants. At the outset of this thesis, I acknowledged in the Prologue my need to write my own narrative of lived experience to understand in depth what I would be asking my participants to do. My own narrative focused on my personal rather than professional life story. This happened serendipitously because it was not my intention when I started. The narrative wrote itself because I seemed to have little cerebral input to the content. It simply flowed out of my fingers. I became the conduit of a narrative that was waiting to be told. Throughout my life I had never taken the time to reflect on the multiple circumstances that had led me to where I am today. What I now recognise as an early series of critical events abound: abandoned on a doorstep; time in a children’s home; adopted into a loving and caring family with a father who adored me and I him; the death of my adopted

mother when I was nine-years old; the re-marriage of my father when I was ten-years old; my father dying when I was twelve years old. There are other critical events throughout the rest of my life but I have listed these early events as defining who I am today. All of these critical events happening within the first twelve years have impacted on my life in ways which I have not acknowledged to anyone before now – not even myself. In the process of conducting the research, I have learned how using the three-dimensional narrative inquiry space reaches inside the author and reveals the past and present as generators of the future. I have grown as a researcher both in working within NI paradigm with others and with myself. My place in the research journey has moved from researcher to researcher-participant as I shared insights throughout the thesis and further developed my own narrative. The critical events listed above I can now place within the temporality of my own life experience. My life I describe as being ‘a life of differences’ that became evident as I wrote a more insightful version of my narrative. The opening paragraph to this chapter is part of that new narrative, the remainder follows here:

Peter Findlay repeatedly told me that I was chosen because of my big brown eyes. As a child, I was always sure of the love of the man I knew as my father, Peter. We were very close and I gained from him a love of both golf and photography. I was his shadow. His nickname for me was “Yibby” – I do not know why. Nobody else has ever called me that and this is the first time I have written it down. My adoptive mother, Agnes, I only knew as a partial invalid. My dad was lively, energetic, fun loving; my mother prone to needing rest times. She must have found a restless and inquiring child difficult to handle. I daresay she loved me but I have no real sense of that. Agnes died when I was nine years old. I had no idea what that meant for my life. I do remember going to school and another child asking me if my mother was dead. I responded with a resounding “NO!” I did not want to be different. Difference, however, has come to define many areas of my life.

Like most little girls of my generation, it was considered that I be given a doll and a pram in which to push the doll. I was treated to the female gender stereotyping gifts. Wonderful! An expensive porcelain doll and a nanny type pram. The doll I was rarely allowed to



Figure E.2. The pram!

handle because it was so expensive. Even at that young age, I did wonder about the point of the gift. You can see me here dressed as a neat compliant little girl doing



Figure E3. Fun!

“girl” things. (Figure E.2) That was not me in my head – even then. This was more me. (Figure E.3) I have no idea where I am in the photo or who the other child is. I have a feeling it might be in Ireland on the estate of my father’s closest friend but no idea really. However, this was more me.

I slipped into the shed. Good – no one there. Just lots of tools - and one determined little girl. No dolls! Hammers, screwdrivers, spanners, saws, nails, screws, drills – what a toy shop! “Now, what do I need? Ah yes – that screwdriver and those spanners. Now for some REAL fun!” I exited the shed and found my pram where I had left it – out playing with it apparently as far as my mother was concerned.

You may have anticipated what comes next. Yes – you are right. The tools were put to use to take the pram to bits. I had spent many hours sitting beside Uncle Jack (my adoptive mother’s brother-in-law), a mechanic, as he serviced and repaired my dad’s car and work vehicles. Handing over tools and learning the sort of things each did had much more appeal than the untouchable porcelain doll safe in its box upstairs. Now that learning was put into practice and, with steely determination, it was not too long until I was surrounded by nuts and bolts; wheels and springs; handles and body of pram. I was in my element! Covered in grime and the satisfaction of achieving my objective of taking the pram to bits to find out how it worked. One problem, however, how did it go back together? That was my undoing – but maybe my “doing” as well. It finally became apparent that I was not the gender stereotype 4 year old child. Gradually improving my skills with tools, bows and arrows, swords, bats and other playthings became the results of my labours – play to me, however. Then I found the old set of hickory shafted golf clubs.



Figure E4. First golf club

(Figure E.4) That was it - my new passion. Dad was pleased because he was a scratch player with quite a few trophies to his credit. Few women played golf seriously in those days. I did. I was in it to win. From pretty humble beginnings with a walking stick, by my mid-teens I was playing off the men’s tees and hitting over 250 yard drives.

The teenage obsession was driven by self-preservation. After my first mum died in 1959, my father had married Jean Howison and I entered into another family. I had a new “aunt” and “uncle” and associated “cousins”. Agnes’ family disappeared from my life. I still don’t know why. Peter died when I was twelve – only 20 months after remarrying. This is still the most critical event in my life. I couldn’t cry then and didn’t for about 10 years after.

What is happening to me? Why has my dad gone? I know he had to go to hospital but he was supposed to come back home. Why are some of my aunts and uncles being so rotten to my mum and me? I know they were only married a short time. But what a time! I was so happy and loved. My dad always had a spring in his step. We laughed a lot and went lots of places as a family. Gleneagles for golf; Newtonmore for cross country horse riding; the farm for most of my summer holidays. I learned to drive the tractor and old Land Rover. Now what? The Findlay family wanted us out of the family home saying that my mother hadn’t been a Findlay for long enough and that I wasn’t one anyway – just being adopted. What right had we to stay there?

I became an adult on 9 May, 1962. These were great words for a vulnerable 12 year old to hear. I thought these people were my family who loved me and who I trusted as adults in my life. No more. The one most permanent block from those early years is a lack of trust in other adults. This lack of trust has two sides to it. I have become – and am still becoming – a fairly strong and independent minded woman. The downside is still a fear of getting too close to anyone. I work well with colleagues and can form strong working relationships with them. However, they belong in a box inside me from which they will not be allowed to escape and invade other parts of my deep self.

My teenage years also saw me at secondary school where I discovered the excitement of learning. Primary school years were spent just playing. I fought for bottom place in the class although I never had any problem learning to read or write and I was very capable at arithmetic. The rest, however, was pretty boring. Spelling and handwriting were a constant battle and never even just adequate. History – extra boring. Scottish kings and queens; English kings and queens; British kings and queens; constant battles against the English – never ending list of

dates to remember. I think I was born for Google – even as a primary school pupil of the 1950s I could not see the point in remembering a whole list of dates and other non-essential facts when they could easily be accessed by searching a text book or encyclopaedia. Secondary school seemed much more interesting. I found a great love of Shakespeare and enjoyed five years of learning French. In maths I was ahead of my peers and my fourth year maths teacher had me working from her first year university text – for geometry in particular. In science, physics was my preferred area. Here, however, my difference became apparent yet again. Girls were supposed to do botany and zoology. I had neither skill nor interest in drawing stylised plants or cutting up dead animals. Our head of science – Mr Stewart (I can still see him in my mind’s eye) – was of the steadfast opinion that girls could not do maths and, therefore, were not intellectually equipped to do physics. I remember well an interview with him which went something like this:

“Come in!” roared Mr Stewart. I entered the lab to find Mr Stewart perched on a high chair behind the raised lab demonstration bench. I felt very small. Now I realise the power play in this set up. “Well, what can I do for you?” he demanded, frowning all the while. I had interrupted his day. “I would like to do third year physics, please,” I managed to get out. He kind of laughed or snorted. “Would you now? You do realise that you need to be very good at maths, don’t you. Girls can’t do maths. So where did you come in your second year maths?”

“I was first in the year, Sir” I sort of stammered. He was more than a little nonplussed. “You came first? Ahead of the boys? Or just the girls?”

“I was first overall,” I almost apologised. “I’ll need to see about that!” was the retort.

Having nailed his colours to the mast of his prejudice against girls not being able to do maths, this left the hapless Mr Stewart with no further argument. I became the first girl at the school to be allowed to do physics. You can, perhaps, imagine the determination with which I tackled the subject over the next three years, always making sure I was at least in the top three for the year group. Other girls were able to follow on in later years because it was proved beyond any doubt that girls’ brains are capable of achieving in maths and physics. I did continue to confound other teachers, however, especially one third year English teacher. I came top in

English and she expounded the theory that if you were good at English then your maths would be not very good. When asked by her – trying to prove her point – what my maths was like, she was dumfounded by the fact that I had also come top in maths. She was almost speechless. I can't remember what she said but she mumbled something about how odd all this was. I managed to get prizes for maths, English and French that year - just missed out for a physics prize. So – as I have already said – difference seems to be my strong trait.

My teenage years passed in a kind of vacuum. I know I did well because I have the certificates and prizes to testify to the achievements and stimulate some memories of my time at school. I still have no memory of deciding to become a primary teacher or of applying for teacher training. It just happened and I seemed to awaken from years in a fog and at about 18 years of age found myself at Hamilton College of Education. I think it seemed a safe and logical move at the time. The college was a short bus journey from home – I could see the building across the river from my bedroom window. I knew I had to be at home to look after Jean when necessary.

From my graduation in 1970 until 1991 when Jean died, I concentrated on my teaching and other aspects of my life. I joined a local drama group and spent many hours writing sound and lighting plots. We performed in the theatre in my home town that was upgraded to state of the art for its time and used for some BBC productions. Sometimes these overlapped our final stage rehearsals for our own productions and I had the opportunity to work alongside the professional lighting people to alter our lighting plot to suit the BBC requirements as well. Great fun and learning about stage management. Long evening hours at the theatre and days teaching; boundless energy and just plain fun. This was tempered by the underlying imperative of Jean's health and weekly, most times daily, visits to the hospital in Glasgow. Jean would be admitted sometimes for two or three months at a time. I also developed my singing and, after finishing with the theatre company, became a trained classical singer. Perhaps if I hadn't needed to stay near the hospital and be on hand for Jean, I might have pursued my singing as a career. However, if I had done that I doubt I would now be living in Australia.

A number of years ago I had a DNA test done to determine my nationality. The test proved what I have always believed – that I am about 92% Celt and the rest Arab. Not surprising really since the Celts and the Arabs have long roots in the same Middle Eastern countries. The Celt in me is a strong influence and can lead to deep introspection and a sense of things spiritual and fey. When I do connect with someone it is deep and lasting and true. Deep relationships scare me because they can lead to hurt and, most importantly for me, to abandonment. Adults I relied on and loved in my young life – my father in particular – died on me and left me with the awfulness of abandonment. I did not want to go there again but life has had other ideas.

For the twenty years or so after graduation and starting teaching, I took on life as it came as described previously. After teaching for five years, I realised that I did not have much sense of the daily lives of my pupils. Most of my classroom teaching was in the East End of Glasgow – not renowned for its beauty or high class of living. For my own learning, I joined the City of Glasgow Police and was a Beat Constable for just over two years. This was another barrier breaking time. For almost 100 years women had played a very specific role in policing in Scotland. Their duties were related to family and women’s matters relating to child and female victims of crime. However, the “Sex Discrimination Act 1975” meant that women were employed in the police under the same terms as men. I joined the police in 1975 without fully realising the ground breaking step this was. I was appointed a Beat Constable in Rutherglen. Since there were so few women officers



Figure E5. Community policing

at that time, I was fortunate to be involved in situations which I might not get the opportunity to do today.

Some of my experiences involved drug searches and acting as a decoy to close down a brothel – enough said! I returned to my teaching career in 1978. The police years I still count as the best personal

development opportunity I have ever had. It was essential to be a team player – especially in dangerous situations such as breaking up gang fights

and arresting those involved. I had to be reliable and, even harder, to rely on my colleagues to have my back when in troublesome circumstances. All good lessons applied in my education career.

Extraordinarily fit: running, golfing, climbing,...etc. I gave little thought to my emotional wellbeing. I was completely immersed in career, being carer, and enjoying singing as well as the other physical activities just to keep fit and have high levels of stamina needed to juggle everything into each day. No need for anyone else. I was quite self-contained and filled with life. My career went well. Classroom teacher, deputy head teacher, head teacher, advisor and education officer. Climbing the ladder to the top. Who needs the complications of anyone else in their life?

In February 1991, Jean lost her battle with cancer. I didn't know what to feel. The relief of not having to watch my mother disappear before my eyes was palpable but then so was the guilt of feeling that way. Twenty-one years of work, play and caring had left me with no time for considering my own deep needs. I didn't want to consider them. I was fine – or so I thought. Life proceeded and I became an advisor in the City of Glasgow education department. As an advisor, we were allocated to a group of secondary schools and their associated primary schools to be first point of contact regarding multiple issues including school development planning; staff needs; and provision of appropriate staff development. Amongst these numerous responsibilities was to intervene in schools after an Inspectorate of Education visit report was published. My job was to guide the school in beginning to respond to the issues raised by the report before the follow-up inspection about 18 months later. One of my schools received an extremely poor inspection report. I was only two months into the job and this was my first school I had to work with regarding the issues raised in the report. To compound matters – as I saw it then – the school had also accepted an exchange teacher from Australia. I did wonder who had agreed to this exchange to possibly the worst school in the worst area of Glasgow. How would this Australian cope? It must have been like an alien world to her. I first met her when I went to the school to start the long series of staff development sessions on planning. We introduced ourselves and I inquired as to how she was coping. The reply was polite but I sensed an undercurrent of complete bewilderment. The curriculum, the environment and the broad Glasgow accents of

both staff and pupils had her almost defeated. I had to intervene here also. Thus began a relationship which has lasted twenty-three years.

We emigrated from Scotland in 2001 and eventually I started work at the local university. I quickly got my Masters and life was fine – settled. In 2006-2009 I took the opportunity to work at a university in Kent and so we moved back to the UK for a time. Since returning to Australia, I have resumed my work at the university and started on my PhD journey.

In May 2013 I took seriously ill with an autoimmune disorder that affects the blood vessels surrounding my brain. I was admitted to a private hospital in Brisbane. The pain at that time made me think the journey there might be one way.

The specialist in Brisbane has a friendly, approachable demeanour and listens carefully to what I describe as my symptoms. A few tests later and he decides that I will be admitted to hospital on the Sunday for as many tests as it takes to find out what is happening to me. Sunday – the day we were supposed to be arriving in Amsterdam for a 2 week river cruise to Budapest followed by 3 days in Prague.

A friend and colleague drives Eleanor and me to the hospital on the Sunday. I go through the admission procedures then up to the ward. I unpack my few things. Anne leaves us and Eleanor says goodbye. She will come back down and stay the next weekend. As she disappears out the room door I feel very alone and very frightened. What is going to happen? What is wrong with my brain? Will I get out of here? Will I be able to walk properly again? So many scary questions to be answered.

The week was spent undergoing every neurological test possible: MRIs of brain; tests for muscular sclerosis; eye tests; blood tests every day. The steroids were doing their job. I was beginning to walk without a stick again and still no headache. The defining test was the lumbar puncture which revealed an abnormally high number of white cells in the brain fluid. That taken with the MRI showing white areas of trauma to the brain resulted in the autoimmune specialist and the neurologist concluding that I had an extremely rare autoimmune condition – Central Nervous System Vasculitis (CNSV). The only 100% diagnosis for CNSV is by a brain biopsy. That was not going to happen! It can do once I have no further use for my brain but not before then. So here I am again – different – rare. A life of

difference? Yes – even in my extremely rare and possibly life threatening autoimmune condition. It's at times like these that I wish I knew my biological background and what genes I have inherited.

The journey to Greenslopes was not one way as you can realise since I am here five years later to tell the tale. The disorder is under control and although it still has some effect on my ability to work long hours at the computer, otherwise I am very healthy and thankful to be here. A serious illness such as I have experienced causes one to reflect and consider many things. I have been allowed to pick up my life and continue with work and study. I have been able to write academically and present at conferences. Not what I expected at all to happen twenty odd years ago. I should be retired and living in a nice little house in Scotland enjoying travelling round the country and the odd trip over the water to mainland Europe. Instead, I'm in Australia, part of a family and teaching in a university. Not much more needed you may well say – and I would agree. But – yes life intervenes.

Where to from here? My partner has written and had published a book based on the Battle of Fromelles, 1916. I was successful in getting 6 months ADOSP leave to work on my PhD. As part of this, I was able to travel back to the UK. On the way there, we holidayed for one week in a gite in Northern France and attended the 100th Commemorative Ceremony at Fromelles. That was a very special event, meeting with those who have been most involved in the finding and reburial of the slain Australian soldiers hitherto unidentified. Several years of family research and DNA matching have managed to identify close on 100 of the soldiers. They are now at rest in a new Commonwealth Graveyard in Fromelles.

From France, we visited Russia and spent 2 weeks on a river cruise from St Petersburg to Moscow. I have sung with orchestras and conductors from both cities so I was excited to visit their home turf. After that we had 2 weeks together in the south of England visiting some of our favourite haunts from our time in Canterbury.

Eleanor returned home on and I flew to Glasgow and spent the next 3 weeks or so in Scotland. Some of the time on my own writing, some time spent with colleagues at Glasgow University and some of the time sharing a little of my homeland with 2 Australian friends and colleagues.

Going back to Scotland for this time was important to me. I felt a great need to visit my Celtic self. There are many still unanswered questions in my mind. I went to the City of Glasgow archives in the Mitchell to try and unravel at least some of the story of the Children's Home in Castlemilk. The archivist advised me that I could not access any personal records except through the City of Glasgow Social Work Services department of "Families for Children". I duly took myself to the said department and met with a very personable social worker who carefully listened to my story.

"Well, well, I come from Motherwell too. I grew up just round the corner from your old home and we went to the primary school. I still live in Motherwell and my house backs on to what the old school playground. The school's no longer there, right enough."

The above snapshot from our hour or so conversation gives an insight into the immediate understanding we shared of our childhood backgrounds. Reminiscences of some familiar places and names were shared and a promise made by new acquaintance to search out all she could possibly find about my beginnings in life. She was going on leave the next day but promised to do the search herself once she returned from holiday. Anything found would be emailed to me. I left the building with a sense of some hope that new information might be forthcoming. Once back from my travels, I eagerly checked for some news. The news did arrive but it was a huge disappointment – nothing able to be found. At the moment I am left as I was with the first record of my existence being when my birth was eventually registered on 23 January, 1951.

Whatever is out there I am still determined to find but I doubt that I'll ever find my biological parents. It may be, of course, that what I really need to learn is that my biological background might be of interest, but is not as important as who I have become. In the meantime, I am learning much about my real self – me as the person I am today. Aristotle is credited with suggesting that "Knowing yourself is the beginning of all wisdom." Perhaps I am on that path to wisdom. I have learned a lot about relating to other people. There is still a lot of developing to do and understanding why I'm here and why people come into my life. Surviving my close call 5 years ago cannot have been for no purpose at all. I am still figuring that

one out but I am coming to realise it may be about fighting for much more recognition by authorities, and education systems in particular, of the UN Convention of the Rights of the Child. I may be nearer 70 than 60, but not too old to still have some fight in me - especially for the rights of children.

Deep down inside there is still the vulnerable 12 year-old who keeps the barriers firmly in place. But the defences are not totally unbreachable. I have learned that being an island is not all that satisfactory – safe yes but lonely. I have realised that I could be like the person described by Czeslaw Milosz (1991):

I would prefer to be able to say: “I am satisfied,

What is given to taste in this life, I have tasted.”

But I am like someone in a window who draws aside a curtain

To look at a feast he does not comprehend.

I have been that person not wanting to get involved, keeping others at a very safe distance but I would now rather take part – albeit very sparingly – in what Andrew Greely (1971) called “The Friendship Game”:

“Friendship can only occur when we give ourself to another, and to offer ourself to someone else is the most risky of all human endeavours.”

Whatever may be in store in the coming years, at the moment I am very content. I am more than fortunate to have a life partner who loves and cherishes me very much. As long as Eleanor is around, what more do I really need?

Reference list

- Andrew, M. (1997). What matters most for teacher educators? *Journal of Teacher Education*, 48(3), 167-176.
- Angelou, M. (1997). *I know why the caged bird sings*. London, United Kingdom: Virago Press.
- Asselin, M. E. (2003). Insider Research: Issues to Consider When Doing Qualitative Research in Your Own Setting. *Journal for Nurses in Professional Development*, 19(2), 99-103.
- Association of Teacher Educators. (2018). Standards for teacher educators. Retrieved from <https://www.ate1.org/standards-for-teacher-educators>
- Atkinson, R. (1998). *The life story interview*. Thousand Oaks CA: Sage.
- Atkinson, R. (2007). The life story as a bridge in narrative inquiry. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry* (pp. 224-245). Thousand Oaks, CA: Sage.
- The Australian Curriculum, Assessment and Reporting Authority. (2013). *General capabilities*. Retrieved from <http://www.australiancurriculum.edu.au/>
- Australian Institute for Teaching and School Leadership [AITSL]. (2011). *Australian Professional Standards for Teachers*. Carlton South: Education Services Australia.
- Australian Institute for Teaching and School Leadership [AITSL]. (n.d.). Understand ITE program accreditation. Retrieved 17 April 2018, from Australian Institute for Teaching and School Leadership (AITSL) <https://www.aitsl.edu.au/deliver-ite-programs/understand-ite-program-accreditation>
- Bach, H. (2007). Composing a visual narrative inquiry. In D. J. Clandinin (Ed.), *Handbook of Narrative Inquiry: Mapping a methodology* (pp. 280-307). Thousand Oaks, CA: Sage.
- Bacharach, B., & David, H. (1965). Alfie. [Recorded by C. Black] Single disc. London, England: Sony/ATV Music (1965).

- Bakhtin, M. (1984). *Problems of Dostoevsky's poetics* (C. Emmerson, Trans.). Minneapolis, MN: University of Minnesota.
- Ball, S. J., & Goodson, I. F. (1985). *Teachers' lives and careers*. London, England: Falmer.
- Bateson, M. C. (1994). *Peripheral visions*. New York: Harper.
- Belot, H. (2016). *Education Minister responds to damning report, says he's open to importing specialist teachers*. Retrieved from <http://www.abc.net.au/news/2016-12-07/education-minister-simon-birmingham-responds-to-damning-schools/8098842>
- Bethune, A., & Bethune, J. (1884). *Tales of Scottish peasantry*. Glasgow, Scotland: Thomas D. Morrison.
- Bermeo, E. (2014). South Korea's successful education system: lessons and policy implications for Peru. *Korean Social Science Journal*, 41(2), 135-151. doi:10.1007/s40483-014-0019-0
- Bhabha, H. K. (1994). *The location of culture*. London, England: Routledge.
- Bohl, N. (1995). Professionally administered critical incident debriefings for police officers. In M. Kurke & E. Scrivner (Eds.), *Police psychology into the 21st century* (pp. 169-188). Washington, D.C.: APA.
- Bourdieu, P. (1984). *Distinction* (R. Nice, Trans.). Cambridge, Mass.: Harvard University Press.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education*. New York : Greenwood.
- Bourdieu, P., & Wacquant, L. J. D. (1992). *An invitation to reflexive sociology*. Chicago, IL: University of Chicago.
- Boyd, P., & 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.

- Boyle, B., & Bragg, J. (2006). A curriculum without foundation. *British Educational Research Journal*, 32(4), 569-582.
doi:10.1080/01411920600775225
- Branigan, E. (1992). *Narrative comprehension and film*. Abingdon, England: Routledge.
- Brennan, K., & Clarke, A. (2011). Intergenerational learning in a teacher education context: The Jared phenomenon. *Asia-Pacific Journal of Teacher Education*, 39(2), 125-137. doi: 10.1080/1359866x.2011.560652
- Bridges, D. (1999). Educational research: Pursuit of truth or flight into fancy? *British Educational Research Journal*, 25(5), 597.
- Brophy, P. (2009). *Narrative-based Practice*. London, England: Routledge.
- Brown, D. G., Aspinall, R., & Bennett, D. A. (2006). Landscape models and explanation in landscape ecology: a space for generative landscape science. *The Professional Geographer*, 58(4), 369-382.
- Bruner, J. (1986). *Actual minds, possible words*. Cambridge, Mass.: Harvard College.
- Caine, V., Estafan, A., & Clandinin, D. J. (2013). A return to methodological commitment: Reflections on narrative inquiry. *Scandinavian Journal of Educational Research*, 57(6), 574-586.
- Carr, D. (1986). *Time, narrative, and history*. Bloomington: Indiana University.
- Carter, A. (2015). *Carter review of initial teacher training (ITT)* (DFE-00036-2015). Retrieved from https://www.gov.uk/government/publications?keywords=&publication_filter_option=all&departments%255B%255D=department-for-education&commit=Refresh+results
- Centre for International Research on Educational Systems [CIRES] & Mitchell Institute. (2015). *A Blueprint for initial teacher education and teacher workforce data*. Melbourne: Victoria University

- Chase, S. E. (2010). Narrative inquiry: Multiple lenses, approaches, voices. In W. Luttrell (Ed.), *Qualitative educational research: Readings in reflexive methodology and transformative practice* (pp. 208-236). New York, N.Y.: Routledge.
- Chua, P. (2014, March 25). Centralized-decentralization emerging in Singapore. *International Education News*. Retrieved from <http://internationalenews.com/2014/03/25/centralized-decentralization-emerging-in-singapore/>
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Walnut Creek, CA: Left Coast Press.
- Clandinin, D. J., & Connelly, F. M. (1990). *Narrative and story in practice and research*. Retrieved from <http://ezproxy.usq.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED309681&site=ehost-live>
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research* (1st ed.). San Francisco, CA: Jossey-Bass.
- Clandinin, D. J., & Huber, J. (2010). Narrative inquiry. In B. McGaw, P. Baker, & P. Paterson (Eds.), *International encyclopedia of education* (3rd ed.). New York, N.Y.: Elsevier.
- Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education*, 58, 21-35.
- Clandinin, D. J., & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Borderland Spaces and Tensions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35-75). Thousand Oaks, CA: Sage.
- Clarke, M. (2012). Talkin' 'bout a revolution: The social, political, and fantasmatic logics of education policy. *Journal of Education Policy*, 27(2), 173-191. doi: 10.1080/02680939.2011.623244
- Clegg, S. (2008). Academic identities under threat? *British Educational Research Journal*, 34(3), 329-345. doi: 10.1080/01411920701532269

- Cochran-Smith, M., & Fries, M. K. (2001). Sticks, stones, and ideology: The Discourse of reform in teacher education. *Educational Researcher*, 30(8), 3-15.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Abingdon, Oxon: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.) Abingdon, Oxon: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London, England: Routledge.
- Cohler, B. J. (1982). Personal narrative and the life course. In P. Baltes & O. G. Brim (Eds.), *Life-span development and behaviour* (Vol. 4, pp. 205-241). New York : Academic Press.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. In J. L. Green, G. Camilli & P. B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 476-506). Washington, D.C.: American Educational Research Association.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Cortazzi, M. (1993). *Narrative analysis*. London, England: Falmer Press.
- Cresswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, N.J.: Pearson.
- Crites, S. (1971). The narrative quality of experience. *Journal of American Academy of Religion*, 39(3), 291-311.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. St Leonards NSW: Allen & Unwin.
- Czarniawska, B. (1997). *Narrating the organisation: Drama of institutional identity*. Chicago, IL: University of Chicago.
- Csikszentmihalyi, M. (2002). *Flow*. London, England: Rider.

- Delors, J. (1996). *Learning: The treasure within*. Paris, France: United Nations Educational Scientific and Cultural Organization.
- Denning, S. (2007). *The secret language of leadership: How leaders inspire action*. San Francisco, CA: Jossey-Bass.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research* (4th ed. ed.). Thousand Oaks CA: Sage.
- Department for Education (nd). *Get into teaching*. Retrieved from <https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/school-led-training/school-direct>
- Department of Education and Training [DET]. (2017). *Teach for Australia program evaluation report*. Retrieved from https://docs.education.gov.au/system/files/doc/other/final_tfa_public_report.pdf
- Department of Education, Science and Training [DEST]. (2005). *National framework for values education in Australian schools*. Canberra: Commonwealth of Australia Retrieved from http://www.curriculum.edu.au/verve/_resources/Framework_PDF_version_for_the_web.pdf
- Dervin, F. (2016). Is the emperor naked? In K. Trimmer (Ed.), *Political pressures on educational and social research*. London, England: Routledge.
- Dewey, J. (1938). *Experience & Education*. New York : Simon & Schuster.
- Dilthey, W. (1987). *Poetry and experience* (Vol. V). Princeton, N.J.: Princeton University.
- Dimmock, C., & Tan, C. Y. (2016). Explaining the success of the world's leading education systems: the case of Singapore. *British Journal of Educational Studies*, 64(2), 161-184. doi:10.1080/00071005.2015.1116682

- Donaldson, G. (2010). *Teaching Scotland's future*. Edinburgh, Scotland: Scottish Government.
- Donnelly, K. (2012, August 4-5). Training for our school teachers is substandard, *Weekend Australian*, p. 16.
- Drucker, P. (2001). *The essential Drucker*. New York, N.Y.: Harper Collins.
- Duderstadt, J., Atkins, D., & Van Houweling, D. (2002). *Higher Education in the digital age*. Westport, CT: Praeger.
- Durkheim, E. (1964 [1895]). *The rules of sociological method* (8th ed.), (G E. G. Catlin, Ed., S A. Solovay & J. H. Mueller, Trans.). New York : Free Press of Glencoe.
- Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International Journal of Qualitative Methods*, 8(1), 54-63. doi:10.1177/160940690900800105
- Education (Queensland College of Teachers) Act, Queensland Consolidated Acts (2005).
- Elbaz-Luwisch, F. (2006). *Teachers' voices*. Greenwich, CT.: Information Age.
- Erickson, F. (2011). A history of qualitative inquiry in social and educational research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The sage handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Esposito, J., & Smith, S. (2006). From reluctant teacher to empowered teacher-researcher: One teacher's journey toward action research. *Teacher Education Quarterly*, 33(3), 45-60.
- Fenstermacher, G. D. (2002). Reconsidering the teacher education reform debate: A commentary on Cochran-Smith and Fries. *Educational Researcher*, 31(6), 20-22.
- Findlay, Y. S., & Jones, J. K. (2014). Uisge Beatha: The ebb and flow of four tides. In J. K. Jones (Ed.), *Weaving words: Personal and professional transformation through writing as research*. Newcastle Upon Tyne, UK: Cambridge Scholars.
- Flick, U. (2014). *An introduction to qualitative research* (5th edition. ed.). London, England: Sage.

- Frank, A. W. (2002). Why study people's stories? The dialogical ethics of narrative analysis. *International Journal of Qualitative Methods*, 1(1), 109-117.
- Fredholm, A. (2017). Reconsidering school politics: educational controversies in Sweden. *The Curriculum Journal*, 28(1), 5-21.
doi:10.1080/09585176.2016.1191361
- Freeman, M. (2010). *Hindsight: The promise and peril of looking backward*. New York: Oxford University Press.
- Freire, P. (1972). *Pedagogy of the oppressed*. Middlesex, UK: Penguin.
- Galey, S. (2015). Education politics and policy: Emerging institutions, interests, and ideas. *Policy Studies Journal*, 43, S12-S39. doi:10.1111/psj.12100
- Genette, G. (1980). *Narrative discourse: An essay in method* (J. E. Lewin, Trans.). Ithaca, N. Y.: Cornell University.
- Gibson, W. J., & Brown, A. (2009). *Working with qualitative data*. London, England: Sage Publications.
- Gilroy, P. (2014). Policy interventions in teacher education: Sharing the English experience. *Journal of Education for Teaching: International Research and Pedagogy*, 40(5), 622-632.
- Goodson, I. (1995). Education as a practical matter: Some issues and concerns. [Article]. *Cambridge Journal of Education*, 25(2), 137.
- Goodson, I. F. (1988). *The making of curriculum: Collected essays*. Abingdon, Oxon: RoutledgeFalmer.
- Goodson, I. (2003). Professional knowledge, professional lives: studies in education and change. Buckingham: Open University Press.
- 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.
- Gore, J. M., & Gitlin, A. D. (2004). [RE]Visioning the academic–teacher divide: power and knowledge in the educational community. *Teachers and Teaching*, 10(1), 35-58. doi: 10.1080/13540600320000170918

- Goss, P., & Sonnemann, J. (2017). *Engaging Students: Creating classrooms that improve learning*. Retrieved from Grattan Institute:
<http://www.grattan.edu.au/>
- Gove, M. (2010). *Conference speech*. Paper presented at the National College Annual Conference, Birmingham.
<https://www.gov.uk/government/speeches/michael-gove-to-the-national-college-annual-conference-birmingham>
- Greeley, A. M. (1971). *The friendship game*. New York, N.Y.: Doubleday.
- Greene, M. (1978). Teaching the question of personal identity. *Teacher's College Record*, 80(1), 23-35.
- Grumet, M. (1981). Restitution and reconstruction of educational experience: An autobiographical approach. In M. Lawn & L. Barton (Eds.), *Rethinking curriculum studies*. Abingdon, Oxon.: Routledge.
- GTCS. (2017). *Respondent information form*. Edinburgh, Scotland: Scottish Government.
- Guenther, J. C. (2013). Are we making education count in remote Australian communities or just counting education? *Australian Journal of Indigenous Education*, 42(2), 157-170.
- Gunn, J. (1994). *We of the never, never*. Sydney, Australia: Harper Collins.
- Gutek, G. (2011). Plato: Idealist philosopher and educator for the perfect society. In *Historical and philosophical foundations of education* (5th ed., pp. 30-49). Upper Saddle River, NJ: Pearson Education
- Hardy, I. (2018). Governing teacher learning: understanding teachers' compliance with and critique of standardization. *Journal of Education Policy*, 33(1), 1-22. doi:10.1080/02680939.2017.1325517
- Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6(2), 151-182.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: State University of New York.

- Heidegger, M. (1993). *Basic writings: From being and time (1927) to the task of thinking (1964)* (Rev. and expanded ed.). London, England: Routledge.
- Heilbrun, C. (1988). *Writing a woman's life*. New York: Ballantine.
- Henig, J. R., & Bulkley, K., E. (2010). Where public meets private: Looking forward. In K. Bulkley, E., J. R. Henig, & H. M. Levin (Eds.), *B: Politics, governance, and the new portfolio models for urban school reform* (pp. 323-340). Cambridge, MA: Harvard Education Press.
- Hirsch, E. D. (1988). *Cultural literacy: What every American needs to know*. New York, N.Y.: Vintage Books.
- Hitchcock, G., & Hughes, D. (1995). *Research and the teacher: A qualitative introduction to school-based research* (2nd ed.). London, England: Routledge.
- HM Chief Inspector of Education (2016). *A statement for practitioners*. Livingston, Scotland: Education Scotland.
- Hodges, H. (1944). *Wilhelm Dilthey*. New York, N.Y.: Oxford University.
- Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2012). The professional agency of teacher educators amid academic discourses. [Article]. *Journal of Education for Teaching*, 38(1), 83-102. doi: 10.1080/02607476.2012.643659
- Hollingsworth, S., & Dybdahl, M. (2007). Talking to learn: The critical role of conversation in narrative inquiry. In D. J. Clandinin (Ed.), *Handbook of Narrative Inquiry: Mapping a Methodology*. California, CA: Sage.
- Hooley, N. (2007). Establishing professional identity: Narrative as curriculum for pre-service teacher education. *Australian Journal of Teacher Education (Online)*, 32(1), 49-60.
- Huberman, A. M. (1993). *The lives of teachers*. New York: Teachers College.
- Huberman, M. (1995). Working with life-history narratives. In H. McEwan & K. Egan (Eds.), *Narratives in teaching, learning and research*. New York: Teachers College.

- Hughes, E. (1959). The study of occupations. In R. K. Merton, L. Broom, & L. S. Cotterell (Eds.), *Sociology today*. New York.: Basic Books.
- Imig, D. G., & Imig, S. R. (2007). Quality in teacher education: Seeking a common definition. In T. Townsend & R. Bates (Eds.), *Handbook of teacher education globalization, standards and professionalism in times of change* (pp. 95-112). Dordrecht: Springer. Retrieved from <http://ezproxy.usq.edu.au/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=170202>.
- Jasman, A. (2003). Initial teacher education: Changing curriculum, pedagogies and assessment. *Change: Transformations in Education*, 6(2), 1-22.
- Jones, A. H. (2010). The marginalization of teacher education: Who we are, how we got here, how we fit in the big picture, and what we might do about It. [Article]. *Teacher Education Quarterly*, 37(1), 7-14.
- Josselson, R. (2007). The ethical attitude in narrative research. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry* (pp. 537-566). Thousand Oaks, CA: Sage.
- Kane, R. (2007). From naive practitioner to teacher educator and researcher. In T. Russell & J. Loughran (Eds.), *Enacting a pedagogy of teacher education* (pp. 60-76). Abingdon, Oxon.: Routledge.
- Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider *Social Work*, 45(5), 439-447.
- Kay, J. (2010). *Red dust road*. London, England: Picador.
- Kim-Renaud, Y. K. (2005). Korean Education (introduction). *The Sigur Center Asia Papers*, 4(1), 5-7.
- Klecka, C. (2008). Who is a teacher educator? Enactment of teacher educator identity through electronic portfolio development. *Action in Teacher Education*, 29(4), 83-91.
- Koehler, M. J., Mishra, P., & Yahya, K. (2007). Tracing the development of teacher knowledge in a design seminar: Integrating content, pedagogy and

technology. *Computers & Education*, 49(3), 740-762. doi:
<http://dx.doi.org/10.1016/j.compedu.2005.11.012>

- Kosnik, C. (2007). Still the same yet different: Enduring values and commitments in my work as a teacher and teacher and teacher educator. In T. Russell & J. J. Loughran (Eds.), *Enacting a pedagogy of teacher education: values relationships and practices* (pp. 16-30). London, England: Routledge.
- 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.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago, IL: University of Chicago Press.
- Lambert, D., & Biddulph, M. (2015). The dialogic space offered by curriculum-making in the process of learning to teach, and the creation of a progressive knowledge-led curriculum. *Asia-Pacific Journal of Teacher Education*, 43(3), 210-224. doi:10.1080/1359866X.2014.934197
- Lee, M.-H., & Tsai, C.-C. (2010). Exploring teachers' perceived self-efficacy and technological pedagogical content knowledge with respect to educational use of the world wide web. *Instructional Science: An International Journal of the Learning Sciences*, 38(1), 1-21.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA.: Sage.
- Lindsay, M. (2013). *Remembrance, repentance, responsibility: What the threat of anti-Semitism demands*. Retrieved from Religion & Ethics website: <http://www.abc.net.au/religion/articles/2013/11/12/3889070.htm>
- Lingard, B., Creagh, S., & Vass, G. (2011). Education policy as numbers. *Journal of Education Policy*, 27(3), 315-333.
- Lodico, M. G. (2010). Methods in educational research from theory to practice D. T. Spaulding & K. H. Voegtler (Eds.), *Research methods for the social sciences* (pp. 547 p). Retrieved from

http://ezproxy.usq.edu.au/login?url=http://www.USQ.ebib.com.au/EBLWeb/patron?target=patron&extendedid=P_514306_0&

Loughran, J. (2009). Is teaching a discipline? Implications for teaching and teacher education. *Teachers and Teaching*, 15(2), 189-203.

MacIntyre, A. (1981). *After virtue: A Study in moral theory*. Notre Dame, IN: University of Notre Dame Press.

MacIntyre, A. (1984). *After virtue: A study in moral theory* (2nd ed.). Notre Dame, Ind: University of Notre Dame Press.

Mackintosh, M. (1962). *Education in Scotland: Yesterday and today*. Glasgow, Scotland: Pickering & Inglis.

Matheson, I. (2015). Milestones and minefields: The General Teaching Council for Scotland: the first fifty years. Edinburgh, Scotland: GTCS.

Mattingly, C. (1998). *Healing dramas and clinical plots*. Cambridge, UK: Cambridge University Press.

May, T. (2011). *Prevent strategy*. London, England: UK Government Retrieved from www.homeoffice.gov.uk.

Mayer, D., Mitchell, J., Santoro, N., & White, S. (2011). Teacher educators and 'accidental' careers in academe: An Australian perspective. [Article]. *Journal of Education for Teaching*, 37(3), 247-260. doi: 10.1080/02607476.2011.588011

McAdams, D. P., Diamond, A., De St. Aubin, E., & Mansfield, E. (1997). Stories of Commitment: The Psychosocial Construction of Generative Lives. *Journal of Personality & Social Psychology*, 72(3), 678-694.

McClelland, J. (1997). Knowing and being known: parents' experiences with rural schools. *Journal of research in Rural Education*, 13(2), 108-116.

McInerney, P., Smyth, J., & Down, B. (2011). 'Coming to a place near you?' The politics and possibilities of a critical pedagogy of place-based education. *Asia-Pacific Journal of Teacher Education*, 39(1), 3-16.

- McNamara, O., Murray, J., & Phillips, R. (2017). *Policy and research evidence in the 'reform' of primary initial teacher education in England*. Retrieved from www.cprtrust.org.uk
- Milosz, C. (1991). *Milosz: The collected poems*. Hopewell, N.J.: Ecco.
- Ministerial Council on Education Employment Training and Youth Affairs [MYCEETYA]. (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Melbourne: Curriculum Corporation.
- Ministerial Council on Education Employment Training and Youth Affairs. (2011). *Accreditation of Initial Teacher Education Programs in Australia*. Carlton South: Education Services Australia.
- Mishler, E. G. (1996). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University.
- Department of Statistics, Ministry of Trade and Industry [MTI]. (2014). *Report on the household expenditure survey 2012/2013*. Retrieved from <https://www.mti.gov.sg/>
- Moran, D. (1999). *Introduction to phenomenology*. Florence, KY, USA: Routledge.
- Morrison, A. J. (2012). Professional standards for lecturers in Scotland's colleges: Initial teacher training/education standards for lecturers in Scotland's colleges. Edinburgh, Scotland: The Scottish Government.
- Murray, J. (2005). Re-addressing the priorities: New teacher educators and induction into higher education. *European Journal of Teacher Education*, 28(167-85).
- Murray, J. (2008). Teacher educators' induction into higher education: Work-based learning in the micro communities of teacher education. [Article]. *European Journal of Teacher Education*, 31(2), 117-133. doi: 10.1080/02619760802000099
- Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and Teacher Education*, 21(2), 125-142. doi: <http://dx.doi.org/10.1016/j.tate.2004.12.006>

- National Audit Office. (2016). *Training new teachers*. Retrieved from London: www.nao.org.uk/wp-content/uploads/2016/02/Training-new-teachers.pdf
- Navarro, Z. (2006). In search of a cultural interpretation of power: The contribution of Pierre Bourdieu. *Institute of Development Studies*, 37(6), 11-22.
- National Health and Medical Research Council & Australian Vice-Chancellors' Committee [NHMRC & AVCC]. (2007). *National statement on ethical conduct on human research*. Canberra: Australian Government.
- Newby, M. (2007). Standards and professionalism: Peace talks? In T. Townsend & R. Bates (Eds.), *Teacher education in times of change: Handbook on globalization, standards and professionalism* (pp. 113-126). Dordrecht, Netherlands: Springer. Retrieved from <http://ezproxy.usq.edu.au/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=170202>.
- Noddings, N. (1991). Stories in dialogue: caring and interpersonal reasoning. In W. C & N. Noddings (Eds.), *Stories lives tell: Narrative and dialogue in education* (pp. 157-170). New York: Teachers College Press.
- Observatory Magna Charta Universitatum (OMCU). (1988). *The Magna Charta Universitatum*. Retrieved from <http://www.magna-charta.org/>
- Okri, B. (1997). *A way of being free*. London, England: Phoenix House.
- Olsen, M. (1995). Conceptualizing narrative authority: Implications for teacher education. *Teaching and Teacher Education*, 11(2), 119-135.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. London, England: Pinter.
- Paley, V. G. (1990). *The boy who would be a helicopter: The uses of storytelling in the classroom*. Cambridge, MA: Harvard University.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA.: Sage.

- Pinnegar, S., & Daynes, J. G. (2007). Locating narrative inquiry historically. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology*. California, CA.: Sage.
- Polkinghorne, D. E. (1988). *Narrative knowing and the human sciences*. Albany: State University of New York.
- Pyne, C. (2012, July 21-22). Better teachers, not more, the 'education revolution' we need, *Weekend Australian*, p. 17.
- Queensland College of Teachers. (n.d.). *Code of ethics for teachers in Queensland*. Retrieved from <http://www.qct.edu.au/pdf/CodeOfEthicsPoster20081215.pdf>
- Ribière, M. (2008). *Barthes: Humanities-Ebooks*.
- Rich, A. C. (1986). *Blood, bread, and poetry: Selected prose, 1979-1985* (1st ed.). New York, N.Y.: Norton.
- Ricoeur, P. (1979). The human experience of time and narrative. *Research in Phenomenology*, 9, 17-34.
- Riddle, S., & Lingard, B. (2016). *PISA results don't look good, but what can we learn from the latest test?* Retrieved from <http://www.abc.net.au/news/2016-12-07/pisa-australia-ranks-poorly-but-what-can-we-learn/8097546>
- Riessman, C. K. (1993). *Qualitative research methods* (Vol. 30). California, CA: Sage.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Riessman, C. K., & Speedy, J. (2007). Narrative inquiry in the professions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 426-456). Thousand Oaks, CA.: Sage.
- Ripley, A. (2011, 25 September). Teacher, leave those kids alone. *Time*.
- Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, 16(2), 149-161. doi: 10.1080/02680930116819

- Santoro, N., Reid, J.-A., Mayer, D., & Singh, M. (2012). Producing 'quality' teachers: The role of teacher professional standards. *Asia-Pacific Journal of Teacher Education*, 40(1), 1-3.
- Sarantakos, S. (1993). *Social research*. South Melbourne: Macmillan Education Australia.
- Sartre, J.-P. (1949). *Nausea*. Norfolk, CT.: New Directions.
- Scheurich, J. J. (1995). A postmodernist critique of research interviewing. *Qualitative Studies in Education*, 8(3), 239-252.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York, N.Y.: Basic Books.
- Schatz, M., & Walker, R. (1995). *Research as social change*. London, England: Routledge.
- Schwab, J. T. (1983). The practical 4: Something for curriculum professors to do. *Curriculum Inquiry*, 13(3), 239-265.
- Shields, C. (2005). Using narrative inquiry to inform and guide our (re) interpretations of lived experience. *McGill Journal of Education*, 40(1), 179-188.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Sikes, P. J., Measor, L., & Woods, P. (1985). *Teacher careers: Crisis and continuities*. London, England: Falmer.
- Silverman, D. (1993). *Interpreting qualitative data*. London, England: Sage.
- Slife, B. D. (1993). *Time and psychological explanation*. Albany: State University of New York.
- Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Education Researcher*, 12(3), 6-13.
- 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. doi: 10.1080/19415257.2011.616095
- Spence, D. P. (1982). *Narrative truth and historical method*. New York, N.Y.: Norton.
- Spring, J. (2008). *Wheels in the head*. New York, N.Y.: Routledge.
- 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. doi: 10.1080/19415250903457893
- Teach First. (2018). What you need to join our programme. London, England: Teach First.
- The Records of the Parliaments of Scotland to 1707*, K.M. Brown et al eds. (St Andrews, 2007-2017), A1496/6/4. Date accessed: 30 March 2017.
- The Scottish Government. (2017). *Education Governance: Next Steps*. Retrieved from Edinburgh: <http://www.gov.scot/educationgovernancereview>
- Teacher Education Ministerial Advisory Group [TEMAG]. (2014). *Action now: classroom ready teachers*. Retrieved from Creative Commons: <http://www.studentsfirst.gov.au/teacher-education-ministerial-advisory-group>
- Tennyson, A. (1899). *Tennyson's poems*. Glasgow: David Bryce & Son.
- Thematic Working Group, Teacher Professional Development. (2013). *Supporting teacher educators for better learning outcomes*. Retrieved from http://ec.europa.eu/education/school-education/teacher-cluster_en.htm.
- Topsfield, J., Preiss, B., & Butt, C. (2012, September 12). Australia comes out below average, *The Sydney Morning Herald*. Retrieved from http://www.smh.com.au/execute_search.html?text=Australia+comes+out+below+average&ss=smh.com.au
- Townsend, T., & Bates, R. (2007). Teacher education in a new millennium: Pressures and possibilities. In T. Townsend & R. Bates (Eds.), *Handbook of teacher education globalization, standards and professionalism in times of*

- change (pp. 3-22). Dordrecht: Springer. Retrieved from <http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=10144296>.
- Valéry, P., & Corke, H. (2015). *Collected works of Paul Valery, Volume 2: Poems in the Rough*: Princeton University Press.
- Van Manen, M. (1990). *Researching lived experience: human science for an action sensitive pedagogy*. Ontario: University of Western Ontario.
- U. K. Government (2013). *Teacher's standards*. Department for Education: United Kingdom Government Retrieved from <https://www.gov.uk/government/publications/teachers-standards>.
- U. K. Government. (2015). *Prevent duty guidance: for Scotland*. London, UK: UK Government Retrieved from <https://www.gov.uk/government/publications/prevent-duty-guidance>.
- Upton, A. (1967). *Design for thinking: A first book in semantics*: Stanford University Press.
- Watson, F. (2001). *Scotland from prehistory to the present*. Stroud, Gloucestershire: The History Press.
- Weber, M. (1970). *Max Weber: the interpretation of social reality*. London: Joseph.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method*. New York: Routledge.
- Wilensky, H. L. (1964). The professionalization of everyone? *American Journal of Sociology*, 70(2), 137-158. doi:10.1086/223790
- Wuling, V. (2006). *Path to peace*. Taipei, Taiwan: Amitabha Publications.
- Young, J. R., & Erickson, L. B. (2011). Imagining, becoming, and being a teacher: How professional history mediates teacher educator identity. *Studying Teacher Education*, 7(2), 121-129. doi:10.1080/17425964.2011.591133
- Zeichner, K. (2005). Becoming a teacher educator: a personal perspective. *Teaching and Teacher Education*, 21(2), 117-124. doi: <http://dx.doi.org/10.1016/j.tate.2004.12.001>

