

1994

SCHOOL BASED TRAINING: A COMPARATIVE CASE STUDY OF AN ARTICLED TEACHER COURSE AND A ONE YEAR PGCE

WHITING, CAROLINE

<http://hdl.handle.net/10026.1/1704>

<http://dx.doi.org/10.24382/4379>

University of Plymouth

All content in PEARL is protected by copyright law. Author manuscripts are made available in accordance with publisher policies. Please cite only the published version using the details provided on the item record or document. In the absence of an open licence (e.g. Creative Commons), permissions for further reuse of content should be sought from the publisher or author.

**SCHOOL BASED TRAINING: A COMPARATIVE CASE STUDY OF AN
ARTICLED TEACHER COURSE AND A ONE YEAR PGCE**

by
CAROLINE WHITING

A thesis submitted to the University of Plymouth
in partial fulfilment for the degree of

DOCTOR OF PHILOSOPHY

Faculty of Arts and Education

November 1994

| | |
|-----------------------------------|---------------|
| University of Plymouth Library | |
| Item No | 9001903579 |
| Shelfmark | Thesis 371WH1 |

Abstract

SCHOOL BASED TRAINING: A COMPARATIVE CASE STUDY OF AN ARTICLED TEACHER COURSE AND A ONE YEAR PGCE

Caroline Whiting

This research is based on a case study of two primary Post Graduate Certificate in Education (PGCE) courses at the same university which was carried out at a time of rapid change and major reform. One of those courses, the Articled Teacher (AT) PGCE was of the 'school based' variety much heralded at the time as the way forward for the preparation of teachers. In this scheme, learner teachers were based, usually alone, for two years in one school in the care of a mentor, with a chance of a 'teaching practice' in another school. The ATs came into the university for seminars, lectures and tutorials. The other route was a more traditional one year course where the students, 75 in number, were based in the university and were sent out, sometimes alone, sometimes in groups, into two or three different schools for 'teaching practice' or 'school experience'. The research focussed on three major factors in making comparisons between the two groups:

- 1) patterns of loyalty to, and support from, the university and the school;
- 2) the sources of their theorising about teaching - the ATs relying more on their own personal experience mainly because of their constant need to survive in their schools;
- 3) the differences between the course providers in schools and in the university which were more important for the ATs because of their course's emphasis on 'partnership' rather than 'integration'.

The findings of the fieldwork are placed in the context of a discussion of the recent reforms in initial teacher education with particular reference to their implications for school based training.

Contents

| | page |
|---|------|
| 1. Introduction | 1 |
| 2. Background | 3 |
| 3. Review | 16 |
| 4. Method | 37 |
| 5. The Current Context | 59 |
| 6. The Case Study | 79 |
| 6.1 Background to the courses | 79 |
| 6.2 Structure and Intentions of the Courses | 83 |
| 6.3 Two Sites for Learning | 97 |
| 6.4 The Nature of School and College Experience | 146 |
| 6.5 Theory and Practice | 167 |
| 7. Conclusions | 193 |

Appendices

| | |
|--|-----|
| 1. Main points of legislation 1988- Methodology: | 211 |
| 2. Interviews - approaches, themes and questions | 223 |
| 3. Examples of transcripts | 227 |
| 4. Questionnaires | 236 |
| 5. Early quantitative analysis | 272 |
| 6. Example of questionnaire responses sorted by question on 'Hyperqual' | 283 |
| 7. Conference attendance | 294 |

| | |
|-------------------|-----|
| <u>References</u> | 296 |
|-------------------|-----|

Figures

| | |
|--|-----|
| 1. Diagram showing PGCE chronology | 70 |
| 2. Programme for induction week for ATs | 72 |
| 3. PGCE planning briefing 'current thinking' | 80 |
| 4. Plan of college work for term (for mentors) | 128 |

Acknowledgment

My thanks are due to: The University of Plymouth; my supervisors, in particular Andy Hannan; all who provided me with data especially the Articled Teachers, their mentors and their Professional Tutor. Most of all, I thank my family for their patience.

AUTHOR'S DECLARATION

At no time during the registration for the degree of Doctor of Philosophy has the author been registered for any other university award.

The study was financed with the aid of a studentship from the University of Plymouth.

A programme of advanced study was undertaken including research methods and computer use.

Relevant seminars and conferences were attended and two papers were given. Details appear in appendix 7.

Signed.....*C. W. M. King*.....

Date.....*24.2.95*.....

The teacher is not a detached operator who is bringing about some kind of result in another person that is external to him.....
Education, then, can have no ends beyond itself. Its value derives from principles and standards implicit in itself. To be educated is not to arrive at a destination; it is to travel with a different view. What is required is not feverish preparation for something that lies ahead, but to work with precision, passion and taste at worth-while things that lie to hand. These worth-while things cannot be forced on reluctant minds, neither are they flowers towards which the seeds of mentality develop in the sun of the teacher's smile. They are acquired by contact with those who have already acquired them and who have patience, zeal, and competence enough to initiate others into them.

*'There is a quality of life which lies always beyond the mere fact of life'.
(A.N.Whitehead 1926).*

The great teacher is he who can convey this sense of quality to another, so that it haunts his every endeavour and makes him sweat and yearn to fix what he thinks and feels in a fitting form. For life has no one purpose; man imprints his purposes upon it. It presents few tidy problems; mainly predicaments which have to be endured or enjoyed. It is education that provides that touch of eternity under the aspect of which endurance can pass into dignified, wry acceptance, and animal enjoyment into a quality of living.

(Peters 1963 pp 37, 47, 48)

1. Introduction

At the beginning of this research project I set out with the intention of carrying out a comparative, and in some way evaluative, case study of two different courses of primary Initial Teacher Education (ITE) at the same university¹ : the two year post graduate Articled Teacher (AT) course and the one year Post Graduate Certificate in Education (PGCE). In the carrying out of this task, because of their direct relevance to what I was researching, I also had to follow closely the enormous changes which were at the same time being brought about by government in education generally, and more specifically in teacher education. In reviewing the literature concerning teacher education going back several years I found that the historical background leading to the current perspectives of Higher Education (HE) and Government could not be ignored; it came into nearly every paper, pamphlet and book I read. Theoretical stances seemed to come out of not pure academic endeavour but very much from the context of the increasing constraints of government on education and teacher education. It could be claimed that academic theory always exists within its social structure. However I would argue that education is a particularly sensitive area for government in that it has such great but subtle potential for social change. For these reasons I first set out an historical background to the current situation in schools and teacher education. It reveals themes which cannot be separated from education and thus teacher education: themes of motive, purpose and agenda, education as an academic or practical discipline, as a basis for life in and out of work, and the professionalism of teachers. The courses which I have studied are then placed within the current context showing the pattern of recent legislation and illustrating that the perspectives of those involved in changing and providing ITE may be very different. Only after my examination of the background did I find I could develop a more conventional literature review, examining current theories of teacher

¹ Throughout the thesis, in line with common usage, the university which offered the courses I was studying is referred to as 'the college'.

education. But in doing this I realised something very significant: a review of academic theory revealed insights from the perspective of the provider (i.e. HE) of the courses I was studying. I was not studying a phenomenon outside of the theory builders but one in which they are very much involved but without ultimate power. Dadds (1993) described teachers researching their own practice and the need to acknowledge their cognitive and emotional base but emphasises that this kind of research is grounded in action. Action for HE is limited in the field of teacher education: its perspective grows out of the actions of the instigator (i.e. government) which has a developed 'theory' (or theories) of its own. This makes academic theory building in this field somewhat arid. Additionally, because the body of academic literature reacting to the current government view consists largely of comment from the provider (HE), to a large extent I have mainly the perspective of a very interested party. I realised then that this is true too, of the historical background I examined. As background rather than the subject of my study I have had to rely largely on secondary sources for this; and those that write are again, mostly HE providers of teacher education! Peters (1963) described the difficulty of one who is not a historian but interested in the historical background to the context of educational ideologies. So, not only did I wrestle with the normal problems of making an historical account which is interpretive rather than narrative (Edson 1988), but the interpretation relied, in particular for the period prior to my own experience, on the interpretation of other, interested parties. Thus I began with a methodological predicament which began long before decisions about rationale and methods of data collection: a tremendous bias in essential theoretical and historical background. I too, of course, have a personal perspective. I have been a recipient of an Initial Teacher Education which was very firmly fixed in the mood of the late 60s/early 70s and thus is very different from today's. I note these students' favour with what they know; this applies to me too and explains the philosophical appeal of Peters. But as a former teacher with no

current allegiance and someone without a background in teacher education, I may be in a position to be able to provide some balance through my decisions about data collection, my development of themes through the analysis of the data and my subsequent conclusions. This is the best I can do and what I have attempted to do.

2. Background

Initial Teacher Training (ITT), or Initial Teacher Education (ITE), as it has been referred to since the late 60's at least by those who preferred to see the preparation of teachers as needing a rather broader remit than just 'training'), has not been a static concept since the introduction of compulsory elementary education in 1880. This is not in any small way due to the fact that the idea of the sort of education needed for our children has not been static either and has depended (and does depend) largely on the perspective of those with the power to order such education. The training of teachers has always been inextricably bound up with the vision of what mass education should be, and what we as a society are intending that it should achieve. Yet this vision and the agendas of those in power are not always clear. Historical commentaries (Batho 1989, Thomas 1990) show this to be the case. The aims of elementary education may have apparently changed over time. However, it has been suggested that they are not all always made explicit and there has been no small measure of debate about agendas for education and what they really are. Analyses written in the past twenty years or so (e.g. Taylor 1985, Hencke 1978, McLelland and Varma 1989) emphasise the very great changes in ethos, emphasis and objectives that have come about during this time. These changes have apparently not been steady, developmental or one directional. In fact, the overwhelming impression is of a series of disjointed and disruptive changes which correspond to the widely differing perspectives of the various parties. However, a number of recurring themes are evidenced.

As an example, one such theme that emerges when looking through the literature is that education is a device for social control and the provision of an able and compliant work force. This purpose was clearly admitted as a main part of the original aims of mass education, but during the period after the war until the late seventies, it seemed to be subsumed by a more liberal or humanitarian approach which encouraged a view of education as personal

development. There are those, though, who maintain that even during this period the public education system still served well an agenda of social control, albeit in more subtle ways (Sharp and Green 1975, Woods 1977). During the period of my research these particular agendas are back at the forefront, now being made explicit once more, with attacks on liberal notions of schooling and a reduction in the autonomy and professionalisation of teachers and teacher educators. The courses which I have been investigating need to be considered in the context in which they have been developed; looking back at changes in schooling and teacher education since the early 70s shows how relevant the differences between perspectives of interested parties become, particularly now that two of these parties in particular (schools and central government) have more say than ever before in the way that new teachers are prepared. The recurring, sometimes opposing, themes of education for social control, for the economic strength of the nation, and for personal development illustrate the ambiguous and varied nature of agendas for education and teacher preparation and the lack of consensus which is crucial in this present context. Change in education and teacher education has always been in response to the political and social climate of the day and this is certainly the case in the most recent round of changes.

1. Reorganisation and rationalisation in a context of increased central control

The Robbins report (DES 1963), which recommended an expansion across Higher Education (HE), was at least partly responsible for the growth of ITE between 1964 and 1972. Following Robbins, the teacher training colleges were to be renamed as 'Colleges of Education' and the three year certificate was to be extended by a year to a B.Ed for suitable students. However, pressure continued to build for ITE to be further investigated and in February 1970 Ted

Short, then Secretary of State, set the Area Training Organisations (ATOs) ¹ to carry out a survey of courses.

The Conservatives then returned to government and set up a committee to look at education under Lord James of Rushholm; the committee produced a report in 1972 (DES 1972a) followed by a White Paper: 'Education - a Framework for Expansion' (DES 1972b). The report's recommendations on teacher education were only put into action in part. It suggested a system of three cycles: 1) personal education 2) preservice training and induction and 3) inservice education and training. Although the White Paper resulted in the expansion of induction and continuing inservice provision it failed to introduce what James suggested, a coordinated and monitored operation through a system of professional tutors. The decline in the birthrate and the deteriorating economic situation and the growing lack of consensus added to a mood that made these developments unlikely. With a move towards an all graduate profession in 1973 it was apparently accepted that merely practical experience and coaching along the lines of 'tips for teachers', without an intellectual examination of the discipline, was not all that was required to produce a good primary school teacher. Correspondingly, as the training for these two groups of aspiring teachers became closer, knowing the subject was not all it seemed one needed to make a good secondary teacher. At this time the importance of education theory was acknowledged and examples from other professions were given as evidence for the possibility and necessity of integration between theory and practice. This issue remains important within teacher education and I look at the nature of, and links between them later in my review. We have moved from the picture in the 1960s, where the study of the 'disciplines' (psychology, sociology, history and philosophy of education) sometimes seemed to have little direct relation to the work aspiring teachers

¹ The McNair Report (Board of Education 1944), the result of a committee set up in 1942 to investigate the situation on teacher supply, recruitment and training, formed the basis of many changes made in the 1944 Education Act. It recommended a national system operating through the Universities, of Area Training Organisations. By 1951 there were 16 of these.

had to do in schools (Eason 1970), to the present situation where theory is far more likely to arise from practice (Schon 1983). In 1970, at least, there was still the notion that within the BEd the professional training could be perceived as the intellectually inferior complement of the academic rather than acknowledging a possibility that the professional could itself be academic; Eason reports on a survey of college principals in which he talks of

students whose interests are primarily academic rather than professional

p17

But the concerns of the universities and colleges with the aims and content of courses were also progressing alongside the growing interest of government in teacher supply. ITT was beginning to become more of a national system at last. Now we had the abolition of ATOs; the creation of new regional committees in 1975 incorporated the universities and colleges into common system albeit with the different validation bodies of the Council for National Academic Awards (CNAA) and the Universities.

A statement from The University Council for the Education of Teachers (UCET) in 1973 sums up the actual result of James' three cycle recommendation: an increased value was put on the idea of continuing education for teachers. The statement suggested that although the personal and professional development of teachers had not been made distinct, there had been a more broadly conceived and extended Inservice Education of Teachers (INSET). But the overwhelming result of the White Paper was a new emphasis on government as the originator of policy in both initial and inservice education. This began a period of change which involved more and more government intervention. These observations from that time echo many made during the last few years:

What has disturbed those who are actually involved in teacher education has been the uninformed nature of much of the criticism.....

and following the changes after James:

It appears that changes of structure and emphasis had taken place and were continuing to take place without debate, with scant consultation between those centrally involved and with little regard for preserving all that was best in teacher education....twin pressures of haste and fear.....

Raggett and Clarkson (1976) p 8

Circular 7/73 (DES 1973) called for local authority plans for organisation of TT and there followed an enormous shake up. The Secretary of State held power and college and university staff seemed unable to resist; there began a massive programme of mergers and closures which reduced morale to an all time low. The numbers of students fell back to pre 1964 levels by the early 80s. Just prior to James and before it was known what enormous upheaval there was to come, a survey of teacher training was reported by London University (Hewett 1971). This and other literature of the time (Raggett and Clarkson 1976, Lynch 1979) indicated a mood comparable to today's; there was a feverish round of conferences and publications but those academics involved in impassioned debate don't seem to have had any effect on the outcome. Because of the election of 1970 a parliamentary select committee set up in 1968 to look at teacher education failed to complete its task and report at the anticipated time. However, a report was issued by the participants after the election and before the James Report. The report recommended stronger school/college links with a properly organised system of teacher tutors (Willey and Maddison 1971). It included this quote from the Headmasters' Association and Headmasters' Conference:

Teacher Training will never be adequate unless the schools are involved in an entirely new way, in the professional task of forming new teachers.

p 55

Thus it can be seen that there was a feeling in schools that links between schools and HE needed to be closer. Evans (1971) indicates support for this from HE too:

In recent years there has been growing concern over the relationship between schools and colleges....the relationship between the schools and the colleges became strained....notwithstanding these occasional strains the 1960s witnessed a strengthening of the links.....

p102

Partnership between central and local government were breaking down, illustrated in 1976 when the Secretary of State attempted to assume powers further than financial: these powers were not upheld by the courts in a particular instance. Tameside and its refusal to embrace secondary comprehensive schooling showed how central government may need to embrace full powers to carry out its own agenda. In this case, the 1944 Education Act had given responsibility for education to local government. When the agenda of that local authority was out of line with the Secretary of State, he had no power to make them comply (James 1980). After the reorganisation of the colleges there was still worry about standards; this concern was shown in 1976 when Callaghan (who was still Prime Minister) initiated what has come to be known as 'the great debate' in a speech at Ruskin College. It was felt that standards needed to rise and he called for debate which led to a questioning of present arrangements which began some changes in emphasis for education. Closer attention was now turned to the content of education both in schools and the HEIs (Higher Education Institutions consisting of Universities, polytechnics and colleges), which were providing training for teachers.

2. Building a market

During the period following 1976 a number of reports and papers emerged picking up on growing concerns within teacher education which gradually

built up to the scenario of today. MacIntyre (1991) refers back to this time as the beginning of the development of criteria later forming the basis of national accreditation of teacher education, (although many of the points he makes refer particularly to secondary education). This, he says, began with the DES consultative document of 1977 'Education in Schools' which noted 'fairly widespread misgivings' (quoted p 4) which included references to entrants to the teaching profession having too little understanding of the importance of industry and commerce 'in an increasingly competitive world' and to intellectual mastery being important in the subjects they were to teach. (There was no corresponding mention of intellectuality within the discipline of education itself). A discussion paper (DES 1982), was quick to suggest that those teachers (1 in 4) found to be less than sound in their teaching should have been better instructed during their training. The recommendation then was that there should be a more effective system of quality control. The Advisory Committee on the Supply and Education of Teachers (ACSET) was asked by the secretary of State to report on the structure and content of courses; the result of this and further consultation was a paper from the inspectorate (HMI) in 1983 (DES 1983a). This document in particular pointed out the wide variations within teacher training and suggested that there was a consensus which agreed a need for national guidelines, albeit within a framework of 'institutional freedom in professional matters' (p 3). This theme of autonomy versus standardisation is a crucial one. There was an autonomy within institutions which resulted in the wide variation of course structure identified by HMI in 1983. But, MacIntyre claims, this autonomy was still evident *within* courses through individual tutors in 1988, after national accreditation. Within my own research it seems this remains a feature. ACSET, after discussions following the White Paper Teaching Quality (DES 1983) made a recommendation that there should be a single council to ensure the consistency of courses for teacher training. Thus in Circular 3/84 (DES 1984) the Council for the Accreditation of Teacher Education (CATE) was

announced, together with a set of criteria against which that body was to scrutinise courses offered by all providers of teacher training, within the university sector, the polytechnics and the decreasing number of Colleges of Higher Education. The White Paper called on courses for new teachers to include 'the active participation of experienced practising school teachers' (p 33). The inference was of arrangements which surpassed the previous ones, and, looking to the future, the DES commissioned a research project to look at courses that were already more school based (Furlong et al 1988). The criteria formally began the new emphasis on basing the training of teachers more firmly in the schools with a requirement for all teacher trainers to have recent and relevant school experience. Following on from 1983 HMI were asked to present periodic reviews of all reports published. The third of these (1985) talked about the criteria for teacher appraisal and referred to 'the broadly similar characteristics of successful teaching' (p 2). Its conclusion was that 'performance in the classroom lies at the heart of the teacher's professional skill' (p13) while acknowledging the need to relate that to 'the context in which the teachers' professional tasks are performed' (p 14). This notion of performance along with the emphasis on skill is one which is presently supported with the adoption of the competence approach. It suggests in appraisal at least that there should be a focus on ends, on outcomes. And these outcomes of course will be more easily measured than any process which necessarily takes place over time.

In 1987 a broad survey of ITT was published (HMI 1987), carried out between January 1985 and January 1987. Its beginnings went back to 1983 and the findings were introduced by a description of the context in which ITT was then operating. Confined by a shrinking system functioning within the criteria of circular 3/84 it identified the four year BEd honours degree as the most popular route for primary teachers, but drew attention to an increase in the number of primary PGCE students. The universities were providing the majority of the secondary PGCE places. HMI had published reports on both the

BEd (HMI 1979) and the PGCE in the public sector (HMI 1980), and by 1983 were visiting (by invitation) the University Departments of Education (UDEs) too. They were noticing attempts to integrate different elements of the courses:

most institutions are now planning to draw more heavily on the students' observation and experience in schools to determine both the content and the order of presentation of material which falls broadly into the other.....parts of the course.

HMI (1980) p14

By the end of the survey, school work was taking up a sixth of students' time on BEd courses on average, and almost half for the PGCE (around 18 weeks). However there was still concern about how this time was managed vis a vis the college and the school.

By 1988 the seventh review, (HMI 1988) summarised in its introduction what Eason was deducing in 1970. In the universities, which provided a third of all new teachers, there had been

a change in balance from academic studyto give more weight to the professional needs of the new teacher in the classroom.

p 1

Where there were attempts to integrate the academic or theoretical aspects of education with the practical it is admitted that they sometimes tended to become superficial, or that due to the timing of particular topics within the course, background reading and study by students was not extensive, meaning they had only a narrow background from which to draw. The report speaks favourably of attempts by schools and UDEs to work together but also notes that sometimes the schools did not know exactly what was going on, or that the universities seemed to regard the schools as providers of facilities for classroom based work. These initiatives tended to be within the secondary sector but this was during a time when the universities began to be more involved in primary training and one in which the 'CATE criteria,' as they became known placed a heavy emphasis on 'professional competence'.

Because of circular 3/84 (DES 1984), tutors had also started to develop closer relationships with schools as they were required to work in schools as part of their professional development. There was then, by this time, a growing emphasis on schools as an important part of ITT, but they too were coming under criticism.

This was a period of shifting emphasis in the nature and purpose of schooling which focussed on curricula and teaching methods. There is again an echo of today in the way public perception of the situation was helped along by the media. Bennett's 1976 report Teaching Styles and Pupil Progress suffered from the same sort of media attention as that of Alexander et al (1992) suffering from either inaccurate reporting or emphases that were not intended by the author. During a time when economics, and particular values and attitudes were becoming more of a focus the mood was set and momentum carried it along. July 1977 saw a Green Paper: Education in Schools (DES 1977a). This led to a government circular 14 (DES 1977b) which tried to establish the degree of consensus about school curricula. The Taylor committee (DES 1977c), which investigated the governance of schools, suggested that all schools have a governing body consisting of local people outside education and parents as well as teachers and local authority representatives; the public had by now become more widely interested, the curriculum was becoming a focus and was supposed to respond to what were seen as the needs of the economy. The effect of such changes could be to take more power away from the teachers and it might be suggested that this was one of the aims of such suggestions. The teachers' fight to be accepted as 'professionals' had reached a temporary high spot with their status (primary teachers as well as secondary) within HE and their autonomy within the schools to make decisions about the schooling of the children in their charge. The advent of other interested bodies from outside education encouraged the view, now developed further through government chosen quangos for school funding and an independent inspectorate (DES 1993), that almost anyone's opinion is as important to the

extent of actually altering practice. A 'yellow paper' in the Spring of 1976 (leaked to press, Times Educational Supplement (TES) 15th October) had accused the Schools Council for the Curriculum and Examinations (SCCE) of failing to tackle curriculum and examination reform. This body was one which was still an example of partnership between local and central government; it was funded by the DES and LEAs and also saw teachers as important; teachers formed the majority on most of its committees. But teachers' status was falling and the teachers' unions were seen to be becoming too political. So, in 1976 the Assessment of Performance Unit was set up to carry out a survey of national attainment. The programme concentrated on skills rather than content. The report on language did not emerge until ten years later, as it proved a very complex task. In 1979 HMI published a report on secondary education (DES 1979) which further emphasised subject content. As for primary schools, HMIs had looked at 2,000 schools for the Plowden Committee (1967). They now surveyed 542 schools between Autumn 1975 and Spring 1977 which resulted in a report (HMI 1978). This said that reading had improved at 11 but that the most able children were not extended and that a concentration on skills was not enough. Teachers needed more subject knowledge especially of things like science and craft. Thus began the moves towards a National Curriculum. As I will make clearer in chapter 5, much is now made of the purpose of schooling being the basis of the economic future of the country. The talk of 'standards' is not necessarily to do with an entitlement to the child but with the requirements of industry. The need for schooling to provide a morally and culturally homogeneous work force becomes high priority again. Motives which were perhaps hidden for many years are now voiced more openly. This willingness to voice these motives has grown even in the last ten years. Professor Brian Cox's claims (1981, quoted in McLelland and Varma 1989) that we needed a return to a competitive, examination and test based work ethic in schools, originally regarded as excessive even by his Tory audience at that time, have now been

formalised and published by the Hillgate Group (1986, 1987, 1989) along with proposals for devolving power to individual schools and parents, and the reform of teacher education to more apprentice style models. The group was arguably the most powerful influence on government education policy by the turn of the decade with many of its suggestions coming to fruition (see appendix 1 for relevant points of legislation from 1988-1994). It is not the first time that Initial Teacher Education has been in a state of upheaval but this latter period of Conservative rule probably has resulted in the biggest interference and control by central government in education than at any time since 1862 and 'payment by results'². Wragg (1992) suggests that the real control is by a very small group of right wingers which comprise certain pressure groups and claims:

The right wing now has an almost complete hold on the education system.....A chilling recreation of the 19th century.
p 120

Certainly aspects of the changes which are being brought about within the education system within the last few years can be shown to relate quite directly to what are referred to as 'the Black Papers' which started a series of commentaries against the education establishment and its ideas (Wilby and Midgely 1987).

By 1991, the time when my research began, the National Curriculum was beginning to emerge within an atmosphere of some disagreement, many aspects of the 1988 Education Act were firmly in effect with more legislation to come and ITT, (or ITE as often still preferred by those in HE), was on the verge of major change. There was a feeling that there might be a backtrack in the air with the possibility of a change of government. The debate was in full swing.....

² This system, which was set up in 1862, meant that what was actually achieved by schools at this time was effectively controlled centrally. Government grants based on the achievements of the children, then supported the whole system rather than the voluntary contributions of the past

3. Review

Because of the interrelation between legislative changes and the development of the theory of ITE which I have already described, one of the greatest problems for me has been the separating out of what could rightly be classified as a review of the literature and what is more precisely findings in relation to the first of my research questions, the teacher training debate. I have approached the problem in this way: this chapter presents a summary of the literature relating directly to school based training which was produced during the period leading up to the round of legislation that began with the 1988 Education Act. It reveals a number of themes which I develop through my findings and refer to in my conclusions. Where more recent papers illuminate these themes I include them here. The first part of my findings, then, (chapter 5) will describe the debate which focussed on the changes that were in process during the period 1991-94; this representing the immediate context of the courses which were the subject of my case study.

School Based Initial Teacher Education -the emergence of themes

During the last few years ITE has been going steadily in the direction of an extended partnership between school and HE establishments. New directives from central government have led to new training courses based in or led by schools (the Licensed and Articled Teacher schemes), and more recently courses run by the Open University. These initiatives, particularly the White Paper (DES 1983) and the following circular 3/84 (DES 1984), have led to some research into this mode of training, an early example being a DES sponsored research project (Furlong et al 1988). This piece of research involved four case studies of 'school-based' PGCE courses in four different HE institutions; two primary, two secondary. These case studies highlighted the difficulty in establishing standard criteria for the assignment of the term 'school based' (Hannan and Newby 1992). They did however reveal common themes based

on old and new models of teacher training, particularly the notion of the reflective practitioner (Schon 1983) which has gained credence and support during the past decade. They identified four levels of training:

Level (a) - direct practice

Practical training through direct experience in schools and classrooms.

Level (b) -indirect practice

'Detached' practice in practical matters usually conducted in classes or workshops within training institutions.

Level (c) -practical principles

Critical study of the principles of practice and their use.

Level (d) -disciplinary theory

Critical study of practice and its principles in the light of fundamental theory and research.

p 132

They suggested that the old training models had tended to treat level (d) as separate and engaged a didactic teaching style. These models, (which did not have the support of the research team), maintained the idea of a theory which is applied to practice. They saw it as producing a gap between theory and practice which is impossible to breach. This point was developed by Hirst (1990) in a book specifically about partnership. Here he developed his earlier theme of the nature of theory in teaching and its relation to practice (1983). He contended that all action is theory laden and in this most recent writing supported the idea of a theory which comes out of practice; that teachers need to be continually building theory out of what they do individually and collectively. However, he was anxious that an inward looking reflective process could lead to a dependence on too many assumptions being made; that action is taking place within a context which itself should be the subject of reflection. To do this, he contended, it is necessary to learn about the discipline of education and how to operate within that discipline in a way that provides the vehicle for a sharing within the field. That is what an academic discipline is for; a vehicle by which activities can relate to that of others working within

the same field to produce a rationally defensible theory. He questioned the idea of the directly observable measure of success. He claimed:

Success or failure is then more often than not only indirectly observable, demanding careful and sophisticated interpretation... the notion of success only then makes sense in terms of personal and social value judgments of far reaching significance.

p 77

He suggested the idea of the 'common sense' teacher as being one who never calls basic beliefs into question. He thus proposed a four level approach which demands a continual referring back thus avoiding theory which is built entirely from personal practice which does not call up basic questions of rationale and belief:

- 1) Academic research in the disciplines (psychology, sociology, philosophy);
- 2) Practical theory - draws on first level work, formulates general practice principles;
- 3) Application of 'practical theory';
- 4) Teacher settles to a pattern of justifiable practice which is not determined by any direct employment of principles.

In order to employ the latter approach, the teacher or learner teacher must master an up to date body of concepts, beliefs and practical principles; the grasp must be so that rational judgments can be made in different situations; one must be able to master a body of skills, but to be always open to new and more adequately researched 'theory' and be able to discuss new practices.

Hirst argued that in the 60's there was a tension between this new 'rationalist' practice and the 'traditionalist' practice of a separate body of theory which failed to generate useful practical principles. He saw his model as able to deliver a theory through general principles which provide guidance for practice, out of which more deeply understood practical theory may develop. He described a good reflective model as he saw it: the acquiring of concepts, beliefs and principles of practice which will enable interpretation of particular circumstances and thence to act justifiably; the critical reflection on personal

practices and justification in comparison with other and newer practices and their claims. This requires self conscious analysis in terms of the 'theory' that informs those practices. For ITE, this approach would necessarily demand opportunities to move back and forth between practice and theory of a formal kind; additionally it would necessitate ways of learning how to reflect. School collaboration would be essential for this to happen.

The model of the 'reflective practitioner' which Furlong et al (1988) described as 'reflection in action' (p203) was encouraged for the courses that they looked at; they considered it likely that an expanded school based approach to training could facilitate the development of the reflective teacher who could reach all levels of training through a strengthening of integration of course content, particularly school and college based elements. Nichol (1993) described a secondary PGCE history course at Exeter University which was in existence before the current government decrees for secondary training and which can be analysed through Furlong et al's model. As he said:

Such school based training can provide a bridge between the liberal approach to training which sees professional development as being the student's personal and relatively undirected response to circumstances and a more purely instrumentalist one based upon tutors' competencies. The medium for such training might be a school based course in which tutors and teachers combine to provide complementary expertises and perspectives.

p304

I think the vocabulary used by Furlong et al, Nichol and Hirst is interesting. 'Integration'; 'collaboration'; 'complementary': each suggest contributions from schools and colleges to be different, acknowledging and taking advantage of the different perspectives, interest, strengths. But none developed the theme of sameness. Why should they? The point is that they are not the same and that is what contributes to the richness of the learning experience for the student. However, for integration, complementing or collaboration to happen, as was suggested by other examples, each needs to have a shared understanding of the whole to understand how their contribution fits into an

overall pattern of a finite course of training. The whole must encompass an explicit and articulated model of the teacher, and a philosophy of how initial training fits into a teacher's continuing professional development.

Because of the newness of the Articled and Licensed Teacher schemes at the time they had not been used to present full evidence to inform new plans for ITE or to develop theories of teacher education in the mid 1990s. (Both were school based schemes introduced by government in 1989, refer to appendix 1 to see their introduction in context and chapter 6.1 for detail of the AT scheme).

An NFER report of the AT scheme, which only concerned practical arrangements in the setting up of the courses, drew on evidence from the beginning of the first cohort of students. This was only presented in summary form (Stradling 1991) and was limited in its theoretical interest. University based research on completed cohorts could not be available until the first student finished in July 1993. Certainly there was no opportunity to follow up ATs into their first appointment in any detail before the imposition of more school based training. Such evidence that became available during the course of my research (e.g. Jacques 1992, Campbell 1992, Kane 1992) revealed the same recurring largely practical themes: lack of clarity of mentor role and the conflict between support and assessment; lack of breadth of experience for students based in one main school; a concentration on practice at the expense of theory; the problems of resourcing the building up of relationships between schools and colleges and of individuals within them; the differing priorities of schools and colleges (colleges are for teaching students but in schools the children come first); the differences between secondary and primary schemes. The Oxford Internship scheme (McIntyre 1992a) was an example of a purely secondary course which is often given as evidence of the success of school based ITE. But those working in primary training maybe cannot learn so many lessons from the secondary examples that have gone before them, nor from the research that the new courses may have generated (The British Educational Research Association (BERA) teacher education policy task group 1994). The

differences in primary and secondary educators in their roles as teachers and therefore as learner teachers are too great. The size of and staffing structures within primary schools means that management teams, mentoring arrangements and organisation of student time when in school are quite dissimilar. Primary students have to assimilate far more in terms of curriculum content than do secondary, while other more general theoretical considerations demand the same degree of application from both sets of students. In recognition of the curriculum demands, in the new legislation for training of teachers the time in schools for primary courses had not to be as great as that for secondary, giving more time in the college base (DfE 1993). Although given the opportunity to take the lead away from HE, only two *School Centred Initial Training Schemes* (SCITTS) in the primary phase were set to begin at the start date, September 1994. I would contend that we should look at evidence from *primary* courses to best inform decisions we make about structures for the new primary training, and where we look at secondary schemes, to be aware of the different sorts of issues that may be raised in the two sectors.

A mentor perspective (Fogarty 1992) revealed the feeling that HE sets agendas but in responding to new initiatives may doubt the wisdom of so much time in school at the expense of college. In addition, she pointed to the need for a shared aim which includes a sharing of the learning strategy expected for ATs. Reflection, self analysis, autonomy; these were new 'buzz words' in her own learning which would need to be developed in her work with her AT. The HMI report on Articled Teachers (OFSTED 1993) which looked at the 1990-92 cohort within nine consortia distinctly said that the quality of training was not related directly to the length of time spent in school and pointed to 'inconsistencies of practice and expectation across a consortium' (p 22) ; they acknowledged that 'effective management was difficult to achieve' (p 21). These concerns, plus an emphasis on the importance of shared perspectives which reach further than practicalities were voiced in a letter from Richard

Pring, (1992) professor of Education Studies at Oxford University in The Times:

The scheme, however, does depend on a real partnership between university and schools - one in which there are shared values, shared interest in research, shared selection of schools and departments and mentors within those schools, and shared development of that theoretical perspective of teaching which is the mark of the professional.

Course planning involving partners working in different places infers some sort of shared understandings of objectives and following on from that, some understanding and development of expertise in the ways that these objectives may be worked towards. I have attempted to show in chapter 2 that agendas of interested parties can be very different, and that they are not always made explicit. A book which considered training in the light of partnership is Learning Through Practice in Initial Teacher Training (Fish 1989). This book was written at a time when the Licensed Teacher scheme was seen as more of a threat than it actually turned out to be, but before the AT scheme for secondary training was scrapped in 1992 (see page 171 appendix 1) with the imposition of a very much larger percentage of all courses being spent in schools. Those involved in primary ITE had to wait longer for new criteria for primary training, with the feeling that this would be going the way of school basing too. There was a view that as in many other spheres during the 80's and 90's a system which relied on markets was going to emerge (Simon 1992): one that develops schools' new position as consumer of services (whether it be school meals, care taking or teaching) into one that encompasses the teaching of teachers as well as children. This, it was felt, could tip the balance of former partnerships over to the schools, and would give the schools the opportunity to decide for themselves, as discrete establishments, how they will organise training, and if they are going to include any sort of education as well. (In fact, the criteria when they did finally appear in 1993 (see appendix 1) were not so heavy on school time as the secondary courses had been, so these fears may be unfounded in any gross way.)

Fish gave her book a subtitle: 'A challenge for the partners'. This juxtaposition in the title of the words *learning*, *practice*, and *partners* goes to the heart of what ITE has the potential to be in the future, and I would like to reiterate that additional word (it's mentioned in no small measure in the book): *theory*. Through the examination, by means of case study, of several courses in place at that time, Fish brought to the fore a number of matters for closer consideration and made some suggestions for future action that would at least help those involved in training teachers to develop ways of working which would make the fullest use of the opportunities resulting from students spending more time in schools. For example, she examined the development of ideas of theory and practice in relation to teacher education and suggested that this is an area where those working together need to have shared understandings; in recognising the complexity of the problem of identifying and agreeing on the nature of theory, she saw it as crucial that understandings are made explicit.

From these examples of research into school based training three main themes emerge which relate directly to my research and which I develop further through the literature:

1. Current models of teacher education/training - the nature of theory and practice

A major survey of teacher education was carried out during 1990-91 (Barrett et al 1992). Known by its acronym, MOTE (Modes of Teacher Education) was a collaborative project funded by the ESRC designed to investigate the current situation, covering in detail a number of areas including the structure of courses, student characteristics, course philosophy, and partnership arrangements. (Further research is being carried out at the time of writing (1994) looking more closely at particular courses).

A 'topography' presenting the first findings of the project suggests that there was broad agreement that in teacher training establishments the current

desired model of the teacher should be Schon's 'reflective practitioner' (1983). Not all institutions questioned in their postal survey mentioned the model by name, but descriptions that were given by institutions closely resembled the model as described by, for instance, Furlong et al (1988), but also many others who espouse its message for the practice of teaching.

There were further attempts to clarify HE's perception of the model of the teacher. Wragg (1990) described what he referred to as a 'model A' teacher 'nurturing critical analysis and enquiry' which, he contended had been predominant for 'at least the last 18 years' i.e. after the James Report (p).

Elliot (1993c) describes 'three perspectives on coherence and continuity in Teacher Education which reflect the recent, prevailing and projected model of the teacher: The first and second describe the analysis I put forward earlier; the first representing the teacher as a professional with rationally guided principles of practice and the second illustrating the current government perspective which at least some in HE were reluctant to embrace.

1) 'Platonic rationalism'. This he believes is HE as it was until recently.

Although Elliot sees this model as failing to account for the ongoing development of teachers he feared the death of rationalism and was looking for ways to maintain its strength within new structures which incorporate those working in schools.

2) New right - the 'social market'. This is a scenario in which

....outcomes of professional learning are construed as quantifiable products which can be clearly prespecified in tangible and concrete form.
(p 16-17)

This approach places an emphasis on discrete practical skills and is brought to life by the use of competences which by law provide the basis of the rationale behind today's ITE.

3) 'The practical science paradigm'. This is the approach Elliot himself prefers and he believes probably has the most support within HE as a way to work within the new criteria without capitulation. He sees this as a way to develop

ITE through close collaboration and partnerships with schools applying a model of an experiential learning curriculum. Part of the role of the teacher would be as a researcher in practice. Research would inform their teaching and teaching would inform research. (This kind of action research would also identify more 'specialised forms of inquiry' which would still go on within HE establishments.) He believes then that this approach would result in 'professional' schools and the boundaries between teachers and researchers which occur through the division of labour, indeed many of the staff might move from schools to college and vice versa. The boundaries of organisation could then too be removed with staff being employed in a shared way between the college and their associated educational institutions. He believes an intellectuality can be maintained in this way, but there is concern that teaching is becoming deintellectualised and that HE have already left it too late in ITE. Colleges have already run down aspects of their courses in order to stay in business. A Journal of Education for Teaching editorial (Stones 1993) claimed that the problem of the link between theory and practice has disappeared because theory itself has disappeared. Dunne (1993) might disagree with that in relation to the PGCE course she was investigating. Although acknowledging the compromises students often had to make between school and college priorities, in looking at the diaries of students on a day or two day a week pattern she found evidence that theory and practice were related, and that practical theory coming out of their experiences in school was blended with more purely theoretical study they had and were doing in college. In spite of this evidence drawn from a particular pattern of school experience, looking further at types or levels of reflection it is claimed that often the emphasis of reflection is one of practicality. Galton (1989) endeavoured to illustrate the anti intellectual nature of primary schools and teacher training within the current reflective practitioner paradigm. He pointed to an emphasis on pragmatism rather than the examination of ideas or theories on the nature of the child, the learning/teaching process and psychological

underpinning. Supporting the social nature of teaching which gives actions and resulting situations different meanings to different people (particularly in this case to teachers and pupils) he suggested that pupil perception can be at variance with that of the teachers and that individual reflection without a theoretical framework may mislead. He stated that students often gain the most approval for the 'business' side of things like punctuality and paperwork. Tickle (1993) examined manifestations of the reflective practitioner within an induction scheme:

I could not doubt that the teachers were being reflective. Indeed I believed I had revealed substantial data on the substance and modes of their reflection, as an illustration of Schon's view of reflective practice.....but I was also witnessing an emergent non-reflective practice as the teachers became embedded in 'capital T teaching, judged by their 'experience' of what worked'. Aspects of their teaching becameconsigned to the realm of technical competence.

p117

Teachers did not articulate or reflect upon the aims and values of their work.

p120

He suggests that a level of *reflexive* rather than *reflective* thinking is required whereby teachers have to change themselves, rather than their actions, and that in this they must be prepared to become destabilised. The technical competence level of reflection is more likely to result in confirmation. Other writers emphasise the need for experience other than the teacher's own to be drawn into the reflective process; to look to wider theory and incorporate it. McIntyre (1993) disagrees that the notion of theory is something to be consigned to the past as he believes some others maintain). He discerns a change in teacher education, moving from concerns of content to process but points to the US as an educational setting where they are trying to incorporate content into process, rather than throwing out the content. They seem, he says, to acknowledge that there is a body of knowledge that the learner teacher should know about. However, he understands the needs of the novice as

different from those of the experienced practitioner. He sees less opportunity to engage those undergoing *initial* teacher education in reflection at higher levels within their practice. He says that those teachers working with students in schools do not wish to use the time discussing the deepest reasons for education. Speaking of the Oxford Internship scheme, he said:

In relation to process I would re-emphasise the limited role of reflection in initial teacher education.....it is important either as a subsidiary element to other kinds of learning.....or as a goal to be attained, a kind of learning to be practised and developed for future use. In addition, however, we should surely expect much more theorising to be done during initial teacher education which is not connected to student teachers' reflection on their individual practices. There is much to be read, to be discussed, and to be found in the practice of experienced teachers.....

p 47

He suggests that some separating from practice of what Hirst (1983) calls the disciplines is necessary in ITE due to the fact that students will not be in a position to use that sort of theory reflectively in their practice during this stage in their learning. He maintains that these are important matters for attention. However, an important part of initial training, and the basis of their reflections on practice, should be a theory which includes 'suggestions for practice in learning how to teach' (p51). This, he believes, can only be successfully done if tasks specifically for this are built into the course.

Hill (1991b), however, would see the early introduction of the political context as crucial. Indeed, it is because of the current political context of ITE as he sees it that makes this so. He questions the casual overuse of the term reflective practitioner. He identifies a model called 'the critical reflective 'transformative' practitioner' model (p5). This model emphasises the social/political angle of schooling. In a range of three levels of reflection identified by him, the third: 'moral and ethical implications of pedagogy and schools structures and concepts' is one which takes reflection out of the narrowness of the immediate and takes the context as problematic. Pollard

and Tann (1987) looked further at reflection. They described four main tenets of reflection the fourth of which involves 'insights from educational disciplines' (p3) which had largely disappeared from courses. Much earlier than this, Peters (1963), when talking about critical thinking, drew on Kant to illustrate the necessity of content:

To parody Kant: content without criticism is blind, but criticism without content is empty.

p 37

Golby (1993) uses a similar term to Elliot's: 'critical educational science'; which he believes to be in evidence elsewhere in Europe. He sees this approach progressing 'through the moral and intellectual engagement of practitioners themselves' (p193). He believes that the 'mysteries' of practice need removal and that they are borne out of hierarchical assumptions and territorialism. Hannan and Newby (1993) point out the worry from some students is that the concentration on their own experience might lead to less intellectual teachers. Three students who had been involved in work based nursing training particularly emphasised the need to draw on a wider experience in an out of the workplace setting and talk about 'purpose', 'informed decisions, 'theoretical understanding,' 'a wide variety of teaching knowledge'. One of them suggested:

If change and evolution is to occur it will mostly come from outside the classroom as a result of research.

p 23

This is to assume of course that research always comes from outside the classroom. As Elliot has described, with a new emphasis on the teacher as researcher and the growth of 'Action Research' (Stenhouse 1985, Winter 1989) it might be possible to enlarge teachers' concepts of themselves to a description which includes 'researcher' as one of its components. What must be remembered is that teachers, certainly up until now, have considered their

main role and responsibility as teachers of children. They may not be willing to accept, with all the other demands from recent legislation, an addition to their job description.

2) A representation of learning - competences and profiling

Where a student's learning has to be shared, ongoing, standardised and produced in tangible form for examination by different parties the competence/profile model seems to fit the bill. The use of competences have to be in place according to the new criteria, (DES 1992, DfE 1993). In the absence of complete resistance others believe this framework can be utilised to produce more of what they really want. Far from accepting Elliot's second model, that based on a notion of a market operating through clearly prespecified criteria, some believe the competence idea can be utilised to the advantage of the intellectual practitioner they prefer. Elliot is one who believes it can be done. Mahoney (1992) believes that more intellectual development can be nurtured through the competence system, that material can be accumulated as part of an ongoing and open profile to evidence this and that it in fact can have an empowering effect on the student. Galton (1993) and Dunne (1993) have constructed complex systems based on equally complex models of the teacher (of which they, as representatives of the HE side of the partnership) inform and enthuse the teachers at mentor sessions. Winter (1992) has done the same for social work and sees a direct parallel with teaching. Garrigan (1993) believes in the profile as a way to effectively share the training of teachers if time and effort are put in to share the document. If this chopping up and reassembling as an overall picture is able to reveal a 'whole' with a high degree of concurrence then perhaps it is a possible way in which a sharing of the 'whole' may be developed. If it can include those components which are demanded by legislation then it does two jobs in one. There are those, however who in any case are quite happy to embrace the second outline given by Elliot without adjustment. Hargreaves (1990, 1993)

and Beardon et al (1992) are examples of those who wholeheartedly support the competence model. Beardon et al suggest that the National Vocational Qualifications (NVQ) system could be considered as a framework for teaching qualifications. As they describe it:

According to the NVQ system, units of competence consist of a coherent group of elements of competence together with associated performance criteria. These performance criteria provide the standards by which the elements of competence are assessed.

p 41

They see the way forward as developing a tight system of observable skills held together by 'scientific' shared language and the corresponding development of profile systems. This approach, however is not shared even by those working in the same institution and the publicising of it was regarded as siding with 'the enemy' (Adams 1993). Elliot (1993c) is keen to point out that Hargreaves, while saying that HE must go beyond 'a reactive defensiveness' (p25), is actually embracing the 'New Right' agenda reflected so clearly in Elliot's model

2. Kushner (1993) develops the notion that such competence models add a political dimension. He suggests that incorporating quality control through performance indicators propagates educational politics at the expense of educational practice. Thus quality will be divorced from educational practice. In looking further at competence based models Hyland (1994) also quotes Elliot's three models of the teacher and the summary of the 'Dreyfus model of Skills Acquisition' (1981) within which Elliot places four phases of 'Experiential Professional Learning' (p75) showing learning reaching beyond competency to expertise. The McBer model of professional competency which Elliot goes on to describe is one which is in contrast to earlier behaviourist models which defines competence in terms of technical skills. This kind of model is based on a situational understanding , which depends on an awareness of self as an active agent, which Klemp (1977) calls 'cognitive initiative' and an ability to understand the thoughts and feelings of others

(empathy). It is interesting that models based on competences which look outwards from the NVQ model are still based on theories arising from industrial contexts. The Schon 'reflective practitioner' model was not based originally within an education framework, either. Jamieson (1994) too notes the borrowing of effective schools literature from industrial literature, a belief that some kind of market exists, judgment by performance and an emphasis on 'quality'.

There is then, at the time of writing, perhaps some acceptance in general of educational settings being replications of industrial settings which reflects the new international, not just national mood, which Hargreaves is not shy of articulating. The emphasis on school basing where a shared agenda has to be articulated in time efficient circumstances makes competence and profile models most practical. But Hyland provides many good examples of how such a competence model within the NVQ tradition is quite inappropriate to the education of learner teachers, giving quotes from a number of sources reflecting misgivings. He claims that it is based on a long discredited behaviourist approach to learning. He quotes Gross (1987); I can point also to Gagne (1983) who focuses on the conditions of learning and Neisser (1976) who develops the role of the individual in cognition. Hyland says competence systems also focus on an instrumentalist approach which emphasises a narrow occupational/vocational outlook. He particularly notes the difficulties in developing the idea of knowledge and understanding which reaches out to different contexts. He points to the fact that NVQs have failed to deliver a promised flexibility in relation to learning and quotes a whole range of studies which show how NVQs have narrowed intellectuality and led to a 'loss of significant theoretical content' (p6). Further, he indicates the tendency for competence based assessment procedures to set minimum targets producing an emphasis on validity, rather than reliability, and a narrowing of the professional role. Later when I talk about responses to the latest primary criteria (chapter 7), I show how many in HE are accepting the criteria as a base

line, rather than an overview of all that ITE should be, and as such only a basis for quality assurance operating within government demands. The contention is that there is more to ITE (which many would like to retain in preference to ITT) than an entitlement to a minimum and more to teaching than a set of demonstratable competences. Whitty (1992) itemised debits and credits for the competence model:

Debits:

- reductionism
- emphasis on outcome at the expense of process
- difficulties of deciding the definition of competence, which competences and criteria for assessment.

Credits:

- could lead to demystification
- clearer role of schools and colleges
- confidence of employers
- clearer goals for students
- firm base for later development

He emphasised the need to combine sophistication and clarity and seemed to see that there is scope for this while acknowledging that others find it difficult to accept that the sophistication of the higher levels of reflection is possible within a system of competences. The college which I have been studying, in responding to the consultative document (DES 1992), did not criticise the competency model itself as being inadequate, but only that they saw omissions in the framing of the competences ie:

the social competences needed by successful teachers and the higher order intellectual and professional requirements they will need to meet.

(response to the DES consultation document on secondary training after a conference in March 1992)

But the Devon and Cornwall local CATE committee, also responding to the

DfE on the consultation document, perhaps summed up the view of acceptance with reservations; the model of the teacher should not be based *solely* on competences:

..it will eliminate from the process of learning to teach the essential knowledge base as well as the analytical and reflective processes which are crucial if teachers are to be fully effective in the classroom.

(Devon and Cornwall CATE regional committee 1992)

A dependence on competence models might result in competent teachers, but perhaps competence is an easy target at which to aim.

3) Developing partnership: the perspective of individuals

I have touched above upon the implications of differing perspectives of schools, Higher Education Institutions (HEIs) and government for partnership. The Articled Teacher Scheme was one whereby the roles of those involved in the initial training of teachers were altered considerably. The scheme could be seen to be a natural development in the moves towards more school based training which had been in evidence for some time. Together with the Licensed Teacher scheme it represented a way to shift responsibility for ITE from the colleges to schools. Before these types of scheme, and the current development of school/college partnerships, as indicated by Elliot (1993) and Hirst (1990) there was a view of teacher training through the 1960's and on into the 80's whereby colleges ran courses, taught theory, and utilised schools as vehicles for practical experience. The colleges - as the validating or validated institutions, awarders of academic qualifications and Qualified Teacher Status - ran the show. The schools, gaining nothing formally in reward for their generosity, operated their contribution quite separately from the colleges. Indeed it may be said they sometimes operated at odds with the colleges. We have all heard (maybe as teachers ourselves, even given) plenty of anecdotal

evidence to the effect of teachers saying 'forget what you've learned at college; they live in an ideal world; we do it this way here'. In 1993/4 new structures for co-operation and partnership between secondary schools and colleges have had to be organised, and pretty quickly too. The new courses, then, were to be sometimes college led (e.g. University of Exeter, see Dunne 1993) and sometimes school (or school consortium) led (e.g. Cheltenham and Gloucester, Goble 1993). But insights from these experiences are limited in their application to primary courses. Other research, too, often considers secondary and primary courses together (Furlong et al 1988). It needs to be acknowledged that the view of training described above has often been far from the truth for some time, certainly for longer than some would have us believe, in any case. As Kane (1993) pointed out, many colleges and schools were already working closely together in the training of new primary teachers before the consultation document (DES 1992). Some of the problems of working together had already been identified by those actually working in the field. Notwithstanding the current increased demands placed on colleges to develop partnerships it is true to say that in the institution from which my data were collected that schools and college were already working more closely together than ever before. But it is only by looking closely at what that partnership really meant for individuals, both trainers and trainees, that we will gain the sort of insight and information of sufficient detail to best inform future practice. As I have already indicated there is now an awareness of the need for teachers' perceptions of teaching to be made explicit to those in the colleges with whom they will be working (Brown and McIntyre 1993), and vice versa (Williams 1992).

Dunne and Dunne (1993) in examining the perspectives of class teachers involved in school based work (writing about a Leverhulme project researching a primary PGCE course) emphasise the point made by Feiman-Nemser and Buchmann (1987): the need to clarify issues of understandings, skills and orientation. Teachers needed to know what was expected of them,

given that they had no background for expertise in teacher education. Dart and Drake (1993) emphasised the time constraints on those in schools working within teacher training course, in this case at Sussex. They gave evidence that because of this mentors were unsure of their role, and quite unclear as to the rationale of the course. Courses identified by the MOTE team (Barrett et al 1992) where schools were taking part in the *planning* were few (24) and tended to be secondary PGCE. McIntyre suggested they were urban, too and all but one of the Bedford schools which were the subject of a mentoring conference (see appendix 7) and a book (Yeomans and Sampson 1993) were urban or suburban. What about evidence from rural primary courses? Maynard (1993), at the conference, also stressed the need for a shared model, shared expectations. Without this it would be impossible to build up a true professional relationship. With the growth of mentorship in schools books specifically on this subject have appeared (Wilkin 1992, McIntyre et al 1993) and a new journal Mentoring emerged in the Summer of 1993. Although the need for shared perspectives is not ignored (the editors are from schools, the editorial board from academic institutions) the focus throughout was on mentor role and skill development; topics in the first edition included: relationships and negotiation, skills and knowledge bases for mentors, mentor empowerment. In this first issue Marland touched on wider issues of values and purposes after talking about classroom management, but more commonly, the emphasis was on practicalities. Frost (1993) speaks out against the model of mentor training 'which amounts to endless technical briefings' (p3) but supports a model based on action research, reminiscent of Elliot's model which would lead to collaborative cultures. He quotes Hartley (1991 p 88)

..the current political climate.....is expressly at odds with inquiry-based models of learning

p4

Whitehead and Menter (1993) in a paper considering teachers' professionalism

in the light of new arrangements for secondary training describe how they sought documentary evidence from HEIs illustrating their new partnerships with schools. They point out that:

in very few of the documents is there any explicit statement about the model of the teacher upon which the course is to be based

p10

(Certainly a pamphlet to be sent out jointly from the three HEIs in the area in which I have been working contains largely practical reasons for defining partnership.) They give three possible reasons for the lack of the HEIs' model: 1) That they do not have a model (they think this unlikely); 2) they are wary of putting off possible partners by putting forward an unacceptable model; 3) they believe that the CATE criteria outlined in circular 9/92 (DES 1992) defines the model and they have no power to alter that. The fact that Whitehead and Mentor detect some 'embedded' references to what might be described as the reflective practitioner concords with the findings of Barrett et al (1992) and may support the conclusion that HEIs are working within government directives as far as possible to pursue their own goals. But if this is included in documentation only in hidden forms, and the emphasis of mentor training is on practicalities how is this preferred model to be shared or evaluated with teachers?

These themes all have one thing in common: they relate to the differing perspectives of those involved in ITE: models of the teacher in colleges and schools; roles of tutors and mentors based on those models; partnerships built out of different outlooks and priorities, ways of sharing the training of teachers through a view of theory and practice which is itself a matter for debate. The current situation fixes these concerns very firmly within the other perspective, that of government. I continue in chapter 5 to examine how these concerns were voiced during the period of my research.

4. Method

1. The aim of the research

Within the context of the continuing development of school based teacher training the Articled Teacher scheme was an ideal opportunity to look at how such courses might actually work out in practice, and be an invaluable source of data in helping to identify themes of practical importance and theoretical interest. The original and stated aim, then, was to make a comparative case study of the Articled Teacher course and the more traditional one year PGCE course at the college. It was decided that I would follow through a particular cohort of Articled Teachers and immerse myself in their course through questionnaire, observation and interview. This was possible with such small numbers (12). The one year PGCE presented more of a problem in that the cohort consisted of for that year 75 students. Additionally, because both courses were operating simultaneously I had to make choices about where I would be at any given time; if I were attending a college based session with the ATs I would be missing a one year session; if I visited a one year student in school, it left less time available to carry out the detailed immersion I felt I wanted with the ATs. Thus hard decisions had to be made at the very outset and at a time when I was just finding my feet in a new institution, learning to use the computer efficiently, starting to read in depth and chase up publications. There was a good deal of new material emerging in a steady flow that was relevant to my area of interest due to changes in ITE. I had to be very aware of what was coming out from the DES (later DfE) and HMI and comments on this in the newspapers and current journals. I was attending conferences regularly. But - the course was beginning and it was important that I should be there right from the start. I made the decision that it was important that I concentrate on the ATs as far as possible but that I should gather comparative data from the one year students at intervals in order to clarify the uniqueness of the AT course. Because of the small numbers involved it was clear that the

major part of my data would be qualitative. As time went on it became evident that I was not going to be able to collect all the data I required from the one year group from the cohort that began with the ATs and that I would have to spread that data collection out over a longer period. This seemed to be justified, given that I was in any case only taking a sample from that group for more detailed data rather than the whole population as I was with the ATs. I did questionnaire the whole PGCE sample twice but the aim was not to produce comparative quantitative data based on statistical methods, but to try to tell a true story about what was happening on the AT course, with reference to apparent differences to the more traditional course.

2. Methodology

The research methodology was based, within the qualitative approach illustrated by Lacey (1979), on an ethnographic paradigm well described in the literature (Hammersley 1992, 1993, Woods 1977, 1988). It was a comparative case study, the cases being the courses themselves. The case study approach, as is ethnography, is open to criticism (Atkinson and Delamont 1985). I have tried to avoid the pitfalls of assuming a less than rigorous approach to data collection and analysis. Attempting to avoid early problems of an over descriptive analysis and working towards theory building, the theoretical framework emerged through 'grounded theory' based on a system of progressive focussing (Glaser and Strauss 1967). Hammersley (1992) revealed his concern that progressive focussing is a dichotomy between open endedness and theory development which he has been more recently unable to come to terms with. An attempt to develop analytic induction was also unsuccessful in leading to a satisfactory method of working and has led Hammersley to look wider for answers and to eventually sink into a mire of inward looking reflection. He admitted to no answers. In the absence of them, and finding many ways to justify the method I employed I will remain aware of the difficulties and the particular lack of 'tidiness' but not be diverted from my

plan. Woods (1993) describes theory building as necessarily either cumulative or competitive; these two alternatives suggest a choice of two. In particular, the extreme language 'competitive' suggests a mental set and attitude. Researchers, (not just in education), often seem to show such a combative approach that one begins to doubt it is merely in pursuit of truths (which I supposed is what we are all looking for). Alternatively, theories grow on the back of other theories which can lead those working in a particular area to take a position, or side from which it is difficult to defect. Hargreaves (1993) talks about fashion in sociology in particular where 'there is an inherent tendency to discard the achievements of the immediately preceding fashion' (p138). Atkinson and Delamont make clear the importance of looking outside the case setting and the case study thus being capable of a contribution to cumulative theory building. One of the main strengths of ethnographic research is its open mindedness. I prefer the language of Hutchinson (1988) who refers to Denzin's (1970) description of theory building which suggests that data can *initiate, formulate, refocus* and *clarify* existing theory. An ethnographic approach developing grounded theory has the power to develop all of these. Burgess (1992) describes the necessity to 'let the field speak to you' (p10). He emphasises that qualitative analysis is not merely a technical operation. I did not intend to enter the field with preconceived notions of what I would find. Indeed, as a teacher rather than a teacher educator, because I was unfamiliar with the field in its current form it was unlikely that I would have. Accumulating a contextual understanding was something which I had to do at the same time as collecting the data. I did not carry out a formal literature review and consequently collect data to support and develop one theoretical stance, nor did I set out to build new models to contradict the findings of others. Although generalisations are not appropriate, by situating the case studies within a wider context of developing changes in teacher education and resulting perspectives a macro dimension was also introduced; this issue continues to be a matter of interest and debate (Hargreaves 1993). While

remaining convinced as to its power and appropriateness, it must be acknowledged, though, that this methodology is not without its problems, and I will describe these further in relation to my research below. However, in order to gain insights based on the experiences of individuals, rather than testing hypotheses in a controlled situation, or sampling from the whole population to make generalisations, it was seen as the only approach possible. The case study itself has problems including the snap shot nature of the data. This was a limitation in my research. As the only researcher I had to make decisions about data collection which meant that some opportunities were lost. Because time had passed in a finite course, I was not able to collect data again from that particular period. The new cohort was evidently showing differences from the one I was studying, so data from them, or from the previous cohort, was to be collected with reservations or not at all. But the progressive nature of my theory building meant that I was not always in the right position to collect the most useful data for the purposes of my final analysis. Pollard (1992) revealed similar problems with a longitudinal case study. He made decisions which included maintaining a structured data collection programme at the expense of progressive focussing. He cited pressure of work as a valid reason for this decision. This was an admission that research, in common with the courses which I studied, is inevitably carried out in compromised ways. We make the best decisions in the light of practical possibilities. As he suggested it is an attempt to make our stories as plausible as possible by approaching the work with rigour. I can only try to do this. I found very similar problems as he did: the problems with progressive focussing and grounded hypotheses are an example - this research paradigm was at the heart of my investigation but when I found myself focussing on things at any point rather than the beginning it was then too late to collect data on that particular interest from throughout the course. Thus for instance questions of loyalty, control and responsibility gradually emerged but I hadn't specifically set out to collect data about perceptions of this from earlier in the

course. I designed questionnaires (see appendix 4) thinking that a particular theme was going to be followed but found the resulting data had to be given low priority (it either received limited analysis: see appendix 5, or be effectively ignored) as other, more interesting or challenging themes emerged. I was not able to fully analyse that data as, in common with Pollard, restraints of time and bulk of material meant I had to make decisions as to what not to do. For example, what exactly was learned at college and school was to be a focus so I made this a strong feature of my second questionnaire, including quantitative questions. With the way my focus developed, looking at interaction rather than amount of learning, that quantitative data was of limited interest; in retrospect I would have liked to have collected more data of a different nature at that point. However, because I maintained an open structure of data collection, I had conducted semi structured rather than structured interviews at all times and I did have some data on these themes; this data which I reread in light of later data was what confirmed my interest in the first place. Thus there is a dichotomy here: the method was strong in that my data providers led me to grounded hypotheses and a richness of data, but weak in that it was too late to formalise data collection to test these across the duration of the course. Pollard made this clear when talking to his paper at the annual British Educational Research Association (BERA) conference. As he described his own work:

There was progressive focussing, but: -

1. The story hasn't been lived yet so he doesn't know what he's looking for.
2. He has to keep getting the data in and coming back to it with a more detailed analysis later.
3. There is so much data, of different sorts; thus different units of analysis to deal with.

He described his plan which was similar to mine:-

1. Immerse in field, collect data, start reading around context and keep diary. Start to develop themes and apply to data.

2. Engage in earnest with literature to get something more theoretical to hang it on. Continue to collect data. Apply my themes and relate to others. Keep justifying my method. Work towards fuller model.

3. Stop collecting data except in wider context. Develop full analysis.

I made regular notes for myself and for tutorials during the three years. They illustrate the development of the growing structure of what I was trying to do, and the emergence of themes which would enhance my theoretical understandings. They were written during two years of very concentrated data collection (which I set out in more detail below and in the appendices) and initial analysis followed by a year of deeper analysis and a struggle to form such a large amount of mostly qualitative data into a framework for writing up.

They start in September 1991, the time when I was first starting on data collection in the form of questionnaires for both groups of students. These were of a fairly general nature in line with my open mind at this time. I was also from the start heavily committed to observation of the AT cohort as it was this course I felt that was the focus of my study and I wanted to see its development over time. Additionally, I arranged to see and interview some one year students in time to gain their, and their schools', permission to visit them on TP. I was therefore, during my first year, very busy indeed with data collection which was itself developing as I was developing themes for focus.

By March 1992, I started to realise that some aspects of the one year course were all but gone and that I would have to spread my data collection for them into the next year. I was starting at that time, through my interviews in school and college with students and school and college staff, to want to ask some questions which would lead to some more structured and therefore comparative responses. I decided to give all the students broadly similar questionnaire at the end of the college year. The results of these persuaded me that the quantitative parts of the questionnaire I spent so much time on designing produced very little of interest compared with the written answers so I abandoned analysis after doing the one year responses. The following year

I decided to concentrate on interview and observation. I wanted to see what the subtle differences were and felt the continued need to see much of what was going on, rather than getting 'of the moment' answers. I believed that to form a question that respondents could give a numerical or multiple choice type answer to would take away the possibility of picking up those subtleties and give less rich data for questioning later. I was still working on the July 1992 questionnaires in October, at the same time as collecting more data.

Reading through the responses as I entered them into the software programme helped me to develop my ideas for more questions in interviews and then when I went back and looked at the responses again, I found even more than before. Working with the numerical responses gave me nothing until I had finished, and then nothing very interesting except that I probably asked the question in the wrong way to help me in what I was then interested in: not amounts but quality. I used a questionnaire for the college staff at the end of the two years, however, as I just did not have the time to carry out all the interviews I would have liked and wanted to get impressions as the course finished. I had some help with entering qualitative data onto the programme, but this means I didn't read it as I went so I looked at it rather late and didn't use it for theory building in such an efficient way. These struggles with the material continued into the third year when I was beginning my write up while still reading widely as the debate on ITE was continuing. The struggles reached a height in May 1994 when I was trying to finalise the framework for my completed thesis. The notes finally peter out by June 1994 when I finally managed to get what I wanted to write into a structure sufficiently manageable to be manipulated directly on the computer without the benefit of additional notes. Following are some of the notes I made which show how the main themes through which I subsequently analysed my data emerged.

September 1991

It would be more appropriate to describe the proposed research as a comparative investigation as opposed to an evaluation. Evaluation seems to me to imply a generally accepted standard or ideal which is

lacking in this field of study.....it would necessitate my having some sort of agreed criteria by which to judge. What criteria would they be?....these very features themselves are problematic....Furlong study reveals authors' stance.....government are suspected of having different motive.....what about the students. What do they want?

October 1991

What really happens when schools are given more control of initial teacher training. How does aspiration relate to realisation?

March 1992

Areas to work on are gradually rising to the surface as I look through my copious notes and get them typed up and I think now is the time to focus on particular areas. Trying to concentrate on particular ideas and trying not to get distracted by too many others is difficult, especially in view of heightened interest in school based training and the regular stream of relevant writing. I'm trying to pick up on just one or two ideas to follow up in a more structured way and get something formed down on paper. However, I have to keep other strands in mind as I am still collecting data and will be for some time and need to have possible themes in mind to help construct my inquiry..... I'm still working on getting all the ideas into some sort of orderly framework.

Talk about school based training suffers from diverse definitions and criteria of 'school basedness'.

What are the precise meanings of various parties of this term?

How do these relate to the new government requirements for secondary ITE (and maybe primary)?

What elements are present in (college's) AT course? And in the 1 year course?

What are the implications of a larger scale?

This brings out themes like:

1. Partnership

2. School experience a) this is often spoken of in terms of amount, without due consideration of the implications for changing the nature of the experience. What are the exact nature of the differences between the AT's school experience and that of the 1 year student?

b) the effect of having An AT or a student is quite different and needs to be examined in detail. What would be the effects of having more students for a longer time? Mentoring comes in here.

3. Theory and practice. What is theory and how does it relate to practice? Furlong's levels, different perceptions of the reflective practitioner, covert or overt philosophy of the college as a whole the approach of individual tutors, is it a feature of the courses themselves?

4. Students views.

Students often seem satisfied with the course they are undertaking....how valid are student perspectives? Do they realise if they are missing something which could be actually quite important? Could their perceptions of what is required of them be coloured by their own education (tick boxes). Their perceived model of the teacher.

Support for school based training widespread; parties with different interests see different strengths. Evidence from schools, colleges, students, government.

September 1992

Way ahead:

Assumption that more school experience is a good thing. Does anybody know exactly what happens during school experience and exactly what sort of learning goes on? The questionnaire starts on this.

Framework for inquiry:

1. School based training wide support
2. Why? What reasons given by whom?
3. What assumptions are made?
4. Does the course do that?

For e.g. Relate theory and practice in what ways?

What is theory from practice and how do they learn it? Are the problems of linking solved by getting rid of theory?

October 1992

Currently thinking about questionnaires. Put PGCE quantitative onto spreadsheet. AT qualitative onto Hyperqual.

Observations, student comments and paper from (PGCE course director) discussed at meeting highlights problem of co-ordination between staff here, let alone between staff here and in schools.....

I am keen now to develop the theme of what they learn where and in what ways. Assignments recently handed back throw light on differing understandings of student/college. Reading history. I am thinking that I must look at stuff on teaching practice but haven't yet; already thinking in more than one direction at once.

February 1993

Hypotheses-1-4 concern the structure and functioning of the courses and how they correspond with the perceptions of those directly involved

5. Is concerned with wider perceptions of school basing and how these courses fit in with their perceptions:

1. Intentions do not match reality, perceptions of reality do not match.
2. Learning for ATs dependent on things not written into the course, and not evaluated:
 - a) goodwill;
 - b) time management;
 - c) school perception of role;
 - d) skills, interest knowledge of mentor;
 - e) relationship with mentor;
 - f) effort and interest of AT.
3. ATs' school experience very different from one years', not just in amount
4. Both courses emphasise the practical, the AT more so.
 - a) critical reflection largely at practical level

b) AT course not better at relating theory to practice except theory from own groups' practice.

5. Different agencies perceive different strengths in school basing.

June 1993

Themes-

1. The model of the teacher. Partnership in the training of teachers seems to assume the sharing of aims and objectives between the partners. Is there any evidence of this either explicitly or implicitly? Whose ideal is actually emerging as the beginning teacher and is that by accident or design? Is partnership real or imaginary?

2. Spending more time in schools. What are the effects of a larger part of the course being spent in schools? How does it change the learning process and the relationships between those involved? Where does loyalty by, responsibility for and ownership of the student/AT lie?

3. Theory and practice. Concepts of theory and its relation to practice has changed since the 1960's and 70's. Does the Articled Teacher course give opportunities for a better conjunction of theory and practice? Are those opportunities that are developed?

4. Loyalty and support. Where do the students give, get it? How do the students see themselves? Their model of the learner teacher?

July 1993

The ATs are critical if there is too much 'navel gazing' (as they call it.)
Want to know how.

September 1993

Beginning write up.....

Focus of analysis

1. Perception of partnership by ATs

What is the core, or essence, hub of the process of training?
Documentation, judgments from college

2. Perception of partnership by the trainers. They were in partnership not for each other but in a service to a third party. How did they present a coherent thread for the ATs?

3. School and college input and output. - where and how much did they learn?

4. Perception of what they got, and who they had to satisfy.
School/college integration. Who wants it? What are the links - possible, actual, probable

December 1993

Working structure for write up of case study findings:

1. The courses - history, description on paper and in practice
2. Perspectives - aims and expectations
3. School and college experience - what is learnt, where and how?
 - a) the nature of school experience - changes in time changes more than time
 - b) structures for partnership - agendas, whose and how to share. Integration, roles.
 - c) theory and practice

May 1994

Curriculum content led

pedagogy - experience led

perceptions of the course, structures and roles so different

perceptions based on what?

Own training and what has happened since

focus of participants

how to make perceptions more shared

Expecting people to make sense of documentation with no experience to base it on.

Was there integration and coherence?

Suggestions that there was some on one year course. Theory from elsewhere than their own practice and practice were actually better blended on the one year course, where someone was managing its integration rather than relying on a so called partnership.

May 1994

Against the background of legislation. The debate is about theory and practice, the blending of the two, the nature of teaching, competence models and whether they can be used in conjunction with the model of the reflective practitioner. Either accept competences as set out by govt. To lead course design and assessment or use them as a bottom line for purpose of quality control. The extra is what you do as well and what raises the new teacher above the mere technician. HE wants to maintain integrity and their jobs.

In addition this has to be brought about by increasing school partnerships and ways are being sought to develop these which suit both parties - contracts, roles and responsibilities etc.

Shared set of professional judgments which need to be made public' theoretical training for mentors; philosophies, course ethos, more holistic and going beyond competences.

May 1994

Course set up

structures for partnership and how they operated

perceptions of partnership for college staff, school staff ATs.

Implications

The course was set up with partnership in mind and various actions were taken in order to develop this. However, the course was college run so the lead was always from there. The concept of the course was based on the principle of partnership but the rhetoric was inevitably

removed from the reality. The practicalities meant that partnership was an illusion for many involved and the central core, the student, was aware of this. How can it be possible for rhetoric and reality to become closer? Partners wanted it And they worked hard for it, but the partnership was too weighted. It was a case of the college making their view clear. Perceptions of schools were the result of their starting points - its that basic problem of starting where somebody is - no schemata for ITT except from their own .

My thesis- that schools, individuals within, need to have their knowledge built up prior to course so that shared perceptions and understandings are possible.

As the notes show, I started in September 1991 realising that the differing perspectives of the interested parties meant that each might propose different criteria for success, and that it was important that I explore how these worked out in practice. Interrelating my case study with the wider context of national developments, by March 1992 I noted that terminology was imprecise and this raised the idea of looking at exactly what school and college personnel thought they were supposed to be doing in terms of an overall plan. I was already, then, considering the theme of role of college and school in a particular way based on their not necessarily concurring certainly not articulated ideologies. The questionnaire which I gave at the end of that first year then tried to develop ideas of what was considered necessary for ITT, and how it was being delivered by the two courses through the dual source of college and school. I gave the questionnaire open ended elements to ensure that I did not focus too closely to the exclusion of new ideas. The questionnaires and the start of the new academic year led me to focus more closely on the theme of theory and practice, itself related to the different perspectives and ideologies of those involved.

The answers to many of my questionnaire items, together with visiting ATs and one year students in school heightened my interest in the exact differences between the school experience of the two groups and this in turn revealed the theme of support and loyalty. While working with interview notes and questionnaire responses this emerged as the most interesting difference. By Summer 1993 the material was beginning to fall into different areas for

analysis, but there remained the problem of describing such interrelated themes separately. The discussions amongst and papers from HE in various locations about new partnerships with schools made some of the issues I had been looking at clearer and I was able to place them within the contemporary context. The talk was very much about who was taking the lead in partnerships, how each partner was to be 'in the know' about courses and thus how partnerships and integration were to be played out in practice. My dealing with the data of both the case study and the contemporary debate and framing it for writing up then in itself helped to lead to the final analysis.

Sources of data and identifiers

My data were collected in relation to the case study and to the developing debate in teacher education concurrently. The sources of data on the debate were government and HE documentation, newspapers and journals, conference attendance (see appendix 7) and discussion with those in the field. I used documentation connected with the submission, setting up and running of the two courses I was investigating which I was able to obtain from the course conveners, and documentation that was issued to students just prior to and during their courses. The main source of case study data was the 1991/93 cohort of ATs, the 1991/92 cohort of one year PGCE students and the school and college staff connected with them. The ATs, in particular, I followed very closely, immersing myself in the course. These ATs and their schools and schools staff are summarised below with identifiers to achieve confidentiality as far as possible. I also collected questionnaire responses from the previous AT cohort at the end of their course which helped me in developing foci.

ATs and schools

| <u>Articled Teacher</u> | <u>School</u> | <u>Mentor/s</u> | <u>Head teacher</u> | <u>Class Teacher</u> (where different from mentor |
|-------------------------|---------------|-----------------|---------------------|--|
| AT1 | S1 | M1 | H1 | |

| <u>Articled Teacher</u> | <u>School</u> | <u>Mentor/s</u> | <u>Head teacher</u> | <u>Class Teacher</u> (where different from mentor) |
|-------------------------|---------------|-----------------|---------------------|---|
| AT2 | S2 | M2 | H2 | |
| AT3 | S3 | M3, M4 | H3 | CT1 |
| AT4 | S4 | M5,M6 | H4 | |
| AT5 | S5 | M7 | H5 | |
| AT6 | S6 | M8 | H6 | |
| AT7 | S7 | M9 | H7 | |
| AT8 | S8 | M10,M11 | H8 | |
| AT9 | S3 | M12 | H3 | CT2 |
| AT10 | S9 | M13 | H9 | |
| AT11 | S10 S11 | M14 M15 | H10 H11 | |
| AT12 | S12 | M16,M17 | H12 | |

(AT 9 withdrew during her first year for personal reasons)

One year PGCE students and schools

These PGCE students were drawn mainly from the cohort of 1991/92. It was not possible to gather all the data I required from one cohort, especially as I

wished to see some students on each of their two TPs, due to pressure of time, so I gathered a limited amount of data from the 1992/93 cohort and I also visited a school with a group of students from a third cohort (1993/94) on their 'day a week' experience and sat in on two of their college sessions in connection with that.

I questionnaired the whole of the 91/92 cohort; the following summary is of students I followed up in more detail, interviewing them and observing them in school and/or college.

| <u>Student</u> | <u>School</u> | <u>Head teacher</u> | <u>Class teacher</u> |
|-----------------|---------------|---------------------|----------------------|
| PGCE student 1 | S12 | H12 | CT3 |
| PGCE student 2 | S13 | H13 | CT4 |
| PGCE student 3 | S14 | H14 | CT5 |
| PGCE student 4 | S15 | H15 | CT6 |
| PGCE student 5 | | | |
| PGCE student 6 | | | |
| PGCE student 7 | | | |
| PGCE student 8 | S16 | H16 | CT7 |
| PGCE student 9 | S17 | H17 | CT8 |
| PGCE student 10 | | | |
| PGCE student 11 | S18 | H18 | CT9 |
| PGCE student 12 | S19 | H19 | CT10 |
| PGCE student 13 | S20 | H20 | CT11 |
| <u>Totals</u> | <u>13</u> | <u>2</u> | <u>2</u> |

College staff

I have listed all the college staff who were directly involved in either of the two courses; each was sent a questionnaire and there is an indication of where my investigations went further.

Main planners

PGCE course director

AT course convener/director

Professional Tutors

AT Professional Tutor

PGCE Professional Tutor 1: Observed. Interviewed (also CS14 on AT and PGCE).

PGCE Professional Tutor 2: Observed. Interviewed (also CS10 on AT and PGCE).

PGCE Professional Tutor 3: Interviewed (also CS 23 on PGCE).

PGCE Professional Tutor 4: Observed. Interviewed (also PGCE course director).

Curriculum Staff

(All involved in AT and one year PGCE unless specified).

CS 1: PE. Interviewed.

CS2 : history. Observed. Interviewed.

CS3 : Personal and Social Education (PSE). (ATs only in conjunction with one years in induction week). Observed. Interviewed.

CS4 : PSE. (ATs only in conjunction with one years in induction week).
Observed.

CS5 : maths. ATs only in induction week. Observed.

CS6 : drama. Observed. Interviewed.

CS : maths. Observed.

CS8 : science. ATs first year. Observed.

CS9 : science ATs second year. Day a week tutor for one years. Interviewed.
Observed.

CS10 : English. Interviewed. Observed (also PGCE professional tutor).

CS11 : history. ATs first year. Observed.

CS12 : geography. Observed.

CS13 : history. ATs second year. Observed. Interviewed.

CS14 : R.E. ATs first year. Observed. Interviewed (also PGCE professional tutor).

CS15 : R.E. ATs second year.

CS16 : P.E. Observed.

CS17 : technology. Observed.

CS18 : music. Interviewed.

CS19 : music. One years only.

CS20 : music. One years only.

CS21 :PE. ATs induction week only. Observed. Interviewed.

CS22 : language. One years only. Interviewed (also AT course convener).

CS23 : maths. Also PGCE professional tutor. Interviewed.

Total 28

(n.b. I have not indicated the gender of students or staff here, however I have referred to them in the text as he or she as appropriate, and statistical information is available in appendix 5. Gender may well have been an issue, especially where male staff were working closely in one to one situations with female students or ATs, but it was not an area I could devote sufficient time to develop).

Methods of data collection

My data from the Articled Teacher course were the most extensive. I was introduced to the group at the beginning of the course and became someone they were used to being at their sessions and someone who visited them in school on several occasions. The mentors, too were aware of me very early on and letters to schools successfully ensured my first visit and subsequent entry into their classrooms in all but one case.

Once I had identified one year students whom I wished to visit when in school I wrote letters and secured visits to ten schools, the last being during their 'day a week' experience.

Interviews

My interviews were semi structured in type and spread fairly evenly throughout the two years of data collection. I had a list of questions or topics for each which I include in appendix 2, but the interviews were always conversational in style. I took long hand notes during most of them having abandoned the tape recorder after two interviews with college staff which had resulted in less than perfect quality recordings. Taking notes suited my interviewing style; I was able to read back portions of the interview which had already taken place to lead me on to another question or to confirm the interviewee's position. It was also my habit to refer to my questions towards the end of the interviews to check that we had touched on all the topics I wanted to and for interviewees to confirm their answers, or to elucidate further. I felt more comfortable with something in my hands; and it was also a slight safety barrier between myself and interviewees I only met infrequently. The ATs I talked to so many times that our interviews were very much more like chats, and I was also often able to elicit information in a more casual way during college sessions or coffee breaks in school. I typed up my notes in full (see example in appendix 3) making any actual quotes clear with inverted commas.

Interviews yielded the richest data and served my analytic methodology best. This was true of the ATs and mentors in particular, especially as they were never conducted 'cold' but always in the context of the course. They were typically held in school where I could observe the AT or PGCE student in situ or in college where I had been a participant observer in the sessions of the day. I did interview one AT in her own home on one occasion.

I interviewed each AT formally four times except for AT9 (who withdrew) whom I interviewed once, AT6 whom I interviewed twice and AT3 once.

I interviewed 13 PGCE one year students once each, 9 at the time I observed

them on teaching practice and 4 between practices.

I interviewed heads of AT participating schools once, except those two (H6 and H10) who did not encourage me to visit. I interviewed 9 PGCE one year heads.

I interviewed class teachers in PGCE schools, and class teachers in the AT schools where the AT had not started in the mentor's class, once each.

I interviewed 11 curriculum staff once each.

I interviewed the professional tutors on the one year course once each.

I interviewed the AT professional tutor three times.

I interviewed the PGCE course director twice.

I interviewed the AT course director three times.

I believe I was in a position of advantage with those I was to interview. My loyalty was always ambiguous. I could be viewed in different ways by the different groups that interested me. I didn't collect data to gain insights of perceptions of me, but I would imagine that having no obvious partisan position helped me to gather some honest data. People from all groups were very generous with their time and the scope of their answers far reaching.

Observations

In schools: I observed 11 PGCE students once each on block practice in 91/92; 7 on first practice and 5 on second practice; and one group of 11 students once in college and once in school during day a week once in Autumn 1993. Articled Teachers I saw in school on average three times, spread out over the two years.

I observed ATs 6 and 11 only once, AT 11 only in her first school. AT 9 withdrew so I only saw her once.

In college: I attended virtually all of the AT sessions during their first year. During the second year I was more selective as I found my attendance was not yielding so much in the way of new data. I attended their final block in college. I was far more selective with PGCE sessions as I just did not have the time to attend these as well as AT sessions and visiting ATs in school. I was able to attend joint sessions they had with ATs in induction week and at the end of course, two Professional Studies sessions and a curriculum session in most areas.

Again, I used long hand notes in my observations and focussed on some particular issues, such as in classrooms how the children related to the student or AT or how the teacher and AT operated together in the classroom, but hoped to keep sufficiently detailed accounts as to have the potential to reveal data on other issues later. (See appendix 3 for example). I usually talked to mentors, class teachers, students or ATs or college staff after observations so some triangulation was possible.

Questionnaires

I used two questionnaires with PGCE one year cohort 1991/92 students and three with Artcled Teachers yielding both qualitative and quantitative data (see appendix 4). I carried out some analysis of the quantitative data (see appendix 5) but I believe this to be of more limited use, given the small numbers of people involved, and the lack of intended statistical inferences based on sampling and generalisation. The quantitative responses were useful in helping me identify issues of most interest which could be investigated further in other ways. But sometimes they related to issues which turned out to be not so important to me later on in view of the way my focussing developed. (For example, the *amount* of learning in school and college, which was the crux of the questions on the ATs half way questionnaire, proved much

less important than the ways in which the ATs perceived the learning to be integrated). The qualitative questions however, requiring open ended answers, resulted in some detailed responses which were available for rereading and questioning later as my analysis developed; the response rate for ATs was almost total; just one of the ATs preferred not to fill in the first questionnaire; the PGCE one year students' response to both questionnaires was quite a bit less; it was more difficult to find opportunities to issue and collect questionnaires from a group of 75 people who were rarely all together. The initial questionnaire for the PGCE one year group which I issued and collected during induction week after giving a brief introduction to myself and the research, produced the higher level of response of the two (45 out of 75) and from these I was able to select people I could follow up further. I was also able to complete some of the information I was seeking from college records. The final questionnaire I left until the course was all but over, hoping to gain responses to the complete course; unfortunately quite large numbers of the group considered the final sessions on more general matters dispensable and my choice of one of these to distribute questionnaires provided only 19 responses. A questionnaire to the 28 faculty staff distributed through pigeonholes elicited only 16 responses. I also gave an amended version of my second AT questionnaire to the previous cohort of Artided Teachers as I had that opportunity before they left, giving me 5 additional sets of responses.

By: 1) using a variety of methods of data collection; 2) continually questioning my data; 3) developing and testing theories as I progressed through the two years of data collection and the year of detailed analysis and writing up and 4) keeping a diary of my thinking and reflection, I tried to remain sensitive to the data and to make the method I was employing valid and reliable. I used the software programme 'Hyperqual' to aid my analysis (see appendix 6 for examples of data entered in first stage of analysis); Tesch (1990) describes the way it is possible to further work with the data, segmenting, tagging and

sorting qualitative data of different kinds in order to draw out themes and to collect illustrations and examples. As a lone researcher I was not able to carry out all the above to the level at which I would have wished, particularly with regard to detailed quantitative analysis of questionnaires. In addition, as one who was afforded a great deal of access to personal information and experiences, there were occasions when I felt to keep my distance was more appropriate in order to maintain the level of openness offered by those I was studying. This was particularly true in the case of journals and TP files and assignments. I have described decisions and compromises which I made but believe that my research has been real and truthful to a degree which made it illuminating and worthwhile.

5. The wider context of the case study

1. The influence of government

The context of the courses which I investigated was a political one; there were many changes going on in education at the time. This theme, which I mentioned in chapter 2 is thus one which, concurrent with my case study, gained much attention and there was no shortage of writing on the subject. Hill (1990, 1991, 1992a, 1992b, 1994) identified the most rigid competence based approach as that characterised by an ideological stance embodied by 'The New Right'. Dale and Esland (1977), Woods (1977), Whitty, Barton and Pollard (1987), Lawn (1987), Whitty (1989, 1990, 1994), Batho (1989), Ball (1990) and Wragg (1992), wrote further of political and economic bases for change in education, the power of education and the development of government control and limiting of autonomy at various levels, although they varied in their analyses of the relationship between education and capitalism. Hill (1994) was in particular anxious to bring out a meta-analysis or 'big picture'; Baroness Blatch was equally keen to deny any hidden political agenda when discussing teacher education (UCET 1994). It is clear, however, that there was a political context which was related to the economy which has to be acknowledged whichever analysis we accept.

Where people have power to carry through their own agendas they will, and it seems they will also, as we have seen in the case of government, take on more powers wherever possible to ensure they can. More recently government has not been so reluctant to admit that economics is high on their list of criteria for evaluating education, or that social control is part of its function. They appeal to parents to support them in these aims through giving them information from which to make choices about their children's schooling. Skilbeck (1994) said that governments do have a legitimate stake in education. Looking at countries which have recently undergone change in education he observed that successful change is brought about firstly by extensive consultation and

then by a swift, efficient and well resourced execution. Gilroy (1992) has shown how government has failed to engage in meaningful consultation. The fact that the secondary consultation document asked for responses to be in after proposals for new courses exemplifies the value put by government on exercises like this. Skilbeck suggested that because the current unrest was due to economic and social factors, this must be the focus for change. As Nichol (1993) pointed out, the debate was not fundamentally educational but political. O'Hear (1991) made a political analysis but in relation to the teacher trainers rather than government. Referring to the espousal of Dewey's philosophy leading to a devaluing of content he contended there was support for 'a particular conception of democracy' (p27). He called this egalitarian approach sentimental and the cause of ill discipline in learning and in behaviour. But it is not clear to anyone how exactly the education system could best serve the economy of the country. It is not always clear what the government agenda might be. Simon (1992) indicated the possible nature of the connections between government aims and strategies while acknowledging the extreme complexity of such an analysis. At a discussion of Skilbeck's paper it was pointed out that there was a dearth of economic *analysis* with regard to the relationship between education and the economy. Yes, there was *worry* about economics, and thus the focus. But this government talked about a market in education where there was no true market; it was a quasi market where the identity of the consumer was not clear and where there was no real choice (due to for instance, the National Curriculum and geography (see, for instance, Miles 1993). There had been no efficient consultation. Teachers, parents, industry were asking the question 'what is school for?' Those who thought they knew found themselves working within conceptual frameworks which took no account of their understandings, and parents were led by the thought that they could choose a better education for their child. What Fish (1991, see chapter 3) suggested presupposed HE establishments having some sway in the way things go. The education bill going still going

through parliament at the time of writing (Summer 1994) will take away the requirement for school led schemes to utilise an HEI. (An amendment from the Lords was removed by John Patten, the then Education Secretary).

Discussions amongst those in HE have revealed a hope they may yet find it can persuade schools that they are still needed, but by providing 'successful' (by government criteria) courses that have used schools to a much greater degree than previously and making them work, they have perhaps demonstrated too well that what they can provide best is something that no-one particularly wants any more: ways to make links between theory and practice.

Education is often spoken of in the same terms as industry. Stephen Dorrell, financial secretary to the Treasury spoke on the P.M. programme on BBC radio 4 (4 March 1994) anticipating a speech he was going to make to the TUC on the service industry. He put it succinctly:

the focus (is) on the quality of service that is delivered to the patient or pupil.

We now seem to live in an educational world of these very driving forces. Despite the impression given in Choice and Diversity (DfE 1992b), standardisation, particularly at primary level, is the pivot as judgment is made by government prescribed, measurable criteria for schools, teachers, teacher trainers and children. This seems to me to be not quite what R.A.B Butler had in mind during the early 40s when encouraging the idea of centralisation as a means of securing a fair standard of education for all children, no matter what and where their origins. Batho (1989) by revealing comments exchanged between Churchill, then Prime Minister, and Butler, President of the Board of Education, points out the tensions (which they recognised) that exist in trying to reconcile the problems of centralised control; initiated when government grants began the state's intervention in education; with the advantages. On the one hand, centralisation is required to ensure an evenness of provision. On the other, where centralised agencies, through legislation, begin to order the content and structure of education there is a very grave danger of the

education system becoming, instead of a responsibility, the tool of government thus making it a means by which to gain a very profound control of the population. I would suggest that this power may be all the greater when the population are led to believe that they actually hold power themselves through the illusion of choice. Whitty (1994) spoke further of government strategies for presenting itself as democratic in contrast to the education establishment's elitism while in fact taking more central control. Baker (1992), Secretary of State for Education 1986-9, said:

I wanted to ensure that every child had an entitlement to a high grade education irrespective of where they lived, of what social background they came from or of what school they attended.

p 3

He felt that a National Curriculum and associated testing is the way to achieve it, but perhaps he revealed other motives when he said:

...too many employers were complaining about the literacy and numeracy among sixteen year olds who were applying for jobs.....Margaret Thatcher knew instinctively that standards were slipping and that something had to be done.

Much is made of the purpose of schooling being the basis of the economic future of the country. The talk of 'standards' is to do with the requirements of industry with the additional old remit of the preservation of cultural and moral values. The Hillgate Group (1989), a right wing think tank which may have had more than the ear of government, made it clear:

.....the aims of education: the preservation of knowledge, skills, culture and moral values and their transmission to the young

p 1

We may wish to consider to which, and to whose, cultural and moral values were being referred; whose assessment of the nature and content of knowledge, and who was to identify which skills are important.

Much of the blame for the apparent decline in standards in primary schools

was thrown at the theories of 'loony leftism' (Lawlor 1990) of the late 60's and Plowden was the source of all evil (Clarke 1992b). Alexander et al (1992) in their report on research into primary education were not as damning of the current situation in primary schools as some government ministers would have us believe, nor was the impression given in the media, both left and right an accurate one, as Alexander was quite keen to point out both on radio and in the newspapers:

The media have had total control of the primary discussion paper's messages.

(Letter to The Guardian 13.2.92)

It is true that Plowden had its critics within the influential educational establishment at the time (Peters 1969) and the evidence in the Alexander et al 'Three Wise Men Report' as it has become known, suggested that a wholesale embracing of the recommendations in Plowden has not taken place despite the emphasis in, for instance, The Daily Telegraph:

Primary School teachers were told yesterday to abandon the 'highly questionable' child centred dogmas of recent decades.

(23.1.92)

and even the more liberal Guardian:

A report criticising schools for being in the grip of highly questionable dogmas.

(23.1.92)

A National Curriculum, along with associated testing to ensure that schools are carrying out its demands (not diagnostic tasks as originally proposed) was now in place. Not without problems, however. Teacher unions have shown that they still hold some power to resist changes with which they disagree. At the time of writing Ron Dearing (1994) has just released his review which proposes a drastic contraction of the curriculum with testing in only the core subjects. There is to be space on the timetable for work outside the National

Curriculum after all!

Education has thus become a focus of a huge legislative programme, with education bills in 1988, 1992 and 1993 covering areas of ethos, finance and organisation in addition to the far reaching use of existing powers. Thus schools may manage their budgets through Local Management of Schools (LMS) and have the ability to opt out of local authorities but are only able to function within the tight constraints put upon them by the National Curriculum. They have to 'perform' and conform through Standard Assessment Tests (SATs) showing achievement through the National Curriculum, league tables, and an independent inspectorate with a revised brief operating with an acronym OFSTED (Office for Standards in Education). I spoke to many head teachers during the course of my research, ostensibly about Initial Teacher Education, but other current matters always seemed to come into the conversation. The 'selling' of schools showed at least in the more glossy and slick styling of school publicity material, the OFSTED inspections were a general source of anxiety, especially in the sense that schools were not sure that what OFSTED were looking for was what they wanted to be proudest of providing. Some head teachers, though, positively revelled in the release from local authority restraints on their spending and some felt they could be in a strong position to become involved with teacher education in a more leading role. Heads and teachers alike were showing signs of wear at so many changes in their jobs, and more than one head pointed to a pile of unopened packages of paperwork connected with the National Curriculum, for instance, that they just could not find time to deal with. Changes in school financing has transformed the outlook of head teachers. With schools running their own budgets many were already on the lookout for rewards from the colleges, financial or otherwise. Chris Woodhead (1993) of the NCC, talking about the effects on ITE of the 'Three Wise Men report' (of which he was one author) spoke of HE's role in terms of regenerating to provide what the customers, or clients (the schools) want. He was fiercely

challenged by those in HE who worried about his lack of attention to theoretical underpinning and the likelihood of a crude approach to partnership. Both schools and colleges have been placed in a position through legislation where education is dealt with within an economic framework which is to the fore more than ever before. This too points to a developing industrial type format. Frameworks for partnership are based on practical organisation, with talk of contracts where there are obligations and responsibilities and quality assurance procedures; within a theoretical base revolving around clearly explicit and measurable components. The differences between those working together, and the restrictions of time are too great to work in other more cerebral and flexible ways.

The emphasis of 'standards' for the 'consumer' seems to be what is pushed by the government. Clarke (1992a) was impressed by a member of the Russian Federation's approach to educational reform:

I was particularly struck by his determination to allow competition to develop within the educational system as an essential component of freedom of choice and the pursuit of quality.

point 7

The new title of OFSTED (see p217) is in line with with OF-everything else within the utility industries: for the gas, telecommunications and water industries we have OFGAS, OFTEL, OFWAT. These are essentially organisations which are aimed at the 'consumer', although the exact identity of the consumer in education is a little harder to identify. Quality is easier to show in measurable commodities; in line with this approach we have examinations which have pulled back on continuous assessment and rely more heavily on written papers with the ability to be marked in a more consistent way and vocational and professional qualifications which become modular 'packages', profiles and lists of competences.

The Education Bill of 1993 as well as developing the role of the school could weaken the role of the colleges through other means, particularly with the

introduction of the new Teacher Training Agency. It is not only those working in HE that opposed the establishment of such an agency, and the separation of research in education from the rest of research. The government called the proposed TTA 'a vigorous and independent body dedicated to teacher training and able to address it in all its aspects' (Baroness Blatch 1993). The agency is seen as a replacement to the existing bodies CATE and the Teaching as a Career Unit (TASC) and in addition to the Higher Education Funding Council for England, (HEFCE). (Funding for research, still to be allocated by HEFCE, will be channelled through the agency.) The body will be given the power to withdraw accreditation if advised to do so by OFSTED (also described as an independent body but under the auspices of the Secretary of State). Criticism was evident in the Lords. Hansard (7.12.93) reveals the theme of argument. Why, asked Lord Judd, was there so much legislation, and what was the justification of giving more powers to central government without the detail of how these powers would be used? He queried too, the claim made that primary schools want to be involved in such a way in ITT. Lord Russell picked up on clause 14 (1) (b) which states that the TTA would be allowed to advise the Secretary of State 'in such manner as the Secretary of State may from time to time determine'. He claimed that the part of the bill involving Teacher Training was proposing nationalisation and reduced educational research to functionalism. Lord Glenemara agreed with Lord Russell in his criticism of the mere amount of educational legislation, and the quality of it. He particularly criticised this bill as being an 'enabling bill': one which put the Secretary of State in a position to make decisions without recourse to parliament or those who actually know anything about education. Even Lord Belloff, a conservative peer, said it was a bill 'which she (Baroness Blatch) knows in her heart is rubbish'. But the determination to pursue the 'school based' ITT (whatever the term should mean to those who use it) was clear:

The way to improve training therefore should be to cut down the time spent by trainee teachers in college and radically to increase the time

spent in schools.

Warnock (1985)

A recurring suggestion therefore is that there should be more teaching practice and that it should be rooted in the real situation in schools

Clarke (1992a) p 7

There is a need for a new kind of route into a career in teaching based primarily on an apprenticeship served in school, which would exist alongside, and in competition with, the teacher training courses run by institutions of higher education.

Hillgate Group (1989) p 2

We want now to see more of the training based in school . Teachers must have the training they need, not what the colleges think they ought to have.

John Major (1991) p 25

We anticipate that all teacher training provision will have become much more school-based by June 1994.

Michael Fallon (1991)

I intend that the same principle of school-based training will be extended to all teacher trainingthese partner schools will be handed the responsibility to train our PGCE students in their classrooms.....most teachers...seem to welcome the idea of teacher training more school and classroom based. Indeed I know many teacher trainers agree with me

Clarke (1992a) points 30, 31, 43.

The minimum time to be spent in schools will increase from 20 to 34 weeks in a 4 year, and from 15 to 24 weeks in a 3 year B.Ed....from 15 to 18 weeks in a PGCE.....groups of schools which wish to take the lead in designing and running their own courses...apply for direct funding
primary draft circular DfE (1993) p8

The strange dichotomy (and one which has not been missed by primary school teachers who have often been blamed for most of our society's present ills), is that there has been a denigration of primary teachers for their acceptance of child centred teaching methods alongside a stated desire to take training out of HE and into those very classrooms (Hodgkinson 1993). How does this approach fit in with the new emphases within education? It is even more puzzling when there is evidence, in contrast to Hodgkinson's claims for a preference with the old system, that within other groups (students and those working in HE and schools) there are also those who think more school basing is a good idea (Hannan 1994). I suppose a reason for government supporting

the school based model might be that it could be the lesser of two evils. Pressure groups certainly thought schools were rife with progressives but HE institutions are worse. The Hillgate Group's (1989) Sheila Lawlor's (1990) and Anthony O'Hear's (1988) attacks on schooling and teacher training courses and the people they wish to accept as students could be seen by some (Troman 1991, Hill 1992, Lunt, McKenzie and Powell 1993) as verging on the manic and to contain no properly constructed research evidence. Yet these were people who were appointed by Margaret Thatcher to aid the development of Conservative thinking on education. Although successful attempts have been made to control what is taught within teacher training courses through CATE and particularly by the insistence on competences government may have more control of schools through increasing centralisation through funding and the National Curriculum. But perhaps more particularly, schools may not have the time, coherence as a group or status to establish a position when it comes to teacher training. Their priority is children and this is where they will pledge their energies above all.

That schools be involved in the planning of courses as well as their delivery is something which was mentioned in the Consultation Document of January 1992 (DES 1992), but exactly which individuals, and how this was to be resourced was not made clear. So much has been said about time spent in schools, so was this the criterion by which we were to judge the suitability and potential success of a training course? In addition to the new courses, established training routes, PGCE and BEd, had through CATE criteria become more school based, at least in terms of time. But it could be argued that length of time in school is not really the critical matter; how exactly the partnership is conceived and acted out is far more crucial (HMI 1993) and may make a course which could be described as 'college based' because the students spend a large percentage of time in the HE establishment one that is really based in practice and involves schools as true 'partners'.

One of the key words emerging in the present climate is 'mentor'. Research

focussing on mentoring skills (McIntyre et al 1993, Jacques 1991, Fogarty 1992) brings out further notions of difference between mentors and college staff and the consequent difficulties in accessing mentors skills in a way meaningful for teachers in training. The term mentor is used to describe a teacher in a school who is given responsibility for a learner teacher in the school context. Bedford College of Higher Education carried out research involving mentors (Yeomans and Sampson 1993) funded by the Paul Hamlyn Foundation, which was the focus for a conference in Bedford in March 1993 and a symposium at the BERA conference at Liverpool University in September 1993. The aim of the project was to clarify the nature of mentorship in the context of primary education. By looking closely at 12 case studies within three courses (ATs, PGCE and B.Ed) they hoped to identify common themes which would help to suggest conditions through which successful mentoring could take place. However by focussing on concepts such as 'successful' in an evaluative sense they moved on quickly to ways in which mentors worked rather than clarify the nature of shared agendas. The view seemed to be taken that they needed only to find out how best they could *deliver* a shared perception of a course. In other words, they neglected to find early problematics; they began with a set of assumptions which might well have been considered one of the most telling aspects of the nature of the partnerships. Although it was recognised that there was a need for the establishment and development of shared expectation this was not seen as a pivot, rather as an ongoing thing where mentors were gradually brought into an understanding of the college perspective through 'mentor *training*' (my italics) and support meetings. Success was viewed as greatest where mentors had been able to carry out all parts of their role, as identified by the research team. If they were able to carry out mentoring, it was a success, or 'effective'. But mentoring was defined in terms of *ways* in which they mentored, not on what they wanted to achieve for the students in their care. The terms they used for looking at mentors were 'roles' 'skills' 'mentor behaviour' 'performance'. speaking at the same conference, McIntyre (1993)

claimed that there were no experts on how to do the job of mentoring; furthermore, colleges were appalling at telling mentors what was going on in college.

As the changes in balance between HEIs and schools seemed to be looming HEI staff, school staff and LEAs were gathering together in consternation, debating and presenting evidence such as they have to clarify their stance to such developments, to decide how to make the best of what appears to be inevitable. Conferences, both national and local, leaflets and books focussed on various aspects of the new teacher training in order to do this.

2. The addition of 'other' - the HE perspective

I mentioned, when talking about how 'the market' has affected schools, that heads and teachers are seeking ways to entice parents by offering something 'extra' on top of judgements made possible by government led measurable criteria. This extra may be seen as the true basis for excellence in schools as far as those who work there are concerned. My research has looked at what has happened in an Articled Teacher course. By comparing with the more traditional one year course it has been possible to see in more detailed ways how these types of courses differ and if opportunities have been developed as they might have been. The AT course for both students and trainers has been well received and well spoken of by almost all who have been involved in it. But by looking deeper we might conclude that all is not as well as might appear at a superficial level. More recent thoughts, for instance those voiced at a UCET conference in May 1994 (see appendix 7), focus on how the higher orders of teaching (of which they seem to have an agreed awareness but do not always articulate in detail) can be developed by using competences legally required only as a base line for quality assurance. What teacher educators are looking for is ways to deliver that 'other', in addition to those base line competences which can be easily understood and shared as aims for both schools and HEIs, that they recognise as essential in the provision of the

intellectually reflective teachers they believe are required, rather than merely practical reflectors. Where courses involving schools in partnership have been evaluated chance, goodwill, and the natural skill and conscientiousness of mentors (very small in number compared to what would be necessary if this sort of training were done on a larger scale), rather than the structure of the course itself, sometimes have made the development of higher reflective skills, or the potential for their future development, possible. More often, though, there is an emphasis on practical skills which inevitably become overwhelming in a school context. This is the point of contact for mentors and staff in HE. But is there an articulation of or agreement between schools and HE on the nature of that 'other' in the training of teachers? Evidence from secondary schemes gathered in a UCET survey suggest that the CATE criteria usually provide the framework for sharing courses in the developing partnerships and that finance and protection of the partners' interests were considered above other things (for instance, Devon Association of Secondary Heads 1994). However, two out of three local HEIs represented in the Devon area open their partnership documents, attached to the newsletter, with a rationale which includes their model of teaching i.e.

a complex and intellectually challenging activity, the fundamental purpose of which is to prepare young people to take a full part in a changing, pluralistic and democratic society.

and

the philosophy underpinning this programme centres on the model of the teacher as a reflexive practitioner, willing to engage in critical self analysis within a context of shared professional values.

These things, so obviously dear to the heart of HE, are not included in the criteria and because of their philosophical quality, cannot be easily shared through such things as competence schedules and profiles. Is that additional education for learner teachers something that has to be left to chance, something that relies on an unspoken (not necessarily shared or understood) agreement between those who are delivering it?

At the Modes of Teacher Education (MOTE) conference at Homerton 27 March 1993 Eric Bolton, professor at the Institute of Education, London, asked what kind of teachers we need and asking to see the research where those who have legitimate expectations in this question make explicit those expectations. The current bill had not to do with philosophies but was mechanistic and contained 'the usual rhetoric' at the outset on quality and standards. He stressed the need for debate about how teachers should be trained not on a logistical level but considering the basic fundamental divide brought about by a lack of shared perception of human nature and values.

So, thinking has been developing through the establishment of an ethos of school based ITE relying on, as a basic framework at least, CATE criteria. Those in HE at least, during 1993/4, seem to be suggesting a move towards:

- 1) considering the need for some sort of agreed and explicit conceptual theoretical framework for the training of teachers in addition to the criteria, placing initial training in the context of continued development;
- 2) considering ways of development of that 'other ' as well as practical competence through practice;
- 3) articulating the true nature of the partnership needed between different members of the team working to set students on the path to becoming teachers through the agreed conceptual framework.

Unfortunately, bearing in mind the observed differences between the interested parties in their perceptions of teachers and their role, and the problems in agreeing and articulating such a concept, the first may turn out to be the initial sticking point in developing partnerships. I have talked about the climate within which teacher education is now operating. Both HE and schools are now working within tight government requirements based on a philosophy with which they may not agree. Each has their own economic needs to satisfy within certain structures laid down by government which means that they may have differing priorities. In addition to that, they come to teacher training from different perspectives. It would be a great assumption

to imagine that all are happy just to 'follow the instructions' as far as current legislation is concerned and that these can be the pivot around which partnerships can be built. Certainly those in HE are working to maintain their own ethos and philosophy for ITE within the government's criteria, criteria to which they have contributed little. Schools have had little scope for sharing HE's thoughts on ITE. Their motives for agreeing to play a larger role in ITE are not always clear. But there are those, even within the primary sector who might be happy to take on a *leading* role (Hannan 1994). Do schools and colleges share views on the model of teacher training? How are they to develop a shared perspective?

Hopkins (1993) mentioned the following as necessary for what he sees as 'the radical reform of teacher education':

- 1) let teacher education be values driven;
- 2) programmes should be enquiry led;
- 3) generate powerful cultures for collaboration.

As Rowie Shaw (1993), head teacher at Tong School, Bradford, where David Hopkins was speaking at a conference (see appendix 7) said, schools have largely been ignorant of HEI's rationale; now is the time to change this.

3. What government wants from ITE

But what of the government's perspective on the model of the teacher? This observation sums up at least one writer's view of the contrast between HE's and government's view of the teacher:

Black holes are to astronomy what the British Government's policy on teacher education is to reflection.
(Stones 1992)

The 'Aim of Initial Teacher Training' is given in the most recent CATE criteria as:

1. *All newly qualified teachers entering maintained schools should*

have the necessary personal qualities for teaching children and should have achieved the levels of subject knowledge and understanding, and standards of professional competence, necessary to maintain and improve standards in schools.

2. No degree or other qualification leading to Qualified Teacher Status should be awarded unless the student has demonstrated in the classroom:

- the ability to teach effectively and to effective learning*
- the ability to maintain discipline and manage pupil behaviour.*

The competences listed tend to be prefixed with 'newly qualified teachers should be able to' demonstrate, or show, and it is stated that

Higher education institutions, schools and students should focus on the competences of teaching throughout the whole period of initial training. The progressive development of these competences should be monitored regularly during training.

(DfE 1993a annex A pp1-2)

The White Paper (DfE 1993b) gave further clues as to the government perspective:

Chapter 1:6 describes a model which starts with discipline, goes on to the National Curriculum through to testing which assesses schools rather than children;

Chapter 2:3 shows that government doesn't endorse the desirability of an all graduate profession;

Chapter 2:7 refers to the 'strengthened' criteria ('Tough' is used in the consultation document);

Chapter 2:11 indicates an undervaluing of primary school teaching by suggesting what came to be called 'the mums army'. (This proposal was eventually rejected after much resistance from all directions).

I have already outlined the government perspective of a market in education, but what is accepted only as a 'quasi market' by others. Nonetheless, league tables on school performance, LMS and opting out and so on make clear the

government's attempts to operate the education system, like health, through some sort of market. This market functions by convincing the 'consumers' (parents) that they have a choice; that the criteria by which they make that choice are those that *they* hold important and can make judgments about in the light of information that is available to them. As Kenneth Clarke (Bates 1992) when still Secretary of State before the 1992 election said:

Our agenda is clearly to raise standards in schools by opening them up to closer involvement with parents and the general public.I do not think people have yet realised the significance of the change we have made on allowing capital allocations to popular schools in order to expand even if there are surplus places locally.I want to see diversity of provision, schools concentrating on particular strengths, and after that I am far more inclined to leave it to local demand.....Education is like health. Once the reforms are in place, people will wonder what all the fuss is about.

Guardian 17.3.92

In addition to the parents as consumers, investors from external bodies, that is industry, are persuaded of a future return, and schools have to sell themselves to them too.

4. The school perspective

There is less evidence of the school perspective on ITE; it has not been within their scope previously as it is now. However, we can look at school led programmes (School Centred Initial Teacher Training or SCITTs) for information. Because primary schemes were not in place at the time of writing (the first ones begin in September 1994) I could only look at secondary schemes. Because of the difference in management systems within secondary schools arising from size and subject teaching there is more scope there for aping institutional structures outside education. There is some acceptance of the industrial type approach which I indicated earlier. This model may be more acceptable within secondary schools where there are more complex and ordered hierarchical management systems. For instance school led training through the Cheltenham and Gloucester College of Higher Education/

Gloucester Association of Head Teachers embraces an industrial type model where they call teacher tutors 'training managers' (Goble 1993). But Elliot (1992) in evidence submitted to the National Commission on Education on behalf of BERA suggested that research has shown that the professional culture of teachers tends to be developed through their school experience, not by courses in higher education. He contends that it is of a 'craft knowledge' type which is subordinate to the need to maintain control and that the different ideologies within classrooms are largely a difference in control mechanisms. He rejects this approach as one which will lead through partnerships to a high quality pedagogy, yet he senses that the prevailing partnership model reinforces the craftsmanship description of teaching, and fails to develop a reflective approach to children's learning. They emphasise the need for close collaboration *at this level of concern.*

5. Lingerings questions

As I see it, there are a few questions unanswered within the literature, and some which may have to be attended to in the new climate of ITE, indeed some of them are already being worked on, for instance within UCET. Changes are being brought about and HE is struggling to make the new arrangements work for them. So where does HE stand now in ITE? Do those working within ITE agree what schooling's for? Are they choosing this as a topic for pure research outside the current context? It was a *teacher* at the CEDAR conference in Warwick in April 1994 (see appendix 7) who did ask the question: 'what exactly is it we want to do in education?' suggesting it was the *first* question we should ask. And those in the room, largely from HE, didn't rise to that query; they were all far more concerned with these sorts of questions: How is education and ITE working out within the market, or quasi market, and what is it going to mean for us? But even if they accept the notion of 'partnerships', as they seem to have to do, but will say they embrace anyway, isn't there an order of questions which leads to a shared perspective, or at least

a shared acceptance of some sort of model of the teacher and teacher training between all the individuals involved? If we don't all agree on why, followed by what and how it fits into the system as we have it, how are we to agree how to train people to deliver it? Isn't it only when the *needs* of ITE are made explicit and shared by the partners that we need to think about how we going to design ongoing partnerships to *deliver*? Perspectives within each of the partner groups vary, let alone between them. Some in HE are worried about the consequences of new legislation, some think it will not be so different from now. Some in schools, with not always with the same motives as each other, are enthusiastic; some don't want to be involved any more than before and wish to continue to concentrate on what they see as their priority: teaching children.

If we work within competency and profile models are we accepting a view of ITE which accepts teaching as a craft? Skilbeck says governments have a legitimate stake, but what if we don't agree with government views of the purpose of education? Are social, self fulfilment or economic factors most important? It is claimed that reform has best come with *consultation*. There are different perspectives, different points of view at the deepest conceptual level between parties which we hope to bring together to provide ITE. Can effective partnerships be formed only if someone takes the lead and says 'this is what we want to do and this is the way we do it?' or can we make providing ITE an ongoing consultative process, recognising the professionalism of all those involved to make teaching a continuing source for and of research? Evidence from school based primary training might help to offer some enlightenment, even if only in terms of identifying questions to be asked. It was within this context of change that my case studies were unfolding.

Questions that were being asked in response to these changes became questions that could also be brought to bear on to the courses I was looking at so closely. The emphasis on partnership and role, the concepts of schools, schooling and teacher as seen from different perspectives were themes which developed in

my analysis as the three years of my research progressed. It continued past the completion of data collection and into my writing up and is reflected in the way I eventually presented my findings from the case study.

6. The Case Study

6.1 Background to the courses

On 10th November 1989 new CATE criteria for courses in ITE were revealed (DES circular 24/89). The circular emphasised the developing trend for school involvement. Schools were now to be involved in planning, evaluation and selection of students, supervision and assessment, and make contributions to the institutions' courses. It included references to 'joint responsibility' and demanded written documentation about role. These new criteria were to come into force on 1st Jan 1990 with proposals by 30th April 1990 and start dates of Autumn 1990.

Thus the college's new PGCE submission for the CNAAB was made in Spring 1990. This course was based on the previous one validated by the local University and carrying accreditation from CATE. This was designed to meet the earlier CATE criteria laid down in DES circular 3/84 and which were discussed in a series of CATENOTES during 1985. Particular mention is made in the criteria to 'the demonstrable connection between faculty-based courses and the students' work in schools'. In addition schools were also to be involved in assessment. The PGCE course at the college grew from 33 students in number in 1984-5 to 65 in 89-90 according to the submission document. The course cohort in the year I began my study was 75 in number. There was even in this course then, some involvement by schools above providing places for students on Teaching Practice (TP). Local teachers had been consulted during planning, there were members on the course committee and the assessment board. The course submission provided this as its definition of 'The Model of the Teacher':

All successful graduates at the end of this course will need to be able to manifest those qualities expected of primary teachers when they work in

schools and classrooms. Hence, the course will aim to encourage qualities of independence, imagination, and sensitivities to children's needs, practical skills, insight and a sense of humour. In addition, they will need to be able to work with other professionals, to question and analyse their own practice as well as the ideas of others, and to demonstrate in all that they do their belief in the importance and value to any civilised community of the processes of education.

In the developing world of education, however, more qualities and abilities will be needed than these alone. Increasingly, teachers must give an account of their practice to others outside the profession, and so the ability to communicate and work as partners with this wider constituency is recognised in the course design. Recent legislation, including new procedures for assessment, influences the ways in which teachers must plan and organise their work. Furthermore the intellectual pressure of working within the framework of the National Curriculum while at the same time retaining the ability to innovate and interpret for the particular children with whom the teacher deals, will be an added imperative.

The submission document, in its stated aims and objectives, stressed the intention to encourage educational debate within a structure of developing skills and understandings which would come about by a reciprocal feeding from and into college and school based work.

The Articled Teacher scheme was to develop the theme of partnership even further and its setting up proceeded with some speed. It was first set in motion at a meeting of the Society of Education Officers on 27th January 1989. The Secretary of State, Kenneth Baker, had said that he would like see the trend of extending the length of time spent by students in ITT continued. The DES then at his request, after they had '*explored informally*' with interested LEA officers, teacher trainers and teachers the idea of setting up some experimental schemes for school-based ITT - to be called articulated teacher schemes' (letter to LEAs and HEIs from DES 27th June 1989 - my italics.) The letter described the criteria for the courses:-

1. LEAs and HEIs to submit proposals jointly.
2. It was to be a PGCE course, approved under the standard arrangements for courses which lead to Qualified Teacher Status (QTS).

3. Courses would be envisaged of two years duration, although other proposals would be considered.
4. The proportion of time spent in schools would not be less than four fifths of the course.
5. Most of the 'formal training' would be in the school and would be delivered by HEI and school staff.
6. Schemes would provide for the training of school staff.
7. Time would be spent by the AT working in and visiting other schools.
8. The residue of the training described as 'some off the job training either in the Institution or other convenient location' would be for ATs on course to work together.
9. ATs would receive a bursary 'which would reflect the contribution which the articulated teacher is making to the work of the school'. Fees would be paid by the LEA.
10. ATs would be worth half a full time student to the HEI and monies received by the LEA in grant under the LEA training grants scheme (LEATGS) would depend on the bid's costed proposals for bursaries, mentor time and training etc..
11. Two cohorts, starting in 1990 and 1991 would be supported in the first instance.
12. Outline proposals for inclusion in the scheme had to be sent by 15th August. In envisaging support of maybe 600 students it was finally mentioned that schemes designed to address teacher shortages would be given priority.

By 27th November 1989 there was a report in the local newspaper announcing a consortium of three HEIs, including the one I was investigating, offering more than 60 places to ATs.

With new arrangements across primary training by then announced (see

appendix 1) September 1993 saw the last cohorts of primary Articled Teachers start the course.

6.2 Structure and intentions of the courses

1. The one year PGCE

The course of three terms was designed around four stages. School and college time were quite separate except in respect of the 'day a week' experience during their first term.

Stage one: Induction (weeks 1-2)

This period, which coincided for the second of the two weeks with the new ATs, consisted of large introductory lectures and sessions within their professional studies groups. The first week was spent in schools in their home area. The students were to use documentation to help them make the most of their observations during this week; they were asked to focus on ways that the school and class were organised and functioned, the primary curriculum and the role of the teacher. This and any other school experience students wished to call on was used in their first assessed piece of work: 'Organising the Learning Environment' (3-4,000 words) which was due in at the beginning of October before they settled into 'day-a-week' (see below).

Stage two: Preparation (weeks 3 -19). This period was to focus on a variety of issues, including the curriculum, child development, play, assessment and socialisation. A 'day a week' school experience was also to take place during the early part of this stage. Students were allocated to local schools in groups and visited one day a week for eight weeks. A tutor was assigned to each group and stayed in school with the students for half the day and met with them in college once a week. The intention was for students to become more familiar with the school environment, to start to plan and execute lessons of their own and to have a source of practical experience on which to draw to facilitate the integration of theory and practice. Professional studies was led by the Professional Tutor who had an extended role in helping their group to

function as a coherent whole, to act as a liaison with other staff by which means the course could have a coherence, to help students make links between theory and practice, to develop cross curricular issues and to encourage self evaluation. The professional studies group met once a week and the emphasis was to be to use discussion to develop personal learning. Before Christmas they would draw on their sessions in college, along with their school experience to date to complete an assignment on the primary curriculum (5,000 words). This assignment had separate parts relating to each of the core subjects and to integration and would be a response to given 'excerpts from a variety of sources' (course handbook).

Four to five weeks at the beginning of the Spring term were spent on introductory TP, followed by an assignment of around 5,00 words which was a child focussed study.

Stage three: Consolidation (weeks 20-33)

This period, after the first TP, was to focus on some wider issues, equal opportunities, multi cultural education, cross curricular approaches, and would build up to final TP which was in another school, and lasted for 6-7 weeks. It was this TP which was to be the focus for assessment; the introductory practice was much more a time for learning and trying out. The final TP was to signal a move from student to teacher and students would need to demonstrate a range of skills that illustrated this.

Stage four: (weeks 33-36)

The final stage was to 'synthesise' their experience under the following headings:

Developing the Primary Curriculum

Professional Studies a) Individual Personal Development

 b) The role of the Coordinator

c) Working with other Adults

During this time there were visiting speakers extending cross curricular themes and opportunities to consider the role of the core subjects within the curriculum and for the students to identify and follow up an area of the curriculum as an area of strength. Having chosen an area with the Professional Tutor, the student was assigned another member of staff to help them complete an assignment which led to a report of 5,000 words which was the subject of a presentation.

The diagram (figure 1) taken from that in the PGCE course handbook (p 5) with the assignments added makes the chronology clearer.

The curriculum studies components, also described through these four stages, were given in terms of intentions, content and general and specific issues. These were quite extensive during stage two and three; in language and the humanities in particular these not only developed into broader issues in stage three but during this time tutors were also expected to respond to the needs of the group.

2. The Articled Teacher Course

The course was structured around a continuous combination of school and college time rather than the alternating arrangement of the one year course. The course of six terms was also designed around four stages:

Stage one: finding frameworks for learning and teaching (term 1)

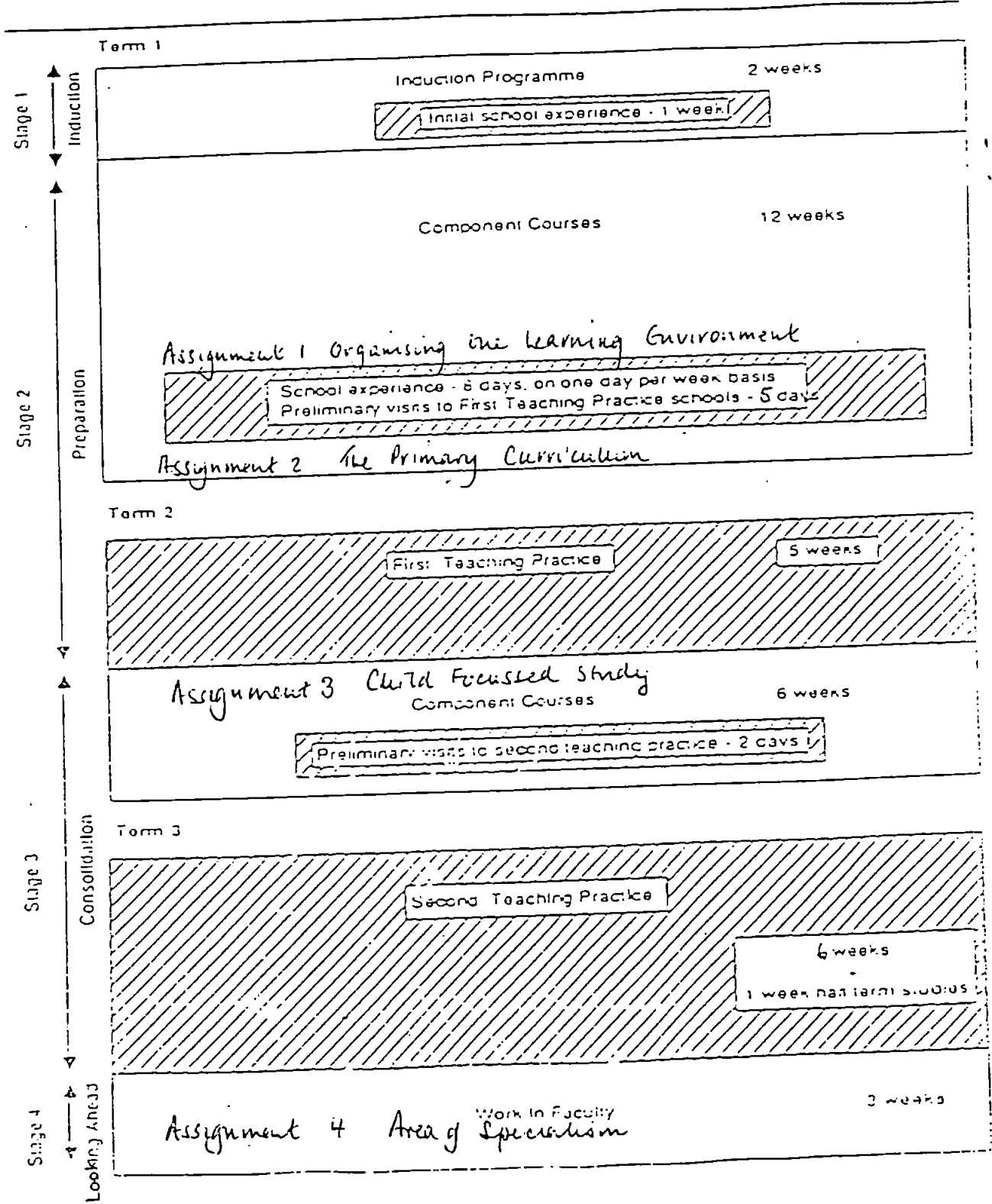
The term started for the ATs with three weeks in school. After an induction week in college one day a week was spent in college, the rest in school. The week consisted of sessions with the PGCE one year group and sessions with their Professional Tutor (who was responsible for the professional studies component of the college course) and a Personal and Social Education tutor alone (see figure 2). The Professional Tutor also visited schools during this

Figure 31

PATTERN OF THE PGCE COURSE

The course is made up of two main elements-
 work in the Faculty
 work in schools.

These are part of the same whole and every effort will be made to link them. This diagram shows how they are interwoven.



PGCE Articled Teachers

Induction Week 16th - 20th September

| | 9.00 | 10.00 | 11.00 | 12.00 | 1.30 | 2.30 | 3.30 | 4.30 |
|-----------|--|-------|----------------------------------|-------|---------------------------------------|----------------------|------|------|
| Monday | Welcome Dean etc | | Registration | | | Professional Studies | | |
| Tuesday | The Priamry Curriculum | | Media Workshop | | Personal Skills | | | |
| Wednesday | Gender and Education | | Information Technology | | Personal Skills | | | |
| Thursday | Special Educational Needs | | | | Science in the National Curriculum | | | |
| Friday | Language in the National Curriculum | | Maths in the National Curric. | | Library Visit | Professional Studies | | |

Figure 2

stage. The stage was described in terms of intentions, content, principles of work in school and outcomes. The intentions were that a broad view of education and the role of the teacher within it should be considered along with more practical matters such as communicating with children and managing classrooms. The content covered similar topics but separated the wider issues of the role of the teacher and education from childhood communication and styles of classroom management, indicating the focus of the latter would be in school. Going on to suggest 'principles' of school activity it was stated in the course handbook that ATs would be expected to spend 75% of their school time 'working with children' but it this could be observation, working with individuals and with groups, but should include some time with the whole class 'e.g. for story or other suitable activity'. The stage was described in respect of these outcomes:

establish relationships with children

work successfully with groups of children

reflect upon the nature of childhood

reflect upon the school situation

reflect upon ways of organising and managing learning in the classroom

discuss appropriate reading

At the end of this stage the assignment was an in depth child study (3000-4000 words).

Stage two: the curriculum (terms 2 and 3)

This stage was characterised by a full week in college at the end of June after a ten week period of a day a week in college during the Spring term. According to the course handbook, the intentions here were to consider the nature of the primary curriculum and to develop confidence and competence to work across the range. In addition, the aim was to develop self appraisal strategies and to visit other schools. The content then described the 'taught' course. The second

term would focus on the core subjects and the third on the foundation subjects. Included in the content was 'child development' and 'planning for progression'. Through the mentor and the Professional Tutor, reflection on school experience was to help the AT to 'make sense of the separateness and integration of the core and foundation subjects'. School work was to be increased in terms of responsibility and the ATs would 'normally be expected' to take the whole class 'for a length of time' - at least a day - and to take responsibility for planning and carrying out some aspects of the work across the curriculum. It was during this period that it was suggested that the AT take sustained responsibility for the mentor's class or another class in the school for a period of about three weeks. Now also a period of time to allow for reflection and study was mentioned specifically and a role for the mentor in discussing with the AT their individual strengths and weaknesses. Outcomes were described thus:

You will be expected to demonstrate:

the ability to plan and carry out activities in all areas of the primary curriculum which reflect the National Curriculum requirements

the ability to reflect upon and discuss the curriculum in the light of your own experience as teachers and your reading

a broader appreciation of the nature and intent of the primary curriculum

an enhanced ability to appraise your own classroom performance

This stage was reflected in an assignment on the curriculum which as for the PGCE one year group consisted of inputs from each of the core areas (5000 words).

Stage three: the quality of learning (terms 4 and 5)

This stage continued with college days interspersed with school experience, but during term 4 many of these days were organised for the group as school visits.

They visited, for example, a small school, an inner city school, and a school who had developed a strong policy of emergent writing.

The intentions of this stage were for the ATs to develop their reflective techniques in their work in schools and to develop their ability to plan and assess appropriately for the children. The content of this stage of the course was to encourage this by reflection as a group on their visits and for the Professional Tutor to look at specific issues such as record keeping, evaluation of teaching and learning, assessment, teaching and learning processes, rhetoric and reality in the classroom, individual needs, professional skills. This was a period of time when the ATs were expected to identify an area of specialism. School work was to develop further in terms of responsibility, carrying out sustained programmes of work with large and small groups of children, recording and assessing and learning to evaluate with the mentor. As the AT handbook stated: 'it is envisaged that you will be a useful, although still unqualified, member of the school staff.' School expertise could help too with the identification of the specialism. Outcomes for this stage were described thus:

You will be required to show the ability to:

plan, prepare and implement sustained learning programmes under the guidance of the mentor

reflect on the issues that determine good practice in the primary classroom

continue to develop self appraisal techniques

evaluate and assess the needs and performance of individual children

devise and keep systematic records of individual children's progress

This stage carried with it an assignment of 5000-6000 words on classroom organisation and management. This assignment had a different focus than that for the one year group; the ATs were expected to have some control over the learning environment and therefore able to make an assessment of an aspect that they initiated.

Stage four: professional development (term 6)

This stage was spent in school until two weeks in college towards the end of the term. These weeks included some sessions with the finishing PGCE one year group and included lectures on broad topics.

The intention of this stage was to encourage a looking forward to the first teaching post and considering the concept of professionalism, developing the area of specialism, and to reflect on the diversity of primary practice. The content was intended to draw together strands which had been evident through the course and to examine them in the light of their now developed experience, to look at their own individual strengths and weaknesses and to have opportunity to develop their area of specialism with an appropriate member of college staff. Wider issues would also include current developments in primary education and the wider network of provision for the child. In schools, the ATs were expected to complete a 6 week TP during which they would undertake the planning for and the teaching of a programme of work covering the whole curriculum for a whole class.

Although the handbook carried an insistence that:

it would be inappropriate to consider TP as a separate issue. Rather your performance over the four stages of the course will be closely monitored and satisfactory standards will be required as a condition of progress to the next stage.

(p 34 AT handbook)

it was the final TP that was the focus for final assessment, along with all four assignments. The final outcomes were thus described:

*.....you will be expected to:
show your ability to undertake a sustained period of preparation,
planning and evaluation of a variety of learning activities, which reflect
appropriate objectives*

provide for different levels of pupil ability

*develop and use teaching processes which reflect an awareness of the
nature of childhood*

demonstrate a knowledge of the importance of the coherence of the educational experience of the child

demonstrate an appropriate breadth and depth of subject knowledge

maintain and use systematic records

select and use a range of appropriate resources

present material with due regard for pace and progression

establish and maintain good working relationships with pupils and adults

demonstrate good classroom control and realistic expectations of pupils

provide appropriate and consistent models of classroom organisation and management across a full range of school activities

recognise the need for the development of an extended professional role, in particular with regard to the development of an area of specialism

recognise the importance of extra-curricular areas and show willingness to become involved in these.

The final assignment, in connection with the area of specialism, again as with the one year students, with the help of an appropriate member of college staff, was a report followed by a presentation by each of the ATs to the group and mentors in college in their last college week.

The handbook stated:

the articulated teacher's course is not like a more traditional PGCE course with a large number of taught elements. Most of the learning will take place in school and this will be enhanced by visits to (college).

It stressed the centrality of the AT him or herself to their learning process and pointed to the fact that it would be up to the ATs themselves to monitor their progress assisted by the Professional Tutor and the mentor. The professional journal would be an opportunity to keep a record of this, but it was pointed out that the structure and layout of the journal would vary to suit personal

circumstances. When describing the curriculum courses it again stressed that the ATs would need to monitor their own progress, including reading, and that part of the curriculum courses would be delivered in school. It promised only that 'many aspects will be touched on in the taught part of the course' but that 'you will need to monitor your own developing understanding' (p 21). Each curriculum area was described in terms of outcomes, (in contrast to the one year course which described intentions, content, and issues) and identified a number of suitable texts but there was no indication of how many hours would be spent in college for curriculum studies, nor how many were intended should take place in school. Only in the final stage did the handbook mention that 46 hours (31 contact and 15 guided study) were to be spent in college and within the global heading 'professional development' was included time for the core subjects, to consolidate their learning in these areas through their own experiences and through considering them within the whole primary curriculum. The balance of time over the two year course, showing the college time as 'contact time' and in a ration of 1:2:2 with school and self study time was illustrated (in hours) in the course submission (p 16) as follows:

| Component | Contact time | School time | Self study |
|---------------------|-----------------|----------------|---------------|
| Core: English | 30 | 60 | 60 |
| maths | 30 | 60 | 60 |
| Science | 30 | 60 | 60 |
| Foundation: | | | |
| Humanities and R.E. | 20 | 40 | 40 |
| Technology | 8 | 16 | 16 |
| Expressive Arts | 10 | 20 | 20 |
| P.E. | 6 | 12 | 12 |

| Component | Contact time | School time | Self study |
|------------------------|-----------------|----------------|---------------|
| Information Technology | 3 | 6 | 6 |
| Professional Studies | 40 | 80 | 80 |

3. Balance of time in the two courses

The following shows how the college hours were distributed between the different components of the courses:

| | PGCE one year | Articled Teachers |
|------------------------|----------------------|-------------------|
| Language | 60 | 30 |
| Science and technology | 60 | |
| Science | | 30 |
| Technology | | 8 |
| Maths | 60 | 30 |
| Professional Studies | 52 | 40 |
| Humanities and RE | | 20 |
| Humanities | 28 | |
| RE | 15.5 | |
| Expressive arts | | 10 |
| Art and design | 17 | |
| Music and drama | 18.5 | |
| Media and resources | 10 | 3 |
| Specialism | hours by negotiation | |

(Comparisons are made more difficult by the fact that technology is included in with science in the one year course hours, RE in with humanities in the AT course, and expressive arts given all together in the AT course.)

It can be seen from this that the college contact time enjoyed by the one year

students in curriculum studies (269 hours) was much greater than the Articled Teachers (131); in the case of Professional Studies the difference was much slighter (52:40). However there was a difference in the way that the total *out of class* time of the two groups of students would be assigned: the one year course intention was that each hour of contact time would be matched by an hour of directed study time, in the Articled Teacher course each college hour would be matched by two contact school hours (with the mentor for instance), and two self study hours. Thus, the total time could be multiplied up by two for the one year students, and by five for the ATs or for the total contact time, by two for the one year student, by three for the ATs. In this way, the ATs could be said to be in a far better position than the one year students with regard to time spent out of the classroom as well as time within the classroom. It reveals for instance 90 contact hours (if school contact hours were included) in the core subjects for ATs to the one years' 60, or 150 to 120 hours total time. For Professional Studies the contact time was 52 for the one year course, 120 for the ATs and the total time comes to 104 hours for the one year course, 200 for the ATs.

The difference in the balance of the courses between school and college can also be illustrated by looking at how many weeks were spent in college and school. These ATs were spending most of two school years, from the beginning of September to the end of July, in classrooms; their whole time in college amounted altogether to about twelve full weeks. The one year PGCE students on the other hand worked around one shorter college year, beginning later in September and ending in June. However, their time in school amounted to just eleven weeks of teaching practice plus eight days of 'day a week', leaving the equivalence of over 23 weeks in college.

I have above described the rhetoric of the two courses; the intentions of the course writers and the way in which they envisaged them functioning. I will continue by describing in a thematic way, the reality of the courses as seen

through the perspectives of those involved. The rhetoric/reality differences however, are not the crux of my analysis; rather these reveal that individual perspectives, and perspectives of the different groups of people involved, constructed realities in ways that enhance theoretical understandings and carry implications for course design, particularly in relationship to the challenge of the merging of theory and practice.

My findings are thus described within three main themes. The first examines the differing perspectives of school and college and of individuals within them and the ways in which the courses were designed and functioned to blend these perspectives. The second focuses on the students' relationships with the two sites of learning, and the third on the relationship between theory and practice.

6.3 Two sites for learning: attempts to blend perspectives

1. The PGCE one year course: an emphasis on integration, coherence and progression

The one year course, although including school representatives on various committees involved in the setting up and running of the course, (e.g. Two teachers to nine college staff on the PGCE course committee, one serving head teacher on the Examination Board only in connection with final TP) adopted partnership only in a limited way within the restriction of time and opportunity.

There was a good deal of evidence in the planning of the ways in which the course was designed for integration and coherence of the two parts rather than a partnership between schools and college. For instance, in a planning briefing for the PGCE (9th June) this note is made of the 'Role of the Professional Tutor':

This is a new role which builds on the concerns of the teaching studies course and seeks to provide, at the planning and implementation stages, genuinely integrative links between the courses and school experience. In this way it is intended that we can ensure, and demonstrate, a degree of coherence across the PGCE course.

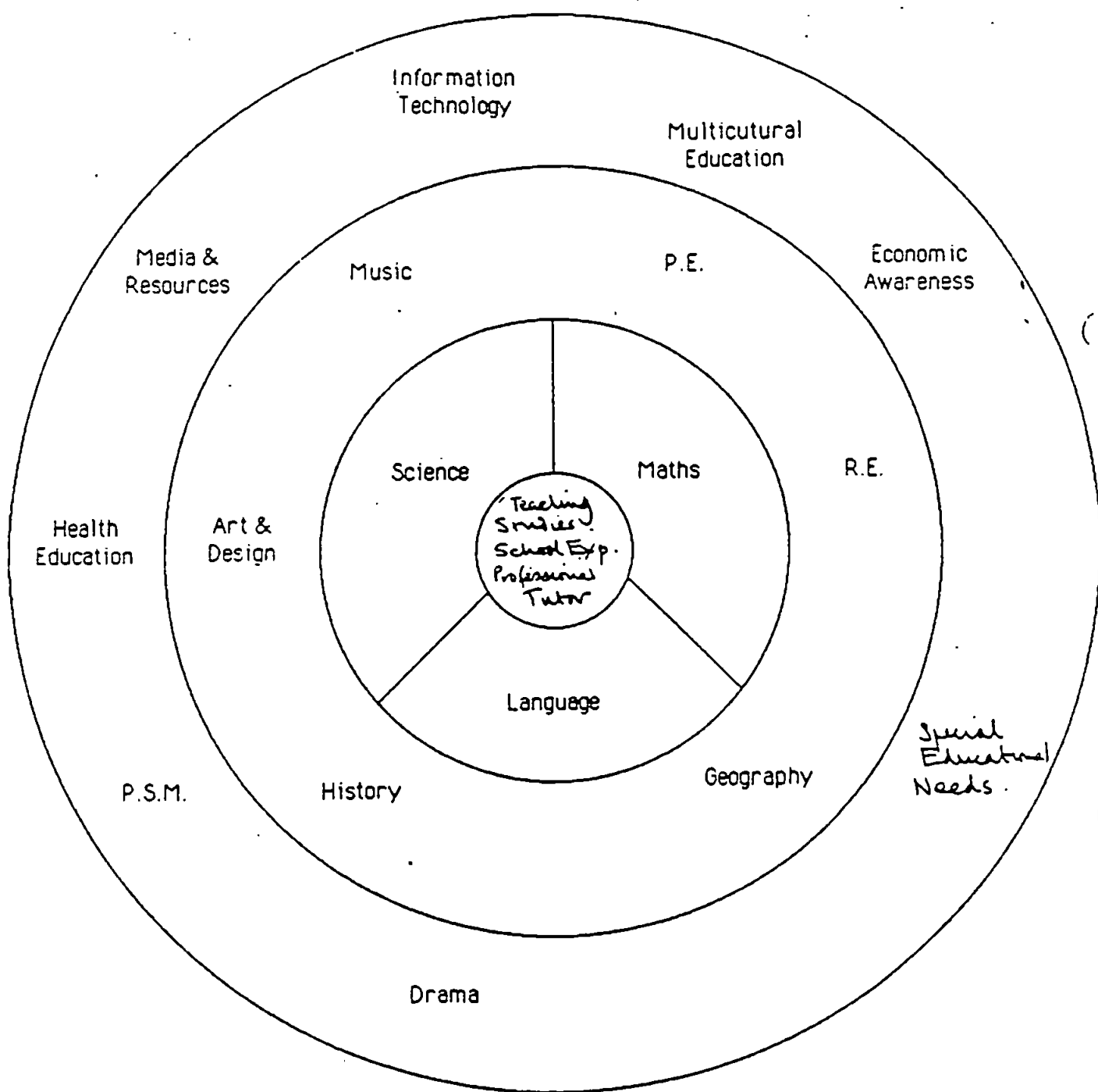
The emphasis on progression through the different components with the school experience as a central pivot is demonstrated by a diagram in the same document which 'attempts to represent our current thinking' (figure 3):
Included in the assessment rationale is a reference to the fact that assignments

.....should seek to engage students in reflective analysis of perceived relationships between their particular school experience and college-based work.
note 2(iii)

With the Professional Tutor as integrator then, school experience was to be seen as something which would feed in and be fed by the college components of the course. The college would be the site of integration and the schools'

Figure 3

PGCE CNAAC COURSE



- This diagram attempts to represent our current thinking.
1. The student's experience in schools is seen as central, with the professional tutor ensuring the integration of experience via the Teaching Studies course.
 2. This links via the N.C. Core Subjects, through to the Foundation Subjects.
 3. The outer ring indicates other vital areas and cross curricular concerns which need to be planned for.

personnel would not be written into the course as having this as a main function. In a report of the stage II Validation Panel of a meeting on 9th February 1990 (report dated 22.3.90) a further reference is made to the role of the Professional Tutors:

(The planning team) once again drew attention to the role of the Professional Studies Tutors in 'mapping' the students' experiences in different curriculum areas.

A specific query was made by the validation panel with regard to the approach to the school experience component which they felt to be 'a very traditional one'. The team were anxious to point out that although the structure might reflect the traditional model, the content was not. The emphasis was on college maintaining close contact with students while out in schools; this was the reason that school experience was kept to the minimum CATE requirement (it was in fact less than on the previous PGCE course). Large distances within the area would mean finance would limit the number of visits possible. When the panel made the suggestion that their documentation was weak in this area and asked for a clarification of the relationship between school and college staff, the planning team did use the term 'partnership' and pointed out that there was separate documentation which made detail of this specific.

Schools, especially several large local schools, had been building up a closer relationship with the college through college staff entering schools to gather the recent and relevant experience then required by CATE and by associate lectureships occasionally being made available for school staff to work at the college. The 'day a week' arrangement also meant that college staff were working with students and teachers in schools on a regular basis. But school staff working directly with students on TP generally had no contact with the college bar documentation which arrived with students and visits from supervisors which gave limited scope for extended discussion due to the other demands on class teachers. The arrival of Local Management of Schools (LMS)

had begun to make some head teachers think about possible financial rewards for offering opportunities for students from the college and more formalised arrangements for partnership were being developed. At the time of my interviews there was much talk of increasing time spent in schools; although heads thought more time would be useful they recognised that it would mean problems.

Several mentioned the fact that their prime responsibility was to the pupils in their schools and that their skills were in teaching children, not students. One head (H17) said that he would not like them to be deflected, and that as a parent he would not like to think that his children were working with students all the time. Heads already felt that the students were lacking in some curriculum areas and if the school commitment were greater they would need to be compensated so that more teacher time would be available. They thought it might mean the students would be in school at the ends of terms which is a more difficult time for schools. Where they were coming in for a few weeks the school arrangements could accommodate them with a few adjustments. If they came in for longer they believed that some more fundamental organisational changes would have to be made. These would cost money, and the precise nature of their commitment would have to be spelt out if they were accepting money for it. They also felt they might need to be in more control about *who* they took. They would need the right to say no as bad students would have more of an effect. One head said that he felt a very weak partner in the present arrangement and that he would like more control:

We are not powerful in this situation. We are like a puppet. We would like more control. If someone's coming we would like to choose.

H 19

They were the ones who had to tidy up after a disaster. A small number of heads were critical of the college and their contribution to TP. But the main point of regular contact after the original arrangement had been made (usually

by telephone, sometimes followed by a visit from the tutor to the school if they had not been there before) were the visiting tutors who spent most of their visiting time with the student and sometimes the class teacher, rather than the head teacher. Once the student was established he or she would sometimes not talk to the head teacher again and the class teacher would be in control of them with little or no reference to the head. The tutor would distribute 'notes for guidance' to schools and students at the beginning of the practice. They suggested the nature and organisation of the student contribution, described procedures for supervision and criteria for assessment and suggestions for preliminary visits and lesson preparation. The notes included information as to the content of the 'TP File' which would contain planning and be a source of information for student, supervisor and school staff to gain an overall picture of the practice. It was not listed as a requirement that the file should contain any reflection within the wider context of the student's overall growth within the course but only in relation to 'the success' of the teaching in that particular context. The notes included specifically a description of the supervisor's roles but there was no separate definition of the teacher's role. The class teacher was described as someone with whom the student would develop a programme of work; in the introductory practice as someone with whom the student would work closely throughout the practice 'particularly since they will not yet have had instruction in all aspects of the curriculum'. The notes on introductory and final TP gave this final comment:

It is very helpful to students when head teachers and class teachers can assist them by commenting on their preparation, choice of materials, relationship with children and so on. At the end of the practice, head teachers are asked to send a report on the student to (college).

These notes and discussions between tutors and class teachers would have provided the class teachers with the information they would have about the TP. They would have no information about the course in full except for answers to questions they might have asked of the visiting tutor or unless they

asked to see the course handbook which the students had (a reference was made to this book in the guidance notes). The documentation, according to contemporary HMI feedback on school experience inspection, was well received by schools, but it was stated that they wanted to know more clearly how the TPs fitted in with the overall course. The visiting tutor would probably have known about the general structure of the course, (although use of part time staff for TP supervision may have meant that some supervisors had little contact with the college course) but it was quite unlikely that they would have known about aspects of this particular student's course. They may or may not have been a tutor for this student in their curriculum studies or their Professional Tutor. (Where the supervisor *was* the Professional Tutor, PGCE Professional Tutor 3 reported at a team meeting (11.9.92) that the students didn't like it. They wanted someone who was 'outside'). The AT course director said that this was sometimes a problem with the ATs as well. But even if PGCE supervisors had some understanding of their TP students, they had no detailed knowledge of the exact content or timing of components that they were not responsible for. As for information about the students' school experience, it would be the students themselves who carried back information about their TP to their curriculum studies groups if it seemed appropriate i.e. if tutors were using TP experience to directly inform their courses. I have dealt in more detail towards the end of the chapter with how curriculum studies lecturers designed their sessions. In general, school experience was not used directly as part of the *design* of the courses; they were not given tasks in school except where it related to an assignment: the third assignment was directly related to work in school, although not necessarily to work in college. Individuals drew themselves on their school experience once they had had it to relate to what they were given in curriculum sessions and this experience fed into discussion sessions. The source of integration was the students themselves. The school input was from the school perspective and represented a quite separate, and different set of concerns. The purpose of

schools is to educate children and there is no compulsion to educate learner teachers. The heads were the ones who decided whether to accept students for TP. Most of the schools I visited had had students for some time and the original reasons for beginning the connections were lost to history. But heads gave a number of possible reasons for accepting students on TP into their schools apart from the instances where head teachers themselves had had previous contacts with the college: almost all agreed that there were benefits to schools even if the student was only moderately good: it was another pair of hands, it made teachers question their practice, it brought new ideas into the school and it provided a contact with HE which they appreciated. The heads then chose the classes which should have students. Because students stayed only a short time it was possible to utilise many classes round the school and avoid those who were not keen or who had particular commitments at the time. These were criteria heads said they used in selecting classes for students. The heads were usually sensitive to the feelings of their staff, according to class teachers who had students, but it was the heads who had the responsibility for decisions about the school's role in ITE. Although teachers could refuse, class teachers said in some cases it might be better, for a variety of reasons, to accept even if they had reservations. Class teachers were in a weak position with regard to their position in school; they needed to look to their futures and have an eye to the head's regard for them. There was also often an atmosphere of staff development within the schools. Some of the heads and teachers had attended or were attending in service courses at the college. The teachers themselves seemed to enjoy opportunities to discuss matters with college staff and they generally spoke very positively about them. They reported, too that the occasions on which they had had students who were so weak that they risked damage to the children were very infrequent indeed; there were times when class teachers had to work quite hard to redeem things in term of curriculum coverage or discipline and control but they did not resent this. Many heads and class teachers also felt that there was a duty to maintain or

improve the quality of the profession by helping students into it. As one of the heads at a school who took students and ATs described his previous school where he had as one of his functions the care of students:

the ethos was that students are the future of the profession

H 5

The heads and the teachers realised that there would be less benefit in terms of helping by the students on their first TP, but overall they were prepared to accept this and didn't think it reasonable to only offer places to students near the end of their training. Some had given little thought to the different stages in their course their TP students might be at; one of the head teachers I interviewed was not even aware that it was a one year PGCE student he had in his school rather than a Bachelor of Education (BEd) student who would be undertaking four years of training. But others were very aware of the limitations of time in the PGCE and said they were worried about the lack of experience that Newly Qualified Teachers (NQTs) with a PGCE qualification would have. Because of fairly frequent visits by tutors (usually about once a week) in the event of problems there were possibilities for school and college together to make extra arrangements to help a student through the final practice; this was an acknowledgement that the time for developing a worldliness and confidence in the school situation was not generous within the time restraints of the PGCE course. In one case that I looked at an extra week had been added on to a students' final practice. Occasionally, however, individual supervisors were criticised by students and teachers as having insufficient time to chat, and insufficient flexibility with regard to the timing of visits. Class teachers wanted to see and talk to college staff and they preferred it when this was possible.

(the college tutor) has been in twice - unannounced. We had a quick chat but it was a difficult time.

CT 9

(the college tutor) - very thorough. She spent the whole day here. So we've had time to talk.

CT 10

Although class teachers did not want to intrude on the supervisor/student relationship and generally held back when supervisors were observing or talking to students and although they were all confident about working with the students, in planning schemes of work with them and suggesting ways in which they might work with the children, they saw themselves as a part of an overall experience which was the responsibility of someone else other than themselves and that their prime purpose was to teach children. Thus:

I'm a trained teacher, not teacher of teachers. I don't want responsibility for the outcome.

CT 8

With that in mind, it was important to schools that students should receive support from college throughout their TP and they commented on the level of this:

She was well supported by college.

H1

Support from (the tutor) as supervisor was excellent.

CT 11

In contrast to the comments of the head above who felt weak and who would like more control, these teachers did not ask for more control; they were more anxious that students should gain their support from college in relation to the whole course. Their contribution was felt to be separate and fitting in to a whole which was envisaged and administered elsewhere. They valued close communication with tutors but several made comments relating to what tutors had 'told' them they ought to be doing. They gave students more whole class work, or wider curriculum coverage, or a more gentle way in, at the tutors' suggestion. They acknowledged an inferior role in understanding what

the students needed in the context of the course as a whole and saw their strength in easing the students' way through a particular experience within a context that they knew very well.

2. The Articled Teacher Course: emphasis on partnership

The AT course, however, offered much greater scope for developing partnership; indeed it had to be a strong feature of the course. In the AT and mentor handbooks it states:

the basic premise upon which the articulated teachers' course is based is the importance of close partnership between the school and the (college).

Without this emphasis, the course would not go ahead. Throughout the setting up of the AT course there is evidence of a will that there should be not just a formal arrangement, but an ethos of partnership between the college and schools; the main way that this was to be brought about was to involve individuals from each group at every stage of the *planning* process, for both college and school staff to be involved in *recruitment* and for *support* and *assessment* of ATs to be a shared process.

Planning

Although the college was responsible for designing the course, putting together a submission document and getting validation (from the CNAA) it was acknowledged right from the start that schools must play a part. After a planning seminar in March 1990 the PGCE course director in distributed notes stressed that shared perceptions were of utmost importance and could be reached 'by full involvement of all partners in the planning process'. He also saw a need for 'team building skills' as a new requirement for HE staff. The Local Education Authority (LEA) was also involved because proposals for Articled Teacher Schemes had to be put to the DES (the Department of Education and Science, as it was then,) jointly. Therefore an eye to school involvement was evident at the outset. The DES itself claimed that they had

'explored informally with interested LEA officers, teacher trainers and teachers the idea of setting up some experimental courses for school based schemes - to be called articulated teacher schemes' (DES June 1989). As far as this consortium, which included three HEIs and the LEA, was concerned, meetings began in earnest by the end of 1989, but involving as it did large numbers of people only small representations from each of the three groups were initially involved. As the college developed its own plans after the consortium proposal was accepted local head teachers and teachers became involved in planning, validation and submission. A member of the college staff accepted the role of convener of the planning group which was to include a number of teachers agreed by the LEA. A 'validation event' was held at the college. The panel (which was to be the same as for the PGCE but was in fact slightly different because of availability) consisted of 13 college staff, 3 external advisors of which two were from other HEIs and one a head teacher, 5 other school representatives and one LEA representative. The documentation for the 'event' stresses the proposed links between the college and school parts of the course and the CATE submission sets out the following as ways to illustrate and achieve cooperation between the partners:

1. Regular discussion with senior LEA officers and chief advisor was a feature of the course design.
2. 'Early involvement of head teachers and mentors has also characterised the planning process'.
3. All the partners were to be involved in delivery, monitoring and assessment.
4. In curriculum studies - 'all components are professionally focussed. The course is led by students' experience in schools. This provides the focus for professional analysis and extension in college based sessions'.
5. The Professional Tutor is to have a 'key role': continuity, co-ordination, illustrating general principles from the students' concrete experience. 'In

addition they will ensure that proper attention is given to the appropriate cross curricular themes'.

By July 1990 the course had validation. By August approval came from the DES after requesting more detail and receiving inter alia the following:

The intention is that the mentors, the Professional Tutors and the student teachers will monitor carefully the work done in each of the core curriculum subjects and across the breadth of the National Curriculum foundation subjects.....to monitor progress through the professional log, to ensurethey have covered at least that amount of content. The relative responsibilities..... Are still being explored.....seen as a full partnership where all parties are involved in the monitoring of progress.....ensuring all aspects of the primary curriculum and its assessment are covered (my underlining).

This is evidence that the partnership was acknowledged as being responsible for the provision of a minimum course content in terms of school curriculum, but that how that was going to be monitored in practice was only explained by the proposed professional log and a system of 'relative responsibilities' which were 'still being explored'. It is also evidence of curriculum studies being a point of concern: in the submission document (quoted earlier) curriculum components were described as being 'professionally focussed' and that the course was to be led by students' experience in schools. Sessions on curriculum studies were going to be delivered by a number of people who were not aware of what was going on in schools for individual ATs and who were responsible for an *amount* of 'content'. So their responsibility was to provide a number of hours contact time with students, but the actual nature of the content was to remain flexible. This arrangement was similar to that in the one year course. The given intention here was that curriculum studies should be 'led' by work in schools. Certainly in the one year course the intention was that curriculum studies should be part of an integrated and progressive whole which was grounded in school experience. But it was the tension between content and student centredness in curriculum studies, (greater than in professional studies which did focus on the ATs rather than content) which led to more

difficulties in the delivery of the intended integration between school and college components of the AT course.

The responsibility of the planning and writing of the course fell largely on two people - the PGCE course director and the AT course director/convener. There were also several local heads and deputy heads on the planning team. It was a small group and included a deputy head who was already on the college site as a temporary associate tutor so it was easier to meet often. The drafts were shown to the PGCE course committee and participating heads and mentors for comment. The first cohort began their course in September 1990 and at that time an AT course committee was set up. The first meeting was in September 1990 when they considered the programme of the course, including mentor training. A planning day for the teaching team was held the following month, October 1990, to consider more closely the role of the mentor, expectations of the AT in school and the nature of the ATs work in college. One of the proposed outcomes of this meeting was 'a statement of principles/guidelines to inform teaching teams'. The use of the term 'mentor training' was questioned in the light of the proposed partnership model. (At the time of writing, the term is still in use.)

Despite great efforts to make the planning process a joint one it would be true to say that the college was the originator and designer of the course no less so than in the new one year PGCE. It was in a unique position of knowledge in respect of a task like this. Designing and submitting courses for approval and validation was part of its established function. The fact that a new course had just been written for the PGCE meant that the nature of the new CATE requirements was already in close focus for the individuals in college, but not in schools where heads and teachers had quite enough concerns of their own to do with funding and the National Curriculum. Only members of staff at the college had time to carry out such a task. As the AT course in fact grew out of the PGCE one year course it was logical that the task fell upon two people in particular, the PGCE course director (who had worked most closely on writing

the one year course submission) and the AT course director/convener who was going to be the Professional Tutor for the first cohort (the previous one to the one studied). The course was devised as a way to fit the one year course to a group of students whose contact with schools was going to be quite different and opportunities for learning were thus hugely altered. Thus the aims of the course were similar and the model of the teacher in the submission document was the same as in the one year course submission, but with an expected emphasis on practical skills there was an added warning against the dangers of a 'narrowly instrumental model' (p 5) and the need to 'question and analyse' their own and others' practice.

School representatives at the planning stage tended to be heads or deputies. Others were only brought in to the process as approvers, rather than instigators. These others were members of staff at the HEI as well as the LEA but most particularly schools. It was said by those who were setting up the course that at this point the intention was to involve participating schools and mentors. However, those individuals who were actually going to participate in the course had still largely to be decided at this time. Those who were actually going to be working with the ATs in their schools were in the main *not* involved in this planning process. When we come to the second cohort of ATs, the group which I was studying, we had moved even further away from the initial planning process and therefore from the initial planners. The new Professional Tutor was not involved in the original process; the PGCE course director and the AT course director were not regularly involved in delivery of the course for the second cohort. Their contribution was to some mentor sessions and sessions which were provided for the whole of the PGCE group by or through the PGCE course director, such as those in induction week, and some end of course lectures on specialist topics.

Recruitment

a) Choice of students

In an interview with me, the AT Professional Tutor indicated that there was a different outlook at the interviewing stage for the two courses and that for the PGCE course the focus tended to be on the subject rather than on education more generally and that thus they did not sit down as a college to say what they were looking for. However, he did believe that they were all seeking within the course to change people's attitudes and the development of theories which can and will change with experience. Within his subject, music, they certainly looked for open mindedness, for people who could respond to situations. (A PE tutor, CS 21, in interview also emphasised this most strongly when talking about what he looked for in TP students). The AT interviews he felt demanded a focus on the broader concept of education because of the situation the ATs would be in.

Interviews for ATs were initially to take place at the college as for those applying for the traditional PGCE course. Most of the ATs told me that they felt happy about this part of the interview; only one particularly suggested that a PGCE interview was not appropriate for them. The process differed practically from the one year course in that a further interview took place at a school and at this point the school was free to accept or reject the prospective AT and in theory the AT was free to accept or reject the school. However in practice all the ATs reported that they felt in a weak position in this respect. They knew that the ultimate success of their application to join the course was dependent on them finding a school placement. To accept the school was to accept the mentor too. But they knew to start the procedure to find an alternative would not necessarily produce one and they feared the risk of being labelled trouble makers at the outset. This was an issue which arose at an evaluation meeting involving this and the previous cohort of AT in the summer of 1992. The allocation of schools thus meant that the course for two of the cohort began on a slightly sour note. The actual procedures at the

schools varied in terms of time and of personnel involved to do the 'vetting'. The schools themselves made decisions about how to decide if they wanted an AT. The most schools did was to have the prospective AT in school for the whole of one day; a formal interview was given by the head, opportunities were given for the mentor to spend some time with the AT and the AT was able to learn quite a lot about the school and the mentor and the class she would be working with at the outset. However there were cases where the AT was in school for much less time and in some cases did not meet the mentor at all, or only briefly. At a meeting for new mentors for ATs beginning in 1993 there was evidence that schools were still able and willing to take on new ATs in this way, and that college members did not feel in a position to prevent it. A school involved in the cohort which I was studying and having had an unsuccessful AT mentor partnership, was still taking on a new AT who had not met the mentor.

The feeling of partnership did not extend to individuals being prepared to comment too closely on their perceptions of the way the role of other partners was carried out, even when they were uneasy. Internal arrangements remained inviolate: school arrangements were the schools' concern as college's were college's.

b) Choice of school

Schools were chosen to be included in the AT scheme through the local authority. This, and part of the funding, was their role in the scheme. In practice, local schools which were known to college because of their previous support in providing school experience opportunities were used. Other schools were chosen because advisers had suggested it to heads when talking about staffing for the following year, or because they were local to prospective students who wanted to follow the course and lived far away from the campus. College at this point had some control about who was going to contribute to the course, and some personnel from the original schools were involved in

writing the course and as members of the steering committee. Schools were to be identified by the local phase adviser, the college or the AT herself but approval of schools was to be a joint decision. The schools had been involved in taking students on TP from the college but were not necessarily those with a strong ITE ethos within the school which reached to all the staff. Three very local schools did have a strong tradition of being involved with the college in ways in which I described earlier. Finding schools was not an easy task and arrangements were still being made in the summer term prior to the start of the course. As I mentioned earlier, there were not so many schools available that ATs had any real choice about where they were to go. Head teachers were in fact in a very strong position at the point where they took or did not take a student; they had no compulsion, as with the one year course, to accept these students and the motives for them doing so were not always altruistic. Although as with the one year course several heads mentioned a feeling of responsibility to be part of preparing new teachers, in interviews I carried out during 1991/2 when I first went into their schools, *all* of them agreed the benefits the school felt from the presence of students; the benefits of career development and learning about their own skills:

It is good professional development for a teacher wanting to spread their responsibilities. It is a link with college, other schools, other staff. And always built in, how you assist others to learn, and reflect on your own skills.

H 8

Perhaps this was the main reason that schools were willing to take students in the past. But it was the heads who actually took decisions about accepting students, not class teachers or mentors. The heads held power in terms of placements, not the college. At a time when schools were learning to manage their own budgets, the heads admitted to me that their priorities were changing. They had to think about money first and bodies in particular were expensive.

c) Choice of mentors

The choice of mentor, too, was entirely up to the head teacher. Although teachers could have said no to the 'request' for them to take on a mentoring role, in general, they didn't. ATs usually worked within the mentor's class, alongside the mentor, in the first instance, and in one case for almost the whole of the two years, except for TP. (It was possible to place the AT in another class entirely, right from the start. This meant that two of the cohort were working at the outset in classrooms with class teachers who was not given the opportunity of formal contact with the college and that mentors had less opportunity of seeing them regularly at work.)

In the AT handbook it says:

the mentors have been specially chosen as teachers of high quality who have a great deal to offer a student teacher.

Interviews with heads and mentors revealed the mentors themselves had been chosen by the head to various criteria. They were chosen for reasons of seniority, for career advancement, because they were teaching a class within the age range the AT preferred, because they volunteered or even:

because I wasn't the one with responsibilities at the time.

M 10

The choices had to be based on individuals expertise as teachers of *children*; There was no evidence of how any of them might be fitted to work as a teacher of adults. As one of the heads revealed:

(M14) was the natural choice of mentor; she had the most experience and has been here the longest.

H 10

The fact that ATs would, at least by the second year of their course when they could be given more responsibility, become that useful extra pair of hands also influenced choices of mentor. At one school it was admitted that the AT was

accepted to relieve staffing problems so this influenced the decision as to where to place her, and therefore who her mentor would be. In another, the AT was certainly considered as someone they would include in the planning of staffing. Examples from my interview notes include:

.....talking with the primary phase advisor 12 months ago...talking about staffing needs of the school for the future; looking for ways of plugging gaps. We wanted someone to work in the infants.

H 10

It was going to be year 6. (AT5) didn't mind. It was only because of where the mentor was. ...spin off...in second year could do T.P.s with different groups. It does release staff to do things.....

H 5

We could build the AT into that situation (the reorganisation of staffing). It gave us another 'classroom assistant'....another pair of hands.....

H 8

A good person would mean two teachers in class.....an extra pair of hands if the AT is good.

H 12

In some cases the ATs' preferred age range was compromised, or at least chosen for them, because the extra pair of hands was more useful elsewhere. Mentors were often chosen in haste and sometimes not until after the initial mentor training session.

When it came to choosing individuals within the school for the mentoring role only the schools held power. As with PGCE students, only the schools knew what they are in a position to provide, could make decisions about whether to offer it, and consider the return against the outlay. Only they could organise the exact terms of their contribution. But it seems that decisions about where and with whom ATs would work were not always made with due attention to the factors which may make for success or otherwise. Mentors were chosen often in haste and too often without consideration of the qualities

which would be necessary for the role. Indeed, mentors did not understand their role at the point at which they had to make a decision (and often for a very long time afterwards). The mentors had very little on which to base their expectations of their role although they felt the responsibility was theirs:

I felt frightened. What a tremendous responsibility. I've got to do it properly.

M 7

When I said I would be mentor no-one told you what would be involved at the time.

M 12

Interviewed towards the end of the course for the cohort I was following, the AT Professional Tutor agreed:

I don't think schools are good at organising ITT. The only thing near to it is having students on TP. They are still not aware of their responsibilities. I think the mentor feels responsibility

Mentors were only involved directly with the course through mentor training sessions (far from 100% attendance) and visits from the college tutor. They were not involved in planning the course as an integrated whole and some came in as mentors part way through the two years. Seniority within the school often meant that mentors had many other, pressing, duties which had to take priority over mentoring. Other reasons for choice of mentor included a need by the school for another pair of hands within a particular age range or a perceived boost to someone's employment profile. I saw no evidence of thought having been given to the likelihood of individual mentors leaving the school for reasons of, for instance, promotion. Some were not closely involved in the interview with the prospective AT. (Sometimes they did not even meet!) ATs were not given the impression that they had choice either in the matter of school or mentor and were concerned that they might not after

all be given a place on the course if they did not accept the offer they were made. Heads rarely indicated that mentors were chosen with attention to other relevant criteria than seniority or being a good role model and even in cases where they were not successful partnerships did follow, but this was as a result of chance, not design. But the setting up of this most crucial relationship was not written into the course in a way that ensured the best possible chance of the intentions written in the validation document and the course handbook actually coming to fruition. Could this have been done in this case? Who would have made the demands on schools to provide a suitable person for a particular AT, what criteria could have been used and who would have ordered them? If it is difficult to ensure the right person is chosen to mentor one of only a dozen ATs in a particular year could it be done in cases where far larger numbers of students are involved? All the ATs and their mentors continually stressed to me the overwhelming importance of this relationship to the success of the training. This was true of those that had gone badly and those that had gone well. However, it was where things had not gone well that it became crucial. There was an opinion, voiced by several of the college staff including the AT Professional Tutor, that those who did well would have done so no matter what the circumstances as they were the ones who tended to take control of their own learning.

Supporting and assessing the ATs through the course

The course was delivered by a number of people, most of whom were not involved in planning it and who never were able to get together as a whole group. Although mentors and sometimes heads attended mentor training days in college, class teachers in base schools and practice schools had no contact with college bar possible meetings with the visiting tutor. The team of people directly and formally involved consisted of the Professional Tutor and curriculum staff at the college and mentors and heads in schools in which the ATs worked. All these were part of a team providing the ATs with

opportunities for learning which constituted their initial preparation for their working lives as teachers.

Because of this diverse and disparate team it was acknowledged by the planners that there was the need for partnership between those delivering the course at several levels: a sharing of aims and procedures, a necessity for participants to see their contribution as a component within a whole and some sort of quality assurance for the ATs. These concerns were quite different from the one year course and contained an emphasis not on integration so much as a sharing. The Professional Studies tutors on the one year course, along with the progressive nature of the professional studies course, alternating as it did with school experience, had the central role to ensure this integration. The school staff were never intended to be similarly informed or responsible. Nor did they seek such information that would increase their responsibility. But in the case of the Articled Teacher course the explicit intention was that the course should be delivered through the cooperation of partners with a shared purpose.

How the course was to provide for the delivery of a shared agenda

a) Course structure

The course was designed around the framework of four 'stages' which I described earlier. Intentions and principles of work in schools within the stages were described in general rather than specific terms, but at the end of each stage were anticipated a corresponding set of clear outcomes, a written assignment and assessment of practical work. This format, with its emphasis on outcomes rather than content, was to allow for individual arrangements as fitted best the AT, the mentor and the school to produce a comparable result for all the ATs. The intention of the course writers was given as 'enabling the articulated teachers, as successful graduates, to focus on the complex and challenging task of teaching young children'. The ways in which mentors were to gather the rationale behind and nature of the framework however,

met with some difficulties:

b) Documentation and mentor training

The ATs had a course handbook which was intended to provide the basis of the information they needed for the course. Along with the mentor's handbook which contained similar information set out in similar form, it set out the framework which I have described above. It was a document which was to give a shared view of the course for mentor and AT. But the handbooks were not always well received by either the mentors or the ATs. Some mentors did say that they found the handbook satisfactory, but these tended either to be those who had already had some contact with college and its way of thinking: for instance, a mentor who had previously held an associate lectureship for twelve months and a mentor who was on the AT committee; or mentors who were sufficiently confident in their way of working that they weren't so interested in what college wanted. Although those who found problems with the handbook tended to see the problem as being with the document itself, describing it as vague or generalised or too long and complex for them to assimilate I would query the expectation that such a document could function as a core focus for groups of people whose starting point and experience was so different from those who had designed it. The mentors and ATs had difficulties in 'connecting' with the document. It was not written within their frame of reference. Not just ATs but mentors too were learners in this instance. It could be said to go against the idea of starting from where the learner is. The mentor handbook started with questions like 'what is a mentor?', 'What does/must a mentor do?', 'What skills does a mentor need?' and 'How does a mentor judge her/his success?' and focussed on the structure and timing of elements of the course, as did the AT handbook. It did not contain the 'model of the teacher' statement which was in the submission (see p 79) which, together with the aims of the course given there, gave a true flavour of the ethos of the course. The PGCE one year submission

model gave an idea of what was initially envisaged by the course writers, and there was a feeling of allowing external demands to interfere only marginally with their deeply felt rationale. The AT model went further away from that and started to talk of reflection and analysis much more in terms of practicalities: reflections on practice. It had to, to meet the demands of the course. But the course writers still had that original rationale in mind. The mentors had nothing to go on - only a long list of 'learning objectives' in the handbook which they found difficult to relate to and assimilate, and what they, as individuals, felt about teaching.

Mentor training was to provide opportunities for college and school staff to work physically together on a variety of issues and to provide support and sharing opportunities for mentors. Money was to be provided by the LEA for supply cover to release mentors for this purpose. School staff were occasionally to be involved in providing the focus for these sessions.

The mentors had mentor training sessions which began in the summer before the ATs started as well as the mentor handbook. Mentors also had opportunities to speak with the college tutor on his visits and to gain information from the ATs themselves about what was happening at college. The programme, which amounted to four days in total, was described in the mentor handbook as follows:

*Summer term prior to start: one full day
a.m. For mentors and head teachers
pm. Counselling skills for mentors (and an opportunity to meet
mentors from cohort 1)*

*Autumn term: Framework for observation at Stage one
The professional journal and child study*

*Spring Term: Planning learning around issues of outcome - session
with ATs and mentors together
Assessing progress*

*Summer term: Self appraisal - identifying skills
- analysing skills*

Autumn Term: Professional development - transferable skills

Mentor training was a source of some complaint, at least at the outset. All the mentors I interviewed were critical both of timing and content of all but two parts of sessions. (These two were an input by a previous mentor and one by the PGCE course director.) Attendance at sessions was patchy. Three of the original mentors out of the eleven did not attend the first training session in the summer before the course began which set the scene and emphasised roles and agendas. The course tutor was aware of something less than satisfaction with the sessions and an uneasiness amongst the mentors about the precise nature of their role. He was quick to point out that many of their questions could in fact be answered by reference to the mentor handbook.

Unfortunately, as I indicated many of the mentors did not have the same perception of the handbook as he seemed to. Not all the mentors used it as a document for reference either, although it was used as a guide through the course for some. It seemed to be understood better in hindsight, and became for some more valuable as the course progressed. As even one of the mentors who seemed happy with the handbook pointed out near the beginning of the course:

The handbook is fine, but I can't relate it to reality yet.

M 7

But 'getting a hold' on the handbook later sometimes caused more anxiety; there was still worry if they felt they were not complying exactly with its description of what should happen and were further concerned if, at mentor training sessions they discovered that others were doing something completely different. There was a marked difference in perception, certainly through the first of the two years, between the college and the school. Those who had written the handbook considered the framework described was sufficiently rigid to provide quality control, but flexible enough for individual

circumstances to dictate and pace the style of things. ATs were never going to have the same *experience* as each other, but they had the same *entitlement*. Somehow quality control had to be provided. Mentors and ATs however, in the main, seemed to have had insufficient confidence to take control until some way on in the course. When they did decide to take the onus on themselves to decide what to do, it was often with a feeling of defiance, only gradually coming to the realisation that this was in fact what was intended. Thus there was continued complaint, at least at the outset, but in many cases even at the end, from mentors that they didn't know what they were supposed to be doing. (One mentor I heard say he was confident about what he should be doing right from the very start was one who was effectively abandoned by his AT after quite a short time, in favour of support from other members of school staff. Another, a deputy head who believed after six months that schools could do what college did, soon was promoted and his AT who he gave glowing reports about, was failing by the end of the course.) These are typical remarks by mentors about their role and mentor training:

I did feel a lot was a waste of time. I needed guidance with the assignment. This was college jargon. We were pretending to be people we weren't. My time's precious. You need more before you start. The booklet was vague.

It was a reactive role. I didn't know what I was supposed to be doing. What is it they wanted?

You can do what you like with them but we were able to think what was best for here. We constructed it as we liked. I haven't a clue about what (college) wants. They seem too distracted to think about things like that. They're busy implementing courses, worrying about time tabling.

M 2

I thought I'd get more support from college

M 10

Perhaps we need more information and clarity for students and knowing where the limits are for college and school. Where do our responsibilities lie?

The first assignment.....didn't know exactly what they have to do. They feel it could be more clearly spelt out. Should there be more information from college for the school?

...maybe one or two areas where (college) could be more specific...their

expectations of us. We are still in the dark about some aspects of the course; what they're doing at college. It makes it difficult to plan. We want to be more complementary.

M 3

I liked (PGCE course director)'s session but some more training at the outset.....

M 7

The original mentor day was awful. They treated us like complete idiots. Everyone moaned but then said thank you for the day....time out of the classroom has got to be useful...we don't know who the people are. I was finding out whether I was doing the right thing.

It (mentor training) was grossly inappropriate. They were struggling to find what to do with us. It was almost an insult to our professionalism....I kept expecting something to improve; I was made very welcome but it was a waste of my time. Perhaps they couldn't do anything else. What could they do?

M 13

(Re mentor training) I went three times. The first one I wished was earlier. (AT 8) had been here 6 weeks already.....the main reason the training was good - it gave me confidence in what I was doing....

M 10

This last represents what most of them said was best about mentor training: it gave them opportunities to talk to other mentors and find out what they were doing. This is what they wanted most of all. They identified similar problems and grievances, had then less of a feeling of isolation and gradually recognised and began to accept that they were all doing it differently and that this was all right. As can be seen above, their sense of being valued as professionals was not always aided by some of the sessions; meeting with other mentors by boosting their confidence also helped this view of themselves. The problem was, that took time and meanwhile the course was passing by.

There seems to be here a problem largely of perception. It was only a few individuals in college who had initiated the course structure and fully understood the ways in which they believed partnership to be realised. They were, in the perception of the mentors, in the lead and could only share ideas through documentation, visits and mentor sessions. But these things focussed on the mentor role as if the context within which they were working was

already fully understood. However, those from schools who had been involved in the development of the course were not the ones on the whole who were actually working with the ATs. The crucial point is that school staff were starting from a different standpoint altogether from those in college and perceptions are built from prior experience. Teachers in schools have knowledge of teacher training based on their own experiences. These teachers had trained before CATE criteria, before outcome models and the reflective practitioner. They had trained through 3 year Certificates of Education, old style BEds and PGCEs and by studying the 'disciplines'. They had trained in the days of college and school separation. As both mentor and head at one school pointed out:

I trained 20 years ago and things have changed.

M 2

I only know what I did at college, 21 years ago. Is it relevant?

H 2

Their knowledge of current training was through students on a few weeks' TP with a tutor visiting once a week and curriculum and professional studies taking place outside school. They wanted to be told what to do within a framework of *content* and had no cognitive set for any other sort of framework. They wanted to know what was happening in curriculum studies in terms of actual content so they could tie in their curriculum content in school. The issue of curriculum content also caused problems. There were a number of hours for curriculum studies specifically to be delivered by school, adding up to a total sum according to the submission document (see p 92). This sorting out of responsibilities, if it had been attended to, was not apparently made clear to schools in the heads' view and they were unhappy about the suggestion of being given a role to which they were not suited or trained for:

There are not enough guidelines. What are they doing in college? After the mentor training day we felt more unsettled. We need a more closely planned schedule..... She didn't think she'd be responsible for planning content, making sure there were no gaps. We don't know how to do this. We want to know what to cover. We want it more prescribed. The mentor handbook's too generalised. What's happening on Fridays (the AT college day)?

H 2

We're not tutors. How much do you give? We don't know what they get at (college).

H 9

This sum of hours from the view of content could not sit comfortably with how curriculum studies had initially been envisaged as growing out of the school experience unless schools and college tied up their respective contributions at the planning stage. The overall structure of the AT course at this college had never been intended to be one that was content led. It was not, either, to be realised through a complex system of criteria for the model of the teacher that might be in use elsewhere in secondary training. Therefore information of this kind, which mentors could respond to was not easily collected much in advance of it actually happening. This problem was emphasised by the ethos of autonomy in the college which I write about in more detail later. The mentors' perception of alternative ways of understanding training only began to grow out of the experience of the AT course itself. But at the beginning:

I felt I hadn't had the initial guidance. I needed more structure. Was I doing the right thing?

M 2

The feeling of the mentors that they were working within a framework they did not fully understand was heightened by the way in which they failed to see the training as an integrated whole. They felt that they were working in isolation, to a set of requirements which were not made clear to them and with little knowledge about other parts of the course. The following are mentor responses to being asked about their contribution to an integrated course:

The two parts weren't really integrated. There was progression in school, not in college. I don't think I felt part of a team, I was too far away.

M 13

We met other mentors in isolation from anyone else. I never felt a part of anything except the mentors' group and they changed. Generally mentors were up and coming so they up and went. A number were deputies which was stupid.

M 2

They do need some basic philosophy, some sort of academic background but I don't know if they got it there.

M 9

On being asked if she felt part of a team:

No. Only through (AT 8)

M 11

On being questioned on their perception of college's model of the teacher:

I probably don't know. I hope the same. Aims were not made explicit. College didn't interview me!In an ideal world I would know more about college.

M 10

I've no idea.

M 13

not articulated.....I'm not sure what their perception is.....there's a gulf in understanding (between school and college)

M 9

Yet they felt responsible too for presenting the course to staff in other schools who were going to be working with the ATs: when asked how the class teacher for her AT's TP knew what her role was one mentor replied

Working in the other school presented problems. They didn't like it. I had to explain how we worked. The class teacher thought he had to train her.

M13

The AT handbook promised (of the mentors):

They.....will have an important role in helping you to relate your work in the (college) to your experience in school

From the comments above, it seems clear that mentors did not feel in a position to do this, because they lacked a clear perception of the course as a whole which was in accordance with that of the college. Their contribution tended to function far more separately than this quote suggests.

c) Assessment.

School representatives as well as college and external members made up the assessment board which oversaw both written and practical work, but the actual marking of assignments was done by college staff and written reports of practical teaching were done by school staff, with input from the visiting tutor. It had initially been intended that school staff might develop their assessment role with regard to assignments in later cohorts. Assessment was through the four written assignments and two prolonged periods of overall responsibility for a class: 'Teaching Practices' (TPs) as they were invariably referred to. These periods of work in schools were quite separate from the rest of the two years. The assignments were intended as a reflection of each of the four stages; was the successful completion then be seen in part as a readiness to move on to the next stage? It would not be true to claim that all those involved including ATs and mentors saw the assignments as performing such a function. Mentors were not involved in planning or marking assignments and because of this, not particularly in supporting their ATs in the writing of them. Again it was a case of the course consisting of elements which seemed vaguely defined to those who were not involved in planning. The clear picture of the overall aims and structures of the course and the way in which the written assignments provided evidence of progress through it were not picked up by those involved either as consumers or as partners in delivery.

The two TPs were organised by the schools usually in conjunction with the ATs themselves and approved by the college tutor. The first TP of three weeks was usually organised in another school. These schools were often schools which had experience of ATs; sometimes a straightforward swap was organised. On occasion they were schools which did not have ATs. The mentors generally worked quite closely with the class teacher in setting up the practice, but there was a large variation in how much the mentor was involved during the practice. It was much harder during a TP where the AT was in another school for the mentor to keep such close contact. But even where the TP took place in the same school mentors worried about the loss of contact time with their ATs they found resulted. It meant that ATs were sometimes working with teachers who had an even less clear idea about the nature of the course; this certainly was true of other staff in schools who weren't familiar with ATs; and that the mentors' function of monitoring the ATs' experience was weakened. Sometimes the mentor session time was taken up by the class teacher of the TP class; (this happened too when ATs were working in other classes in the ordinary way). The college tutor came in no more often during this time so the ATs could be said to be less supported by college than the PGCE one year students who were likely to get a visit about once a week, but also removed from their other possible support, the mentor. This did not prove a problem where things were going smoothly, where ATs or class teachers or mentors or all of these felt confident, or could be a boon where the AT was anxious to work with someone else because of a less than satisfactory relationship with their mentor, but it became clear that it was not a set up which satisfactorily dealt with problems if they did occur. For example, the AT on one TP which apparently was going smoothly was not identified as needing help until very late on in the practice, by which time it was necessary to extend the practice in order to make a fair assessment. Aims and expectations were either not clear to all the school staff involved or there was a reluctance to acknowledge difficulties in assessed practical teaching. Although

the course handbook suggested that it was not appropriate to talk of TP as a separate issue from their teaching performance over the two years, the focus for assessment was on the final TP; a less than satisfactory performance on this meant the possible failure of the student. How could it be that an AT who had been progressing apparently satisfactorily through the course could find themselves in danger of falling at the last ditch and with the prospect of an extended TP? The fact was, that the work they did in schools apart from TPs could not be regarded as primarily for the purpose of assessment; the pressure on the ATs would be too great for them to take any risks, admit to finding anything difficult and so on. The mentors would be in a far more difficult situation with regard to the conflict between their role as supporter and assessor. But it meant that at the point of assessment, ATs could be in a weaker position than the traditional PGCE student finding less support from college which was not compensated for by support in school.

d) The Professional Tutor.

The function of the overall coordinator, the Professional Tutor, was seen as crucial. He was the one person who would maintain contact with all involved in the course and the person who provided a central focus for both ATs and teaching team, including mentors. He would have particularly regular contact with the ATs themselves at college professional studies sessions and tutorials and was to keep a record of the school experience of each AT. This was to ensure the structure of the experience was wide and satisfying each individual AT's needs while at the same time operating a form of quality control.

But the ATs' main problems centred round a confusion of status; where they felt their loyalty lay, the source of control and the holders of responsibility for them (see 6.4). What is clear from what they said was that they were aware of a lack of integration in their course. It largely failed to produce for them a complete experience and ultimately they felt their loyalty to be with their schools. Initially the schools, and the mentors in particular, may have been

unclear about their role. However, except in the one case where there was a complete breakdown in the relationship between AT and school, the effect of a joint working through the ATs' needs meant that the school experience was the only one with the possibility of an understood purpose and structure. This was usually achieved almost solely through the mentor, but where relationships between AT and mentor were less than ideal, or where mentors were changed during the course, other members of staff and in particular head teachers performed this function. It meant that the AT too, was in control of her learning. This was fine where ATs were confident and able or where they felt they had a good support structure. In an interview at the end of the course it was remarked by the Professional Tutor that those strong ATs who had been unlucky with their mentors had succeeded in spite of them, but where weaker ATs were unlucky, there was a danger of them foundering. They would not have the same confidence to take control and take help and support from where it was available. The ATs generally said they had enjoyed the course and that it had prepared them well for working in schools. They were full of praise for many of the people who had worked with them. But they were all too aware of weaknesses and I think it would be true to say that they believed that the course as it stood had not been the main cause of the successful parts of their experience. They valued the basic structure which enabled them to be working in schools for a large part of their course and one which meant they were able to become part of those schools, not outsiders. But I do think they felt that the onus was on them, ultimately, to be responsible to make the best of a course which sometimes put obstacles in their way. They felt that the Professional Tutor was the one person they should have been able to look to for complete support but came to recognise that he was also expected to give support to those who may sometimes have conflicting interests with theirs: school and college staff. This was not the case with the one year course where Professional Tutors did not serve as a support for schools in the same way. Some examples of ATs' comments illustrate this:

Occasionally I felt the need for more support from college. I didn't feel college felt responsible.....he soft soaps so doesn't tread on people's toes - why come in ?.....I got no help from (college). I had to sort it out. I needed an arbitrator.

AT 8

Still not getting enough support (towards end of course),..in the first year you feel you're drowning....need confirmation from outside.

AT 6

The roles of the Professional Tutor were then to an extent at odds with each other. He couldn't be seen to 'take sides', but who then would be the ATs' ultimate support within a course delivered from so many different directions? Only themselves ultimately it seemed to them:

The biggest weakness and I think the 'make or break' point of the course is the fact that the Articled Teacher must really be quite a strong and independent character right from the beginning of the course, because neither the school or the college has a strong 'support' system. It might be true right the way through one's school career, but I have found that when I am 'off' school through illness or college, very little support or interest is paid to my well being! This is simply viewed as an inconvenience to the school. I feel very much the underdog although I am given as much responsibility as the other teachers at school. At times I feel that I would much rather be one thing or the other - 'proper teacher or proper student' because of this.

AT 8

I wanted some intervention.....Difficulties came when my opinion differed from his. The AT is in a vulnerable position. I chatted with (the Professional Tutor); he felt it was a school problem. There are no formal structures for problems. If moved, you are a failure.

AT 7

The mentors too, were aware of this:

The onus is on the student. If they are weak no-one is aware of what is going wrong.

M 4

That the students would need to be strong in taking control of their own learning was acknowledged at the outset and was realised by at least one head. He was aware also that extra support might be needed where there was more autonomy within the institution and its students and compared it with another local institution who also sent students to work in the school:

It (the AT course) is harder because they have to be self motivated. You wouldn't do well if you're not prepared to go in and get it. It's not a spoonfed course. (College) doesn't have a home style. We get students with different viewpoints in the same year. (Another local university)'s support is not so good but they give them clearer guidelines.

H 4

This issue of control, support and loyalty is one which emerged as crucial and one I develop further in the next section.

e) The professional journal

This was to be 'an ongoing record of professional activity and reflection' (as described in the course handbook for mentors) and was partly intended to help ATs monitor their own development. It was to be far more than a 'TP File' but in its use as a document on which discussions with mentor and Professional Tutor could focus, it was also intended to function as a source of shared knowledge for the three of them, thus making it a potentially invaluable tool for partnership. It had, as I mentioned earlier also a proposed function in ensuring that curriculum content was covered. The hours for curriculum coverage demanded by the CATE criteria were not fully accounted for by the session time in college and there was an assumption built in to the course that these hours would be made up in school. But there was no requirement that this was done in a structured way through the journal. The journal was never mentioned to me as a central pivot to mentor sessions. There was a lack of clarity about the ownership of the journal, and it was therefore used in a more superficial way than it might have been owing to a

worry about who might read it. Because of my only gradual awareness of its supposed function and because of the sensitivity of the journal I felt unable to press for a great deal of access to them and was unable to gather as much data as I would have like from this source, but my impression is that it probably did not always function in as full a way as the planning team hoped it would, and that both ATs and mentors were either aware of this, or failed to see the importance of the journal and thus gave it a low priority in terms of time. There was probably a failure to see the potential of the journal, through evaluation and the possible sharing of reflection and the monitoring of progression. For instance:

I didn't do loads of evaluations. I'm not a student. I do brief individual lesson plans, no detailed reflection. I've no time. I'm more involved in the school as a whole.

AT 4

One AT went so far as to say:

The file was a farce.

She seems not to have grasped the purpose of the journal:

I didn't know what he really meant.....I felt I was making things wordy for them not me. I wouldn't write evaluations. You know if something's worked. You develop innate sense of what you're doing. I suppose for TP its fair enough so they can see what you're up to.

AT 9

Further criticism came from the external examiner who suggested that the journals contained too much description. Similar comments may be found about files of students on traditional TP, but it could be argued that the professional journal becomes something far more central to training which involves more time in schools, especially in the absence of a detailed and explicit model for the course which itself provides a clear agenda to be followed through. The PGCE one year course gave the file a purpose rooted

firmly in that concrete experience, in that school and in order to develop their practice in that school. The journal had the scope to be a deeper personal record of a much wider experience and as such a focus for the partner providers as well as the AT herself. There seemed also to be also some confusion about whether something different was required during the AT 'TP' time:

My TP file seemed to be no good. They (college) wanted me to bring it in. (The AT course director) said its to be compared to a PGCE (one year) but I thought (the AT Professional Tutor) said it wouldn't be expected to be the same.

AT 11

3. Did the structures deliver training in partnership?

The PGCE one year course did not have an emphasis on partnership, rather integration. As a course, it was very limited in the variety of ways it was able to provide a means by which perceptions could be shared. It did not have the money to develop opportunities for school and college staff to work regularly together. Teachers had a full enough timetable in their schools and finance was not available to release them, even should they have felt that they wished to be released. Scope for integration was thus limited to the structure of the course enabling college staff to build on school experience in their sessions and through the contacts between supervisors who visited the students in the schools and class teachers. Unlike in the Articled Teacher course, the Professional Studies tutor, who was seen as having a specific role as an integrative link between school and college components of the course, was not necessarily the same person who was supervising them during their school experience. The contact between the two individuals involved and the focussing on the practice of a teacher in training was very much appreciated by both partners in training and by the student. Where this relationship had functioned well and teachers had had time it certainly helped to make the school experience of the students course a product of both perspectives. The class teacher played a large part in the assessment of the student too as the

person who generally wrote the student's school report although there were no specific opportunities built into the course for discussion between the partners of the content of that report. The college tutors wrote their reports on the basis of what they had seen and the teacher's report; the teachers had no controlled share in the final report.

The Articled Teacher course was particularly designed to develop these partnerships further and extra arrangements were built in to the course to do so.

But it seems from the above that the structures set up for partnership did not function in such a way as to provide for wholly effective integration of the courses as far as the mentors and ATs were concerned. It is difficult to see how they could have performed this function effectively for college staff given the large number of personnel involved. The Articled Teacher scheme was a very small part of the total college responsibility for ITE. The PGCE one year with 75 students was still small fry compared to the BEd's several hundred.

Documentation specifically for college staff in line with the handbooks for ATs and mentors did not exist. Only core staff were involved in planning meetings (and a large part of those were concerned with time tabling). Subject tutors revealed that they were at a bit of a loss knowing what to do in the short time allowed for their part of curriculum coverage and often gave a slightly diluted version of their one year course component. The ATs commented that the best sessions were given by tutors who really thought about their particular needs and responded to their concerns. But most tutors outside the core subjects admitted that they did not really know what the AT course was about and none had knowledge of the AT situation in school. The course design and structure rested on a developmental framework which was based in the school, not college based components; these components were to be more autonomously designed. But how was the content of the components to be decided and how were they to be laid on the framework in a coherent and comprehensive way?

In the passing on of the concept of the course as a whole it became the victim of a sort of 'Chinese whispers' effect emanating from the original course planners and out through the course director through planning meetings, mentor training sessions and the Professional Tutor to school and college staff. Every time the message was passed on it became less clear and subject to misunderstanding and alteration. Those from schools and college involved in actually delivering the course for each AT were:

schools

- *mentor (or mentors where there was a mid course change
- *class teachers of classes, which were not the mentor's in which AT's worked
- *other staff, including the head, in the AT's base school
- *class teacher in AT's TP school
- *other staff in the TP school

college

- *Professional Tutor
- *curriculum studies tutors
- *specialism tutor

I have already suggested the possibility that the articulation and sharing of perceptions need more preliminary work for documentation to be a successful focus for partnership, but once we move away from mentors and core subject staff even the use of documentation to establish the nature of the course and therefore the function of particular components within it begins to diminish. Mentors found difficulty with grasping the nature of the course and how the bits fitted together but they felt they could manage and wanted more information as to *content* of both curriculum and professional studies sessions. There were many others who relied on word of mouth and a very scant brief, both in college and school. Although it was believed by the planners that a whole school commitment to the Articled Teacher scheme was

important to the success of the placement those in school apart from the head and mentor did not even have the opportunity of attending any sort of meetings. Most heads attended the initial meeting but their time was too short for continued visits to the college. College staff had opportunities to attend meetings which were not always taken up, mainly on account of time. When college were asked to provide mentors with a programme of subject sessions for the coming term so they could plan their work to tie in the Professional Tutor attempted to bring this together. He found a reluctance on the part of college staff to do this, and to my knowledge only one such programme was produced and this of only a slight nature (figure 4). One of the subject staff I interviewed had only been told that he was to deliver his curriculum sessions two weeks previously. Subject leaders made a commitment to provide a certain number of hours to the course. Detail of who was to actually to provide these hours was largely a matter of time tabling, given the very small number of hours it represented compared to their main commitments. These people, especially those teaching non core subjects were a fairly peripheral group; both in terms of the AT course and in terms of the way their AT contribution fitted into the whole AT course. As the tutors said in response to a questionnaire at the end of the course:

*.....too peripheral to the work of the (college) to develop a well
motivated team of tutors*
AT course convener/director

certainly the admin appears to be less focussed
CS 8

and on being asked for an opinion of the course as a whole:

.....see too little of our course to hold a view
CS 14

This resulted in a lack of information going to the mentors. Early information

Faculty Based Work

LANGUAGE

Reading in practice (21/1/92)

The Writing Focus (6/3/92)

Separation of composing and secretarial aspects of writing. National Curriculum and process writing.

Spelling development (13/3/92)

The role of the teacher in promoting development. Formative assessment of spelling.

Talk in the Primary Classroom (20/3/92)

Talk as a means of learning. The opening up of repertoires. What is standard English?

Bringing it Together (27/3/92)

Examples of the interaction of language modes.

MATHEMATICS

The concerns of working in each of the following areas will be examined in the sessions with opportunities to conduct investigations within each area.

Number (20/1/92 & 22/1/92)

Shape (6/3/92 & 13/3/92)

Data Handling (20/3/92 & 27/3/92)

One of these sessions will look at probability.

SCIENCE

Children's recording in science (21/2/92)

Assessment (20/3/92)

PROFESSIONAL STUDIES

Issues around teachers' roles, the Primary curriculum, curriculum planning (week beg. 20/1/92)

The subsequent sessions will develop these themes with a focus upon styles of teaching and learning, the nature and content of the curriculum and planning for progression. There will be an opportunity of articulated teachers to contribute to discussions with examples of their own work.

was impractical because things had just not been decided in time. Even in core subject planning meetings it was clear that *content* was a fairly late thing to be discussed. So retrospective information came to mentors by way of the ATs themselves, too late for work in school to reflect the content of college curriculum courses which seemed to be what mentors thought they wanted:

(AT 7) did her best to keep me informed.

M 9

I used to ask (AT 8) a lot what was going on.....we were not told what they were covering.

M 10

I didn't know what she was doing at (college) in advance; only what (AT 4) told me.

M 5

I needed to know what (college) was going to do. We need things in black and white. We plan ahead so we need to know when. We could have chatted about what was going on at (college) if I knew in advance. In the end you work on feedback.....

I think the parts were separate. I didn't know enough of what was going on. It was too difficult to link in with. There were no school tasks to go back with. (AT 2) regards days in (college) as separate. I never met any tutors. It was never suggested that we should. I don't know how tutors evolved what they did. I suspect none of the tutors met each other. We were not aware of them and their problems.

M 2

What are they doing in college? It makes it difficult to plan. We want to be more complementary. We're planning our annual themes now but don't know what's going to be covered in college.

M3

As for college staff, they knew nothing about the individual ATs' work in school except, again, what the ATs told them. Some, then, adjusted their contribution to give the ATs what the ATs said they wanted and this was appreciated enormously by the ATs. Some did not know much about the course and others who knew a great deal had reservations about it in any case:

I like the idea but would prefer 60-40 split and more than one school. But it is not cost effective.

It relies too much on the mentor who is not sufficiently trained, experienced or focussed to do it adequately in any but the most straightforward of cases.

AT course director

So we had two distinctive groups of people working with the ATs, relying at least to some extent on the ATs for information as to what exactly was going on in the other learning centre. Their other source was documentation which itself proved difficult to make full use of. An autonomous outlook was encouraged which depended on a deep understanding not only of this particular course but of the agendas behind a course of ITE. But were these agendas articulated, discussed and shared between the partners? Did the two groups share a model of training based on the same model of the teacher? I asked college staff and mentors the agendas to which they worked and their model of the teacher. I believe I have already made clear that there was no effective sharing of aims and no comparison of perceived models of the teachers they were trying to produce through the structures within the AT course which were set up. In fact, the mentors I asked were quite broadly in agreement about what they hoped for in a class teacher, and perhaps not surprisingly given the focus of their daily working lives it had a more practical bent than the college staff. In interview they talked of enthusiastic teachers who liked children and could manage the class and curriculum:

Someone who has an overall plan. Knows exactly what they're expecting from the children. Know where they're heading, but prepared to adapt to the needs of the children and the classroom. The classroom has to be a safe place for the children. Unthreatening and comfortable. Happy place so children can come with problems and expect help in other areas other than school work. You are not someone separate from the rest of their life.

M5

The classroom needs to be very organised and the organisation mustn't change from day to day. It needs to be a predictable place and you must be too. Part of the safe feeling. You need to be able to leave personal baggage behind (and I don't take school baggage home with me). I think this was a gradual process. I didn't get it from my training (2

year). This is a personal feeling that I've developed.

M6

Patient, flexible, able to deal with other staff including class assistants etc. and parents.

Give children opportunities to learn. It is not teaching. Making them take some of the responsibility for it.

Contact with home life, so it's a whole. Education involves home and school.

Oh, I haven't mentioned knowledge. It's got to be there.

High standard of education themselves. To impart knowledge and philosophies you need education yourself. Never stop learning.

I didn't develop this model through my training but through this school. I've been involved for 20 years and met some very good teachers; what they've been like and working with others. INSET and meeting other teachers. I've formed attitudes and changed them.

M7

Inexhaustible, energetic, empathetic, patient, committed, flexible, tolerant, actress. You don't have to know a lot to be good teacher. Not vital to have a degree in a particular area, but be prepared to be constantly learning. Prepared for constant change, constant challenge. You can look up facts - need relationship with children. It would be partly personality, but these qualities can be developed. Knowing about child development and different teacher's approaches and methods would help.

M4

A good teacher is someone who can communicate. Organiser and manager. Self appraisal. We learn from our mistakes - even now. It's not doing the same thing for twenty years!

M1

A caring professional. Someone who's competent in the classroom.

M13

However, they often referred back to their own training and were adamant about the importance of a theoretical base on which to build. They recognised that things may have changed since they qualified, and that it was important for newly trained teachers to bring in an understanding of new ideas which were borne out of the study of research and critical reading and they didn't see themselves as being in a position to provide that.

It was this model which provided the agenda for their work with the ATs. It

was what was most clearly in their hearts if not their minds. On being asked to articulate it, they were sometimes quite surprised to find that they did have a clear model in their minds and that it then was articulated with some feeling. It was for them maybe a realisation or confirmation that the sheer practical slog of teaching had not rid them of their passion for the job and an acknowledgment that it was an intellectual as well as practical one. In fact, many of the mentors said that this was a real plus point; one of the best things about having an AT meant that they were continually questioning their practice.

But this was not something which was shared with the other members of the course team; particularly the college tutors. The tutors themselves suffered from a lack of an articulated model. I was aware of the college identifying a disparity of aims, focus and certainly of style between members of staff. Despite the frequent use of the term 'reflective practitioner' and its apparent espousal as a suitable model by institutions involved in Initial Teacher Training, (Barrett et al 1992) at this college at least, the staff as any sort of cogent group did not articulate the model. (The exact meaning of reflective practitioner in any case is certainly not shared, and as Wragg (1990) and Furlong (1992) for example have pointed out, reflection comes at different levels). The fact that it was difficult for staff in the college to attend all meetings (due to time tabling, and the simple shortness of time most staff at the college had meaning that they had to prioritise) meant that there was a lack of scope for planning 'teams,' teaching 'teams', certainly the college as a whole, to discuss models of the teacher or teacher training. Changes that have come about in ITE over the last few years were largely in response to external, not internal, demands and discussions within institutions tended to focus on how they were going to deal with them in order to stay in business. The AT Professional Tutor acknowledged the lack of explicit and articulated aims but felt that they probably did all share a broadly similar model. Certainly on being asked about this in a questionnaire tutors often answered in similar ways:

Someone who responds to the needs of the children and the demands of the curriculum in a reflective but positive way

AT course director

Reflective practitioner

CS 8

A reflective individual with a range of effective approaches and strategies which can be applied to the classroom situation in a principled way.

PGCE Professional Tutor 1

The word 'reflection' was a common one in the college's PGCE one year and AT courses, starting with the Dean's introductory welcome in the students' first week in college. The course handbooks and the submission document stressed the need for thinking teachers and the scope of the AT course in easing the links between theory and practice, 'realised through a growing ability to make sense of experience in schools'. The AT submission document however also stressed the importance of the student centrality to his/her own learning process. The inference, then, is that the reflection is, at least at the beginning of the student experience as 'learner teacher', is grounded very firmly in the student. It was to be based on and drawn from the student's own experience, firstly that which they brought with them and secondly their personal interaction with the course. This was the stated rationale behind the one year course but most particularly for the ATs this could provide the way to make sense of what was happening in their schools to make a very personal and idiosyncratic learning experience. In interviews college tutors further stressed the different experiences which students bring to the course with them, and thus the unsuitability for a structured content led course that could be applied as a formula to the whole cohort. Added to this was a need for autonomy for themselves. That is not to say that other staff were unconcerned about the application of this philosophy and its consequences for entitlement and quality control. An HMI report on school based work for the years 1990-91 had said students found that the quality of lecturing and tutorial support in the

college was too dependent on the individual interpretation of role by staff (HMI 1992). A PGCE team meeting in February 1992 spent time discussing the fact that meetings were poorly attended, especially when calling for attendance from across the various sections of the college. They too discussed the fact that there was a variety of expectations on the part of tutors during TP. The notes of a PGCE team meeting in September 1992 reported:

Only 7 tutors from the entire teaching team attended this calendared meeting and it continues to be a source of regret that so few people see these meetings as important.

This meeting included a discussion which was inspired by a paper by the PGCE course director entitled 'Quality, consistency and ethos in the PGCE course.' This discussion emphasised the difficulties, even impossibility of real co-ordination between staff who teach on a course with discrete elements like the PGCE (and, ipso facto, the AT course). The difficulties were seen to arise from the fact that there were a large number of tutors teaching on the course, and one of those present (CS8) is reported to say that there seemed to be an institutional ethos which appeared to value tutor autonomy at the expense of team work. As she said:

I don't know how it fits in with the rest. I could do it better if I knew.

As the AT course director agreed:

It's part of the (college). It divides a major course. Different departments have a different ethos.....the AT group is small and they don't all come to that either.

With the fragile balance of autonomy and sharing within the college needing continual review it is a likelihood that sharing perceptions as far as schools is going to be even more difficult. But I would contend that in a course which embraces partnership as its driving force it is only that integration between partners, which involves shared perceptions which have been articulated and understood which could lead to a truly shared responsibility. This, then, could

result in a preparation for teachers that comes near to overcoming the difficulties encountered in endeavouring to integrate theory and practice. The co-operative work which would need to be done to achieve this was impossible within the time and financial restraints of the AT course as it was set up.

6.4 The nature of school and college experience: the student and school perspective: interactions and relationships

It became plain during the course of my research that when learner teachers spend more time in school the experience of those learner-teachers alters in many subtle as well as more obvious ways. The role or position of an AT differed from that of a PGCE student within the school and the college and altered over the duration of the course. The basis of those differences was not just time but partly to do with the structure of the course and the way that school experience was interspersed with college sessions. This led to changes in the interactions and relationships that the learner-teacher had with individuals and with the institutions of school and college, as well as with the children and parents.

ITE means student teachers have to make relationships with a number of staff in their HE institution and with staff, children and sometimes parents in the schools where they work. Relationships between those working to provide ITE and between those who are receiving it have a powerful influence on what students gain from their training. It is partly those relationships which make each student teacher's experience of the training process individual to them. When the balance of structure within training courses changes in ways which alter the scope of these relationships, the training also changes in profound and complex ways. It is simplistic to take the view, as some have seemed to do, that work in schools is a good thing therefore more work in schools is better. The new structure of relationships throws up an entirely new model of training which needs to take account of the starting point and the progression of the AT's role.

1. School and college: the shift in balance

ITE was provided through two sites of learning for these learner-teachers: the college and schools. The major feature of the AT route was an increase in the

schools' role.

The school experience took the form it did structurally through the elements in the course design described earlier.

One of the most striking differences which emerged between the two courses is the students' or ATs' relative attitudes towards their schools and college and what their roles were in the training.

Control, support and loyalty

The balance of control and loyalty between school and college was quite different for the ATs and PGCE students that I studied. All the students and ATs perceived the college as being in ultimate control (initial applications were made to the college in both cases which provided them with information about what was going on). However, although in a crisis both PGCEs and ATs felt college should be sorting things out, the attitudes of the two groups towards the two centres for their learning did not have the same emphasis and the ATs almost unerringly felt their loyalty to be to their schools:

I feel so committed to school college takes second place. My loyalty is to school. I'm not a student.

AT 4

I have never felt a student, part of (college).

AT 10

Only where a student was failing and felt the school to be failing her was this loyalty not present.

Mentors and heads were also aware of the differences in loyalty and ownership in the ATs and the one year students on TP:

TP is more directed by college. You open your classroom to them. Tutors come in and may make comments you don't agree with. You try not to upset the student's relationship with college. They've got to go back to them..... (AT 2) is not seen as college property and I think she feels loyalty to the school and to the group (of ATs).

M 2

There is always going to be a tension between ownership of ATs. We pointed this out at the beginning.

H 4

In interviews and questionnaires, the one year PGCE students indicated that they saw the college as in direct control of the course and therefore them. Their school experience tended to be something that college sent them out on rather than an integral part of a whole where a variety of people might be taking responsibility for them. Both the students and the teachers saw it as part of the college's job to 'tell' the schools what the students should be doing. They looked to college for support even when out in schools. Even when the support they felt they did get was sometimes not what they hoped for they felt this to be a failure on the part of the college to do what they should be doing, rather than a misperception of college's role by themselves:

The tutor came out once a week but you feel on your own.

PGCE 1

*The support you get from college wasn't as good as they said
The supervisor's comment was that he had a full teaching programme
and that he had not got the time.*

PGCE 6

*He came in once a week, but to six students.....he only saw me teach
once.....he always came at the same time.*

(unidentified questionnaire response)

My supervisor was great but I know others haven't been so lucky.

(unidentified questionnaire response)

As I have indicated earlier, the class teachers themselves encouraged this view by holding it themselves. When I questioned them they sometimes spoke out for their students, saying that they had not felt the students had the support they needed from college. Where teachers were happy with the level of supervision they commented on and described how they had sought

confirmation from supervisors as to the appropriateness of what students were doing. They themselves did not always see their role as taking on full responsibility for the student, rather providing a vehicle for school experience and they were anxious to point out that they were school teachers, not teacher trainers. Where students had good support within the school, a class teacher with lots of experience with students who was confident about her role and willing to take more responsibility for the student, the feeling of isolation was lessened. However, even in cases like this students were still expecting a great deal from college and were very disappointed when they did not get it. The most positive comments came from students when class teacher and supervisor had spent time together; the class teacher however then could be perceived as being a proxy for the supervisor; what they were advising had then been 'approved.' When the supervisor was in the classroom the class teacher took a retiring position in relation to the student, allowing the student freedom to attend not just to the class but also to the person all three players considered as holding the balance of power. This happened regularly, often once a week, strengthening this balance. Support from college was vital when students were not happy with their school placement. As one of the students said:

They don't check schools and teachers well enough. They don't know what is expected of you. (My supervisor) tried. She needed an earlier chat with the head..... he said don't care what college says - you do what you want. The class teacher was totally different from me. She was aggressive, shouted a lot. I was frightened of her! I was a softer person, couldn't exert authority.

PGCE 1

The AT visits, however, were far more infrequent (say once a term) and the tutor was invading an often close working relationship which developed more strongly over two years. The mentor and AT were 'in the know' together. Here the tutor was an outsider who could exert his control even less easily on any sort of day by day basis. Particularly in times of crisis, his support was

often as great to the schools as to the ATs and they realised only gradually that the college was beholden to the local authority when it came to changing schools. The power of the college tutors, however, lay in their influence on the decision to fail or pass a student, and it was this power, held according to some ATs without a true understanding of their full situation, which on occasion led to resentment on the part of ATs. Even where things had apparently 'gone well' there was this undercurrent, a lack of trust, a lack of confidence of who was 'on your side'. It meant that the ATs perhaps had to be more sure of themselves than the one year PGCE students.

Relationships: teachers and learner-teachers

In the case of one year PGCE students relationships with those they worked with in schools were, compared to ATs, superficial. Working with children was often done by students alone rather than in any sort of team teaching capacity with the class teacher. Because of lack of time students could not build up the sort of working relationship with teachers needed to work closely in the class together, there was not the time available for the student and class teacher to get together to develop detailed corporate plans and such a short time was available to assess students' work in the classroom that they had to get on with it, and quickly; often students were given responsibilities for control after a day or two of observation. They were often 'thrown in at the deep end'.

ATs however worked with teachers in school in different ways, and those differences were largely brought about by the change in the time scale. They formed a deeper and longer lasting relationship with those with whom they worked. Time was available to build up a working relationship with their class teacher (usually, at least at the beginning, their mentor and class teacher were one and the same). Assessment was not seen by either the AT or the mentor as the *main purpose* of their work in school. As one tutor in college commented of block practice:

TP is often seen (by schools) as a test of the course rather than part of the

In the AT course financial support was given to allow time to plan in detail together. The finance available to pay for supply cover amounted to the equivalent of a half day a week when the ATs were in school. This half day a week mentor time, when taken up, was used very largely for planning.

Planning was done with no reference to college. The class teacher didn't give up his or her class in the same way as a teacher taking a one year student; he or she generally viewed the situation as sharing the class with someone who over the two years developed into a colleague.

In school, each AT was working closely with another individual for a large proportion of her time during the two year course; on their mentors rested decisions about what the school part of their training - in terms of time, and following on from that, in terms of importance, the very much larger proportion of that training - would consist of. The relationship between mentor and the Articled Teacher was at the heart of the scheme, and, I would argue, would have to become a more important part of any training which passes more responsibility on to schools. Mentors for ATs in the course I have been researching, provided the focus for school experience. This is not only because ATs tended to work in the classroom with their mentors or examined their other classroom experiences with them, but also because decisions as to the form the school part of the AT's ITE took rested largely upon mentors. How these mentors were chosen was crucial, for on them as individuals could rest the success or failure of the course as far as each student was concerned.

2. Working in schools on the AT course

Relationship between AT and mentor

It is evident from what I have already described that the relationships between on the one hand mentor and AT, and on the other, PGCE student and class teacher, started from different points. A class teacher accepting a student into

his or her class knew little about that student before their preliminary visit. They were not given the same opportunities to reject that particular personality. They were investing far less by way of time, experience and their class in this part of the student's training. They knew the student would be gone in a few weeks and that it would be comparatively easy to 'get back to normal'. A mentor knew that to accept this AT means their whole job would take on a different aspect for two years. The chances are it would dominate their working life and mean less of their attention would be available for their other areas of responsibility. In fact, for teachers becoming mentors for the first time, it was often underestimated just how much work it would entail, but they did know that this was something long term and beginnings were made in the knowledge that they were laying foundations for a long term relationship.

However, the weakness of such a set up lay in the fact that such a close working relationship demanded quite different qualities from the teachers than does providing a vehicle for and guiding a student through TP. It also required extra qualities from the AT in their school work which PGCE one year students did not have to possess in such great measure. These qualities, for both parties involved, were to do with how the individuals related to other people, and in this case, to this particular person. When they did not relate in a way in which they could work together, the system broke down. As one of the ATs, who found herself in a less than satisfactory relationship in her view stated:

I felt he was an extra burden for me to carry.

AT 7

This cannot usefully be viewed as a question of laying blame; but the implicit necessity for this relationship to function satisfactorily needs to be included in models of training where students are spending more time in schools. In the absence of structures for 'no blame' get outs, situations become untenable and

the whole training process is at risk for that particular AT. At a final evaluation meeting of this cohort of ATs this selection of their remarks about the choice of mentors is representative:

We need to know how the mentor works - spend the day.

It's like living with someone.

You have to have a close relationship.

You've got to get on with them.

One of them terrified me - the second one has been much more nurturing.

She disapproved of me and I cringed at the thought that I might ever become like her.

A completely unsuitable teacher has been chosen as the new mentor. They haven't listened to a word I've said.

We should have the opportunity to write a report on our mentor.

The mentor's been given another student; she doesn't have time for me.

There must be a way out if the mentor/student relationship doesn't work. I abandoned my mentor for the second year but it's unofficial abandonment.

It was important that the relationship from the start should be one which they would feel comfortable with. It wasn't necessary for mentor and AT to be the best of friends necessarily, but as with any colleague, the possible consequences of what was said or done had to be considered in the light of a continued working relationship. Thus for instance criticism had to be made diplomatically. It was necessary to be open but at the same time maintain a relationship where the AT would remain susceptible to further comment. When mentors worked in different ways from those in which ATs felt comfortable resentments were easily built up and compounded over time. Mentors had to accept that the maybe very different style of their AT would become part of their classroom. Disharmony would not go away in a few weeks and as ATs became more confident they might become less compliant.

For their part, they always ran the risk of feeling like an intruder in someone else's class and always mindful of not treading on people's toes. Two years of this lack of status sometimes began to pall when ultimately many felt they were doing a real teacher's job. The PGCE one year students on the other hand were often given freer rein to do things their own way, as things could be drawn together again by the class teacher after they had returned to college. Failing students was a problem to both class teachers working with one year students and AT mentors. Teachers want the people who they are working with to do well. However, when a mentor is assuming responsibility for such a large part of a student's training a particular aspect of the problem becomes more acute. A PGCE student is felt to be the product and responsibility of the HE institution. The AT on the other hand shifts loyalty and responsibility to the school and in particular to the mentor. If the mentor assumes responsibility might not AT failure point to mentor failure? This did mean in some cases that mentors were anxious to play down problems. It was not such an issue where students were doing well, but where they were doing less well it was often the case that problems took a long while to surface; with the consequence that one AT almost suddenly found herself at risk of failure, to her and college's surprise, right at the end of the course. This then felt also like failure to the mentor, whereas those other teachers who worked with the AT on her TP towards the end of her course did not have the same sensitivities and had not the same reluctance in pointing out her failings.

How the mentors and ATs worked together

Opportunities to spend uninterrupted time together afforded to mentor and AT were enormous compared with those of PGCE students and their class teachers. This meant they should have been able to develop a real working relationship which was not snatched in odd moments but was able to be developed out of a planned programme of time. This was generally the case, but it depended very much on individual mentors and the relationships they

had with their ATs as to how these opportunities were taken advantage of. The time was spent in a variety of ways. The most common pattern was for mentor and AT to spend an afternoon together as a regular thing when the AT was in school. This worked most successfully where the same supply teacher was used to cover for the mentor. Ideally this was planned in advance, with the supply teacher being part of the planning for the class. This then largely assuaged the mentor's worry about her class suffering because she or he was having to leave it so frequently. In one particular case for instance, the supply was used to develop a part of the curriculum that particularly suited her expertise.

It was usually possible for this time to be spent in a quiet area with the minimum of interruption. How the time was actually spent depended on the perceived needs of AT and mentor. It was not directed by college at all and indeed some of the mentors at least initially were concerned about how this time might be spent. As I have previously indicated, some were anxious to develop and make connections with work that the ATs were doing in college. This was not generally possible - details of what was going on at college were in the main only gained after the event by report from the AT. As shown in Figure 4 (page 139), the rather thin termly plan which was prepared for mentors did not contain the sort of detail (and not in time) for school planning to be structured around it. It proved very difficult for the Professional Tutor to gather such detail in advance from the teaching team.

Mentors were not at all sure at the outset what exactly their role was to be. They felt the responsibility for the ATs and wanted college to tell them what to do or tell them what they were doing so that they could relate the two parts of the training and feel in control of what was happening:

It was a reactive role. I didn't know what I was supposed to be doing. What was it they wanted? I didn't know what was happening at (college) in advance.

M 2

I didn't know what I was supposed to be doing....I don;t know what she

has gained from the college part of the course.

M 17

We are isolated.

M 13

I've only picked up what college expect from what (AT12) has said. She says that college seems flexible. Most anything is okay.

M 17

It's been trial and error.

M 15

I was worried at first because there was no direction..... Asked for a plan of college work- wanted to tie up mentor sessions with it

M 2

On the theory side we don't keep up. The value of this course is that its not just theory, but I'm conscious of the fact that she has less theory (than in conventional courses) in college, but what, I'm not sure. I like to justify my practice in connection with theory.

M 9

After the first day I didn't know what to do. Its vague. We're left to get on with it. I don't know what college expects....not enough guidance as to role.....I'm not a teacher trainer but a teacher.

M 12

In the event mentors usually did what they thought best and on enquiry they were told that this was right. Even when mentors were doing vastly different things from each other the answer was the same. When the mentors became aware that each AT was working in different ways but that all had been told it was fine, some became even more unsure. They wanted to do it right for their ATs. In time, confidence grew and they were happier to take the initiative and to tailor their role and the mentor time to fit the situation. On the whole this worked well enough, but it reveals the degree of control over the AT's experience held by each individual mentor. If the AT also took the initiative, they also had degrees of control which wasn't always for the best. In the case of one AT who had a new mentor late on in the course because of her previous mentor being promoted to another school, the mentor time was not utilised

because the AT said she didn't need it. It took some time for the mentor to insist, by which time it was difficult to build up the sort of relationship that would aid the AT's success. The relationship was characterised by caution which meant problems were not brought out into the open. But often we seemed to be in a situation which was apparently successful. It was successful if you measure by degrees of harmony; if you measure by considering the comfort of those involved. All wanted the course and therefore themselves to be a success. But this success was in danger of only being assessed by an apparent lack of problems without considering what was really happening in terms of preparing a new teacher (it has been referred to as a 'halo' effect by the external examiner). Should these be the major criteria by which to evaluate the course? With no more demanding external criteria how would ATs know what they didn't know? One mentor was worried about this and reveals her own underlying rationale:

(AT2) is proficient superficially. It sounds like they've just had a few 'tips for teachers'. They wouldn't have had time for much else. She doesn't have the range of techniques and approaches or depths of understanding or underlying rationale. Perhaps practical efficiency is all that is required these days, but I don't like it.

M 2

Where a regular mentor time was taken it was spent for a large part in planning. Detail of what was going to be done and who was going to do it and reflections (at a practical level) on what had happened in the previous week took up time during these sessions. In addition particular topics were approached; either at the mentor's or the AT's suggestion. But this was not often 'theory' in the sense of looking at research or current ideas; those two mentors (2 and 9) who were most concerned that they should be doing this were also those who, as I've shown earlier by what they said, were least confident that they could perform this function. As one of them and a third mentor commented:

I wouldn't pretend to know anything about it.

I was told that we were to attend to the practical side; college would do the theory

M 2

I would have thought that what they did at college was the theory side and we did the practical side. It would be too isolated to do the theory here. You need to meet others.

M 6

This side of things was seen as college responsibility by mentors, but at the same time, they were not altogether confident that college was delivering it. Some of the ATs were aware that, spending more time in schools they were missing out on reading and opportunities to discuss recent research. Although the assignments needed some reading in order to complete them, this was not as demanding as some would have liked:

You could get away without doing the reading. You could have got through the assignments without. The second assignment was not specific enough. They went well with external as well and the students liked them, but there was no reading. There's lots of research around. When you teach, it's automatic. You might not have access to recent literature. People are only going to get out what they put in.

AT 1

I did more reading for this (second assignment) but I've not done a lot of reading. Normally in connection with the school. I'm too taken up and too tired with school work.

AT 4

The assignments did make me do some reading and one thing I would say about the course, I didn't have time for reading. I feel I should. It's all so hands on and practical perhaps I don't know enough about the theory of how children learn. I think I've got away with it in this school.

AT 10

I regret the lack of college teaching. Sometimes I feel as if we haven't got anywhere (after 5 months). It's all practicalities, not enough theory. You need to know why you are doing things.....I read sometimes. Certainly not Piaget and Vygotsky. I use private study time for preparation.

AT 5

Mentors' models of the teacher were in some ways described in terms of the reflective practitioner (Schon 1983) as college staff's tended to be (although

only college staff sometimes mentioned the term or the name either specifically by name or by description) but they emphasised teachers as practical people with a passion for knowledge who could make good relationships with children and organise the class efficiently. In other words, they focussed also on the practical ends of the reflection, as well as the reflection itself.

The approach of their mentor sessions reflected this. (The mentors' declared intentions and practice actually matched rather better than those of college tutors; they had nothing to lose by doing so as they received no official brief as to how to train teachers whereas college were and are continually meeting the specifications of others). So - the approach in mentor time to specific topics tended to the practical rather than intellectual: content, arrangements and performance were the focus of discussion and the inclination was to be situation specific.

Sometimes mentor time was used for visits to other schools or for the mentor to visit the AT in another class or school, acting like a college supervisor for a PGCE student, only this time the supervision was of someone they knew well as a teacher and were more used to helping them reflect on their work. It was the kind of practical reflection they were used to doing but it gave an opportunity to together consider the practice of others or the practice of this AT with a different class of children and sometimes within a different school.

Working together in the classroom.

I have already described the main ways in which ATs were able to work with teachers in different ways from PGCE students. The longer time means that they were able to spend more time observing, getting to know the children and routines of classroom and school and to build up to more responsibility gradually. They tended to spend time working at first with groups in work that the class teacher (usually the mentor) had prepared, then start planning for groups of their own, then taking responsibility for the whole class in specific areas. This was generally done together with the teacher in the class,

after planning extensively together and over a period of time the most common situation was that of 'team teaching'; two colleagues within one classroom. Even where ATs were spending time in other classrooms, the inclination was to treat them as other members of staff rather than as students, to the extent that sometimes ATs felt put upon and short of time for reading and assignments. Even the overall control of the classroom was less obviously the class teacher's by the end of the two years. Although the mentor often still took control of organisation of the pattern of work for the AT within the school, that is in which classroom she should work and when, in the classroom the two tended to function as equals. This was borne out in my observations of the children who showed little of the behaviour which characterised the situation of student in the classroom with the class teacher. It was not then so necessary to leave the AT in the classroom alone with the children in order for them to take responsibility for them. This grew naturally out of the status of the AT as teacher rather than student. This meant that ATs were able to really learn about classroom management and discipline in a realistic setting rather than the false one inhabited by the one year PGCE student on a six week TP. This was a very important feature of a course which put students into schools for long periods, but it relied on schools accepting the AT's developing role as 'real' teacher. This did happen in the AT base schools where ATs were introduced to and worked with whole staffs at staff meetings and training days and where many, indeed most, of them actually had the AT in their classrooms at some time. Where in one instance the mentor still maintained charge of the class as the course progressed, the AT was not so happy with the situation, but this was not the usual occurrence in this cohort. When ATs went out into different schools to do TP however, things did not always go so smoothly. Where schools already had ATs they better understood what they needed to do. But ATs found it difficult working in situations where they had to take in new patterns of organisation, behaviour, expectations quickly and take responsibility within them. The demands of TP

for an AT in a different school were quite different from those in a school with which the AT was familiar.

Ultimately the AT needed to take prolonged responsibility for a whole class. She had to be set free from their mentor. But this was a difficult thing to organise. The mentor was usually her once a week supervisor, taking on the role of college supervisor; the college tutor was really more like a moderator or external examiner; called in more frequently when problems arose. Two ATs gained posts in their training schools. One mentor was wondering in what ways she might be asked to maintain her role.

Developing the relationship over time

The relationships ATs built up with their mentors either developed steadily throughout the two years or they faded away to nothing. Where the relationship did develop the arrangement was talked about as successful. However within these 'successful' pairings (eight out of the eleven students which lasted the course; one AT had two unsuccessful pairings each in different schools) there were different balances of control and power within the relationships which were brought about largely through personality. Where mentors had been anxious to carry through their responsibility to the end of the course, they felt this responsibility heavily and considered that their influence on the ATs' success was great. In some cases however, their influence was not perhaps as great as they perceived it to be and the AT herself sometimes held more of the balance of power. Sometimes they were aware of the strength of their ATs and were happy to let them take the lead by the end of the course. Sometimes the ATs were more subtle in the ways in which they got their own way and the mentors were not even aware of it. But these relationships were still characterised by a close working relationship of some sort. Only in two cases did the ATs effectively abandon their mentors and sought and generally received the support they required from other sources. But these were very strong candidates. Where a weaker candidate did not

manage to develop a successful working relationship she was left floundering and ultimately faced failure. She then also had neither an intermediary between her and other staff or between her and college which she so badly needed.

So the developing relationship put demands on the AT and the mentor. Each had to adjust to the AT's rising status within the classroom in terms of planning and practical responsibility. She or he has to continue to be supportive while working as a colleague. The mentor had to be willing to give responsibility, to let go of both the AT and her class. Their role as teacher of children was often described by mentors as becoming a less important feature of their job and one they missed.

Working relationships with other teachers

ATs in general had one really close working relationship - with their mentor in whose class they were most often working - at least at the outset and for most of their first year. However, it was a feature of the course, unlike the one year course, for many other working relationships to be established within the schools according to the patterns of each AT's particular practical arrangements.

Some ATs worked regularly in classes which were not the mentor's or in team teaching situations which included another teacher. In the case of one, the class in which she was permanently placed at the outset was not her mentor's class. TPs were carried out in other classes or even in other schools.

It was suggested that the ATs on this course also had more formal periods of TP within their school experience. In term two or three a sustained block of three weeks was suggested in the mentor's or another class, in term four a three week block in another school hopefully with experience of ATs and in the final term six weeks in the host or another school. This last at least seemed to have been set up in part for assessment purposes. Other schools didn't always have experience of or understand the true nature of this ATs' training.

They might have known little about the course; they likely knew even less about this individual ATs experiences up till then. Even if they did their 'TP' in their host school, that could be with their mentor in a class they had already been working with or with another teacher in the school. The mentor may or may not have acted as 'supervisor' during that time by continuing to work with the AT in mentor time. Or the class teacher may have taken that time and used it for planning with the AT. The class teacher may have found that they had little choice as to whether to make their class available, and may have had misgivings about the course. In an ideal world, of course, these problems would not arise, but in practice they did. All these variations meant that each AT was given a very individual challenge by the TP, and the demands may have been far less consistent than those which arose from the situations in which the one year PGCE students found themselves. During this time visits from college tutors were no more frequent than usual and still were made by the same person they have seen all along, the Professional Tutor. ATs were able to form a relationship with a tutor who visited them over two years and was the same tutor who delivered the 'professional studies' component of the college part of the course, but opportunities to work with him closely in college in relation to their school work was scarce because of constraints on his time. Of course, being the same person every time, it would have been disastrous if this relationship had problems (this was not the case with this cohort of students and this Professional Tutor) and as I have previously indicated the relationship as applied to his role in school was not perhaps developed as much as ATs would have liked, due to their awareness of his divided loyalties. The introduction of other working relationships introduced practical problems of time available for joint planning and joint reflection with those other teachers and for opportunities for mentors to be involved in that. When the AT was working with another teacher the mentor's role had to be redefined and the way mentor time was used had to be reconsidered. It had to be decided whether parts of what had been the role of mentor when the mentor and AT

were working together with a class were now to be passed over to the class teacher. The mentors each received a small honorarium for their work with the ATs. All the mentors passed this off as neither here nor there and regarded the amount (it was a sum of £100 for one year), as rather an insult. Therefore this did not seem to be much of an issue when class teachers who did not receive the additional money had to carry out additional work with the ATs. The lack of status of class teachers who were not mentors compared with that of the official mentors did not seem a concern, either. But large amounts of mentor time when ATs were working in mentor's classes was spent planning. Time for teachers to do this was not built into the course. Situations thus occurred similar to those of the one year group. Planning meetings often took place based on the goodwill of the class teacher and at the expense of her time for other things. These class teachers had no mentor training but sometimes took the mentor time. These were school staff that had not the opportunities of formal contact with college, or the documentation for the course, yet they became very much part of the course team. Again, it was up to the mentor, the AT herself, and the Professional Tutor if the opportunity to talk was there when he visited, to pass over to these teachers exactly what the course was about. Thus they were often expected to give more, but with less of a picture of their role and how their contribution functioned within the course, than the PGCE class teachers. They were able to operate their contribution more discretely than the AT class teachers were able to do, and at least had a likely once a week contact with someone with a clear understanding of the course.

3. Relationship between the learner teacher and the school.

The relationship between the learner teachers and the schools in which they worked stretched further than the relationship between the student or AT and mentor or class teacher. The position or role within the schools affects the extent to which learner teachers were able to work in a way which resembled

their eventual role as a qualified teacher. The ways in which the ATs fitted into their placement schools were so profoundly different from the ways in which the one year students were able to it almost becomes too evident to labour the description of the differences and how they led to different outcomes for the students at the end of their courses. These differences included the length of time working in one school which was like a real appointment and an increase of responsibilities. These included, by the end of the course, extended class responsibility, plus various organisational responsibilities, such as register, dinner money, resources, classroom organisation, attendance and contributions to staff meetings, meeting and reporting to parents and not just outings but schools trips too. ATs were almost always introduced to staff, children, ancillary staff and parents as members of staff. One year PGCE students on TP quite regularly had to wear badges announcing them as visitors and were visited frequently by college supervisors who could be seen to be watching them by children and adults. In contrast, the schools came to rely on their ATs, to use them as members of staff. They thus put ATs in a position where they had to live up to the label of 'teacher' rather than 'student teachers'. Because ATs were put into this role, they were able to develop more of the strategies of the real teacher; they did not have to rely on quick effects, but could build up patterns of expectation in work and behaviour for the children over time. This didn't always help them; if they worked with the same class for a long time, they had to rescue themselves from early errors in the way they dealt with the children. Whereas a one year student could leave a class behind after a month or two, ATs not only had to work out ways to deal with the children with whom they were working, they had to also redeem themselves if they made mistakes. (One of the ATs, in her first post in the school she had trained in, found herself with a class who knew her a little too well and discovered it quite difficult to carry through strategies which she had come to prefer over the two years!)

The ATs, working for longer with particular groups or classes of children, got

to know the children and what they could do; they had more power to make decisions, to exert authority and responsibility for discipline in ways the one year students could not. One of the main tasks of the one year students was to negotiate their practice with the class teacher. One of the most important things they had to do was work out what to do and how their contribution was going to fit in with the class teachers structure and class organisation. The student had to work with a class that saw itself as functioning within the class teacher's frame of reference. His or her way of doing things was normal, expected, reassuring in the security of shared understandings between teacher and pupils of the way the classroom functioned. The opportunity to set up a new ethos and working environment was very limited. The ATs too, had to work in with other people but, except when their TPs took them in to a strange environment, the fact that they were going to be there a long time, meant that things were originally tried more gingerly, but had the potential to develop into more autonomy as the ATs' status rose. More was at stake if it went wrong but the end of the placement was the end of the course and the responsibility for feeling happy with the way the AT emerged was felt by the placement schools, in contrast to the one year PGCE TP schools. Although, at least initially, mentors were unsure about the nature of the course itself and their role within it, they knew that at the end of the two years, they wanted their ATs to have developed into real teachers.

6.5 Theory and practice: their relationship and the emerging model of ITE

1. *The approach*

The approach to theory in both of two courses, in common with the prevalent view, was one where theoretical considerations, at least those relating to professional studies were not seen as separate from practice. Throughout the documentation relating to the course submission for the PGCE there was an emphasis on the conjunction between practice and theory; of theory coming from and feeding into practice and the progression of the students through their whole experience of the course. The putting in place of Professional Tutors to map student experience acknowledged the individualistic nature of the learning process for the PGCE one year students and ATs. If the notion of the reflective practitioner was accepted by the planners as being at the heart of the philosophy of the course, theory needed to grow out of and along with practice. The theory of learning to be a teacher was one of personal development and the mode of learning was experiential. I have, however, drawn attention to different notions of reflection in this context. The different relationships between practice and the input of external theory and personal theory and opportunities for reflection led to a different emphases in the two courses.

The approach I have described fundamentally demands integration between theory and practice. Although the idea of separating school and college and assigning theory to college and practice to school is one which would be resisted by the college staff given their rationale, I believe it would be true to say that schools did not consider themselves as being the main source of theory. However, in building the pattern of the course which was based, not on content, but on developing a frame of mind, the realisation of the college's idea of reflective theory building by students demanded the separate components of the course to be integrated. How could the students develop unless there was free movement of reflective activity between the separate

components of the course and some sort of substantiative process to monitor this for the student? This integration was something which proved difficult to achieve; partly through the actual shape of the courses and partly through opportunities for college and school activities to feed off each other.

2. Patterns of integration

Integration was necessary between all parts of the course; curriculum and professional studies in the college context and the school experience.

Because of the different weighting of these components the patterns of integration were different in the two courses.

For example, the balance and pattern between practical experience and opportunities to reflect at a safe distance were quite different.

The pattern of college and school for the PGCE student was a serial one. They had a more integrated period in the first term while they were doing their 'day a week'. At this time they had opportunities to work in schools in a group (not their professional studies group) with teachers and a member of the college staff one day a week for 8 weeks. They were able to discuss these experiences in college later as a group. But this was a very early experience. It tended to be viewed by the students as an opportunity to get to know a little more about schools, and for them to make some first tentative steps into teaching. They had some opportunities to work with small groups, usually in pairs using each other as critical friends primed to focus on a particular aspect of the other's 'performance'. But the main part of their professional studies was separate and this and a large part of their curriculum studies took place before their first proper TP; they revisited some topics after that and did further subject studies but there was a feeling that the 'theoretical' input tailed off as they approached their final TP. They felt changed after their first independent experience and wanted something different from college between TPs than that they had before the first TP. They then had personal experiences they could relate to. Where the course fell into definite sections like this it might

have seemed harder to ensure that there were opportunities to integrate learning in the two sites. The focus of the professional studies sessions was not their immediate school experience but a series of topics which were developed through student led seminars (see page 147 for more detail). It might appear that the opportunities for integration would be far greater in the AT course where school experience is almost continuous and interspersed with college. It wasn't the case, as with the one year PGCE students, of them spending an extended time in college, spending an extended time in school, and then coming back into college again. It was not intended for ATs to concentrate on one site and one set up for learning at a time. The ATs' experience was constantly swapping from one to the other. But because of the ATs' feelings of loyalty to their schools and the feeling of involvement there often the college time was felt to be an interruption rather than an opportunity to link the learning in the two sites: opportunities were not developed in that way across the college component of the course. The whole AT college experience, although ostensibly designed specifically for them, didn't really take account of what was going on for them on a daily basis in their schools. This learning was not deliberately integrated in the curriculum sessions; curriculum staff within the college didn't know what was happening in schools in the sort of detail which would enable them to tailor their contribution to the course so that it dovetailed with the school component. How could they? The handbook was deliberately vague in order for schools to make arrangements that suited their particular circumstances and the personal development of the student. The Professional Tutor at least visited the schools and was able to gain further information from discussions during professional studies sessions, mentor training sessions and through meetings with students during college time. He was able to use these opportunities to develop work in professional studies that was appropriate to the group's, if not the individual's, needs but he was not in a position to relay this detail back to other tutors working on subject studies. They had far less knowledge about

what was happening for the students with whom they were working as they never had opportunities to visit or work with the ATs in their schools and their time in college with the ATs was limited compared with the one year group. PGCE one year students, on the other hand, worked in schools for a limited time only and this work was more closely supervised by college. The class teachers were more regularly in contact with supervisors from college and what the students were doing was more closely controlled by the supervisor. As the PGCE handbook states:

Close communication between teacher, student and tutor will be an essential feature of all work in schools.

Although it seems that this wasn't always what happened it was easier in a shorter and more defined course for members of college staff to know, and certain of them did know, more closely what was going on for PGCE students in their schools. In the 'day a week' school experience this was certainly so. Supervisors for block practices would not necessarily, however, be the same staff who were working with them in college for professional or subject studies, but these supervisors worked more frequently with students in relation to their school work. When on TP they visited once a week, rather than the once a term norm for the AT Professional Tutor and planning for work to be done during the two TPs was done with deferential reference to them (students would not be allowed to start their practice if planning was not approved at a pre practice tutorial by the supervisor). For ATs this was not the case; given the larger proportion of time in school this would not be possible given the other responsibilities of college staff, and finance would ensure no less of those. So - the problems (mainly of finance, leading to lack of time) which led to the sometime lack of involvement with college staff in the PGCE school work were still operating in the AT course, in some ways to a greater degree.

3. Integration between theory and practice in different components of the courses

I have already suggested that the possibilities of a closer integration of theory and practice were different within different components of the courses. There was a very clear difference in this respect between professional and curriculum studies which I shall go on to outline more clearly.

Professional studies on the one year course

The 'Professional Tutors' who led the professional studies sessions for the PGCE one year course had decided together on an approach which described them as 'facilitators' rather than lecturers. Being a small group (4) they were able to meet and discuss the form the course should take and one of the tutors was the course director who had been at the centre of the course planning. The approach of student centred learning with a feeding in of their own experience and specific theoretical background (Piaget, Bruner, Vygotsky) was one which they planned together as a group. One of the Professional Tutors acknowledged that the one year group might not be so immediately competent as the ATs but that they had developed an outlook over the course which encouraged a questioning which produced a potential for future development and growth. They would enter the profession with an awareness that there were conflicting views and that their training was not just instruction on how to implement the National Curriculum. Because the course was still rooted in practice in that they were able to look at the issues from the different stages of their development it would not be a rigid separated theory; students who did not enjoy examining ideas, who were rooted in the here and now, who were afraid to approach teaching in a non mechanistic way, would find the course unrewarding and their TPs frightening. She gave an example of a student who had withdrawn. The descriptions from the students agreed with the way the tutors described their rationale. It was not their intention to provide the students with information. They aimed to help the students develop their

confidence and understandings; in the first term they relied on student input around a number of issues (which the students identified), asking students or pairs of students to make presentations to the rest of the group. Discussions would then take place and tutors would add their own perspectives, drawing on their own experience (of primary schools, usually quite extensive) and perhaps knowledge of research, handouts and suggestions for reading to help to inform the talk. It was common for tutors to lend books of their own. After the first TP it would become even more open ended, with the sessions specifically intended to respond even more closely to what the students felt they needed. It was remarked that the students seemed drained towards the end of the course. One of the Professional Tutors, although broadly agreeing with the notion of student led learning, was not entirely happy with the way the sessions went, and students from all the groups did remark that the quality of the sessions did tend to depend on the quality of the preparation of the students assigned the particular topic. But as another stressed:

*The tutor's role is not like the old style stand and deliver.....
Questioning is important..... I look for students who are prepared to
reflect and take risks.*

PGCE Professional Tutor 3

The one year Professional Tutors also had another, more pastoral role which meant they knew more about each individual's progress within their group. Although they were not in contact with the student in all their experiences of the course they kept records and had opportunities to talk with individual students in tutorials. The students knew that they had one person who was responsible for supporting their own development across the course and they felt the strength of this relationship quite markedly in some cases.

*They are supportive.....Professional Tutors spend time with you - get
to know you've covered as much as possible. I think its right.*

PGCE 1

In questionnaires (non identifiable responses) it was most often the supportive and responsive nature of the course and the tutors who taught on it that students gave as its main strength:

Practical, realistic course. The tutors all have recent teaching knowledge. The tutors are all very approachable thereby giving the whole campus a caring ethos and supportive role.

Very good and practical lectures, talks etc.

Useful assignments which guide us through the reading we should be doing.

Very helpful lecturers who are willing to help and advise etc. When necessary.

Regular student evaluations are given out, read and taken seriously to give us a say in our course.

Practical, non-competitive, supportive. Well structured in terms of progression.

Practical, realistic course. The tutors all have recent teaching knowledge. The tutors are all very approachable thereby giving the whole campus a caring ethos and supportive role.

The professional studies sessions on the Articled Teacher course

There were similarities between the professional studies component in the two courses, but there developed some important differences. The AT course itself was of a longer duration than the one year PGCE (two school years: one college year) and the hours assigned to professional studies only a little less (40:52) in contrast to much less (131: 269) as was the case in curriculum studies. The relationship between the group and the Professional Tutor was thus more drawn out and correspondingly, the personal development of the ATs. A PGCE Professional Tutor remarked that 'the speed of development is very fast'. The ATs were bound to have an altogether more relaxed attitude to professional studies. (This was in contrast to the impression gained by the

curriculum studies staff who found themselves with just a few hours in the case of non core subjects.) Reflection in the sessions tended to be very personal and the group spent a good deal of time sorting out details of their position in school. The group were desperate to share their experiences in order to make them feel more secure. Was what they were doing organisationally (for instance the number of children they were working with, time spent in contact with the children, amount of study time, mentor time and so on) acceptable even though it wasn't the same as everyone else? Some sessions were organised around some specific topics like classroom organisation, but they did not follow the format of student led seminars as with the one year groups. The professional studies tutor would give the group a task; for instance to design their ideal classroom, and they would afterwards have a short discussion on what they had done. There was never any sense of a 'lecture' where information had to be passed over from tutor to students; the sessions were student led in that the ATs were allowed to dictate the form that talk took, with the tutor making suggestions along the way, maybe with input such as a reading suggestion. The ATs did voice concern to me about the way that the sessions seemed to have little substance or direction and believed the tutor to be rather 'controlled' by themselves. The external examiner also made comments relating to this. But the tutor saw this as his correct role and the sessions held a very distinct purpose in his perception, in accordance with the idea of the students' self development. The second year seemed more focussed to the ATs and they appreciated this.

This was in contrast to the one year course which began with focussed sessions (although student led), running to a defined timetable, and then going on to sessions which were more adaptable to direct concerns of the students within the groups. The AT professional studies sessions then were all rather inward looking and what they did in professional studies was always related to their own school experience. This narrowness of reflection could be seen as a focus for criticism, but this was evidence of integration. This level of

integration wasn't possible to the same extent the other way around. Other components of the course could not feed off professional studies except through students and their individual development. Schools didn't know exactly what was going on in college; the professional studies tutor didn't know exactly what was going on in curriculum studies. A good deal of professional studies time, as I have said, tended to be spent talking about practical arrangements, whereas in PGCE schools because the set up and requirements of schools at that level was clearer students were able to work out their own arrangements through negotiations, in fact this was part of the 'test'. The AT Professional Tutor did know a lot about each AT's school situation and thus it could have been easier for him to map their development, but his contrasting roles in the school situation put him in a very different position in college, as well as in school, from the PGCE Professional Tutors. He had a wider loyalty which extended to schools. This meant that where the school experience was not living up to expectations he could only have a reactive, rather than proactive role which extended over a far longer period than would be so for a one year student.

In talking to me about the ATs and some of the problems they had in their schools and with the course in general, it was interesting that the AT Professional Tutor too, along with the Professional Tutor from the one year course whom I previously quoted, cited the lack of ability to examine and maybe change established views, as the one thing which was always the source of the problem, no matter how in detail it manifested itself. The ATs were motivated to do this in a back to front way though, compared to the one year students, and this was at least partially responsible for a lack of reflection at a higher level which carried on to some extent through to the end of the course. They were positively encouraged at the outset to examine issues in the light of their own personal circumstances and their preoccupation with survival meant they were not very good at considering the wider concepts. They were only interested in the experiences of others to give support to their own, not to

question them; they were not secure enough for that. By the time their security was more solid and the sessions more focussed they had perhaps already become fixed in the ways of the schools to whom they felt their loyalty and with their concerns to be most deeply rooted in the practical.

If there was criticism of the one year groups' professional studies it was of the student presentation format to early sessions which, when a topic was ill prepared and combined with insufficient input from the tutor, was felt could lead to a less thorough grounding in the topic than they would have wished:

But all my notes on children learning are by these 2 students. She doesn't draw together much.

PGCE 13

However, most comments were very positive, particularly in relation to the Professional Tutors themselves:

The Professional Studies Tutor was excellent. I liked the student led seminars. They recommended books. Everyone worked hard. She gives her input alongside. Spontaneous. She has lots of knowledge. Makes reading ideas. Perhaps too much even - you can't do it all. Have to sift.

PGCE 1

Professional studies is good and so is the grouping and we have learnt a lot from talking to each other and having time to voice how we feel in set time tabled slots each week.

(non identified questionnaire response)

The curriculum studies component

I have described the professional studies component within the two courses in terms of the rationale of the course which sought to develop student centred ways of learning which were related to school experience and the way in which it fed into the overall development of the students. The curriculum studies component had a different flavour altogether.

There was a tension between the curriculum studies element and the overall concept of the courses; a tension which I have touched on before. The tension was to do with combining a demand for content with the desired autonomy of both the teacher (i.e. The subject lecturer) and the learners (students or ATs). Particular requirements of knowledge, (of the National Curriculum in particular), the desire of college staff to encourage students and ATs to discuss the nature of the discipline itself, and the need for students and particularly ATs to quickly have some damage limitation skills (the old 'tips for teachers') did not sit comfortably together. In the AT course, there was added to that a smaller number of hours for curriculum sessions (some of the hours were accounted for in schools) and demands from mentors to know what was going on in college - in advance! This created quite a problem for lecturers who as I have said before had much bigger demands from other courses. When I asked in a questionnaire if they were happy with their contribution one answered:

Cannot be accomplished in such a brief amount of time

and on how what they did related to their view of the model of the teacher she replied:

In 3 hours? Not at all I fear!

CS 14

They were not even always clear as to how many hours the ATs had altogether or whether it would be them doing it. Certainly there were many instances where the very short time of 2 or 3 hours each year was covered by two different members of staff. They also sometimes had a perception of the ATs as a group which they found difficult to work with:

Overall I supposea certain degree of disappointment, though I feel disloyal in saying this. I find the anti intellectual attitude which appears to prevail a bit sad..... I found the group disaffected and over sceptical

CS 10

.....found them too grounded in classroom practice

CS 8

My best ATs were excellent. Some however had 'caught', I believe, an anti-intellectual stance. "What I'm interested in is the children" - not seeing that theory affects all the practical things one does in the classroom..... ATs were often late to sessions in a way PGCE students are not (some had poor domestic arrangements for children when they were attending (college), thus had to leave home earlier).

CS 10

.....breeds a kind of not-togetherness. Doesn't quite gel.

CS 2

and acknowledge their lack of knowledge about the group:

(there is a) shortage of time and importance of context which is known in 1 years but not for ATs

CS 8

I observed a number of curriculum sessions within the AT course and asked staff about their rationale behind their sessions. The core subjects still had quite a large number of hours in comparison to the PGCE one year course (30:60); the language tutor remarked on a lack of opportunity to develop ideas with the group compared to a parallel one year group she had, and a lack of opportunity for them to engage in experiential learning. As she said, there is a rushed feeling on the PGCE course anyway and she felt that there was an awareness that there was even less time for the ATs. She also pointed out that because of the ATs' lack of opportunity to get together they were not able to draw on each other as a learning resource in the same way that the one year group could. This was the rationale behind the student preparation for sessions which she used in her one year language and professional studies sessions. She saw this sort of collaborative learning by teaching as very powerful. She also pointed out that there was an expected 60 hours of reading time built into the course for language. Some of this time at least would *have*

to be taken up by students in preparation for seminars that they would have to lead and she guided the students in her one year group by a reading list made out to parallel the presentations. These sessions were worked out in advance so there was some parity within the PGCE one year course at least until Christmas. There was here another example, as with the Professional Tutors, of opportunities taken by college staff to meet in small groups to establish and make explicit a rationale for their courses. Where there was only a group of 4 or 5 it was possible to do this, and they saw this as essential to provide some sort of parity for students across the course while not leaving behind the idea of student centred learning. In the Spring, after the first TP, there was the same opening out as I have described in the professional studies component and a return to some of the topics they have looked at in the Autumn. There was included within the language course references to Bruner and Vygotsky which she acknowledged there would be no time for in the AT course. She saw it as the Professional Tutor's role, to make these sorts of connections within the AT course. He did attempt to carry this through, but it was very difficult to make the connections in such particular ways, as was possible by the language tutor, when he was dealing with the whole of the ATs disparate experiences. The onus was, again, more heavily on the AT to make the connections. One of the things that was remarked upon by the ATs was this necessity to take on the full responsibility for their own learning which some of them found quite difficult at the outset and some resented. This was combined with the sometime lack of support they felt (see above). But it is possible that the combination of these effects led to NQTs who were in the end more willing to ask for support and further learning in their teaching careers. This may lead to a potentially less inward reflection in later development through their demands for INSET, should those opportunities offer something over and above practical concerns.¹ In the foundation and other subjects the lack of time was even more acute. In art (4 hours as opposed to 17), for

¹ An AT I met later, in her first post, indicated that she felt particularly confident in asking for ways to develop her learning in this way.

example, the aim was to provide them with 'some sort of survival kit' (CS 2). The member of staff identified a number of significant techniques which the ATs would be sure to find resources for in school and gave them opportunities to try them out. The fact that the one year students would try a number of other techniques as they had more time in art did worry him, but he hoped the ATs would have a rich experience in schools. (The additional hours sufficient to satisfy the criteria were expected to be made up in schools). He did go on, though, to suggest that practice in schools was not always that good. The National Curriculum document for art, which he felt to be noncontentious, described what might happen in the *best* schools. He acknowledged that the perception of schools and colleges was different, that schools might not have the confidence to try out more ambitious things. He mentioned on several occasions the lack of time in the AT course and said he would like to see opportunities to give the ATs a task to carry out in school and then come back and reflect on it together. This was something that apparently was done in the one year PGCE; one student commented on that as something she had appreciated:

Having children into college e.g. for PE and going to a school with a set task in science was very useful and helped to bridge the gap between college and school.

(unidentified questionnaire response)

But for a non core or foundation subject on the AT course, the art tutor felt that, as it was, with the two 2 hour sessions he had with them that year, he admired their bravery and was desperately trying to give them enough to survive on. He admitted to being unaware of what the ATs did in their schools but felt a sense of urgency in them; they were not there long so felt the need to 'do it quick'.

The AT RE was described in similarly content led terms but starting with thoughts about the discipline itself; starting with 'what is religion?' and 'what is RE?' leading to different attitudes and approaches and moving on to

information about world religions. History, too opened with what some of the group referred to as 'navel gazing'. They were sometimes critical of too much theoretical as opposed to practical theorising. They were all too conscious of the shortness of time, their vulnerability in the classroom; they had to operate within the ethos and content of the National Curriculum and they wanted to know how. One AT at an evaluation session wrote (but later deleted) that as all teachers were then expected to do was deliver the National Curriculum why were they bothering to think about anything else but that? But when asked about curriculum sessions and in particular if they were able to relate college work to school a variety of responses to the sessions was evident. It was clear that they valued practical ideas, but some showed that they were aware that something more was available and that they may see the value in that as time went on, and in conjunction with later experience:

Yes, in some subjects more than others.

*Maths - practical - will use it when appropriate, opportunity comes
English - lovely ideas, but I need to work on the more basic things, like
reading skills, and classroom control, before I can attempt little
revolutions.*

Music - would love to try out, but we have a specialist music teacher.

*Now, at first some of the college work seemed irrelevant and not what
we needed at the time, but on reflection it gives a base to build on more
substantially than merely throwing us ideas which we wanted originally
- they come in time (and under pressure!)*

Very little (art, music, I have used)

(I have used) only a very, very little.

*In some instances eg drama, art and maths, I have been able to link
directly college theory into class lessons which was ideal. However, I
have found that much of the work done at college has been too vague
for our particular course and bore no relation to school at all.*

*Occasionally. It depended on how practical the lectures were - Maths
good, Language - too theoretical to link early stages of how children
read to what actually happens in class.*

*Sometimes it has been possible to take ideas from college back into
school and use them. On other occasions I have felt that college, with its
idealistic approach, is too far removed from the world of school.*

And yet perhaps it is a good thing that college provides us with ideals, since I have always believed that low expectations lead to low standards.
Unidentified AT questionnaire responses

Thus curriculum sessions in the non core subjects were generally characterised by a shortness of time and demands from the ATs related to their immediate needs in school which could have led to a concentration on quick tips. The shortness of time was true to an extent on the one year course as well as the AT course, but the whole of the one year course was a gallop; to an extent the students on this course were attuned to this. But across the curriculum there was evidence within both groups that some curriculum staff had got it just right. It applied to four tutors in particular, one each in a core subject and one of the humanities who taught both groups. These managed to combine an enthusiasm and feeling for the meaning of their subject with confidence building for the students, in the case of the humanities tutor in record time. The sessions were firmly based in the context of the school yet reached beyond 'tips for teachers'. Both seemed to have an understanding and interest in the students themselves, they took leads from them at the same time as giving them plenty of their own interest and expertise to take away. As one of the students, typically, said:

By the end of the session you feel you could do it.

PGCE 13

There was a feeling amongst students that they would have liked some more work which was specifically designed to bring together college and school parts of their course but sometimes with an acknowledgement that this could be just too impractical:

Perhaps we could have had more children coming into college or been out into schools with specific tasks etc. During college based time with our lecturers as a science/maths etc. Based time with our lecturers in that subject. I realise however that this would be very difficult to arrange and maybe too disruptive for the children.

Unidentified PGCE questionnaire response

Although some felt that they hadn't felt sufficiently 'prepared' by the sessions or, early on in the course, felt the need for more practice to which to relate discussions:

Didn't refer to day a week sessions.

It was still rushed - not much time to develop; skimming the surface, and bitty because by several people.

PGCE 10

Mixed views. What we've done hasn't prepared us well for school. Is it too complex! We've not had time. I feel we go out naked.....rushed again, not touched it really. Just an hour. A talk at first. Then did one approach. Do each thing for a minute. It's enough to get you started - then left to climb the mountain yourself.

PGCE 10

We only had day a week to refer to and the experiences were different.

PGCE 1

Others felt quite happy with the balance and felt that overall the course had inspired them:

Very good course for opening one's mind to new concepts and ideas! I hope my mind will be filled with good ideas in Sept!

unidentified PGCE questionnaire response

Good balance between college and school based work.

unidentified PGCE questionnaire response

The curriculum sessions, then, showed far fewer differences between the two courses than in professional studies. In both, the shortness of time was of paramount importance but the one year course was more comfortable in its ability to utilise more student led strategies, especially in the core areas, and there was apparently more opportunity to integrate school and college work. The curriculum sessions were more content led than the professional studies component, and therefore the opportunities which may have been afforded by

the AT course, were more difficult to develop. The comments by one year students and ATs alike pointed to the main differences being between the individual tutors rather than between the two courses but with the shortness of time becoming even more crucial for the ATs.

Specialist subject

The specialist subject was barely touched on in terms of time with college staff; there was often just one meeting between staff and student on both courses. Its lack of importance to both sets of students within the course as a whole is suggested by the fact that they hardly mentioned it to me in interviews or in open ended questionnaire responses. Although many of the students only saw their tutor once, it was a focus for the last assignment and presentation. It was only intended to identify an interest, rather than develop it fully. The ATs were able to develop this part of their training more than the one year group as they were able to make use of subject coordinators in school. This was an alternative use of mentor time which was often taken up. There was certainly not the opportunity to build up any sort of relationship with the college subject tutor or to develop any sort of reflective activity with him or her. It could be that this was an area which would necessarily be developed in schools; subject expertise would already be present from degree study. Because of more opportunity the ATs may have developed this area to a greater extent than the one year group, but this was not an area on which I concentrated. There was evidence that the one year group were still operating within a rushed schedule:

When I did my presentation I was very busy with other things. Several things to be done yesterday. Pressure!

PGCE 10

4. Opportunities for reflection

In addition to the differences in the college and school components of their

courses the one year PGCE students' school experiences related to their college experience in a different way from the ATs and meant that the opportunities for reflection on practice were different.

The students and the ATs had several means of reflection open to them:

Mental reflection 'on the job'

This would include the consideration of a lesson at its end without writing anything down, and without discussing it with anyone else. It would also include 'thinking on your feet' which would be recognised as a necessary feature of the experienced teacher and was praised by class teachers and heads in students who found themselves in charge of children unexpectedly. (For instance when class teachers were absent or called away to attend to a parent). This thinking requires quick decision making, and the flexibility to make adjustments as necessary as the lesson proceeds. Both of these would include those thoughts at the end of a lesson along the lines of 'that went well, I'll do that again next time', or 'John didn't do much today. I'll try and motivate him differently tomorrow' or 'well that was a shambles. I won't try long division with that lot again!' It tends to be of the moment and very located in the specific. This type of reflection may be combined with later reflection when earlier decisions may be rationalised and look to further resourcing. But ATs reported much of this kind of reflection alone, claiming they had little time for written evaluations.

Shared oral reflection.

This could be with:

- a) a mentor, class teacher head or other teacher;
- b) their supervisor or visiting tutor;
- c) their Professional Tutor at college with or without the other members of the group;

- d) their specialist tutor;
- e) a curriculum studies tutor and the rest of the group;
- f) a friend or colleague.

Opportunities for shared oral reflection in all the above categories were available to both groups of learner teachers, but in often in different contexts and with a different balance. The Articled Teachers were more usually, especially during their first year, working with mentors in the same classroom. Lessons were planned together, using the two of them in partnership. Therefore precise day to day planning, which was often joint, took place within a reflective atmosphere. It was often done during the once a week mentor session; it was often regular. This sort of planning was available to the one-year students too, with both their supervisor and their class teacher but it tended to be at the outset and in relation to the way the whole practice was to be structured; how the student input was going to fit in with the whole class plan. As I said before, students moved on to whole class teaching quite quickly, planning their inputs as a separate contribution. It was much later that ATs found themselves in a true TP situation, having to plan a continuous block of work for a whole, new class and seeing it through, taken away from close by and continual support and subjected to occasional visits when comments would be made 'of the moment' and in relation to what others said of them and what had been written in their file. As for the one year students, teachers sometimes commented on lessons in written as well as oral form after the lesson and the visiting supervisor would do the same. Opportunities to discuss the comments with supervisors were limited to how long after the lesson a supervisor could stay and a three way discussion with the class teacher as well being very difficult with the class still there expecting attention from someone. Comments from the class teacher to the supervisor were often made with the student elsewhere, probably staying with the class, and it was the supervisor's function to pass or not to pass on comments. Often the class

teachers were asking for comments from the supervisors on their own role; how they should deal with such and such a problem, how much help and guidance should they give, are the students ready to take on more and so on. The AT's most common experience then was to reflect on individual lessons alone or with the mentor. I have written earlier about how mentors saw their role with regard to theory. Where mentors saw it as part of their function to draw in a more theoretical angle they did so as far as they were confident in doing so, but their concerns were very much rooted in the practical concerns of their day to day working life. One of the mentors, worried about 'theory' and whether they should be contributing, was concerned that her 'theory' should concur with that of college. On asking the course director about this, she said that she was told that that was not part of her remit. Another reflected:

My theory may be out of date. I wouldn't presume to know anything about it.

M 2

When ATs were on TP their mentor sessions often got put to one side. It was hard for mentors to keep in touch, a fact that some of them bemoaned. But it did mean opportunities for the ATs to plan and reflect with someone else in a different way. It gave them a wider experience not just by way of the fact that they were seeing another class, maybe in another school, but they were going more deeply into the mind of another teacher who was sharing her perceptions with them. The ATs, too had to justify their practice to someone who was unfamiliar with them, and who might have had a different way of working. The ATs didn't always find that easy, having become more used to one other person and fitting in with them, but it was an opportunity for those who were prepared to take it. The ATs who were least open to learning, who had found the most difficulties in establishing a comfortable role within their

schools, found this difficult, but also the ones who had formed the closest bond with their mentors and schools. ATs had to make a careful balance between loyalty to their base school and mentor and openness to other sources of learning which could threaten the stability and comfort of that relationship. This could mean that they were unable to use other teachers for reflection to as great a degree as they might. Where the mentor/AT relationship was good, when the ATs worked in other classes within the base school, they still used the mentor as their prime support; mainly as they had time available which other teachers did not. Sometimes, class teachers or specialists within the schools were given that time instead of the mentor, so that the AT could then develop ideas with that teacher instead. ATs told me they valued this, occasionally at the same time missing their mentor. They sometimes reflected on this experience with their mentor, but the possibility of problems of loyalty and differences in style amongst people who work together was something that interviews revealed all who were involved were aware of.

The ATs and the one year students also had different opportunities for reflection within their professional studies group. The 'day a week' experience did give the one year students an opportunity to work and come back as a group (not the same as their professional studies group, and with a different tutor) to reflect. The use of 'critical friends' aided this shared reflection in pairs or threes. But the experience the students were having was not at that stage characterised by a very heavy responsibility for the learning of the pupils. It was a very gentle way in which gave them scope to try themselves out in a non threatening atmosphere. When the students were given some 'real' teaching to do things were quite different. The pattern of the block TPs for the

one year students meant that they were not coming together as a group during the TP. This meant that they were not able to reflect as a group on their own experiences except in retrospect. They did use their experiences in schools to enrich later sessions on specific topics, but as I have mentioned earlier the students themselves felt that this involved a 'tailing off' in the course. This was in contrast to the AT group who had personal school experience to feed into every session they had in college and which was always used in professional studies. In this way, the sessions became a useful way for individual ATs to reflect on their individual experiences, gaining additional feedback from the comments and related experiences of others plus some pointers to reading or research which might enrich their reflection further. It would be true to say, though, that the reflection tended to focus most closely on those personal experiences and it was difficult for the ATs to even come outside of that to feed on the experiences of other ATs. For example, in a session on planning classroom space, each AT designed a classroom which reflected the classroom in which they were currently working and in the discussion afterwards tended to attempt to justify their choices. Two ATs were so enthused with the Transactional Analysis (TA) they had experienced in their own schools and the confirmation they had gained from each other (they shared a flat), they were pleased to introduce the rest of the group to its ideas. This session further confirmed what they felt about TA, but opportunities to discuss it in any sort of critical way, or to look at what others had written about it, were not given.

Written reflection in the file.

These could be detailed or brief and shared or not shared. Because the AT professional journal was a broader document than the TP file for the one year students and there was less emphasis on it as a daily record, there was not the same degree of having to justify these omissions to others: the mentor, class teacher or Professional Tutor. A TP supervisor would probably expect to see a number of full evaluations each week, ask after them, comment on the sort of evaluations the student was making and make them a subject for discussion. Evaluation of teaching was one of the criteria listed for making out final reports. The TP was seen as a short time to be made the most of. Students were expected to, and generally did, develop enormously in this very short time, but this was unlikely without full evaluations which were discussed with the class teacher and/or the supervisor. Developing the skill of evaluation itself was an important part of the purpose of the practice; this was seen as the basis of being a teacher in the reflective practitioner tradition. This aspect of their learning was not stressed to the same degree on the AT course. The reflection tended to be very introspective and very bound up in survival. If a written reflection was not seen as necessary to getting through the week in school then it would not be done. The weekly sessions with mentors would more likely focus on matters of practicality and be more general also in that it would appraise the whole week gone by, and plan the week to come.

I mentioned that two of the ATs shared a flat. Both of these two commented to me how invaluable they found each other as a means of support and sharing. The ATs were at a disadvantage in this respect. They had little

opportunity to get together as a group outside of the college sessions. The maths tutor was irritated by their lateness to sessions. But the ATs were huddled together in the refectory sharing experiences which they couldn't share in lectures or seminars. They needed this time too. The one year students lived more locally and had every day in college to meet and chat. They reported missing this when on TP. It was a source of reflection which the ATs missed out on in comparison to the one year students and it may have made them even more introverted in their outlook and more bound up with their mentors and base schools.

These opportunities for reflection reveal a range of possibilities using others to help reflection and independent reflection. Reflection could be broad based or particular, call on personal experience, the experience of others and wider knowledge and understandings gained from reading and studying. According to the rationale of both courses, the students and ATs in working towards being an NQT and beyond needed to develop an ability to reflect beyond the moment, to challenge, rationalise and use a range of expertise. Their practice would be grounded in a philosophy of education which they may not have articulated. Were these higher levels of reflection encouraged or even given space to develop on either course? The PGCE one year students had opportunity to discuss topics on the basis of reading and research, their tutor's experiences and later, their own. They set out on the course with an early experience in their own area in schools which was demanded before they arrived. They had been given guidance on what to look for in their visits. They had their 'day a week' experience which went on at the same time as

their main professional studies input and which introduced them to notions of critical evaluation. Evaluation was a strong feature of their TPs. The professional studies sessions had a strong discursive element which reached beyond their own practice. TPs were something they could leave behind so discomfort was temporary, meaning that their prime focus of reflection did not have to be as narrow, immediately practical and situational as that of the ATs. As I have described, the ATs tended to relate their reflection to their own immediate personal experience and their necessity to survive. A good deal of their shared evaluation with mentors and with their college group was also in terms of this experience. When they were evaluating with others they still identified themselves as ATs within their base school with all the luggage of loyalty that brought with it. This was the basis of their learning in schools; the separate TPs which gave them opportunities for reflection with others in contrast to the bulk of their school time had a focus of assessment. Therefore it could be regarded as more of a test and a more dangerous time to be sharing thoughts which might suggest weakness and to trying things out. This was true for the one year PGCEs too to some extent, particularly on second TP, but there was a difference in that in the absence of other school experience it was more widely acknowledged that this was a learning experience as well as a test. The evidence was that the overwhelming majority who were involved worked hard to balance these two functions of the TP.

7. Conclusions: implications for the future

In chapters 2 and 3 I tried to show how current theory in teacher education is excessively bound up within the context of legislation and that it was difficult to discuss the topic of Initial Teacher Education except against a background of differing agendas and perspectives and scope for action. It was difficult to unpack these differing perspectives; teacher education as a topic for academic and practical interest was written about almost exclusively by teacher educators themselves. Those in schools were just beginning to provide evidence of their views in contributions to journals or conferences, but this was a new aspect to their working role. The government view had to be gleaned from the legislative actions they took, along with other documentation and remarks individuals made during the legislative process. From this evidence, it seemed clear to me that during a period of great change in education generally, and particularly within ITE, there was still a good deal of scope for disagreement about these changes; either because of the underlying ethos that they reflected or in the ways in which they might be played out. There may be many ways, as I intimated, in which attempts have been made to explain the depth of change in education over such a short time, the implementation of which had sometimes seemed rather haphazard. The changes were indeed far reaching and profound but the exact direction of the progress was in some ways unclear, suggesting that many issues were either ill thought out at the time of implementation or that there was a flexible agenda, the government remaining responsive to advice. It is certainly difficult to come to any firm and rational agenda for the exact nature of the changes with which all would agree. It seems that those with different agendas could often claim to make the changes their own. However, there was a new mood for change across education and it was reflected in schools and in courses for teachers in training. Although HE had little legal option but to follow the government line in order to stay in business, and they may have even agreed that some

more time in schools could be a good thing, it was not so evident that the model of schooling and that of the teacher either in HE or schools was in accordance with government perspectives.

Chapter 5 looked more closely at the current debate. Government had ordered developments across ITE with, some claimed, insufficient consultation or full and informed consideration of the consequences. Colleges would have to accept a changing, and less central, role within the sphere of teacher education if they were to continue to offer courses; schools would be free to take up the challenge and changing rewards of their potentially higher profile if they wanted to. However, it appeared that government, schools and teacher educators did not always share aims or concepts of schools and education, or of what teachers should be like. The notion of school based ITE was developing but involved different groups of people who, according to their own perspective, often saw different strengths and weaknesses of such an approach. The Articled Teacher scheme was a course which could be used to offer informed comment on possible problems and advantages in a school based approach to ITE, at least in the post graduate sector. My case study was an opportunity to develop in detail ideas which had already been mooted in the literature on training models, partnership and mentoring, and competences and profiling.

Chapter 6, the case study, developed particular issues which emerged within three broad themes:

1. Partnership and integration;
2. The student's need for a focus of structure and support which took account of the two sites for learning;
3. The nature of and relationship between theory and practice.

Although I described my findings through these three themes, they were linked by the three general perspectives within the one year PGCE and Articled Teacher courses: school staff, college staff, and students. There were also

individual perspectives operating within each broad category; this was especially true in schools where teachers and heads often had a different view. However, in particular, the manner in which attempts were made to bring the perspectives of schools and college together produced differing dispositions in the students which revealed implications for the nature of theory and practice. Although the college model was often given as 'the reflective practitioner' there was always the emphasis, like that of Tickle (1993) on the students' need, above all to be open, to being prepared to change. The main purpose of their time in ITE was not competence and knowledge; these were secondary to developing a frame of mind which would set them up for continuing change; a developing professional competence which could continue through their teaching careers rather than be set in stone. School personnel did not usually have an articulated access to this model of teaching and ITE. School experience can only be used to enhance possibilities of understanding theory in the context of practice when tutors have knowledge and some control about that experience and when teachers have some knowledge and control about the college part of their students' courses. This was difficult to realise when partnership was itself so difficult to achieve, except when one partner took the lead in deliberately structuring college and school experience to relate to each other and took responsibility for managing the learning opportunity in accordance with their own understanding of the ethos of the course. I contend that where partnership, (based on an idea of equality of status which encouraged autonomy), rather than an integration (where one partner took the lead in conception, responsibility and support), was being aimed for the differences in perspectives between school and college became crucial. Where there was ambiguity about that ultimate control, responsibility and source of support, such as in the Articled Teacher course, students felt insecure. Where there was more obviously a central pivot to the course, based in one of the sites for learning, and incorporating personnel who were confident about the aims, ethos, structure and assessment of the training, students could feel more

secure and confident about progressively taking responsibility for their learning. This was the style of the one year PGCE course. These students tended to feel safer within the framework and support of the course to gradually develop their independence and to make changes in themselves which would set them up for an openness which would aid further development. In the Articled Teacher course, however, there was more commonly a feeling of insecurity bred by an ambiguity of support and loyalty. The course demanded stronger students altogether who were capable of taking the lead in their learning from the beginning. This particular feature of the course was not clear to some of the ATs, nor to their mentors, who were taking on some of the responsibility for their learning, until some time had passed. This led to some discomfiture and influenced the content and emphasis of the professional studies sessions, which in part lead to a different style of theoretical reflection. A model of the teacher which incorporates levels of theorising involving more than the personal and practical appears more likely to be encouraged when students are not continually and solely reflecting on a situation in which survival is their focus. If the students' initial central pivot is not just with themselves but combines with a focus and support outside of their own experience; with people who are aware of wider bases for theorising, know how to talk about them, and wish to encourage them; then higher levels of reflection are more likely to develop when the students or the teachers they have become are ready to take the responsibility for their own progression more fully. It is not a case of telling students what to do, but of offering a framework which will give them the security to develop themselves and their role as teachers which is outward looking. To quote McIntyre (1993):

Reflection concerns one's present practices, but theorising concerns the whole world of possibilities for the future.

p47

In addition to the above, there were tensions within the courses between the

attention to content and the student led model embraced by both courses. Professional studies sessions were designed specifically to relate to school work, either directly (as for ATs) or in relation to the students' progress through their school based programme (as for the one year students). This component of the course was designed in both cases to be student led even where there was a loose plan containing issues to be covered. Curriculum studies however, were far more content led; the National Curriculum was something students had to learn about and the students needed skills and ideas for the classroom. This difference was not so critical within the one year course where the school based work was seen as weaving into their professional studies work and curriculum studies was an immediate preparation for the classroom. But in the AT course, where school based work and their success and survival in that, became the primary focus of their thinking throughout, the tension between content and the student led model became greater.

The themes which emerged from the case study were particularly interesting when set against the background of current legislation, where the third perspective was included; that of government. It is government who has the power to order changes to introduce a framework within which teacher education must function. Furlong et al (1988), Fish (1989), and Elliot (1993) amongst others, write about a training which would use schools and colleges together to produce thinking teachers. They have a model of the teacher which rejects the notion of mere competent practitioner but develops the reflective practitioner into one who is also researcher. Elliot in particular wants to see the barriers between HE and schools break down through a merging of their roles. He is clear about the model of the teacher he is trying to encourage. The model is spoken of as if unassailable in terms of its appropriateness and rightness. But that feeling is largely a matter of faith and personal philosophy. Many may agree, but the embracing of any model for

teacher education is still only a point of view and that point of view is based on a philosophy of education which reaches out to a personal philosophy for life and society. There are no absolutes here. If there were, there would be no differences of opinion on the matter and there would be no talk of right and left wing agendas, no argument about the relative values of professionalism and practical ability, no talk of autonomy versus control. There would be no controversy about the terminology of training or education or what constitutes essential knowledge. Therefore, there is no reason to believe that everyone will agree the model he proposes. My research has shown that people within the college where I was carrying out my research, although they may agree with each other, rarely have the opportunity to discuss whether or not, or in what ways they do, except in small groups. Larger group discussion was only as reaction to external change and had a damage limitation feel about it. Evidence from other institutions than the one I was working in show that there can be disagreement within departments (Beardon et al 1992 and Adams 1992) which even leads to talk of betrayal. Elliot does not go into detail about how, practically, those engaged in training within schools as well as colleges really could become involved in articulating aims for ITE beyond government demands. (Although McCulloch, 1994, confidently describes initiatives at Reading University involving secondary schools in such a way and maintains problems which may arise in primary training because of the different management structures can be solved). School led, or based, conferences and other opportunities for debate and discussion have not the same financial facilities as those traditionally led by HE. School personnel have the sorts of time tabled existence which does not provide for time out of the classroom. There is not the sort of budget which allows for travel. HE led conferences invite those from schools but few can practically attend. In the AT course, opportunities for individuals from college and school to get together were limited. Elliot's model of the teacher goes far beyond the government model based on a set of observable and measurable competences. To develop a

partnership, rather than an integration, with schools requires something more in the way of shared understandings. *How* are teachers to become party to a level of talk about the way teachers work, and about how people learn about their own teaching that is vital to the sort of model building with which Elliot is familiar? Dadds (1993) talks about the personal and active nature of action research. The literature of cognitive psychology gives fuller indications of aspects of learning which turn out to be crucial (Neisser 1988). Perception, memory and consequently learning have been shown to be *active* constructs. We relate to the world through our senses not in a pure way, but drawing on all our previous experiences to construct meanings. We develop cognitive sets which effectively obscure material which does not fit our constructs or schemata (Piaget 1929, Hamilton 1979, Neisser 1988). O'Hanlon (1993) in describing an 'Articulated Personal Theory of Professional Development' shows how her ideal of learning about teaching depending on personal experience and values leads to a self awareness in the teaching situation and the development of a personal theory of education. This model illustrates the personal perspective. I would suggest that this personal theory exists along with a more joint situational perspective which arises out of shared experience. Thus teachers, by virtue of their shared working environment, demands and priorities develop a shared perspective which is peculiar to them and will not coincide with a similarly developed perspective within HE. Elliot stresses the need for coherence and proposes a 'National Curriculum for Teacher Education' which depends upon a 'philosophical perspective'. The biggest problem of all, whether and how to arrive at a perspective which is truly shared across the whole of ITE in schools as well as colleges, from the point of design or at the point of operation, however, is not addressed. The MOTE group released a working paper (Furlong et al 1993) at the annual BERA conference looking at, specifically, integration and partnership. Using data from 45 case studies, conducted in 1992, of 45 HE led courses they proposed a number of 'ideal and typical' models, and suggested that the full partnership

model was not the one most commonly pursued by HE to achieve integration. Practical issues of time, distance and resources placed severe constraints on developing partnerships, and inconsistency of approach was evidenced. The MOTE case studies revealed that professional studies components, at least, were generally being designed to deliver the demands of Circular 14/89; it appears similarly that at the time of writing the most focussed concern among academics is how to function within the constraints of circular 14/93. The issues arising out of my case studies, described in chapter 6, were particularly pertinent by the middle of 1994.

An example of the ways in which thinking was progressing was seen at the UCET Meeting of the ITE (primary) committee on 15th December 1993. The meeting had been postponed from November, until after the primary circular. In the minutes it is evident that there were, in particular, worries about finances. There was an anticipation of difficulties in finding school placements in old style mode now that the new style was run on a financial basis. There was talk that teachers may have in the future to necessarily take on teacher training as part of their role:

there was, however, a possibility that teachers' contracts in future might include an obligation to be involved in professional training.

UCET 1993

They were next concerned at the domination of the core curriculum on the courses. A minimum of 450 hours for the three subjects (still to include science despite the changes in the National Curriculum proposed by Dearing) was going to be incredibly difficult to fit in to post graduate courses. It would be necessary for schools to take on responsibility for some of these hours. I described the way in which a specific number of required hours were assigned to schools within the AT course in order to meet the minimum requirement. Although that suggests a tightly arranged system of contact time this was not the case in practice. In school, time with mentors or other teachers was not

always in timed blocks as sessions in college. Curriculum studies proved the most difficult to embrace within the partnership model of the Articled Teacher course I studied. Sharing a course demands either an acceptance of a content model of the course which goes against the idea of student centred learning or a shared ethos giving autonomy of action. The first is easier practically, as plans can be laid out at the outset and followed through the various personnel taking responsibility for sections of what amounts to a syllabus. These personnel need have no input at the planning stage. The teachers working with ATs in school were in this position and looked thus for guidance on their contribution and how it fitted in with the college part of the course. The second is more difficult practically and requires a focus based on shared understandings of the nature of ITE, rather than a syllabus. This was the model that the college which I was studying preferred to embrace, yet it was also operating within a structure of hourly entitlement and within the AT curriculum studies in particular, requests from schools for information as to content. For such a model to succeed, both parties would need to understand and embrace it, and because of the resulting individual focus of the students' learning there would then be a need for recording this, describing the students' experience through something more than just exposure to curriculum content. The competence based approach may go some way to developing the idea of the student led curriculum for ITE, but the focus on the number of hours remains within the structure of the new criteria. One government proposal to ease the problem was to increase specialism; a 6 subject BEd for instance. But, as the UCET meeting concluded, specialism is difficult for small primary schools. There is in any case, evidence that those in HE are worried about the nature, rather than content, of what schools can offer and reveal their concern that the initial preparation of teachers should be firmly grounded in the intellect. The competences described in the criteria do not appear to cover this area. The minutes continue:

The DfE considered the new criteria much more open and liberal but

members felt that this might be partly to enable school consortia to drop the academic requirements which they clearly could not meet and that the Executive Committee should look more closely at this fact. It undermines absolutely any concern for education as an academic subject, which would be a disaster in both the long and the short term. The Circular ignored the academic study of child development, which the schools could not provide.....some (schools) had made it clear that they thought academic rigour unnecessary.

For a conference in May 1994 UCET prepared a number of case studies on partnership; documents describing how partnerships were being organised by HE institutions were distributed. These were secondary partnerships in the main, as these had to be in place by the September, but in the event the conference wanted to talk about primary and an extra session was time tabled on this. One piece of evidence that schools and colleges are not entirely as one is the development of School Centred Initial Teacher Training (SCITTs). Only two primary courses were set to start in September but SCITTs were a particular cause for concern for HE, particularly since John Patten removed the Lords amendment which insisted that an HE institution was to be used for school centred courses. Skilbeck (1993) spoke of consultation. There seems to have been little consultation on the development of school *led* courses. Not even CATE were asked to give their view. It was difficult so far to get information, particularly from those involved in primary SCITTs. We were informed at the conference that schools were using HE documentation for their courses; colleges were having to go so far as to copyright them. This shows that schools that have taken on the responsibility for training students could actually feel quite weak in producing materials of their own and its an acknowledgement that HE have a skill that they do not, at least at the moment. A staff conference at the HE institution which I studied was held in January, after the publication of circular 14/93. The talk was of profiling, something which was being developed within the college, mentors and partnership. Reference was made to the OFSTED (1993) evaluation Teacher Education and Training and on Learning to Succeed: a publication from the National

Commission on Education which was a wide ranging report, under the chairmanship of Lord Walton (1993) aiming to sum up the current situation in education and make recommendations for the future. There was here evidence, in common with my findings, that there has to be an awareness that notions of student support may change in more school based courses. The evaluation raised this issue within the context of courses provided through partnership: it suggested that as schools became more aware of their role in ITE colleges were withdrawing by decreasing their visits to schools; it said specifically:

In some instances the decrease limited excessively the support offered to students.

p 29

So, where partnerships are spoken of as improving because schools understood their role better, students are feeling a lack of support. The implication is that they need support from the colleges because that is seen as the central source of this; they cannot get all the support they need from school.

The commission described the roles it saw for HE and schools. HE was cast very much in the role as instigator and support, not just for students, but for schools too. They are to 'operate a system....assess and support' (p215) and provide quality control through administering and validating qualifications whereas schools are seen as providing opportunities, a context and experienced teachers who students can watch and work with. Although support is mentioned here too, it is only within the school situation; the emphasis is on providing a field, a context, an opportunity rather than a lead and a focus. They too, support profiling as a means to carry a picture of the student which will carry over into and through their teaching lives but do not give detail as to the nature of such documentation.

I mentioned earlier the difficulties that school based organisations might have in running conferences, compared to HE. That is not to say that they are not

developing opportunities where they can. I attended two such conferences. One opportunity is through local organisations which already exist. The Exeter Academic Council, a body representing head teachers in the area held a conference towards the end of 1993 to which the HE institutions in the area were invited. This, along with the conference at Tong School, Bradford in November 1993, show that school heads, at least, are *in some cases* anxious to take a more proactive role in ITE. However, at both conferences it was representatives from HE who gave talks about how they saw partnership working out. At Exeter for instance, Professor Maurice Galton (1993) from the University of Leicester explained a very complex profiling system based on competences.

By the late Spring of 1994, many secondary schools who had been enthusiastic were starting to have cold feet. The college based secondary courses which need students to spend two thirds of their time in schools were beginning to meet problems by March 1994. The feeling that schools are, above all, about educating *children* reveals their priorities. Where schools can see that role being compromised they have no compulsion to continue in *teacher* education. To do so could saddle them with an responsibility which is difficult for them to accommodate. As Mary Russell, secretary of UCET (quoted in TES 4.4.94) says when talking about the possibility of many schools withdrawing from school-based teacher training:

It's not primarily a question of money. Its more that schools want to concentrate their efforts on the main task, which is teaching pupils. In most cases what they're saying is we'll do it for the moment but we don't like it and we haven't got the time. And even if we do it this year we may want to pull out next.

A letter from a deputy head of a school which was involved in setting up a new scheme with the Institute of Education, London, is quoted by Eric Bolton (professor at the Institute) in an article on school based training. It was sent to the director of the scheme, which was to involve some 200 schools, and is

described as 'not untypical'. It reiterates many of the points which emerged from my case study, and show that schools too can be aware of the inappropriateness of schools as places to provide an academic approach to teacher education which they still think is necessary. I reproduce it here:

We have been considering very carefully the arrangements proposed for the PGCE partnership in 1994-95 and I feel I must outline our concerns. When the Secretary of State announced that substantial amounts of teacher training would take place in schools it appeared that schools would be recompensed sufficiently to allow us to employ staff wholly or in part for the purpose. This has not proved to be the case and the programme has been an extra burden on colleagues who are already heavily committed and at a time of severe budget cuts.

An analysis by SHA (Secondary Heads Association) suggests that the cost of staffing Initial Teacher Training (ITT) is close to £1,405 per student where 8 students are trained. We estimate our costs for five students this year has been over £2,000 per student.

We have always supported teacher training as our professional obligation and benefited from the potential for professional development which came from our links from both students and colleagues in HE. But the new scheme has caused us serious reservations. While my colleagues and I have been trained to teach pupils, and believe we have considerable success in doing so, we do not claim to have all the skills or knowledge necessary to train students. Those of us who do have the potential and willingness to develop these skills are invariably in senior posts and heavily committed, especially at a time of rapid change in schools.

Our experience of the scheme suggests the theory that underpins the practice of teaching is being marginalised. Much has been achieved by the institutions of education, and from reflections on practice within the schools, to develop a body of professional knowledge over the past 40 years.

This progress in our view is now jeopardised as the current proposals will inevitably result in HE withdrawing from ITT or offering a fragmented part of the course.

We are concerned to provide and monitor a quality course at Bishop Stortford's School. This cannot be done by 'adding to' senior teacher's already full responsibilities. It is necessary to set up a team of ITT staff who have adequate non contact time and will support the programme, both by undergoing their own training and acting as supervisors to the students. The level of funding proposed will not allow such non contact time to be time tabled, and in any case there is no guarantee that a student in any specific subject will materialise, or complete the course. Governors cannot accept the release of their best teachers from their primary task of teaching, and the disruption caused by the scheme over the past two years is hard to justify to parents. Do parents wish 30% of their children's teaching to be in the hands of students in up to five subjects? Do they want their children interviewed, observed or shadowed? Space is so limited in the staff room that accommodating

five or more students has been a problem and providing each with a workspace an impossibility.

We greatly regret withdrawing from the scheme as currently proposed but we feel we must do so to safeguard the interests of our pupils and to avoid totally unreasonable demands on our staff.

TES 17.5.94 p 2

Although some of these concerns are more particularly relevant to the secondary sector, it is widely agreed that, if anything, secondary lends itself better than primary to school based training because of size and management and curriculum structures. Yet this is the area from which we have most evidence available and it therefore should not be ignored. This letter highlights many of the issues which I have developed in detail and is a further indication that there are issues which need to be thought through more thoroughly by all who are involved in ITE.

Thus, with the current context in mind, and drawing on my findings in considering an appropriate model for teacher education (my preference for terminology) I see two issues as crucial, with the one leading on from the other.

A: Examination of rationale

I see this as fundamental and the basis of practical decision making. An examination of the beliefs, philosophies and aims of education and the preparation of teachers needs to be made explicit. The articulation of different perspectives and priorities and limitations of possibilities for sharing these need to be acknowledged. The problem of sharing may influence the practical model we adopt but only the underlying rationale if we are more interested in expedience. This problem could, it may be argued, have already compromised rationale, if we accept the particular competence and profile model put forward by government as a complete description of ITE. But sharing in both professional studies and curriculum studies could be tackled at two levels; the *first* is something which is not even acknowledged within government

criteria. This could be described as the 'education' which is missing from the terminology of 'teacher training' rather than 'teacher education'. The one year PGCE course was an attempt at student led ITE. It did focus on the students and their development through their experiences in both school and college. It attempted to develop understandings in the students, rather than feed them information. College was the clear locus for integration of theory and practice although theory came from many sources including the students themselves. This course helped students to feel safe but open minded and not afraid of change in themselves. By making personal education the crux of teacher development, rather than an extra, then curriculum knowledge and competence was given more opportunity to function and develop within an intellectual rather than a content/technician framework. The curriculum studies component of the course gave less opportunities for this kind of development, due to lack of time and a need for some survival skills. Yet the ethos gained during the most successful professional studies sessions tended to be the one that gave the flavour to the course. The Articled Teachers, however, being so rooted in present personal experience, in practice had fewer opportunities in professional studies sessions to draw in other sources of theory. The emphasis for these students in both professional and curriculum studies was then on content and practice and they tended to complete the course perhaps more efficient practically but with a less broad theoretical outlook.

B: An emphasis on partnership or integration?

Partnership is the buzz word in teacher education in the 1990s. But there are many different interpretations of the term. Partnerships between colleges and schools were often described on paper in terms of an equal balance of responsibilities. Government seemed keen that schools should take the lead. But the Concise Oxford Dictionary in its definition of partnership stresses only 'sharing' and 'association'. Is a sharing association best achieved by a

concentration on equality in this instance? In the courses I looked at, a stronger emphasis on integration which acknowledged the difference in the contributions of school and college produced a different kind of outcome to one which focussed above all on partnership. If we want *more* than competences is an emphasis on partnership appropriate? Or is an emphasis on integration a better way of achieving it? Is Elliot's proposal of weakening boundaries practical to any great extent? Is equality of status between schools and HE in their roles in HE realistic? As emphasised in the letter above, ITE is not schools' main priority, it is a sideline. At the time of writing, there is no evidence to suggest they are, in the main, willing to take full, or even equal, responsibility; those who did in the secondary sector were already withdrawing; time will tell what will happen with few in the primary sector who were willing to take the lead.

As I developed my conclusions during June 1994 a pamphlet prepared by UCET entitled 'Our Teachers' came to my attention. Containing a view of teachers which is described in answers to questions such as 'What are teachers for?' 'Who are the good teachers?' 'What do teachers teach?', it had been prepared, it said, in a climate of continued attack on the teaching profession and asked for views and comments:

We are troubled by the hostile propaganda to which teachers have been subjected and disturbed by an ever changing view of what teachers should be and how, therefore, they should be prepared, inducted and professionally developed. Simple, even simplistic solutions to alleged problems have flowed regularly in recent yearswe are, therefore, interested to explore whether there is a common view of the qualities which society needs in its teachers, qualities which might prove resilient to the changing demands of pedagogical fashion or political ideology. The writers seek to establish whether the views expressed in this pamphlet enjoy wide-spread support not only from the profession and its associations, but from governors, administrators, parents, pupils, those preparing or seeking to become teachers and other concerned citizens.

This was a very 'user friendly' document, accessible to both school and college

personnel, and addressing some of the issues I have suggested are important. There was an air of establishing loyalties and clarifying stance. Schools and colleges had been thrown together by a government who have sought to devalue them both and have begun to develop their own agenda. Significantly, it is a relationship which has also been sought by each partner outside of government ordnance but which has to be clarified jointly in order to make it productive rather than a reaction.

Appendices

Appendix 1
Main relevant points of legislation 1988-

1988 Education Act

(Many documents were issued on various aspects of the bill; these were mostly given two to three months consultation periods, with little attention paid to resistance (Simon 1992)).

The Act promoted variety and choice in schools, school control of budgets and competition for pupils, thus introducing a market system, but conformity in curriculum, at least in the state sector. Some of its main points:

*National Curriculum (NC) for state schools as proposed in 1987 plus associated, supposedly diagnostic, testing: Standard Assessment Tasks (SATs), later to become 'tests' and to be used for school league tables. The original basis - a report by Task Group on Assessment and Testing (TGAT) (1988) was not adhered to; two new bodies, NCC(National Curriculum Council) and SEAC (Schools Examinations and Assessment Council) are to oversee and advise. Both are government quangos; both chairmen resigned 1992 amidst some disarray and with increasing interference from government; the two bodies merged into one in 1993.

- * open enrolment to schools
- * devolved budgets to schools through Local Management of Schools (LMS)
- * option of opting out of local authority - Grant Maintained Status (GMS)

May Consultation document 'Qualified Teacher Status'. Responses required by 14th October. New arrangements to being effect by Spring.

- * proposals for Licensed Teachers: candidates with some HE to learn 'on the job'.
- * proposals for abolishing probationary year

1989 Circular 18/89 Arrangements for Licensed Teachers.

1989 DES circular 24/89 Initial Teacher Training: Approval of Courses (new CATE criteria)

These build on the criteria from 3/84. They encourage a vision of professional training as one of 'functional competence' (Williams 1992). There is a focus on school experience, partnerships (mandatory only in respect of tutors having to have recent and relevant experience) and rigid structure of performance criteria.

1989 27th June DES. The Articled Teacher Pilot Scheme. Invitation to bid for funding.

1991 September DES letter of proposal to abolish probationary year.

1991 HMI report 'School based Initial Teacher Training in England and Wales'. Amongst its main points it:

- * Looks at funding with view to involving schools in partnerships which don't depend 'on fragile assumptions of goodwill'
- * sees the need for critical reflection on both academic study and practical experience
- * queries the quality of school experience
- * *the concept of school based training rests on more than just time spent in school.*
The report states that success depends on the quality of the relationship.
- * *There is not a uniform case for immediate increase (of school based experience) in all courses and all types of training*
But it acknowledges that secondary schools are better placed.
- * points to curriculum overload in the PGCE

1991 Citizens' and Parents Charters promise:

- * publication of examination results.
- * publication of truancy figures

- * comparative information on schools
- * schools can buy inspections from anybody who has gained OFSTED certification with a government grant

1992 January. Kenneth Clarke as Secretary of State makes North of England speech which:

- * criticised current provision
- * refers to 'dogmatic orthodoxies' of the colleges and the need to shift responsibility to schools.
- * governments intention to increase time all teachers in training spend in schools
- *introduces the notion of 'mentor'
- * proposes secondary PGCE with 80% time in school

1992 DES School Teacher Probation, letter of 4th March, and 'Clarke announces Major Changes for New Teachers', attached press notice 96/92

1992 April. Election returns new Conservative government. (In the previous 13 years there had been 15 separate pieces of education legislation). John Patten becomes new Secretary of State.

1992 HMI is to be reduced in number and scope. Office for Standards in Education (OFSTED) is born. Inspections of schools by independent registered inspectors to start in September 93 (secondary) and 94 (primary) will be carried out more frequently (4 yearly) but will which concentrate far more on documentation through OFSTED criteria. The purpose of these inspections is intended to be for public accountability rather than to individual school development.

1992 Further and Higher Education Act

*OFSTED will inspect teacher training courses.

* CATE and OFSTED will approve courses, Higher Education Funding Council for England (HEFCE) and OFSTED will be responsible for funding institutions to provide ITT.

1992 DES 'Patten Announces Expansion of School based Training' press notice 158/92. Attached letter of 26th May from John Patten to Sir William Taylor (of CATE) Both describe commitment to school based training. CATE recommended 21 weeks of school based work in a secondary PGCE (John Patten insists on 24).

1992 January. DES Reform of Initial Teacher Training: A Consultation Document. Responses required by the end of March. At this time we were still waiting for final proposals on primary training. The delay was said to be due to a desire to pay heed to responses to the 'Alexander report.'

1992 DES 'Education in England and Wales 1990-91. The Annual Report of HM Senior Chief inspector of Schools'. Comments included:

- * *Most of the training of students observed in training institutions were at least satisfactory (point 129)*
- * *The success of school-based training did not depend only on the amount of time spent in schools. It relied heavily on the quality of the relationships between the training institution and the school, the significant involvement of teachers in the planning, supervision and assessment of the students' training and the active support of tutors for the students' work in schools (pt. 130)*
- * *Valuable work on identifying the competences required of teachers and developing profiles of their performance continued in many institutions (pt. 135)*

1992 In March DfE confirms the decision to abolish the probationary year followed by 'Induction of Newly Qualified Teachers' in August (administrative memorandum 2/92)

This is a proposition to enable ITT to link with induction and INSET which

will be further developed in circular 9/92 (below):

...through the development of profiling and competence based approaches to professional development (note 7).

1992 OFSTED report: The Training of Primary School Teachers (March 1991-March 1992).

- * *the work of students teaching in schools was generally at least satisfactory*
(p2)
- * school and college links were not satisfactory with coherence suffering

1992 OFSTED/HMI report: The New Teacher in School

- * 90% of heads thought that new teachers were adequately prepared
- * 73% of lessons by new primary teachers considered satisfactory or better by HMI (similar to established teachers; same as 1987 and higher than in 1981)
- * 80% of new primary teachers felt adequately prepared
- * 10% of sample (100) considered to be unsuitable for teaching

1992 June DfE Circular 9/92 Initial Teacher Training (Secondary Phase) and CATE note of guidance. This contains procedures for primary and secondary, and new criteria for secondary. It demands that:

- * 66% of course time is spent in schools for secondary training
- * schools can run courses and be funded directly
- * teachers are involved in planning
- * competences are to be the focus for accreditation criteria
- * professional development means a profile to carry on into first post

1992 June DfE White paper: 'Choice and Diversity.' Followed by a bill in November

This confirms 'market' arrangements for schools:

- * truancy tables

- * funding agency for opted out schools
- * schools being allowed to specialise
- * consortia of small primary schools allowed to apply for opting out funding
- * School Curriculum and Assessment Authority (SCAA) to replace NCC and SEAC. (They want control of ITE too (TES 6.11.92)).
- * John Patten confirms in a commons debate (November 9th) that opt out schools will receive extra funding

1992 December NCC corporate plan promises a review of NC. There have been complaints of overload and boycotting of tests in schools. The review is to be carried out by Sir Ron Dearing, an industrialist chosen by the government.

June 1993 DfE The Initial Training of primary School Teachers: New Criteria for course approval Draft circular (14/93) for primary training 'for legislation to be introduced in the Autumn'. The DfE 'will take account of the views of interested parties on these proposals in preparing the legislation'

There is within the proposals an acknowledgement that there is more content in the curriculum in primary training (there is a compulsory 150 hours each of the core subjects: English, maths and science) so there is less time ordered in school than for secondary. Specialism in primary school teachers is to be encouraged as a way out of this problem. 'Comments' to be made by the end of July.

23rd November 1993

Final version of Circular 14/93 Initial Training of Primary School Teachers: New Criteria for Courses + CATE note of guidance.

- *for new courses in place by September 1994; established courses 1996
- *encourages more specialism in primary schools
- * time increase in schools: from 20 to 32 weeks in four year BEd, 15 to 24 weeks in three year BEd, 15 to 18 weeks in primary PGCE

- * PGCE increased by 2 weeks to 38 weeks for generalist teachers (lack of clarity on whether specialist courses need to be increased)
- * schools can apply for their own funding for courses
- * SCITTs (School Centred ITT courses) attract more money for students
- * *professional competences are at the heart of the criteria* (p8)
- * Re partnerships:

The secretary of state will look carefully at any evidence that individual schools have been treated arbitrarily or unreasonably and take action as necessary (p12)

There is no such assurances for HEIs, nor are demands of training or quality of training made on schools; the onus of quality assurance, through the criteria is on the HEIs as the accredited institution.

- * 450 hours of curriculum time on core subjects of English, maths and science

1993 Education Bill:

Includes the proposals for teacher training and student union reform.

Published November 1993. Goes through Lords 7 December 1993; on to Commons by May 1994

In addition to the arrangements described above above it orders inter alia:

- * The TTA (government quango) will fund both school and HEI led courses (of which there should be a balance) and research. They will take over Teaching as a Career (TASC), another public body, functions too. They will assess institutions and control through funding. The Secretary of State can give them further powers of his choosing whenever he likes.
- * Schools can go without an HEI. (This had been the subject of an amendment by the Lords, but Patten disallows it on the bill reaching the Commons). It is not clear how quality assurance is to function in these cases as there will be no validating institution
- * CATE will end in August 1994

January 1994 An Open University PGCE starts.

Students are to be based in school they identify themselves. Tutoring is to be partly through Saturday seminars but largely through computers, one of which each student is to be provided with, the school retaining it at the end of training. Over a thousand enrol.

May 9th 1994 The Dearing Review of the National Curriculum acknowledges that it is too complex and weighty and sometimes too prescriptive. It suggests shrinkage but there are still contentious issues such as prescription of particular texts in English. Science now is not to be core primary subject, but the ITE curriculum for science remains unchanged at 150 hours.

Appendix 2

Interviews - approaches, themes and questions

Many interviews were informal and unstructured, as befitted the individual, the circumstances and the time available. The following illustrates the more formal of my interviews. They were, in particular, those with college staff whom I only saw once and with whom I had less opportunity to revisit issues, and with mentors and ATs at the end of the AT course to gain a final view from those who I could not see again. (I used questionnaires in preference for one year PGCEs at the end of their course as there were so many of them).

Autumn term 1991

College staff were interviewed largely during first year of research.

Letter to college staff:

Articled Teachers and 1 year P.G.C.E.

You may be aware that I am carrying out an investigation of these two courses at (college). I have been following all this year's cohort of A.T.s quite closely and have selected a small number of the one year students to make a comparison. You have been/are involved with one or more of these students either as T.P. supervisor or as tutor/lecturer. I would be very grateful if I could have a chat with you sometime about teaching practice (not about a student performance particularly; more about how the system operates and how you see your role as supervisor), and what you are aiming to provide in your college based sessions. I would also be very grateful if you would allow me to attend one or more of these sessions as observer.

I have tried to contact you by telephone, but have discovered this is not the most efficient way of making contact! I will, however, be trying again to see if we can make arrangements to meet.

Thank you very much.

Semi structured interviews of college staff:

1. Do they have a model of the ideal teacher? How did they decide on such a model? If no ideal model what do they see as the role of the present day teacher and does it match with what a teacher should be?
2. How do they see a training course providing the student with the necessary to become 1.?
3. How in particular do they see the A.T. course providing this?
4. What do they see as the strengths and weaknesses of the course? (compared to the 1 yr. P.G.C.E. if they teach that too.)
5. What was their particular brief for the component of the course they were asked to provide?
6. How do they see their input fitting in with the course as a whole?
7. What do they know about the course as a whole?
8. What is their view of the partnership approach to ITE?
9. What are they expecting the schools to provide that the college is not?
10. Are they happy that the schools will do this efficiently/in the way that this member of staff would like it done/putting over the philosophies of education that they would agree with?

Summer term 1993 - end of course for AT cohort

Themes/questions for interviews

ATs:

Exact patterns of school work throughout the two years. Working with which classes, group work, whole class, alone, with teacher present etc.

How do the teaching practice periods differ from the rest of the time?

What input have they had from mentors and other staff? Patterns of contact.

What do they think they have learnt from school/college?

How has the work at school and college connected? Has the course been an integrated one?

What do they see as the teacher's role and how has the course helped them to be able to fulfil it?

(Has the course given them a choice of strategies in their teaching or do they have to find them out for themselves? Have they become good practical technicians, applying what they've learnt or is there anything of the reflective practitioner going on? At what sort of level? Anything intellectual happening or are most of the questions practical?)

Where do they now feel strengths and weaknesses?

Mentors:

How they see their role as teacher and as mentor.

How did they see their input as part of the course. Integrated?

Mentor training. How did it help them (or not)?

Exact patterns of contact with ATs. What did they do in that time?

How did what they did with the ATs change during the course?

How did their relationship with the AT change during the course?

What did the AT appear to be gaining from the college inputs?

How was what they did different from teaching practice supervision?

Did they have any problem with the different and maybe clashing aspects of their role? (e.g. advisor/assessor/colleague) .

How do they think they've done as mentor?

Class teachers:

Patterns of contact with AT; themselves and class.

How do they see their role? Who gave them info about what was going on?

What do they know of the course as a whole and how do they see themselves fitting in?

Relationship with AT and mentor.

Time available to co-ordinate with AT and mentor?

College staff:

Model of the teacher - institutional or personal - source?

Input to course - worked out with whom?

Difference with what they do on PGCE course

Knowledge of course as whole - their opinion of it - were they happy with their contribution?

Any contact with the schools involved, mentors?

How they see the partnership - role of college and school. What would they expect the schools to provide for the ATs?

Semi structured interview questions

Mentors

1. For what part of the At's course were you the mentor?
2. Were you the class teacher at any time? Did 'teaching practice take place in your class or another? Were you involved in that in any way?
3. What mentor training did you have? When was it and what form did it take?

4. These next few questions ask about how you think your input played a part in the training process.

How would you describe your role within the training process?

Did you feel an important part of the training?

Did you know exactly what you were supposed to be doing?

Did you know what was going on at (college)?

What do you think the AT has gained from the faculty based part of the course?

Could that have been provided in school?

How integrated do you think the school and college parts of the course were?

Did you feel part of a team that was working together to provide training?

How did that happen (could that have happened)?

5. These questions concern how you worked with the AT.

Describe the patterns and ways that you worked with the AT. By this I mean teaching patterns and use of mentor time and other time.

How did that change as the course went on?

What sort of a relationship did you have with the AT? Friend, colleague, teacher/pupil, advisor?

Did you have any problem with being the assessor of someone you had worked so closely with?

Have you been a supervisor for T.P. students before? If so, how did that differ from how you worked with the AT?

6. Can you describe for me your model of the teacher? How did you develop this model? Do you think college is aiming for the same sort of teacher as you are?

7. How was the money used? For supply cover (for you or someone else) or in other ways? Was this the best way it could have been used? Did you need all the time with the AT that you had?

9. Are you happy with what you have done as mentor? How might you change your approach if you were to be a mentor again?

10. What are the strengths and weaknesses of your AT?

11. Are there any other comments you would like to make in connection with the course?

AT Class teachers

1. For what part of the At's course were you the class teacher?

2. What do you know about the course as a whole?

2. These next few questions ask about how you think your input played a part in the training process.

How would you describe your role within the training process?

Did you feel an important part of the training?

Did you know exactly what you were supposed to be doing?

Did you know what was going on at (college)?

Did you feel part of a team that was working together to provide training?

How did that happen (could that have happened)?

3. These questions concern how you worked with the AT.

Describe the patterns and ways that you worked with the AT. By this I mean teaching patterns, classroom organisation and time you spent talking with the AT.

Did that change as the course went on?

What sort of a relationship did you have with the AT? e.g.: Friend, colleague, teacher/pupil, advisor?

Have you been a supervisor for T.P. students before? If so, how did that differ from how you worked with the AT?

Did the time with you include a formal 'teaching practice?' How was that different from the other times the AT was working in your class?

4. Can you describe for me your model of the teacher? How did you develop this model? Do you think college is aiming for the same sort of teacher as you are?

5. What do you think are the strengths and weaknesses of your AT?

6. Are there any other comments you would like to make in connection with the course?

Appendix 3

Examples of interview and observation transcripts

Professional studies session Spring term 1992

An illustration of long hand note taking. This session also shows the focus on individual's school work.

Talking about their schools and noise. Noisy adults spark it off. (AT 11) talking about open plan. (AT 1) and (AT 8) joining in discussion. (AT 11) has seen other schools here things were quiet.

(AT 2): Some activities make them noisy

(AT 8) space

(AT 1) expectations of the teacher

(AT 5) Can ask for silence sometimes

Noise is distracting.

(AT professional tutor) Ground rules. Expectations. Sometimes don't have to be explicit. Make them become aware of your expectations and why.

Mentors do it without articulating? Naturally. When you visit - ask how it was achieved.

(AT 1) Personality and expectation

(AT 11) Happy and peaceful teacher tends to have happy and peaceful class.

(AT 8) I watched successful supply teacher who set his own rules very quickly.

(AT professional tutor) 'You can't influence the influence you have as a teacher'. Gives eggs of his own child willing to take best toys into school.

Talking about personalities.

(AT 6) 'The class I'm in.....'

A nice quiet teacher -dull.

(AT 1) Enthusiasm

Can't have noise that's not too loud.

(AT 5) Trouble with voice

(AT 6). 'Right-okay' the cue.

They discuss the use of eyes and expression.

(AT professional tutor) Is there anyone here who can say in nearly two terms

haven't has a problem with noise levels?

(AT 1 and AT 6) No, not really a problem, except (AT 1's) class teacher's group sometimes disturbs her.

(AT 11) I'd like few minutes every day for silent working - not just reading.

Needs good preparation. Time and place for silent working on own.

(AT professional tutor) asks (AT 10)

Not a problem in my class. But when I took class next door - I felt I had no authority at all.

(AT 2) After wet lunch and break - they were disrupting other classes although they were on task.

(AT professional tutor) We've had some ideas for strategies. What other things have people seen that you can share?

(AT 4) Reception class teacher. Quite tolerant usually. She has this one activity used perhaps twice a term. She rolls up sleeves and bashes piano.

(AT professional tutor) (AT 9?)

I can't always make myself heard. So many children choosing at any one time. Not many children working. Lots of movement as well. I don't know what the solution is.

(AT 8) 2 minutes to get organised and then quiet.

(AT 11) No, choosing, not choosing. Two minutes at any one thing. I find this very disruptive.

(AT 1) Unstructured choosing is always play.

(AT 11) We have various levels of choosing. I was in charge of unstructured activities. e.g. chains of ten, beads in alternate patterns. They loved it.

(AT professional tutor). About being on task. What I've said before. Very important. We should have children's interest and they should know what they're about. Be very firm. 'This is what you're going to know. You've got 15 mins.'

Ref (AT 2). Shared reading time throughout the school. Children used to being quiet. It doesn't work - two minutes and then quiet.

Choosing for PS next week?

(AT 3) We don't do choosing.

(AT professional tutor) All right Opportunities for choice.

(AT 3) Its always in our case work for early finishers. They don't choose.

(AT professional tutor) Where do elements of choice come into your class?
Certain fundamentals. How does that affect the situation in your classroom? It may be quite small. Does it exist? Is it a good thing?

(AT 4) We do.....

(AT 3) Is this running alongside the gender issues?

(AT professional tutor) Its planning today.

Don't worry. Just jot down some ideas to come and share and lets try to look at why.

(AT professional tutor) chapter 4 Deane - he reads. Short para about importance of seeing a variety of models at the beginning of your career.
Going to look at plans you did last week.

All plans are good plans. Working documents. We're looking at them in isolation. Its a way, rather than you presenting to us. These things aren't wrong, part of people's learning. Help us in our thinking. That's why we're sharing, not trying to knock anybody's piece of work. I hope no-one's unhappy.
(They laugh and joke.)

Do you have an evaluation for yours? (AT 3?)(AT 10?) No. (AT 3 didn't do it after all.

(AT 2) Were we supposed to have an evaluation?

(AT professional tutor) Never mind, we won't specifically deal with evaluation. (AT 5?)

(AT 5) It's in my journal. I can tell you.

(AT professional tutor) Lets chat at the end.

Look at plans on OHP (eventually; have problem with plugging in).

We read.

(AT professional tutor) Is this clear? Could you do the session for her from this?

Yes.

(AT 11) Its not just plans for herself.

(AT 2) Its for my journal.

(AT professional tutor) It's said you can just do an aide memoire. Fine for helping you get through the session. But what about putting it the context of everything else?

(AT 1) I found especially in maths this was too rigid.

(AT 5) I found the same in my symmetry work. Too many surprises.

(AT professional tutor) Would you agree? More particular in particular subject areas?

(AT 3) Was the time really as defined as that?

(AT 2) I don't plan like this all the time. It was for this particular slot in a rigidly time tabled book week.

(AT 5) I find it a help to make an approximation of times during A session.

(AT 1) I don't. I rely on the children's understanding.

(AT professional tutor) We've said what is good. What is bad. Or things which are good we've not said?

(AT 11) Too good to be true

(AT 2) I will be flexible - often write a plan and then we go off in a different direction

(AT professional tutor) But you've sorted out what your expectations and objectives are.

(AT 5) I might want to refer to them later and use again. Make it so it will make sense later.

N.C. references to help to get to know the curriculum documents.

(AT 1) Its useful to get a more complete understanding.

(AT 6) I have different sorts of aims - e.g improving vocabulary etc.

(AT 4) Yes, what skills.

(AT professional tutor) refers back to plan they had been given. More long term plans.

(AT 1) Aims are something long term - you can't assess at end of lesson. So why have aim at beginning of every lesson?

(AT professional tutor) Way you carry out will be based on that.

(AT 1) Its just for yourself.

(AT professional tutor)

(AT 1) You can write down something you want to achieve but eg of teacher whose children had coloured in - it wasn't language work.

(AT 6) It should have been in the evaluation.

(AT 1) Self appraisal.

(AT 6) Yes.

(AT professional tutor) Fundamental - on task.

(AT 1) Tasks for individual children's interpretation - at their own level.

(AT professional tutor) But you organise to do that. You have an end. We've got to articulate some of these things. An aim is something over time. You should be able to assess objectives.

(AT 3) Why put them in time and time again?

(AT professional tutor) Some will be more specific. If you have schemes of work planned (don't worry if you've not yet). Within a lesson, an opportunity to develop particular things.

I don't want to put dampers on your points of view.

Experienced teacher would have these plans within a whole scheme of work

(AT 3) Shouldn't these anyway fit in with teacher's scheme of work? I'm involved with the planning and take bits and pieces of it.

(AT professional tutor) How does this fit in with what actually happens in school? What do you usually do?

(AT 2) Part of two week plan handed in to Head.

((AT professional tutor) At (Marpool) (AT 3), a weekly sheet?

(AT 3) Yes. And individual things described briefly and AT(attainment target) indicated.

(AT professional tutor) But you're not responsible for planning a whole term's work?

(AT 3) No, but you work from overview sheet.

(AT 1) You have to work within someone else's framework.

(AT 6) My aims concern 'why are you doing this?

(AT 1) Where you want them to go.

(AT 8) You might want to know in this case what we should be looking for in the written work.

(AT 3) Classroom organisation was straightforward here. Not always. Kids all over the place. (Here it says 'children sitting in normal places').

(AT 1) Yes. Fine for a one off.

(AT professional tutor) what will the children need to be able to do this?

(AT 3) Knowledge of books.

(AT 2) We've done lots of work on favourite character.

(AT 1) You need to indicate that progression.

(AT professional tutor) anything else?

No. What would you anticipate the outcome would be? What would the children be reading out? Could be easy or quite trick.

(AT 11) Did they use the book?

(AT 2) They didn't want the others to see.

(AT 6) They were pre prepared?

Had been looking at characters.

(AT professional tutor) Any alternatives? Anything else to prepare?

(AT 2) I did Mr. Fox as e.g. and we went through a poster.

They were writing perhaps 20 mins.

(AT 6) Perhaps do a friend or themselves first. Bit abstract describing a

character.

(AT professional tutor) What we have here is a worksheet. Great parallels with maths. Difficulties aren't necessarily mathematics.

(AT 1) Yes- I have found with the less able - each task has to be a separate sheet.

(AT 5) If you asked them to just write it variety of response.

I wondered if patronising when I did nonsense botany - but this tells them what is required and helps them to work independently.

(AT professional tutor) Prepare so that they're not worrying about the words here.

(AT 5) You're teaching them a format too, aren't you.

(AT professional tutor) What about follow up. Won't ask AT 2 this time.

(AT 3) Could change it into prose article. Written work will be easier having already worked out adjectives etc.

(AT 1) Extending work can be tedious for the children.

(AT 11) It could grab some, but bore others - not given fresh start.

(AT professional tutor) To leave you with one thought. If you were going to do an evaluation. What sort of things would you be looking for?

(AT 1) How well they've done it

(AT professional tutor) Should we have included adjectives in objective? (it was included in AT 3)

(AT 10) Enthusiasm.

(AT professional tutor) AT 2 - the last word.

(AT 2) My evaluation was positive. Disappointed with some people finding it hard to think of words. They needed to talk about it - and they didn't talk to each other. Excitement at the end. Very enjoyable. It was one of the quietest lessons I've had.

Thanks. Had meant to go on to another.

PGCE one year class teacher interview (S13) June 10th 1992

I first observed the lesson. I previously had interviewed student (PGCE 1).
Talked only briefly with the class teacher here. Even so, many relevant points were raised. I interviewed also H12.

PGCE CT 3

I did 1 yr. I didn't learn to teach. Year is so short. Its not long enough in schools. I feel strong for (PGCE 1). She's had to be thrown in.

Tutor said that was what was needed.

Not enough time to observe and familiarise with children and routines and way class is managed. Though she did brilliantly.

Capabilities of children - she couldn't see by looking at books only.

It's hard to take over so quickly.

I feel we have responsibilities to train students. But can be tiring time.

I've things - frees us - another adult working with them.

(PGCE 1) has got potential. Great ideas. Great with children - but standard of work has fallen. Difficult for me - I would classify her as average. With experience she'll become good. She has progressed even now.

Classroom management. Difficult - also discipline. They know she's not their real teacher.

But I have to pick up the pieces. Even if student is brilliant there will be repercussions.

Time in schools - I think longer - even if just final TP was.

But asking too much of schools.

Consider the children.

Appendix 4
Questionnaires

| | |
|---|-----|
| Beginning of course (one year and AT PGCEs) | 237 |
| End of course (one year PGCEs and previous cohort of ATs) | 240 |
| End of first year (case study cohort of ATs) | 254 |
| End of case study ATs' course (for college staff) | 268 |

I am a research student at . who will be spending the next three years looking at the articulated teacher course and comparing it to the one year P.G.C.E.

As you are a student on one of these courses it would be very helpful indeed if you could complete the following questionnaire.

I would stress that it is the courses themselves that I am investigating, not individual students. I am, however, particularly interested in them from the student's viewpoint and I would like to get a picture of you all before the course gets underway.

All the information you give me will remain confidential and will only be used in connection with my investigation.

Please have your completed questionnaires ready for me to collect on Friday morning.

Thank you very much for your co-operation.

N.B. Please use the blank page at the back if insufficient space is provided for your answer on the form.

1. Your date of birth:

2. Male/female

3. Qualifications: subject(s) grade place of study

'A' levels

degree(s)

other
(please
specify)

4. Work experience: From to describe your job briefly

The following questions are about how you came to be on the course. Please include all information that may be relevant.

5. When did you decide on teaching as a career?

6. What aspects of teaching appeal to you?

7. What aspects of teaching worry you?

8. Why did you choose this particular age range?

9. How did you find out about this particular training course?

10. What considerations caused you to choose this route to qualified teacher status?

11. Is there anything else you can tell me about how you came to to be on this particular course which has not been mentioned in your previous answers?

12. If you are willing to discuss your answers with me please write your name below.

.....

Thank you very much for your help.

To all Articled Teachers and one year PGCE students at the end of their course:

As you may remember, I am a research student at looking at the Articled Teacher course. This year I have been following the second cohort closely in order to gather detailed, qualitative material from the very beginning of their course. I have also been following up some students on the one year PGCE as a comparison. If you have been one of those, thank you very much for the help you have given me already. However, I would very much like to gather some information from all those who are coming to the end of their course. Therefore, I would be most grateful if you could fill in the following questionnaire. There is no need to give your name: the information you give me will be anonymous.

How to fill in the questionnaire.

The first 20 questions have the same format. Under various headings you need to :

a) indicate the extent of your learning by circling round one of the figures 1 to 4 thus:

What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | ③ | 4 |

b) Indicate where any such learning has taken place in each case by circling one of the figures 1, 2, 3 or 4 under any of the four categories *making sure your percentages add up to a hundred (with your circled total being 4)* . If you have circled 0 above no response is necessary here.

For example:

What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 ② 3 4 | ① 2 3 4 | ① 2 3 4 | 1 2 3 4 |

or

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 ③ 4 | 1 2 3 4 | 1 2 3 4 | ① 2 3 4 |

c) Give any other information relating to your learning under this heading .

The remaining questions require simple choices or written answers. Please elucidate where you can. Use the space at the end of the questionnaire for any information you haven't room for elsewhere.

With many thanks -
Caroline Whiting

Please turn over →

1. National Curriculum

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

2. Knowledge of subjects in the primary curriculum

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

3. Teaching methods and strategies

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

4. Ways in which to justify your own practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

5. Ways in which to assess your own and others' practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

How children learn

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

7. Ways in which schools are organised

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

8. Classroom organisation - materials, furniture, resources

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

Please turn over



9. Classroom organisation - children and time (e.g. grouping, organising the day)

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

10. Confidence in what you are doing

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

11. Planning your work with the children

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

12. A growing personal philosophy of education

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

13. Class control and discipline

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

14. An awareness and understanding of research which may affect your practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

15. Social factors within schools

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

16. Social factors outside, but which may affect, the school

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

17. Integrating the curriculum

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

18. How education in the U.K. is organised and run

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

19. Assessment of children's work / record keeping

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

20. Learning difficulties and how to deal with them.

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

The remaining questions require simple choices and / or written answers. Please give detail where you can.

21. Please write here any other headings which you think I might have included in the previous questions and comment on the extent and source of your learning.

22. Have you found it possible to link the work done on college with that in schools?

23. What would you say are the strengths and weaknesses of your course?

Strengths:

Weaknesses:

24. Are you intending to teach?

Yes / No (please delete as appropriate)

25.

If yes,

- a) Straightaway / later (please delete as appropriate)
- b) What things, if any, are you worried about in starting your first teaching post?
- c) What things are you most looking forward to in your first teaching post?

If no,

- d). Why not?

Please turn over ➤

Please use this sheet for any further comments. Thankyou once again for your help in answering the questionnaire.

To all Articled Teachers at the end of their first year.

Thanks for all the help you have given me over the past year. I would be very grateful if you could complete the following questionnaire so that I can gather some quantitative data from all of you at this half way stage. If you could send it back to me nearer the beginning of the holidays rather than the end it would mean I could be looking over them during the break and this would help me to plan my work for the coming year. Please don't be afraid to pass comment on the questionnaire itself, or to write in extra things to suit you; it helps me do it better next time!

Have a good holiday .

How to fill in the questionnaire.

The first 20 questions have the same format. Under various headings you need to :

a) Indicate the extent of your learning by circling round one of the figures 1 to 4 thus:

What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) Indicate where any such learning has taken place in each case by circling one of the figures 1, 2, 3 or 4 under any of the four categories *making sure your percentages add up to a hundred (with your circled total being 4)* . If you have circled 0 above no response is necessary here.

For example:

What percentage of that learning was gained from the following sources?

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

or

| | | | |
|------------------|------------------|------------------|------------------------------|
| college | school | assignments | other (please specify below) |
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading .

The remaining questions require simple choices or written answers. Please elucidate where you can. Use the space at the end of the questionnaire for any information you haven't room for elsewhere.

With many thanks -
Caroline Whiting

Please turn over →

1. National Curriculum

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

2. Knowledge of subjects in the primary curriculum

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

4. Ways in which to justify your own practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

5. Ways in which to assess your own and others' practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

6. How children learn

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

8. Classroom organisation - materials, furniture, resources

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

Please turn over →

9. Classroom organisation - children and time (e.g. grouping, organising the day)

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | | | | | school | | | | | assignments | | | | | other (please specify below) | | | | |
|------------------|---|---|---|--|------------------|---|---|---|--|------------------|---|---|---|--|------------------------------|---|---|---|--|
| 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | |

c) Give any other information relating to your learning under this heading:

10. Confidence in what you are doing

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | | | | | school | | | | | assignments | | | | | other (please specify below) | | | | |
|------------------|---|---|---|--|------------------|---|---|---|--|------------------|---|---|---|--|------------------------------|---|---|---|--|
| 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | |
| 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 | |

c) Give any other information relating to your learning under this heading:

11. Planning your work with the children

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

12. A growing personal philosophy of education

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

13. Class control and discipline

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

14. An awareness and understanding of research which may affect your practice

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

15. Social factors within schools

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

16. Social factors outside, but which may affect, the school

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

Please turn over →

17. Integrating the curriculum

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

18. How education in the U.K. is organised and run

a) What is the extent of your learning ?

| | | | | |
|------|------------|-----------------|----------|--------------------|
| none | inadequate | barely adequate | adequate | more than adequate |
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | school | assignments | other (please specify below) |
|------------------|------------------|------------------|------------------------------|
| 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% | 25% 50% 75% 100% |
| 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

c) Give any other information relating to your learning under this heading:

19. Assessment of children's work / record keeping

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | | | | | school | | | | | assignments | | | | | other (please specify below) | | | | |
|------------------|--|--|--|--|------------------|--|--|--|--|------------------|--|--|--|--|------------------------------|--|--|--|--|
| 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | |
| 1 2 3 4 | | | | | 1 2 3 4 | | | | | 1 2 3 4 | | | | | 1 2 3 4 | | | | |

c) Give any other information relating to your learning under this heading:

20. Learning difficulties and how to deal with them.

a) What is the extent of your learning ?

| none | inadequate | barely adequate | adequate | more than adequate |
|------|------------|-----------------|----------|--------------------|
| 0 | 1 | 2 | 3 | 4 |

b) What percentage of that learning was gained from the following sources?

| college | | | | | school | | | | | assignments | | | | | other (please specify below) | | | | |
|------------------|--|--|--|--|------------------|--|--|--|--|------------------|--|--|--|--|------------------------------|--|--|--|--|
| 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | | 25% 50% 75% 100% | | | | |
| 1 2 3 4 | | | | | 1 2 3 4 | | | | | 1 2 3 4 | | | | | 1 2 3 4 | | | | |

c) Give any other information relating to your learning under this heading:

Please turn over



The remaining questions require simple choices and / or written answers. Please give detail where you can.

21. Please write here any other headings which you think I might have included in the previous questions and comment on the extent and source of your learning.

22. Have you found it possible to link the work done on college with that in schools?

23. What would you say are the strengths and weaknesses of your course?

Strengths:

Weaknesses:

24. How was your T.T. organised? Did that proceed satisfactorily?

25. What visits have you made to other schools and how were they organised?

26. Is your learning following the pattern of progression indicated in the handbook? (Such as in the different stages).

Please use this sheet for any further comments. Thank you once again for your help in answering the questionnaire.

Articled Teacher Course

My research on the Articled teacher course at (college) is nearing the end of its main data collection phase. As the members of the 91/93 cohort I have been following come to the end of their course I would like to gather some structured information from all those in the faculty who have worked with them. This will help me to gain the clearest possible picture of the past two years. Even if I have attended some of your sessions or interviewed you, I would still be *very* grateful if you could complete the following and place it in my pigeon hole, preferably before you break for the summer.

Caroline Whiting

1a) What do you know about the Articled Teacher Course at (college)? (e.g. its structure, its aims, differences from other courses).

b) How did you come by this information?

2. Please give details of your work with the 91/93 cohort of Articled Teachers (ATs):

a) no. of hours- 91/92 ATs alone

91/92 ATs together with PGCE

92/93 ATs alone

92/93 ATs together with PGCEs

92/93 subject specialism tutor

b) Was your work with the ATs only part of the total input from your subject area? Please give details.

c) What do you think a post graduate initial training should hope to provide?

d) What were your intentions in your work with these ATs?

e) How was your input particularly relevant to ATs (as distinct from the one year PGCEs for instance)?

f) Were you happy with what you did? Please give details.

3. In what ways were you involved with others contributing to the course (e.g. planning meetings, contact with schools etc.)?

4. How would you describe your model of the teacher? How does this relate to your work with the Articled teachers?

5. What are your views of the Articled Teacher

a) scheme in general

b) course at (college)

c) any other comments?

May I thank you for your co-operation in answering this questionnaire. For those to whom it applies, thank you for allowing me to attend your sessions, and in some cases also giving up valuable time in order that I might interview you.

Without your co-operation the research could not have proceeded.

Appendix 5
early quantitative analysis

- a) Analysis carried out on initial questionnaires.
- b) Analysis carried out on end of course questionnaires for one year PGCEs (18 out of 75 respondents and previous cohort ATs (5 respondents).

| D.o.B. | Age | Sex | AT/PGCE | D.o.B. | Age | Sex | AT/PGCE | D.o.B. | Age | Sex | AT/PGCE |
|----------|-----|-----|---------|----------|-----|-----|---------|---------|-----|-----|---------|
| 26/2/69 | 22 | f | AT | 1/9/68 | 23 | f | PGCE | 17/7/49 | 42 | f | PGCE |
| 5/5/69 | 22 | f | AT | 27/9/68 | 23 | f | PGCE | 1/7/68 | 23 | f | PGCE |
| 13/7/68 | 23 | f | PGCE | 10/7/49 | 42 | f | PGCE | 3/11/51 | 40 | f | PGCE |
| 24/5/67 | 24 | f | AT | 14/7/67 | 24 | f | PGCE | 31/5/68 | 23 | f | PGCE |
| 26/6/67 | 24 | f | AT | 21/12/67 | 24 | f | PGCE | 22/2/52 | 39 | f | PGCE |
| 18/9/69 | 24 | f | AT | 26/12/67 | 24 | f | PGCE | | | | |
| 17/10/65 | 26 | f | AT | 8/1/66 | 25 | f | PGCE | | | | |
| 1/12/64 | 27 | f | AT | 24/3/66 | 25 | f | PGCE | | | | |
| 4/12/64 | 27 | f | AT | 11/5/66 | 25 | f | PGCE | | | | |
| 19/9/62 | 29 | f | AT | 19/5/66 | 25 | f | PGCE | | | | |
| 15/3/57 | 34 | f | AT | 28/7/66 | 25 | f | PGCE | | | | |
| 1/2/52 | 39 | f | AT | 13/8/66 | 25 | f | PGCE | | | | |
| 23/9/52 | 39 | f | AT | 15/9/66 | 25 | f | PGCE | | | | |
| 10/1/70 | 21 | f | PGCE | 16/11/66 | 25 | f | PGCE | | | | |
| 12/1/70 | 21 | f | PGCE | 4/5/65 | 26 | f | PGCE | | | | |
| 19/6/70 | 21 | f | PGCE | 10/7/65 | 26 | f | PGCE | | | | |
| 21/1/69 | 22 | f | PGCE | 8/9/65 | 26 | f | PGCE | | | | |
| 31/1/69 | 22 | f | PGCE | 30/12/65 | 26 | f | PGCE | | | | |
| 5/3/69 | 22 | f | PGCE | 24/9/63 | 28 | f | PGCE | | | | |
| 23/5/69 | 22 | f | PGCE | 20/1/62 | 29 | f | PGCE | | | | |
| 14/7/69 | 22 | f | PGCE | 23/2/62 | 29 | f | PGCE | | | | |
| 18/7/69 | 22 | f | PGCE | 26/5/62 | 29 | f | PGCE | | | | |
| 18/7/69 | 22 | f | PGCE | 12/7/61 | 30 | f | PGCE | | | | |
| 23/7/69 | 22 | f | PGCE | 12/8/61 | 30 | f | PGCE | | | | |
| 23/10/69 | 22 | f | PGCE | 28/9/60 | 31 | f | PGCE | | | | |
| 19/1/68 | 23 | f | PGCE | 30/12/60 | 31 | f | PGCE | | | | |
| 20/5/68 | 23 | f | PGCE | 12/7/57 | 34 | f | PGCE | | | | |
| 21/5/68 | 23 | f | PGCE | 14/8/57 | 34 | f | PGCE | | | | |
| 28/5/68 | 23 | f | PGCE | 19/12/57 | 34 | f | PGCE | | | | |

a) Initial questionnaire data: student profiles September 1991

Aspects which appealspreadsheet identifier

| | |
|---|-----|
| working with/making relationships with children | A1 |
| equal opportunities | A2 |
| encouraging children's development | A3 |
| anti industry/business | A4 |
| giving to society/worthwhile | A5 |
| able to work with special needs | A6 |
| flexibility/variety/non routine | A7 |
| holidays | A8 |
| profession | A9 |
| stimulation/dynamic/vitality | A10 |
| satisfying/rewarding/fulfilling | A11 |
| own boss/freedom/social | A12 |
| transferable (other jobs/localities) | A13 |
| creative | A14 |
| responsibility | A15 |
| challenging/demanding | A16 |
| passing on knowledge/Helping understanding | A17 |
| academic | A18 |
| practical/sport | A19 |
| pay | A20 |
| security | A21 |
| prospects | A22 |
| influencing future generations | A23 |
| planner of people's lives/control/in charge | A24 |
| caring/sensitive | A25 |
| learning experience for me too | A26 |
| fun | A27 |
| hours | A28 |

| Appeal A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | A10 | A11 | A12 | A13 | A14 | A15 | A16 | A17 | A18 |
|--------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <u>occurrences</u> | | | | | | | | | | | | | | | | | |
| ATs 4 | 1 | 3 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 4 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| PGCEs 21 | 0 | 13 | 1 | 6 | 4 | 15 | 7 | 0 | 1 | 5 | 5 | 11 | 3 | 3 | 1 | 6 | 8 |
| <u>Percentages</u> | | | | | | | | | | | | | | | | | |
| ATs 36.4 | 9.09 | 27.3 | 9.09 | 18.2 | 18.2 | 9.09 | 27.3 | 18.2 | 18.2 | 36.4 | 9.09 | 9.09 | 9.09 | 18.2 | 9.09 | 9.09 | 9.09 |
| PGCEs 41.2 | 0 | 25.5 | 1.96 | 11.8 | 7.84 | 29.4 | 13.7 | 0 | 1.96 | 9.80 | 9.80 | 21.6 | 5.88 | 5.88 | 1.96 | 11.8 | 15.7 |

| A15 | A16 | A17 | A18 | A19 | A20 | A21 | A22 | A23 | A24 | A25 | A26 | A27 | A28 |
|--------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <u>occurrences</u> | | | | | | | | | | | | | |
| ATs 2 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PGCEs 3 | 1 | 6 | 8 | 1 | 2 | 5 | 2 | 3 | 3 | 4 | 1 | 3 | 2 |
| <u>Percentages</u> | | | | | | | | | | | | | |
| ATs 18.2 | 9.09 | 9.09 | 9.09 | 0 | 9.09 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PGCEs 5.88 | 1.96 | 11.8 | 15.7 | 1.96 | 3.92 | 9.80 | 3.92 | 5.88 | 5.88 | 7.84 | 1.96 | 5.88 | 3.92 |

Initial questionnaire data: September 1991.
Aspects which appeal.

| <u>Aspects which worry</u> | <u>spreadsheet identifier</u> |
|---------------------------------|-------------------------------|
| control/discipline | A1 |
| individual attention | A2 |
| variety of needs | A3 |
| abused children | A4 |
| organisation | A5 |
| preparation | A6 |
| NC | A7 |
| assessment of children | A8 |
| Christian bias in RE | A9 |
| insufficient resources | A10 |
| sexism | A11 |
| racism | A12 |
| balance in attitude to children | A13 |
| admin | A14 |
| emergencies | A15 |
| can I do it well? | A16 |
| daunting responsibility | A17 |
| ideas running out | A18 |
| newness of job | A19 |
| won't like it after all | A20 |
| other teachers | A21 |
| particular subjects | A22 |
| lack of time | A23 |
| lack of parental backup | A24 |
| lack of other backup | A25 |
| education is political | A26 |
| stress and mental exhaustion | A27 |
| non academic | A28 |
| not strong enough voice | A29 |
| idealism squashed | A30 |
| pay | A31 |
| work obsessed | A32 |
| changes | A33 |

exposed
keeping children interested
low status

| <u>spreadsheet identifier</u> |
|-------------------------------|
| A34 |
| A35 |
| A36 |

| | | | | | | | | | | | | | | | | | | |
|-------------|------|------|------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Worry | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 | A10 | A11 | A12 | A13 | A14 | A15 | A16 | A17 | A18 |
| occurrences | | | | | | | | | | | | | | | | | | |
| ATs | 3 | 0 | 1 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 2 |
| PGCEs | 28 | 4 | 3 | 1 | 5 | 4 | 2 | 1 | 1 | 2 | 1 | 1 | 7 | 7 | 1 | 7 | 7 | 9 |
| Percentages | | | | | | | | | | | | | | | | | | |
| ATs | 27.3 | 0 | 9.09 | 0 | 9.09 | 36.4 | 9.09 | 0 | 0 | 0 | 0 | 0 | 0 | 9.09 | 0 | 9.09 | 18.2 | 18.2 |
| PGCEs | 54.9 | 7.84 | 5.88 | 1.96 | 9.80 | 7.84 | 3.92 | 1.96 | 1.96 | 3.92 | 1.96 | 1.96 | 13.7 | 13.7 | 1.96 | 13.7 | 13.7 | 17.6 |
| Worry | A19 | A20 | A21 | A22 | A23 | A24 | A25 | A26 | A27 | A28 | A29 | A30 | A31 | A32 | A33 | A34 | A35 | A36 |
| occurrences | | | | | | | | | | | | | | | | | | |
| ATs | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1 |
| PGCEs | 11 | 1 | 7 | 3 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | |
| Percentages | | | | | | | | | | | | | | | | | | |
| ATs | 0 | 0 | 0 | 0 | 9.09 | 0 | 0 | 0 | 9.09 | 0 | 0 | 0 | 0 | 0 | 18.2 | 9.09 | 18.2 | 9.09 |
| PGCEs | 1.96 | 1.96 | 1.96 | 13.73 | 5.88 | 3.92 | 1.96 | 1.96 | 5.88 | 1.96 | 1.96 | 1.96 | 1.96 | 1.96 | 0 | 0 | 1.96 | 0 |

PGCE one year end of course: extent of learning (1-4 scale)

| | | | | | | | | | | | | | | | | | | Mean | |
|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|------|-------|
| National curriculum | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 2.944 |
| subject knowledge | | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3.118 |
| teaching methods | 3 | 3 | 4 | 3 | 3 | 3 | 1 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3.056 |
| justify practice | 1 | 3 | | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | | 3 | 3 | 3 | 4 | 3 | 2.875 |
| assess practice | 1 | 3 | | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2.765 |
| how children learn | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3.056 |
| school organisation | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3.056 |
| class organisation materials | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | | 2 | 4 | 3 | 3.176 |
| class organisation children | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3.111 |
| confidence | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3.111 |
| planning | | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3.235 |
| personal philosophy | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 4 | 3.056 |
| control & discipline | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3.056 |
| research | 2 | 3 | 4 | | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2.706 |
| social factors in schools | 1 | 3 | 4 | | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3.118 |
| social factors outside schools | 1 | 3 | 4 | | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3.118 |
| integrating curriculum | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | | 3 | 3 | 3 | 3.176 |

18 respondents

PGCE one year end of course : school as source of learning (in %)

| | mean | | | | | | | | | | | | | | | | | | |
|--------------------------------|------|----|-----|----|----|----|-----|----|-----|----|-----|----|----|-----|----|----|----|----|--------------|
| National curriculum | 0 | 25 | 50 | 0 | 25 | 75 | 75 | 25 | 0 | 0 | 50 | 0 | 25 | 25 | 25 | 50 | 25 | 50 | 29.166666667 |
| subject knowledge | 0 | 50 | 25 | 45 | 25 | 75 | 75 | 25 | 0 | 0 | 50 | 0 | 25 | 0 | 25 | 0 | 25 | 25 | 26.111111111 |
| teaching methods | 50 | 50 | 50 | 50 | 75 | 75 | 100 | 50 | 25 | 50 | 75 | 50 | 50 | 50 | 50 | 50 | 25 | 50 | 54.166666667 |
| justify practice | 100 | 75 | | | 50 | 50 | 100 | 50 | 25 | 25 | 50 | | | 50 | 50 | 25 | 0 | 25 | 48.214285714 |
| assess practice | 0 | 75 | | 50 | 50 | 75 | 75 | 25 | 50 | 50 | 75 | 0 | 0 | 50 | 50 | 75 | 0 | 25 | 42.647058824 |
| how children learn | 25 | 25 | 50 | 65 | 50 | 75 | 25 | 25 | 0 | 0 | 50 | 25 | 25 | 100 | 50 | 25 | 25 | 25 | 36.944444444 |
| school organisation | 25 | 25 | 50 | 50 | 50 | 75 | 100 | 25 | 75 | 25 | 75 | 50 | 75 | 100 | 50 | 50 | 25 | 50 | 54.166666667 |
| class organisation materials | 50 | 50 | 50 | 75 | 75 | 50 | 75 | 50 | 75 | 75 | 100 | 25 | 50 | 50 | 50 | 50 | 25 | 25 | 55.555555556 |
| class organisation children | 50 | 50 | 50 | 75 | 75 | 75 | 100 | 50 | 50 | 75 | 100 | 50 | 50 | 50 | 50 | 75 | 25 | 50 | 61.111111111 |
| confidence | 75 | 25 | 25 | 75 | 75 | 50 | 100 | 25 | 25 | 25 | 75 | 75 | 75 | 75 | 50 | 25 | 25 | 50 | 52.777777778 |
| planning | | 25 | 50 | 50 | 50 | 50 | 75 | 25 | 50 | 50 | 100 | 25 | 75 | 75 | 75 | 50 | 10 | 75 | 53.529411765 |
| personal philosophy | 25 | 25 | 50 | 25 | 25 | 75 | 100 | 25 | 100 | 50 | 50 | 25 | 50 | 50 | 75 | 50 | 25 | 25 | 47.222222222 |
| control & discipline | 75 | 50 | 100 | 50 | 75 | 75 | 0 | 75 | 100 | 75 | 100 | 75 | 50 | 100 | 50 | 75 | 50 | 50 | 68.055555556 |
| research | 0 | 25 | 75 | | 0 | 50 | 50 | 25 | 0 | 0 | 0 | 0 | 50 | 50 | 25 | 0 | 0 | 0 | 20.588235294 |
| social factors in schools | 50 | 50 | 33 | 50 | 25 | 50 | 50 | 25 | 75 | 50 | 100 | 50 | 25 | 50 | 75 | 25 | 25 | 25 | 46.277777778 |
| social factors outside schools | 25 | 50 | 50 | 75 | 25 | 75 | 50 | 50 | 50 | 50 | 50 | 50 | 25 | 50 | 25 | 50 | 25 | 25 | 44.444444444 |
| integrating curriculum | 25 | 50 | 25 | 50 | 50 | 75 | 75 | 25 | 0 | 25 | 50 | 50 | 0 | 75 | 50 | 25 | 50 | 50 | 41.666666667 |
| education in U.K. | 0 | 25 | 50 | 50 | 50 | 50 | 75 | 25 | 25 | 50 | 50 | 0 | 25 | 25 | 25 | 0 | 25 | 25 | 31.944444444 |
| assessment children's work | 50 | 50 | 0 | 50 | 25 | 75 | 100 | 25 | 0 | 50 | 75 | 0 | 75 | 50 | 50 | 50 | 75 | 50 | 47.222222222 |
| learning difficulties | 50 | 50 | 50 | 25 | 50 | 50 | 75 | 25 | 25 | 50 | 75 | 50 | 25 | 50 | 25 | 25 | 0 | 25 | 40.277777778 |

18 respondents

PGCE one year end of course : school as source of learning (in %)

| | mean | | | | | | | | | | | | | | | | | | |
|--------------------------------|------|----|-----|----|----|----|-----|----|-----|----|-----|----|----|-----|----|----|----|----|--------------|
| National curriculum | 0 | 25 | 50 | 0 | 25 | 75 | 75 | 25 | 0 | 0 | 50 | 0 | 25 | 25 | 25 | 50 | 25 | 50 | 29.166666667 |
| subject knowledge | 0 | 50 | 25 | 45 | 25 | 75 | 75 | 25 | 0 | 0 | 50 | 0 | 25 | 0 | 25 | 0 | 25 | 25 | 26.111111111 |
| teaching methods | 50 | 50 | 50 | 50 | 75 | 75 | 100 | 50 | 25 | 50 | 75 | 50 | 50 | 50 | 50 | 50 | 25 | 50 | 54.166666667 |
| justify practice | 100 | 75 | | | 50 | 50 | 100 | 50 | 25 | 25 | 50 | | | 50 | 50 | 25 | 0 | 25 | 48.214285714 |
| assess practice | 0 | 75 | | 50 | 50 | 75 | 75 | 25 | 50 | 50 | 75 | 0 | 0 | 50 | 50 | 75 | 0 | 25 | 42.647058824 |
| how children learn | 25 | 25 | 50 | 65 | 50 | 75 | 25 | 25 | 0 | 0 | 50 | 25 | 25 | 100 | 50 | 25 | 25 | 25 | 36.944444444 |
| school organistation | 25 | 25 | 50 | 50 | 50 | 75 | 100 | 25 | 75 | 25 | 75 | 50 | 75 | 100 | 50 | 50 | 25 | 50 | 54.166666667 |
| class organisation. materials | 50 | 50 | 50 | 75 | 75 | 50 | 75 | 50 | 75 | 75 | 100 | 25 | 50 | 50 | 50 | 50 | 25 | 25 | 55.555555556 |
| class organisation children | 50 | 50 | 50 | 75 | 75 | 75 | 100 | 50 | 50 | 75 | 100 | 50 | 50 | 50 | 50 | 75 | 25 | 50 | 61.111111111 |
| confidence | 75 | 25 | 25 | 75 | 75 | 50 | 100 | 25 | 25 | 25 | 75 | 75 | 75 | 75 | 50 | 25 | 25 | 50 | 52.777777778 |
| planning | | 25 | 50 | 50 | 50 | 50 | 75 | 25 | 50 | 50 | 100 | 25 | 75 | 75 | 75 | 50 | 10 | 75 | 53.529411765 |
| personal philosophy | 25 | 25 | 50 | 25 | 25 | 75 | 100 | 25 | 100 | 50 | 50 | 25 | 50 | 50 | 75 | 50 | 25 | 25 | 47.222222222 |
| control & discipline | 75 | 50 | 100 | 50 | 75 | 75 | 0 | 75 | 100 | 75 | 100 | 75 | 50 | 100 | 50 | 75 | 50 | 50 | 68.055555556 |
| research | 0 | 25 | 75 | | 0 | 50 | 50 | 25 | 0 | 0 | 0 | 0 | 50 | 50 | 25 | 0 | 0 | 0 | 20.588235294 |
| social factors in schools | 50 | 50 | 33 | 50 | 25 | 50 | 50 | 25 | 75 | 50 | 100 | 50 | 25 | 50 | 75 | 25 | 25 | 25 | 46.277777778 |
| social factors outside schools | 25 | 50 | 50 | 75 | 25 | 75 | 50 | 50 | 50 | 50 | 50 | 50 | 25 | 50 | 25 | 50 | 25 | 25 | 44.444444444 |
| integrating curriculum | 25 | 50 | 25 | 50 | 50 | 75 | 75 | 25 | 0 | 25 | 50 | 50 | 0 | 75 | 50 | 25 | 50 | 50 | 41.666666667 |
| education in U.K. | 0 | 25 | 50 | 50 | 50 | 50 | 75 | 25 | 25 | 50 | 50 | 0 | 25 | 25 | 25 | 0 | 25 | 25 | 31.944444444 |
| assessment children's work | 50 | 50 | 0 | 50 | 25 | 75 | 100 | 25 | 0 | 50 | 75 | 0 | 75 | 50 | 50 | 50 | 75 | 50 | 47.222222222 |
| learning difficulties | 50 | 50 | 50 | 25 | 50 | 50 | 75 | 25 | 25 | 50 | 75 | 50 | 25 | 50 | 25 | 25 | 0 | 25 | 40.277777778 |

18 respondents

AT end of course source of learning: college (%)

| | mean | | | | |
|--------------------------------|------|----|----|-----|----|
| National curriculum | 25 | 25 | 25 | 25 | 25 |
| subject knowledge | 25 | 25 | 25 | 25 | 25 |
| teaching methods | 0 | 0 | 0 | 25 | 5 |
| justify practice | 50 | 0 | 25 | 25 | 20 |
| assess practice | 75 | 25 | 25 | 5 | 26 |
| how children learn | 50 | 0 | 25 | 10 | 22 |
| school organisation | 25 | 0 | 25 | 0 | 10 |
| class organisation materials | 25 | 0 | 0 | 10 | 7 |
| class organisation children | 25 | 0 | 0 | 0 | 10 |
| confidence | 50 | 0 | 0 | 10 | 13 |
| planning | 0 | 10 | 0 | 50 | 12 |
| personal philosophy | 25 | 25 | 0 | 0 | 15 |
| control & discipline | 0 | 0 | 0 | 0 | 0 |
| research | 0 | 25 | 25 | 75 | 35 |
| social factors in schools | 0 | 0 | 0 | 0 | 0 |
| social factors outside schools | 50 | 0 | 0 | 0 | 15 |
| integrating curriculum | 75 | 25 | 25 | 100 | 50 |
| education in U.K. | 25 | 50 | 25 | 25 | 25 |
| assessment children's work | 75 | 50 | 25 | 25 | 40 |
| learning difficulties | 50 | 25 | 25 | 25 | 30 |

5 respondents

AT end of course source of learning : school (%)

| | | | | | | mean |
|--------------------------------|-----|-----|-----|-----|-----|------|
| National curriculum | 50 | 50 | 50 | 25 | 25 | 40 |
| subject knowledge | 75 | 50 | 50 | 75 | 25 | 55 |
| teaching methods | 100 | 100 | 100 | 75 | 75 | 90 |
| justify practice | 25 | 75 | 75 | 75 | 0 | 50 |
| assess practice | 75 | 75 | 75 | 95 | 10 | 66 |
| how children learn | 50 | 100 | 50 | 15 | 25 | 48 |
| school organisation | 75 | 100 | 50 | 100 | 100 | 85 |
| class organisation materials | 75 | 75 | 100 | 90 | 100 | 88 |
| class organisation children | 75 | 100 | 100 | 100 | 75 | 90 |
| confidence | 50 | 100 | 100 | 90 | 50 | 78 |
| planning | 100 | 90 | 100 | 50 | 75 | 83 |
| personal philosophy | 50 | 25 | 50 | 0 | 25 | 30 |
| control & discipline | 100 | 100 | 100 | 75 | 75 | 90 |
| research | 0 | 25 | 0 | 0 | 0 | 5 |
| social factors in schools | 100 | 100 | 75 | 75 | 0 | 70 |
| social factors outside schools | 50 | 100 | 100 | 25 | 50 | 65 |
| integrating curriculum | 25 | 25 | 25 | 0 | 75 | 30 |
| education in U.K. | 75 | 50 | 25 | 75 | 0 | 45 |
| assessment children's work | 25 | 50 | 75 | 75 | 75 | 60 |
| learning difficulties | 50 | 75 | 75 | 75 | 75 | 70 |

5 respondents

Appendix 6

Example of questionnaire responses sorted by question on 'Hyperqual'
(AT end of first year)

*** questionnaire # 01 Question # 1c) card id 2229 Field: data ***

1c) Really the very best sources of learning about the National Curriculum have been during inset sessions at staff meetings. At school, the science and maths have their topics decided under 'AT' headings which makes planning with the curriculum far easier. College did not fill the gaps in that school left, however. I hope that my knowledge of the curriculum will increase in the next year, but I think this will largely depend upon a school effort.

*** questionnaire # 03 Question # 1c) card id 14888 Field: data ***

1c) i.e. school and assignments have been equally helpful.

*** questionnaire # 04 Question # 1c) card id 20737 Field: data ***

1c) Lesson planning definitely helps to promote understanding of Nat. Curric. and the second assignment involved looking more closely at documents, which helped me even if it was tedious.

*** questionnaire # 06 Question # 1c) card id 33982 Field: data ***

1c) Most of learning achieved whilst planning lesson looking up what ATs exercise covers.

.....

*** questionnaire # 01 Question # 2c) card id 2324 Field: data ***

2c) Difficult to use 'adequate' etc under this heading. I am using it in the context that I feel confident in teaching what I do teach, but that I have had to read up about some things for myself in preparation.

*** questionnaire # 04 Question # 2c) card id 21087 Field: data ***

2c) An adequate general knowledge of subjects gained through school work and college work, with strengths in some areas because of personal interest and weaknesses in others which I hope to work towards strengthening this next year with school co-ordinators.

*** questionnaire # 06 Question # 2c) card id 34055 Field: data ***

2c) Feel more adequate in some subjects than others.

English - okay - good (and Drama)

Maths ok

Science ok

History)

Geography) bad

Religious Ed - terrible!

PE ok in some areas, limited in others

Art ok ish!

Music - unsure

Technology - ok

*** questionnaire # 08 Question # 2c) card id 44172 Field: data ***

2c)_ Previous experiences

*** questionnaire # 09 Question # 2c) card id 49946 Field: data ***

2c) In the core areas, I feel I have greater confidence than in the other subjects. Music is a particular weakness followed by history and geography.

.....

*** questionnaire # 03 Question # 3c) card id 15133 Field: data ***

3c) N.B. at this stage in the course we have not yet done out assignment on teaching methods.

*** questionnaire # 04 Question # 3c) card id 21388 Field: data ***

3c) My mentor has been invaluable in this area, discussing with me pros and cons - and allowing me to be in with other teachers employing a variety of methods in strategies.

*** questionnaire # 05 Question # 3c) card id 27934 Field: data ***
3c) Guidance has come purely from school-from other teachers experimentation and observation.

*** questionnaire # 06 Question # 3c) card id 34418 Field: data ***
3c) Almost everything learnt by observing teachers in the school and from my own trial and error!

*** questionnaire # 07 Question # 3c) card id 38856 Field: data ***
3c) Dean "Organising Learning in the Primary Classroom" is excellent.

*** questionnaire # 08 Question # 3c) card id 44482 Field: data ***
3c) Previous experience and help from friends and reading.

*** questionnaire # 09 Question # 3c) card id 50371 Field: data ***
3c) My PGCE course in Australia provided the background which I have been able to build on through questioning and reflections in school

*** questionnaire # 10 Question # 3c) card id 55322 Field: data ***
3c) I would not wish to imply that in college we never considered teaching methods and strategies, but by the time we did we were going over what for me was familiar ground.

.....

*** questionnaire # 02 Question # 4c) card id 12218 Field: data ***
4c) I get help from my mentor and other teachers within my school with this.

*** questionnaire # 03 Question # 4c) card id 15363 Field: data ***
4c) I'm not sure that I understand the question.

*** questionnaire # 04 Question # 4c) card id 21539 Field: data ***
4c) I was going to be self-destructive in saying barely adequate but I feel that in the past academic year my personal practice has improved tremendously. I am more confident and competent which I'm sure is partly my personality but mainly a supportive school allowing me to progress so well, although there is still room for improvement!

*** questionnaire # 05 Question # 4c) card id 28203 Field: data ***
4c) Self-appraisal has been discussed in staff meetings and touched on in college.

*** questionnaire # 06 Question # 4c) card id 34721 Field: data ***
4c) Mainly justify my practice from learning gained in school but some small amount of theory and ideas gained in college which help to justify practice.

*** questionnaire # 07 Question # 4c) card id 38952 Field: data ***
4c) The chance to try out and get results from my own practice, which the Articled Teachers scheme allows, is ideal.

*** questionnaire # 09 Question # 4c) card id 50502 Field: data ***
4c) It is mainly my own reading on children and parenting matters, which led me to understand my own views on how children should be treated which then determined to some extent how I would teach.

.....

*** questionnaire # 01 Question # 5c) card id 5641 Field: data ***
5c) I certainly feel that I have not been given sufficient opportunity to progress in this (although, admittedly, it is something which features later in our 'stages'), I would say that the college 25% has come through incidental chit-chat with tutors, and the school content has been more 'exposure' to means, (staff room conversation!). than actual, recognised 'showing' of methods.

*** questionnaire # 03 Question # 5c) card id 15842 Field: data ***

5c) I have not really considered assessing others' practise. It seems presumptuous at this stage!

*** questionnaire # 04 Question # 5c) card id 21800 Field: data ***

Professional studies and tutor visits very useful in assessing my own practice - more visits would be welcome.

*** questionnaire # 05 Question # 5c) card id 28671 Field: data ***

5c) Same as 4c) just starting to look at it now. An appropriate time I feel.

*** questionnaire # 06 Question # 5c) card id 35056 Field: data ***

5c) Learnt from observation of others and own teaching experience.

*** questionnaire # 07 Question # 5c) card id 39401 Field: data ***

5c) Because of the lack of time with our tutor in our schools, I have had little direction on how to assess myself.

*** questionnaire # 09 Question # 5c) card id 50791 Field: data ***

5c) My previous PGCE course focussed on self-valuation at all stages it was compulsory.

*** questionnaire # 10 Question # 5c) card id 55665 Field: data ***

5c) See comments at 3c) - the same applies here.

.....

*** questionnaire # 03 Question # 6c) card id 16058 Field: data ***

6c) This has been mainly learning by trial and error.

*** questionnaire # 04 Question # 6c) card id 22205 Field: data ***

6c) Assignment I was particularly useful in understanding the factors affecting a child learning, so is practical working with the children and seeing how they progress or falter.

*** questionnaire # 05 Question # 6c) card id 28865 Field: data ***

6c) Learning through discussion and reading mainly - college was helpful but undirected.

*** questionnaire # 06 Question # 6c) card id 35119 Field: data ***

6c) Child study helpful - prompted reading and observation. College input very limited. Other experience gained during school work.

*** questionnaire # 07 Question # 6c) card id 39485 Field: data ***

6c) Watching teachers who really bring out the best in their children is invaluable experience.

*** questionnaire # 08 Question # 6c) card id 44583 Field: data ***

6c) Previous degree/dissertation

*** questionnaire # 09 Question # 6c) card id 51122 Field: data ***

6c) Previous reading - because of my interest as a parent and my previous PGCE course.

*** questionnaire # 10 Question # 6c) card id 55863 Field: data ***

6c) Experiences on TP in Lincoln, at the Sheiling School in Thornbury and as a nanny, both at home and abroad, have all contributed to my understanding of how children learn.

.....

*** questionnaire # 01 Question # 7c) card id 6507 Field: data ***

7c) The 'team' situation in our school means that it is a very 'open' place, and school organisation (at least, in our own case) is very much open to the whole staff.

*** questionnaire # 03 Question # 7c) card id 16222 Field: data ***

7c) Being at school constantly, getting to know the staff and their functions, attending staff

meetings and watching organisation going on, gives a very good insight vital.

*** questionnaire # 04 Question # 7c) card id 22389 Field: data ***

7c) Most learning is through discussion with head and mentor, personal observations and discussion with other members of staff and staff meetings.

*** questionnaire # 05 Question # 7c) card id 29157 Field: data ***

7c) You can't help but learn about this while in school!

*** questionnaire # 06 Question # 7c) card id 35439 Field: data ***

7c) Only have experience of own school and 4 or 5 others I have listed (very basic idea)

*** questionnaire # 07 Question # 7c) card id 39836 Field: data ***

7c) Learning about the day to day running of a school and being part of it is marvellous experience.

*** questionnaire # 08 Question # 7c) card id 45042 Field: data ***

7c) I am a parent, have been a governor/committee member of PTA.

*** questionnaire # 09 Question # 7c) card id 51392 Field: data ***

7c) Only from visits to other schools and observations within my own school followed by discussions with my mentor.

*** questionnaire # 10 Question # 7c) card id 56307 Field: data ***

7c) Visits have been the most useful means of learning about how schools are organised. Since my mentor has been responsible for arranging all visits over the past year, I have ringed no.2 under 'school'. Prior to coming to Exmouth, I worked in a variety of differently organised schools (on TP or work experience) so I have also ringed no.2 under 'other'.

.....

*** questionnaire # 01 Question # 8c) card id 7177 Field: data ***

8c) Again, our 'team' makes this very apparent, with staff fighting over coveted items of furniture. Things move through the school fairly frequently

*** questionnaire # 03 Question # 8c) card id 16590 Field: data ***

8c) We have not yet done our assignment on this topic.

*** questionnaire # 04 Question # 8c) card id 22712 Field: data ***

8c) The prof. studies session own class. org. was excellent in getting us to really think about the area in depth. Could do with another try!

Also seeing other classes is useful as is planning our non classroom for next term and the building of another room in the school.

*** questionnaire # 05 Question # 8c) card id 29302 Field: data ***

8c) Again, its a question of observation and finding out while at school (staff very helpful)

*** questionnaire # 06 Question # 8c) card id 35775 Field: data ***

8c) Learnt through observation and own practice in school.

*** questionnaire # 07 Question # 8c) card id 39960 Field: data ***

8c) My mentor allowed me a great deal of freedom in this area.

*** questionnaire # 09 Question # 8c) card id 51660 Field: data ***

8c) Past reading again and discussions with mentor.

.....Project Name: AT Date: 12/5/94

*** questionnaire # 03 Question # 9c) card id 16742 Field: data ***

9c) See Q.9

N.B. Due to the nature of the course, i.e. bias towards school practice, I am learning mostly about one particular style of organisation, i.e. that of my mentor.

*** questionnaire # 04 Question # 9c) card id 22978 Field: data ***

9c) Again practical situations are invaluable in understanding the management of children and time. Also the 2nd assignment helped to clarify my own views esp. the general section.

*** questionnaire # 05 Question # 9c) card id 29523 Field: data ***

9c) Once again learning through observation and discussion with mentor and helpful staff.

*** questionnaire # 10 Question # 9c) card id 56529 Field: data ***

9c) See comments at 3c) - the same applies here.

.....

*** questionnaire # 04 Question # 10c) card id 23062 Field: data ***

10c) OOPS! I think I answered no.4 thinking it meant the above! So, I do feel confident in what I'm doing, most of the time, and confident in my choice of career. As for no.4! my learning would be adequate 50% from school and 25% college and my belief in myself. Discussion with others at school gives me support to be able to justify.

*** questionnaire # 05 Question # 10c) card id 29755 Field: data ***

10c) Support from school and mentor has been confidence building. Prof. tutor has been very supportive (when around!)

*** questionnaire # 07 Question # 10c) card id 40289 Field: data ***

10c) Confidence has been instilled in me by the other teachers at my school and the results which I get from the children also give me confidence.

*** questionnaire # 08 Question # 10c) card id 45201 Field: data ***

10c) As a graduate with a very good degree I was somewhat surprised to fail 2 of the 4 assignments, essays which I felt were good, and my mentor had seen and agreed they were fine. This has been a blow to my confidence.

*** questionnaire # 10 Question # 10c) card id 56719 Field: data ***

10c) This question seems to me different from the others - I don't think I can fill in percentages here, because confidence comes so much from within. Is this the best format in which to present this question?

.....

*** questionnaire # 01 Question # 11c) card id 8098 Field: data ***

11c) This is something, like appraisal which needs updating as the term progresses. I feel that I have been 'exposed' to knowledge on planning, and that I can plan to work for me in most cases (adequate), but that in some cases I do not have the strategies at hand that I need to prepare myself in advance.

*** questionnaire # 04 Question # 11c) card id 23342 Field: data ***

11c) Planning work with mentors guidance and/or comment has aided my learning as well as seeing my plans working or failing and discussing these outcomes with my mentor and prof. tutor.

*** questionnaire # 05 Question # 11c) card id 30176 Field: data ***

11c) Format tackled well - its ideas that are needed!

.....

*** questionnaire # 01 Question # 11c) card id 8098 Field: data ***

11c) This is something, like appraisal which needs updating as the term progresses. I feel that I have been 'exposed' to knowledge on planning, and that I can plan to work for me in most cases (adequate), but that in some cases I do not have the strategies at hand that I need to prepare myself in advance.

*** questionnaire # 04 Question # 11c) card id 23342 Field: data ***
11c) Planning work with mentors guidance and/or comment has aided my learning as well as seeing my plans working or failing and discussing these outcomes with my mentor and prof. tutor.

*** questionnaire # 05 Question # 11c) card id 30176 Field: data ***
11c) Format tackled well - its ideas that are needed!

.....

*** questionnaire # 03 Question # 12c) card id 16989 Field: data ***
12c) My philosophy is quite narrow, because it results from my practise of talking with other teachers. I have done very little private study to add to it, due to lack of time (and energy!)

*** questionnaire # 04 Question # 12c) card id 23757 Field: data ***
12c) Since September my own philosophies have been illuminated and either strengthened or changed so that I feel I have learned a lot about myself, my views and my position as educator. Again mainly through discussion with others and an openness to new ideas/suggestions/ethics.

*** questionnaire # 05 Question # 12c) card id 30346 Field: data ***
12c) Obviously heavily influenced by your school.

*** questionnaire # 07 Question # 12c) card id 40698 Field: data ***
12c) I have a very strong personal philosophy of how children should be taught which has been enhanced by further reading.

*** questionnaire # 08 Question # 12c) card id 45339 Field: data ***
12c) Previous experience, maturity.

*** questionnaire # 09 Question # 12c) card id 51821 Field: data ***
12c) Past reading and experience.

*** questionnaire # 10 Question # 12c) card id 56985 Field: data ***
12c) A year with Reception and Year 1 has led me to the conclusion that we start children on formal schooling too young in this country! My personal philosophy of education is largely the result of spending a year in the Steiner system, although I still retain much of the philosophy I developed during my year in Lincoln at BGC.

.....

*** questionnaire # 01 Question # 13c) card id 8375 Field: data ***
13c) Here I felt the college needed to concentrate their efforts at the beginning of the course - not necessary without college time, but to have made clear in the 'documentation' that this would be necessary from the start!

*** questionnaire # 03 Question # 13c) card id 17396 Field: data ***
13c) "Barely adequate" is not really the fault of the school/college; personally I feel I need more input than the average student.

*** questionnaire # 04 Question # 13c) card id 23955 Field: data ***
13c) Most learning has arisen out of contact with the children and other staff and also from an introduction to T.A. and its methods or beliefs on discipline and control. My ability to control and discipline has improved greatly as has my confidence.

*** questionnaire # 05 Question # 13c) card id 30606 Field: data ***
13c) Trial and error! Observing, emulating, finding your own way (I'm not sure that it would be easy to teach this - strategies perhaps)

*** questionnaire # 07 Question # 13c) card id 40926 Field: data ***
13c) Transactional analysis has taught me many effective ways for class control and discipline.

*** questionnaire # 08 Question # 13c) card id 45811 Field: data ***
13c) Reading.

*** questionnaire # 09 Question # 13c) card id 51981 Field: data ***
13c) Experience of children through being a parent. Reading - to learn the importance of matching learning experiences with individual children's needs and abilities.

.....

*** questionnaire # 01 Question # 17c) card id 8687 Field: data ***
17c) This is another area in which I'd had very little 'input' because of the way that the school is organised. The curriculum is not integrated at the yr 5/6 level to any great extent.

*** questionnaire # 03 Question # 17c) card id 17887 Field: data ***
17c) My class teacher does not fully integrate the curriculum, so I am not in the habit of doing so automatically, I have considered how to integrate the curriculum in my last assignment.

*** questionnaire # 04 Question # 17c) card id 24939 Field: data ***
17c) Lesson plans/topic work and observation all contribute to learning about integration - seeing it in practice. The assignment clarified aspects of this as does group discussion at college.

*** questionnaire # 05 Question # 17c) card id 31593 Field: data ***
17c) The assignment on the curriculum was a waste of time in my view - it demanded nothing more than parrot fashion regurgitation.

*** questionnaire # 07 Question # 17c) card id 41196 Field: data ***
17c) The Nat Curr documents cover this area of learning reasonably well.

*** questionnaire # 09 Question # 17c) card id 52795 Field: data ***
17c) Again previous PGCE course.

*** questionnaire # 10 Question # 17c) card id 58074 Field: data ***
17c) Our most recent assignment certainly helped to focus attention on this issue.

Project Name: at Date: 12/5/94

*** questionnaire # 04 Question # 14c) card id 24193 Field: data ***
14c) My mentor and head are constantly updating my practice through discussing or sharing of research as does (professional studies tutor) in prof. studies. I am very aware that there is more reading to be done - when I get a chance!

*** questionnaire # 05 Question # 14c) card id 30879 Field: data ***
14c) It's a combination - you pick different things up from different places.

*** questionnaire # 08 Question # 14c) card id 45911 Field: data ***
14c) reading - self initiated.

*** questionnaire # 10 Question # 14c) card id 57124 Field: data ***
14c) My mentor has been very good in providing me with articles to read in her area of specialism.

.....

*** questionnaire # 04 Question # 15c) card id 24430 Field: data ***
15c) How can you not learn about the social intricacies of school life when you're there all year?

*** questionnaire # 05 Question # 15c) card id 31117 Field: data ***
15c) You have to be aware of social factors when in school' it pays to enquire - college was useful for defining areas to look at.

*** questionnaire # 06 Question # 15c) card id 35885 Field: data ***
15c) Gained from issues arisen at school, problems with children and parents etc.

*** questionnaire # 09 Question # 15c) card id 52458 Field: data ***
15c) Through reading - then able to view what is happening within a more objective, critical eye.

*** questionnaire # 10 Question # 15c) card id 57395 Field: data ***
15c) Reading on the subject helped to focus my attention on this issue so that I was better able to observe social factors within my own school.

.....

*** questionnaire # 03 Question # 16c) card id 17553 Field: data ***
16c) Most was through observing how social factors affected the behaviour of learning of certain children in the class i.e. deprived ones mostly, and the subject for my child study.

*** questionnaire # 04 Question # 16c) card id 24608 Field: data ***
16c) Again, being part of the school allows you to see all facets of school life and factors affecting it - location, parental involvement, LEA, governors, the economy etc.

*** questionnaire # 05 Question # 16c) card id 31387 Field: data ***
16c) Same as 15c)

*** questionnaire # 09 Question # 16c) card id 52535 Field: data ***
16c) As above.

*** questionnaire # 10 Question # 16c) card id 57710 Field: data ***
16c) As 15c).

.....

*** questionnaire # 04 Question # 18c) card id 25288 Field: data ***
18c) As above really - although it is difficult at present to see how education is run in the light of so many reforms and changes being proposed/submitted/passed!

*** questionnaire # 08 Question # 18c) card id 46100 Field: data ***
18c) Reading, and as in 7.

*** questionnaire # 10 Question # 18c) card id 58140 Field: data ***
18c) If question refers to state education only, then my 50% at 'other' is attributable, as usual, to BGC.

If question refers to all forms of education, then part of my 50% at 'other' comes from my own experiences of independent education and Steiner education, together with a general interest in alternative forms of education.

.....

*** questionnaire # 02 Question # 19c) card id 12479 Field: data ***
19c) This is an area I will be concentrating on next year.

*** questionnaire # 03 Question # 19c) card id 17945 Field: data ***
19c) My learning is not yet adequate for a fully-qualified teacher but I will learn more as it becomes more appropriate. When taking only one or two lessons a week, not part of a sequence, assessment and record-keeping did not seem appropriate!

*** questionnaire # 04 Question # 19c) card id 25564 Field: data ***
19c) We've not really covered record keeping at college or school! although I know we will be at school from September. My mentor decided not to overload me in the 1st year although I would've liked to have known. Staff meetings are useful for this though.

*** questionnaire # 06 Question # 19c) card id 36314 Field: data ***
19c) So far only a little emphasis on this subject. Next term will be concentrating on this much more.

*** questionnaire # 08 Question # 19c) card id 46506 Field: data ***
19c) Friends.

*** questionnaire # 09 Question # 19c) card id 53172 Field: data ***
19c) This area is my personal objective for this term.

.....

*** questionnaire # 01 Question # 20c) card id 8934 Field: data ***
20c) I have spent some time with our 'special needs' teachers (C.A's) seeing the way that they organise themselves/their resources.

*** questionnaire # 02 Question # 20c) card id 12556 Field: data ***
20c) Again, I hope to concentrate on this next year.

*** questionnaire # 03 Question # 20c) card id 18248 Field: data ***
20c) In our school, special needs children go to another teacher for extra help, so I am not fully aware of what is going on. This is because of my own lack of effort.

*** questionnaire # 04 Question # 20c) card id 25835 Field: data ***
20c) Through discussion with other staff, esp. the special needs coordinator, and following the T.A. support groups throughout the year.

*** questionnaire # 05 Question # 20c) card id 31892 Field: data ***
20c) Specific needs have been looked at rather than generally.

*** questionnaire # 07 Question # 20c) card id 41272 Field: data ***
20c) The Special Needs teachers in my schools have provided me with a great deal of knowledge, resources and information.

*** questionnaire # 08 Question # 20c) card id 46670 Field: data ***
20c) Reading.

*** questionnaire # 10 Question # 20c) card id 58375 Field: data ***
20c) Working for a year with mentally handicapped children gave me experience at dealing with fairly severe learning difficulties. School has provided experience at handling less severe difficulties.

.....

*** questionnaire # 02 Question # 21 card id 12829 Field: data ***
21 I think this is a very comprehensive questionnaire.

.....

*** questionnaire # 01 Question # 22 card id 9213 Field: data ***
22) Yes, but nearly the forum for this has been within the school "skills" lessons, where the teachers have been amused to see me trying things out. I was trying to plan a 'one off' maths lesson recently and realised that this was an area where I really had very little confidence (partly due to the fact that my present mentor does not teach maths..). As the comment has been made in college many times, 'resources' are something that college could more helpfully provide for us, it is surely 'variety' that we need on this course more than anything else, so that we are not 'cloning' when we leave the schools that we are at now.

*** questionnaire # 02 Question # 22 card id 13246 Field: data ***
22 Yes, in some cases.

Appendix 7
Conference attendance

4th-6th January 1992

Citizenship, Democracy and the Role of the Teacher. International Sociology of Education Conference at Westhill College, Birmingham

22nd February 1992

Teacher Education and Training: A Response to Kenneth Clarke.

Conference on Teacher Education and Training at King's College, London

21st March 1992

Modes of Teacher Education (MOTE) seminar at Homerton College, Cambridge

23rd March 1992

Reform of Initial Teacher Education. One day conference aimed at making response to DES Consultative Document 'The reform of Initial Teacher Training' (secondary phase 9/92) Passage House Hotel, Newton Abbot

17th -18th July 1992

Developing Teacher Competences; issues and challenges
University of Sheffield

26th -29th September 1992

British Educational Research Association (BERA) annual conference. Stirling University

27th March 1993

MOTE conference at Homerton: Partnership and Professionalism

29th March 1993

Mentoring primary Student Teachers. Conference at Bedford College of Higher Education

21st -22nd May 1993

National primary Teacher Education (NaPTEC) annual conference focussing on school based training. Sheffield, Forte Hotel.

10th- 13th September 1993

BERA annual conference at University of Liverpool. Gave paper with A Hannan: Never mind the quality - feel the width: Articled Teachers, partnerships and increasing school experience in Initial Teacher Training (Primary)

14th October 1993

Day conference organised by Exeter Academic Council. Initial Teacher Training in Exeter Schools : The New Partnership - asset or liability? Langstone Cliff Hotel, Dawlish Warren

23rd October 1993

Meeting of the Teacher Education group (BERA) at University of Birmingham. Meeting to make response (for 1st November) to green paper

6th November 1993

Developing Partnerships for Training Teachers in Schools. Tong School, Bradford. Esso sponsored school based conference

1st February 1994

Staff Development Day at college for research on topic of partnership

15th -17th April 1994

Centre for Educational Development Appraisal and Research (CEDAR) conference at Warwick University. Gave paper: The Realisation of Partnership in a Primary Articled Teacher Course

6th-7th May 1994

Modes of Partnership : Issues from Early Practice. UCET conference. Swallow Hotel, York

References

- ADAMS A (1992). Training plan comforts 'the real enemy'. Times Educational Supplement 20 March p17.
- ALEXANDER R, ROSE J and WOODHEAD C (1992). Curriculum Organisation and Classroom Practice in Primary Schools. London, DES.
- ASHTON P M E, HENDERSON E S and PEACOCK A (1989). Teacher Education Through Classroom Evaluation. London, Routledge.
- ATKINSON P and DELAMONT S (1993). Bread and Dreams or Bread and Circuses? A Critique of 'Case Study' Research in Education in HAMMERSLEY M Controversies in Classroom Research. Buckingham, Open University.
- BAKER K (1992). An Insider's Notes on the Curriculum. Guardian Education 13th October
- BALL S J (1990). Politics and Policy Making in Education. London, Routledge.
- BARRETT E, BARTON L, FURLONG J, GALVIN C, MILES S, and WHITTY G (1992). Initial Teacher Education in England and Wales: a Topography. London, Goldsmith's College.
- BATES Stephen (1992). Rallying Cry of the Standards Bearers. Guardian 17th March.
- BATHO, Gordon (1989). Political Issues in Education. London, Cassell.
- BEARDON Toni, BOOTH Martin, HARGREAVES David, REISS Michael (1992). School-led Initial Teacher Training: The Way Forward. Department of Education, University of Cambridge.
- BENDIX R (1956). Work and Authority in Industry. New York, Harper and Row.
- BENNETT (1976). Teaching Styles and Pupil Progress. London, Open Books Publishing.

BERNBAUM G PATRICK H, JACKSON S and REID K (1985). A History of Postgraduate Initial Teacher Education in England and Wales 1880-1980 in HOPKINS D and REID K Rethinking Teacher Education. Beckenham, Croom Helm.

BOARD OF EDUCATION (1944). The Supply, Recruitment and Training of Teachers and Youth Leaders (McNair report). London HMSO.

BOLTON E (1994). One Last Push Guardian 17 May.

BOOTH M B, FURLONG V J and WILKIN M (Eds) (1990). Partnership in Initial Teacher Training. London, Cassell.

BRITISH EDUCATIONAL RESEARCH ASSOCIATION (BERA) (1992). Evidence submitted to the National Commission on Education. Edinburgh, BERA.

BERA teacher education policy task group (1994). Response to the green paper 'The Government's proposals for the reform of initial teacher training (1993) in Research Intelligence (BERA newsletter) Summer 1994 pp 3-7. Edinburgh, BERA.

BROWN S and McINTYRE D (1993). Making Sense of Teaching. Buckingham, Open University Press.

BURGESS R (1992). Linking Design and Analysis in Ethnographic Studies. paper given at annual BERA conference, University of Stirling, August .

BURKE J W (Ed) (1989). Competency Based Education and Training. London, Falmer.

CALDERHEAD J and GATES P (1993). Conceptualising Reflection in Teacher Development. London, the Falmer Press.

CALDERHEAD, James (ed) (1988). Teachers' Professional Learning. Lewes, Falmer.

- CAMPBELL J (1992). Managing Teachers' Time in Primary Schools: concepts, evidence and policy issues. London, Trentham.
- CATE (1988). CATENOTE 4: Links Between Initial Teacher Training Institutions and Schools. London, CATE.
- CLARKE K (1992a). Speech for the North of England Education Conference, 4 January London: Conservative Party Central Office.
- CLARKE K (1992b). Education's Insane Bandwagon Finally Goes into the Ditch. The Sunday Times 26th January.
- COHEN Louis (1976). Educational Research in Classrooms and Schools. London, Harper and Row.
- COULBY B and BASH L (1991). Contradiction and Conflict: The 1988 Education Act in Action. London, Cassell.
- COX C (1989). Unqualified Approval in Times Educational Supplement 6 January.
- DADDS Marion (1993). Thinking and Being in Teacher Action Research in ELLIOT J (ed) Reconstructing Teacher Education. London, The Falmer Press.
- DALE R and ESLAND G (1977). Mass Schooling units 2-3 block 1 Schooling and Capitalism from Open University course Schooling and Society (E202). Milton Keynes, Open University Press.
- DART Lisa and DRAKE Pat (1993). School-based Teacher Training: a Conservative Practice? in Journal of Education for Teaching (JET) vol 19 no 2 pp175-189.
- DEARING R (1993). The National Curriculum and its Assessment: an interim report. London, School Curriculum and Assessment Authority (SCAA).
- DEARING R (1994). Key Stages 1 and 2 compendium: draft proposals May 1994. London, SCAA.

- DES (1963). Higher Education; report of the committee appointed by the prime minister, Cmnd. 2154, DES (The Robbins Report). London, HMSO.
- DES (1972a). Teacher Education and Training (The James Report). London, HMSO.
- DES (1972b). Education - a Framework for Expansion (white paper). London, HMSO.
- DES (1973). The Development of Higher Education in the non University Sector (circular 7/73). London, DES.
- DES (1977). Education in Schools (green paper). London, HMSO.
- DES (1977). A New Partnership for our Schools (The Taylor Report). London, HMSO.
- DES (1977). Education in Schools (circular 14) . London, HMSO.
- DES (1979). Aspects of Secondary Education in England (HMI survey). London, HMSO.
- DES (1982). HMI series: Matters for discussion 15, The New Teacher in School. London, HMSO.
- DES (1983 a). Teaching in Schools: the Content of Initial Teacher Training (HMI discussion paper). London, HMSO.
- DES (1983 b). Teaching Quality (white paper). London, HMSO.
- DES (1984). Initial Teacher Training: Approval of courses (circular 3/84). London, DES.
- DES (1988). Task Group on Assessment and Testing: a report. London HMSO.
- DES (1989). Initial Teacher Training: Approval of courses (circular 24/89). London, HMS).

DES (1989). Articled Teacher Pilot Scheme; invitation to bid for funding. Letter to LEAs and HEIs 27th June. London, DES.

DES (1992). Reform of Initial Teacher Training: a consultation document. London, DES.

DES / HMI (1992). Polytechnic South West. The School experience of BEd and PGCE primary students. September 1990- July 1991. A report by HMI. London, DES.

DEUCHAR S (ed) (1989). What's Wrong With our Schools? London, Campaign for Real Education.

DEVON AND CORNWALL CATE LOCAL COMMITTEE (1992). Reform of Teacher Education: A Consultation Document. Response of the CATE local Committee, Devon and Cornwall February 13th.

DEVON ASSOCIATION OF SECONDARY HEADS (DASH) (1994). Newsletter from the DASH working party - February.

DfE (1992a). Initial Teacher Training (secondary phase) (new 'CATE' criteria: circular 9/92) . DfE.

DfE (1992b). White Paper- Choice and Diversity: a new framework for schools. DfE.

DfE (1993a). The Initial Training of Primary School Teachers (draft circular). London, DfE.

DfE (1993b). The Government's Proposals for the Reform of Initial Teacher Training. London, DfE.

DUNNE E (1993). Theory into Practice in BENNETT N and CARRE C (eds) Learning to Teach. London, Routledge.

DUNNE Elisabeth and DUNNE Richard (1993). The purpose and impact of school based work: the class teacher's role. In BENNETT Neville and CARRE Clive (eds) Learning to Teach. London, Routledge.

EASON T W (1970). Colleges of Education: Academic or Professional? Slough, NFER.

EDSON C H (1988). Our Past and Present: Historical Enquiry in Education in Qualitative research in Education: focus and methods. Lewes, The Falmer Press.

ELLIOT J (1991). Action Research for Educational Change. Milton Keynes, Open University Press.

ELLIOT J (1992). Developing Teaching Competence Through Action Research Paper delivered at conference entitled 'Developing Teacher Competencies: Issues and Challenges' Sheffield University 17th-18th July. University of East Anglia.

ELLIOT J (1993). Coherence and Continuity in Teacher Education in ELLIOT J (ed) Reconstructing Teacher Education. London, Falmer.

ELLIOT R and CALDERHEAD J (1992) Mentoring for Teacher Development: Possibilities and Caveats in McINTYRE D, HAGGER H and WILKIN M (eds) Mentoring: Perspectives in School-based Teacher Education. London, Kogan Page.

EVANS A (1971). College and School Relationships in HEWETT S (ed) The Training of Teachers - A Factual Survey. London, University of London Press.

FALLON M (1991). Speech delivered to DES Articled Teacher Conference, Viking Hotel, York, 23rd October.

FEIMAN-NEMSER S and BUCHMANN M (1987). When is Student Teaching Teacher Education? in Teaching and Teacher Education, 3, pp255-73

FISH Della (1989). Learning Through Practice in Initial Teacher Training. London, Kogan Page.

FOGARTY Fiona (1992). Mentoring Articled Teachers in HATCH (ed) Didsbury Ideas. Special Edition, Spring. Manchester Polytechnic.

FROST David (1993). The Role of Higher Education in School Based Professional Development. Paper delivered at BERA conference, University of Liverpool September. Canterbury, Christ Church College.

FURLONG V J, HIRST BH, POCKLINGTON K and MILES S (1988). Initial Teacher Training and the Role of the School Milton Keynes, Open University Press.

FURLONG J, BARRETT E, BARTON L, MILES S and WHITTY G (1993). Integration and Partnership in Initial Teacher Education - Dilemmas and Possibilities (MOTE working paper). BERA annual conference, Liverpool University, September.

GAGNE R (1983). The Conditions of Learning New York, Holt Rinehart and Winston.

GALTON M (1989). Primary teacher training ; a practice in search of a pedagogy in McLELLAND V Alan and VARMA Ved P Advances in Teacher Education. London, Routledge.

GALTON M (1993) Initial Teacher Training. Paper given at conference of Exeter Academic Council: Initial Teacher Training in Exeter Schools: the new partnership - asset or liability? Dawlish, 14th October.

GARRIGAN Phil (1993). ITT partnerships and mentoring : the need for a shared agenda. Paper delivered at BERA conference Liverpool University September 1993.

GILROY DP (1992). The political rape of Initial Teacher Education in England and Wales: a JET rebuttal. JET Vol 18, no 1p 5.

GLASER B G and STRAUSS A L (1967). The Discovery of Grounded Theory: strategies for qualitative research. New York, Aldine Publishing Co.

GOBLE S (1993). Research Opportunities in the Gloucester Secondary Schools Scheme with the Cheltenham and Gloucester College of Higher Education. Paper delivered at the BERA conference, Liverpool University September.

GOLBY M (1993). Think first, teach later. Education 10th September p193.

GRAVES N J (1990) Initial Teacher Education: Policies and Progress. London, Kogan Page.

GROSS R (1987). Psychology: The Science of Mind and Behaviour. London, Edward Arnold.

HADOW Sir WH (1931). Report of the Consultative Committee on the Primary School. (The Hadow report). London, HMSO.

HAMILTON D L (1979). A Cognitive Attributional Analysis of Stereotyping In L BERKOWITZ (ed) Advances in Experimental Psychology (vol 12). New York, Academic Press.

HAMMERSLEY Martin (ed) (1986). Controversies in Classroom Research. Buckingham, Open University Press.

HAMMERSLEY M (1992). The Ethnographer as Reflective Practitioner: a cautionary tale. Draft paper Bera conference, Stirling University, August.

HAMMERSLEY M (1993). Educational research: current issues volume 1. London, Paul Chapman in association with the Open University.

HANNAN Andrew (1994). Headteachers', Parents', Students' and Tutors' Responses to the Reform of Primary Initial Teacher Education in REID I, CONSTABLE H and GRIFFITHS R (eds) Teacher Education Reform - Current Research Paul Chapman Publishing.

HANNAN Andrew and NEWBY Michael (1992). Student Teacher and Headteacher Views on Current Provision and Proposals for the Future of Initial Teacher Education for Primary Schools. Exmouth, University of Plymouth.

HARGREAVES D (1990). The Future of Teacher Education. Frinton on Sea, Hockerill Educational Foundation.

HARGREAVES D (1993). Whatever Happened to Symbolic Interactionism? in HAMMERSLEY M Controversies in Classroom Research. Buckingham, Open University.

HARTLEY D (1991) Democracy, Capitalism and the Reform of Teacher Education in JET, vol 17, no 1 pp 81-96.

HATCH Gillian (Ed.) (1992). Didsbury Ideas - Special Edition: School Based Teacher Training. Manchester, Didsbury School of Education, University of Manchester.

HENCKE D (1978). Colleges in Crisis. The Reorganisation of Teacher Training 1971-7. Harmondsworth, Penguin.

HEWETT, Stanley (1971). The Training of Teachers: a factual survey. London, University of London Press.

HILL D (1990). Something Old, Something New, Something Borrowed, Something Blue. London, Tufnell Press.

HILL D (1991). Seven Contemporary Ideological Perspectives on Teacher Education in Britain Today. The Australian Journal of Teacher Education volume 16 no 2 pp 5-29.

HILL D (1992a). What's Happened to Initial Teacher Education? Education Review vol 6 no 2 pp 8-11.

HILL D (1992b). Sense and Nonsense: a left critique of Conservative and Labour plans for initial teacher education. Paper given at BERA conference, Stirling University 26th August. West Sussex Institute of Higher Education.

HILL D (1994). Teacher Education and Training : radical right, radical left and left in the centre. Forum Autumn 1994 vol 36 no 3 pp1-19.

HILLGATE GROUP (1989). Learning to Teach. London, The Claridge Press.

HILLGATE GROUP (1986). Whose Schools? A Radical Manifesto. London, Claridge Press.

HILLGATE GROUP (1987). The Reform of British Education: from Principle to Practice. London, Claridge Press.

HIRST PH (1983) Educational Theory in HIRST PH (ed) Education and its Foundation Disciplines. London, Routledge and Kegan Paul.

HIRST PH (1990). The Theory - Practice Relationship in Teacher Training in BOOTH M, FURLONG J and WILKIN M Partnership in Initial Teacher Training. London, Cassell.

HMI (1978). Primary Education in England London, DES.

HMI (1979). HMI Series: Matters for Discussion 8. Developments in the B.Ed degree course. London, HMSO.

HMI (1980). PGCE in the Public Sector: an HMI discussion paper. London, DES.

HMI (1985). Education Observed 3: Good teachers. London, DES.

HMI (1987). Quality in Schools: The initial training of teachers. London, HMSO.

HMI (1988). Education Observed 7 : Initial teacher training in universities in England, Northern Ireland and Wales. London, DES.

HMI (1991). School Based Initial Teacher Training in England and Wales: A report by HM Inspectorate. London, HMSO.

HMI/OFSTED (1993) The Articled Teacher Scheme. London, HMSO

HODGKINSON K (1993). A Study of Student Roles and Personal Relationships during Primary School Teaching Practice. Loughborough, UDE.

HOLT R (1982). An alternative to mentorship. Adult Education vol 55 no 2. pp 152-156

HOPKINS David (1993, November). New 'Rules' for the Radical Reform of Teacher Education. University of Cambridge, Institute of Education.

HOPKINS David and REID Ken (1985). Rethinking Teacher Education. Beckenham, Croom Helm.

HOUSE OF LORDS (1993) Hansard 7th December, London, House of Lords.

HUTCHINSON S (1988). Education and Grounded Theory in Qualitative Research in SHERMAN Robert R and WEBB Rodman B Education: focus and methods. Lewes, The Falmer Press.

HYLAND (1994). Criticisms of Competence-Based Education and Training (CBET). Paper delivered at the Centre for Education Development Appraisal and Research (CEDAR) conference, University of Warwick, April.

JACQUES K (1991). The Articled teacher Scheme. Paper delivered at annual BERA conference, Nottingham Polytechnic.

JAMES Philip H (1980). The Reorganisation of Secondary Education. Windsor, NFER.

JAMIESON Ian (1994). Education and Business: Converging Models? paper given at CEDAR, April. University of Bath.

JOHNSON Richard (1976). Notes on the Schooling of the English Working Class, 1780 -1850 in DALE, ESLAND and MacDONALD: Schooling and Capitalism. London, Routledge and Kegan Paul.

KANE I (1992). From 'Partnership' to Partnership. The Move to School Based Training in Hatch (ed) Didsbury Ideas - special edition Spring pp 6-13. Manchester Polytechnic.

KLEMP G.O. (1977). Three Factors of Success in a World of Work: Implications for Curriculum in Higher Education. Boston, Mass. McBer & Co..

KUSHNER (1993). One in a Million? The Individual at the Centre of Quality

Control in ELLIOT J (ed) Reconstructing Teacher Education. London, Falmer.

LABOUR PARTY (1989). Children First : Labour's policy for raising standards in schools. London, Labour Party.

LACEY C (1979). Problems of Sociological Fieldwork: a review of the methodology of 'Hightown Grammar' in WILSON M (ed) Social and Educational Research in Action. Open University, Milton Keynes.

LAWLOR Sheila (1990). Teachers Mistaught: Training in theories or education in subjects. London, Centre for Policy Studies.

LAWN, Martin (1987). Servants of the State: the contested control of teaching 1900-1930. Lewes, Falmer.

LUNT Neil, McKENZIE Peter and POWELL Lorraine (1993). 'The Right Track'. Teacher Training and the New Right : change and review. Educational Studies vol 19 no 2 p 143.

LYNCH James (1979). The Reform of Teacher Education in the United Kingdom. Guildford, University of Surrey.

MaCINTYRE Gordon (1991). Accreditation of Teacher Education: the story of CATE 1984-1989. London, Falmer.

MAHONEY Pat (1992). Statements of Teacher Competence: their logic, use and misuse. Paper given at conference entitled 'Developing Teacher Competencies: Issues and Challenges' Sheffield University July 17th-18th.

MAJOR J (1991). Speech to the Centre for Policy Studies quoted in Child Education, October, p25.

MARLAND M (1993) Editorial in Mentoring vol 1 no 1 pp3-4.

MAY Jonathan (1968). Development of Education in England and Wales. Middlesex, St. Mary's College of Education.

MAYNARD T (1993) School Based Teacher Education: the National Scene

paper given at 'Mentoring Primary Student Teachers': conference at Bedford College of Higher Education

McINTYRE Donald (1992a). School Focussed Teacher Education: Lessons from the Oxford Internship. Talk at conference 20th May Standing Committee for the Education and Training of Teachers in the public sector (SCETT).

McINTYRE Donald (1992b). Initial Teacher Education and the Work of Teachers. Lawrence Stenhouse Memorial Lecture given at BERA conference Stirling University Sept 1992.

McINTYRE D, HAGGER H and WILKIN M (1993). Mentoring: Perspectives on School Based Teacher Education. London, Kogan Page.

McLELLAND VA (1989). Changing Concepts of Teacher Education in McLelland V Alan and Varma Ved P Advances in Teacher Education. London, Routledge.

McCLELLAND V. Alan and VARMA Ved P. (1989). Advances in Teacher Education. London, Routledge.

McCULLOCH M (1994). Democratisation of Teacher Education: new forms of partnership for school based initial teacher education. JET vol 19 nos 4. & 5 double issue supplement. pp 293-304

MILES S and MIDDLETON C (1993). Markets, Ideologies and Primary ITE. International Studies in the Sociology of Education. vol 3 no 1 pp109-127.

NATIONAL COMMISSION ON EDUCATION (1993). Learning to Succeed: a radical look at education today and a strategy for the future. A report of the National Commission under John (Lord) Walton. Heinemann.

NEISSER U (1976). Cognition and Reality: principles and implications of cognitive psychology. San Francisco, WH Freeman.

NEWSOM COMMITTEE (1963). Half Our Future. Report of the Central Advisory Council for Education, Ministry of Education. London, HMSO.

- NICHOL J (1993). The Exeter School- based PGCE: an alternative initial teacher training model. JET vol 19 no 3 pp 303-323
- OFSTED (1993a). The Articled Teacher Scheme. A Report from the Office of Her Majesty's Chief Inspector of Schools. London, HMSO.
- OFSTED (1993b). Teacher Education and Training. London, HMSO
- O'HANLON C (1993). The Importance of an Articulated Personal Theory of Professional Development in ELLIOT J (ed) Reconstructing Teacher Education. London, Falmer.
- O'HEAR A. (1988) Who Teaches the Teachers? A Contribution to Public Debate. London, Social Affairs Unit
- O'HEAR Anthony (1991). Education and Democracy. London, The Claridge Press.
- PATRICK H, BERNBAUM G and REID K (1982). The Structure and Process of Initial Teacher Education within Universities in England and Wales (The SPITE report). Leicester, University of Leicester School of Education.
- PETERS R S (1963). Education as Initiation. London, Evans Brothers for the Institute of Education.
- PETERS R S (ed) (1969). Perspectives on Plowden. London, Routledge and Kegan Paul.
- PIAGET J (1929). La Representation du monde chez l'enfant. (Translated TOMLINSON J and A (1973) as The Child's Representation of the World. London, Paladin).
- PLOWDEN COMMITTEE (1967). Children and Their Primary Schools; report of the Central Advisory Committee for Education. London, HMSO.
- POLLARD A and TANN S (1987). Reflective Teaching in the Primary School: a handbook for teachers. London, Cassell Education.

POLLARD A (1992). Pupil Learning and career in a Primary School: the methodology of a longitudinal ethnography. Notes and associated papers offered in support of the symposium: Qualitative Data analysis in education BERA annual conference, Stirling University, August.

POPKEWITZ THOMAS S (ed) (1987). Critical Studies in Teacher Education, its Folklore, Theory and Practice. Sussex, Falmer.

PRING Richard (1992). Letter to The Times. 20th February.

RAGGETT M and CLARKSON M (1976). Changing Patterns of Teacher Education. University of Sussex, Falmer Press.

SCETT (1992). Standing Committee for the Education and Training of Teachers - Letter to Lady Blatch after conference of 22-23 Nov. 1992. SCETT.

SCHON D (1983). The Reflective Practitioner. London, Temple Smith.

SHARP R and GREEN A (1975). Education and Social Control. London, Routledge.

SHERMAN Robert R and WEBB Rodman B (1988). Qualitative Research in Education: Focus and Methods. Lewes, Falmer.

SIMON B (1985). The Tory Government and Education 1951-60.

SIMON B (1992). What Future for Education? London, Lawrence and Wishart.

SKILBECK (1994) Organisation for Economic Co-operation and Development Paper delivered at the Centre for Education Development Appraisal and Research (CEDAR) conference, University of Warwick, April.

SMITHERS A (1990). Teacher Loss. Interim report to the Leverhulme Trust. Manchester, University of Manchester.

STENHOUSE L (1975). An introduction to Curriculum Research and Development. London, Heinemann.

- STONES E (1993). Editorial: Reflections From a Black Hole. JET vol 19 no 2 pp123-124.
- STRADLING R with JAMISON J and MORRIS M (1991). Evaluation of the Articled Teacher Pilot Scheme - Executive Summary. Slough, NFER.
- SWANWICK Keith (1989). Teacher Education and the PGCE - a research report. London, Institute of Education.
- TAYLOR W (1985). The Future for Teacher Education in HOPKINS D and REID K (eds) Rethinking Teacher Education. Beckenham, Croom Helm.
- TESCH Renata (1990). Qualitative Research: analysis types and software tools. Basingstoke, Falmer.
- THOMAS JOHN B (ed) (1990). British Universities and Teacher Education. A Century of Change. Sussex, Falmer.
- THOMPSON M (1992). Do 27 competences make a teacher? Education Review vol 6 no 2 Autumn 1992 pp4-7.
- TICKLE L (1987). Learning Teaching, Teaching Teaching. Lewes, Falmer.
- TICKLE L (1993). Capital T Teaching in ELLIOT J (ed) Reconstructing Teacher Education. London, Falmer.
- TROMAN G (1991). Initial Teacher Education and the New Right. Forum vol 33 no 2 p. 42 Spring, pp42-44
- UNIVERSITIES COUNCIL FOR THE EDUCATION OF TEACHERS (UCET) (1973). The In-service Education and Training of Teachers. London, UCET.
- UCET (1994). Report of meeting with Lady Blatch 24th February. London, UCET.
- UCET (1993). Minutes from meeting of the ITE (primary) committee 15th December. London, UCET

- WALKER S and BARTON L (1987). Changing Policies, Changing Teachers. NFER Slough.
- WARNOCK Mary (1985). Teacher, teach thyself (Richard Dimbleby lecture). London, BBC.
- WARNOCK Mary (1990). Trained relations - role of mentors in training student teachers. Times Educational Supplement September 21.
- WHITEHEAD Joan and MENTER Ian (1993). Partnership in Teacher Training: Redefining Professionalism - paper presented at the BERA conference, University of Liverpool September. Faculty of Education, University of the West of England.
- WHITTY G (1989). The New Right and the National Curriculum; State Control or Market Forces? Journal of Education Policy Vol 4 no 4 pp 329-341
- WHITTY G (1990). The Politics of the Education Reform Act in DUNLEAVY P GAMBLE A and PEEL G (eds) Developments in British Politics 3. London, MacMillan.
- WHITTY G (1992). The Use of Competences in Teacher Education: approaches and issues. Paper delivered at conference entitled 'Developing Teacher Competencies: Issues and Challenges' Sheffield University 17th-18th July.
- WHITTY G (1994). Education Reform and Teacher Education in England in the 1990s. JET vol 19 nos 4 & 5 double issue supplement pp263-276.
- WHITTY G BARTON L and POLLARD A (1987). Ideology and Control in Teacher Education: a review of recent experiences in England in POPKEWITZ T (ed) Critical Studies in Teacher Education. Lewes, Falmer Press.
- WILBEY P and MIDGLEY S (1987). As the New Right Wields its Power in The Independent 23rd July p11.
- WILKIN M (Ed) (1992). Mentoring in Schools. Kogan Page.

WILLEY F T and MADDISON R E (1968). An Enquiry into Teacher Training. London, University of London Press.

WILLAMS G M E (1992). Partnership with schools : the challenge for teacher education -A paper given at National Primary Teacher Education Conference (NaPTEC) Seminar 8th February. London, Thames Polytechnic.

WILSON Michael (1978). Social and Educational Research in Action. New York, Longman .

WINTER R (1989). Learning from Experience: Principles and Practice in Action Research. Lewes, Falmer Press.

WINTER Richard (1992). Can a sophisticated version of the professional role be specified in terms of competences? Paper given at conference entitled 'Developing Teacher Competencies:Issues and Challenges' Sheffield University July 17th-18th. .

WOODHEAD Chris (1993). Issues of school-based initial teacher education with reference to the report for the DfE on 'Curriculum Organisation and Classroom Practice in Primary Schools' by Alexander, Rose and Woodhead. Paper given at National Primary Teacher Education Conference (NaPTEC) 21-22 May.

WOODS Peter (1977). The Ethnography of the School (units 7&8 of block II:The Process of Schooling of course E202: Schooling and Society.) Open University, Milton Keynes.

WOODS P (1988). Educational Ethnography in Britain in SHERMAN Robert R and WEBB Rodman B Qualitative research in Education: focus and methods. Lewes, The Falmer Press

WRAGG E (1990). The Two Routes into Teaching in BOOTH M et al Partnership in Initial Teacher Training. London, Cassell.

WRAGG E (1992). In a Right-wing Land, Arbut is King. Times Educational Supplement 24th January.

YEOMANS R and SAMPSON J (1993). Mentorship in the Primary School:
Mentorship in Action. Lewes, Falmer.