

Trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives on the significant transformative experiences that inform transformation from trainee to early career teacher.

A Case Study

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Declaration

I certify that the work contained in this thesis, or any part of it, has not been accepted in substance for any previous degree awarded to me or any other person, and is not concurrently being submitted for any degree other than that of Doctorate in Education (EdD) which has been studied at the University of Greenwich, London, UK.

I also declare that the work contained in this thesis is the result of my own investigations, except where otherwise identified and acknowledged by references. I further declare that no aspects of the contents of this thesis are the outcome of any form of research misconduct.

I declare any personal, sensitive or confidential information/data has been removed or participants have been anonymised. I further declare that where any questionnaires, survey answers or other qualitative responses of participants are recorded/included in the appendices, all personal information has been removed or anonymised. Where University forms (such as those from the Research Ethics Committee) have been included in appendices, all handwritten /scanned signatures have been removed.

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Completing a long and at times, tough journey, is made possible by the company of others. In my EdD journey, 'the others' included family and friends, EdD cohort and my supervisors. Without those fellow travellers, I acknowledge that I would not have completed the journey.

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DEDICATION

This thesis is dedicated to Miriam Grant (1952–2020). Not only my close friend and confidante, but also my greatest supporter, particularly when I found the journey tough. She had greater faith in me than I had in myself and through her gentle actions, gave me the self-belief I could do it.

ABSTRACT

This study sought trainee teachers' and teacher trainers' perspectives of the transformative experiences from current self, as trainee, to future self, as an early career teacher on in-service, post 16yrs Initial Teacher Training (ITT). A case study of 29 trainees and three teacher trainers, situated in a convergent framework, aligning a transformative and pragmatic paradigm interplay, was adopted.

Defining transformative learning is complex (Kitchenham, 2008) and the study also drew on a simpler construct of transformative experiences (Pugh, 2002) in recognition of perspective change (Mezirow, 1978). At times, this is referred to as the Big T and Little T of transformation in learning (Heddy and Pugh, 2015).

The findings reveal three key conclusions. Firstly, trainee teachers are likely to undergo a perspective transformation (Mezirow, 1978) in their identity as the teacher. Secondly, the significant processes of reflection and discourse support this and thirdly, the experiences are situated both in the course but also significantly in the trainees' workplace. This results in three recommendations to foster greater transformative alignment of the in-service, post 16yrs ITT curriculum in aligning the unique communities of practice (Lave and Wenger, 1991; Wenger, 1998) the trainee occupies in their journey to teacher.

A conceptual model for a Trainee-Led Community of Practice (TLCoP) is recommended, not only for the trainee but led by the trainee to ensure its connectiveness and relevance. In addition, there is a need to reconceptualise and make visible the coalition role of the teacher educator in the two learning environments of the course and workplace. Finally, the teacher educator requires upskilling to foster the essential reflective discourse required to support the transformation from trainee to teacher.

With limited literature available in relation to the transformation from trainee to teacher in the context of post 16yrs, in-service ITT, this study contributes to the existing knowledge of transformative learning and ITT.

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DEFINITION OF TERMS

Term	Definition
AB	Awarding Body
Big T	Transformative Learning (Mezirow, 1978)
BIS	Department for Business Innovation and Skills
Cert Ed	Certificate in Education
CIR	Critical Incident Reflection
CoP	Community of Practice (Lave and Wenger, 1991)
CPPD	Continuing Personal and Professional Development
CRA	Critical Reflection on our Assumptions (Mezirow, 1978)
DET	Diploma in Education and Training
DfE	Department for Education
DTLLS	Diploma in Education, Training and Teaching in the Lifelong Sector
EdD	Educational Doctorate
ETF	Education and Training Foundation
FE	Further Education
FEC	Further Education College
FHEQ	Framework for Higher Education Qualification
HE	Higher Education
HEI	Higher Education Institute
IFL	Institute for Learning
ITE	Initial Teacher Education
ITT	Initial Teacher Training
ITT (post 16yrs).	Initial Teacher Training for trainee teachers of students aged 16 years and above
Little T	Transformative Experiences (Pugh, 2001)

Term	Definition
LLL	Lifelong Learning
LSA or LSF	Learning Support Assistant or Learning Support Facilitator
NQT	Newly Qualified Teacher (post Primary or Secondary ITT)
PCE	Post Compulsory Education (Education for post 16yrs)
PGCE	Post Graduate Certificate in Education
ProfGCE	Professional Graduate Certificate in Education
QTLS	Qualified Teacher Learning and Skills (post 16yrs context)
QTS	Qualified Teacher Status
SET	Society for Education and Training
TE	Transformative Experiences (Pugh, 2001)
TL	Transformative Learning (Mezirow, 1978)
TLCoP	Trainee-Led Community of Practice
TRA	Teaching Regulation Agency
TTES	Teaching for Transformative Experiences in Science (Pugh & Girod, 2007; Pugh, Linnenbrink-Garcia, Koskey, Stewart, & Manzey, 2010)
UCV Discussions	Use, Change, Value Discussions (Heddy, Sinatra, & Seli, 2013; Heddy, Sinatra, Seli, & Mukhopadhyay, 2014)
UREC	University Research Ethics Committee

Chapter 1 Introduction

1.1 Introduction to Chapter and Provocation to ask the Research Question

This chapter establishes my research question, the territory of the research and its professional and research significance. To do this, I present five considerations. Firstly, my initial provocation to ask my research question is shared; secondly, an acknowledgement of the work of Jack Mezirow (1923–2014) is made; thirdly, the context of my research is explained; fourthly, the research perspective is presented and finally the worthiness and value of asking my question is given. The chapter concludes with an outline of the remaining chapters of the thesis.

I am a teacher trainer and Programme Director of an in-service, post 16yrs Initial Teacher Training (ITT) programme. As Programme Director, I plan the management and delivery of the ITT curriculum. From discussions during my career with other teacher trainers, the overall curriculum planning of ITT rests on their shoulders or a designated Programme Director. Hence the reference at times in this thesis, to teacher trainer and/or curriculum planner, in recognition that the teacher trainer may or may not be responsible for curriculum planning.

Many years ago, a brief conversation with a trainee teacher on an in-service, post 16yrs ITT programme, left an everlasting thought with me. The trainee teacher of plumbing received feedback on their behaviour as a teacher in relation to use of unacceptable language in the classroom. The trainee continued to use the language they had used, which had been deemed acceptable on the building sites where they had worked for many years. The feedback received by the trainee teacher led to a period of awkwardness, disequilibrium and misunderstanding as they sought their new identity of teacher and the associated behaviours of that role. Trainee teachers on an in-service, post 16yrs ITT programme identify, to some extent, as a teacher from 'Day 1', as a mandatory requirement of the programme demands that they are working as

a teacher. As demonstrated by this trainee, that transition from what the trainee believed was the role of the teacher to the establishment of the actual role, may be one of troublesome learning. The trainee concluded their teacher training successfully and sought me out to say, "I came and thought I could carry on as a plumber, but I leave as a teacher of plumbing". The trainee gave me an additional 'thumbs up'. This comment and behaviour illuminated the transformation that this trainee had undergone during their ITT and left me asking how that transition and self-identification from trainee to teacher was fostered and supported during their ITT. Quickly the practices of feedback, reflection and my many discussions with this trainee sprung to mind. Although those practices are recognised as fostering transformative learning (Cranton, 2006), my deduction was drawn from my personal experience with no measured and considered evidence of the input and value of these practices, specifically on an in-service, post 16yrs ITT programme. The enduring and unshakeable impact of this incident remained with me during my career and my restlessness in not having an answer, despite my searching, led me to ask my research question:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

1.2 Acknowledgement of the Work of Jack Mezirow (1923–2014)

In the quest to answer my question – how the trainee teacher of plumbing had been supported to make the transition from plumber to teacher of plumbing (see Chapter 1, Section 1.1) – I came across the work of American sociologist and Emeritus Professor of Adult and Continuing Education, Jack Mezirow (1923–2014) and his contribution of transformative learning theory. Transformative learning remains a key issue in the discourse of adult learning (Taylor, 1997; Cranton, 2006). The introduction of that concept is mostly traceable to the work of Mezirow (1975) who, inspired by the experience of his wife Edee on her return to study later in life, conducted a study of women returning to study in the USA after an extended period of absence (Mezirow, 1975). From this, Mezirow advocated a transformative approach to learning not offered in adult learning theory. It is, therefore, almost an expectation that much of the discussion in this area of study refers to the ground-breaking work of Mezirow. This accounts for the constant reference to his work in this study, as his contributions serve as the launching pad for the various contributions to issues around transformation and adult learning (Brookfield, 2000, 2012; Calleja, 2014; Dirkx 1998, 2001; Duckworth and Smith, 2018, 2019; Cranton, 1996, 2002, 2006, 2016; Illeris, 2005; Kitchenham, 2008; Taylor, 1998, 2001, 2008, 2017)

Mezirow's key arguments can be summarised as follows.

- A learning experience or event prompts some form of transformation, or paradigm shift, of a person's existing viewpoint;
- Discourse and critical reflection are vital components to foster transformative learning;
- The process of transformation can be epochal or incremental (Mezirow, 1981).

In this thesis, the repeated reference to Mezirow is a form of acknowledgement of his foundational work in the area of transformative learning. By examining trainee teachers' and teacher trainers' perspectives of the significant transformative experiences on an in-service, post 16yrs ITT programme, that inform transformation

from trainee to early career teacher, my work is a development to the foundation he laid.

1.3 The Context of the Research

The research is situated in the context of post 16yrs, in-service ITT and transformation in learning. In setting the context, the two topics are presented as:

1. ITT in the UK:
 - Primary and Secondary;
 - Post 16yrs.
2. Transformation in Learning:
 - Transformative Learning;
 - Transformative Experiences.

1.3.1 ITT in the UK

1.3.1.1 Introduction

To gain a greater understanding, the overall landscape of ITT in the UK is firstly shared before I focus on post 16yrs ITT. ITT in the UK has discrete training pathways depending on the intended age phase the trainee teacher proposes to teach as presented below.

Primary and Secondary

Accredited Training, agreed by the Department for Education (DfE), leading to Qualified Teacher Status (QTS) with the opportunity to gain a Post Graduate Certificate in Education (PGCE) for teaching depending on age phases:

- Primary ITT: 3 to 7yrs, 5 to 11yrs, or 7 to 11yrs;
- Secondary ITT: 7 to 14yrs, 11 to 16yrs, 11 to 18yrs, or 14 to 19yrs (DfE, 2020).

Post 16yrs

Accredited training, awarded by an Awarding Body (AB) or Higher Education Institute (HEI) in Post 16yrs leading to a Diploma in Education (DET), Professional Graduate Certificate in Education (ProfGCE) or PGCE. It may also include 14-19yrs students who are studying a more vocational pathway (Education and Training Foundation (ETF), 2021).

1.3.1.2 Primary and Secondary ITT

Primary and Secondary ITT leads to the achievement of QTS in line with the Education (School Teachers' Qualifications) (England) Regulations, (2003). At present, this is a mandatory requirement in the UK to be able to teach in a:

- Maintained primary school;
- Maintained secondary school;
- Maintained special school;
- Non-maintained special school (DfE, 2014).

The Teaching Regulation Agency (TRA) is, at present, the competent authority in England for the teaching profession in these phases. On behalf of the Secretary of State they are responsible for the award of QTS (Department for Education, 2014). There is also a statutory requirement to successfully complete an Induction Year as a Newly Qualified Teacher (NQT) following achievement of QTS (Department for Education, 2013).

Trainees are also offered the opportunity to achieve a PGCE qualification, but this is not mandatory. This qualification is at Level 7 (L7) of the Framework for Higher Education Qualifications (FHEQ). This Framework is part of the UK Quality Code for HE. The UK Quality Code for HE is the definitive reference point for all UK HE providers (QAA, 2014). The code defines what "HE providers are required to do, what they can expect of each other, and what the general public can expect of them" (QAA, 2014, p. 3). The FHEQ gives a framework of qualification outcomes and their levels. The PGCE is at L7 in the FHEQ and describes a master's degree level (QAA, 2014).

1.3.1.3 Post 16yrs ITT

The research question posed refers to post 16yrs ITT. This differs from the primary and secondary ITT as previously explained. The landscape of the post 16yrs phase of education and its curriculum, is more diverse than the primary and secondary phases (ETF, 2020). It includes different educational contexts, e.g., prison education, adult education, work-based learning, community learning, 6th Form College education, further education (FE) colleges and schools with numerous titles for the role of the teacher, including teacher, instructor, lecturer, trainer (ETF, 2020). To teach in post 16yrs education, the QTS route described above may be suitable but is not a statutory requirement of a post 16yrs teacher (UCAS, 2020).

The regulations of the qualifications required by the teacher in this phase have been subject to change and direction. Unlike primary and secondary, post 16yrs education was previously under the direction of the Department for Business, Innovation and Skills (BIS) and subject to the Further Education Workforce Regulations (2007). These regulations included:

1. Mandatory training for post 16yrs teachers;
2. Post 16yrs teachers had to apply for formation (the term used to describe the process) to the status of Qualified Teacher Learning and Skills (QTLS) with the professional body at the time, the Institute for Learning (IFL);
3. Post 16yrs teachers had to comply with continuing professional development (CPPD) requirements post qualification (Further Education Workforce Regulations, 2007).

With a desire to foster greater teacher professionalism in post 16yrs teaching, including the ITT element, an independent review led by Lord Lingfield was commissioned by the BIS in 2011. A panel of experts drawn from the sector considered the appropriateness and effectiveness of the current arrangements to regulate and facilitate the professionalism of this workforce and to make recommendations on how the arrangements should be changed or improved (BIS, 2012). Initial

recommendations from the Lingfield Report (Lingfield, 2012), resulted in the phased approach to revoke the 2007 Further Education Workforce Regulations with effect from September 2013, to allow time for self-regulatory practices to be established by employers. The consultation reported that the 'regulation of professionalism', including the mandatory ITT in the Further Education Workforce Regulations (2007), did not appear to strengthen the quality of provision. It was now no longer 'mandatory' for post 16yrs teachers to train, but with a new framework for qualifications (2013), the requirement or recommendation to train was at the employer's discretion. The Minister of State for Further Education, Skills and Lifelong Learning, in response to the Lingfield Report (2012) stated:

...in line with our reforms to bring greater freedoms and flexibilities to the sector, colleges and providers should be given greater discretion on qualifications and CPD, but with a baseline set by funding arrangements; so providers could be freed from regulation but with public interest more appropriately safeguarded through contractual requirements (BIS, 2012, p. 4).

In addition, at this time, another review report in relation to vocational education, the Wolfe Report (2011), recommended holders of QTLS who were members of the Society for Education and Training (SET), formerly the IFL, could be appointed to permanent positions as qualified teachers, without any further induction requirements (SET, 2018). SET is the voluntary membership body of the ETF. ETF is the guardian of the professional standards for the post 16yrs sector and confers the QTLS (ETF, 2021). The QTLS gained an equivalency to QTS with Statutory Instrument 2012 No. 431, amended to include this (ETF, 2021).

There is an expectation that the trainee teacher has the qualifications and/or experience for the subject they plan to teach in post 16yrs education (ETF, 2020). The ITT programmes for post 16yrs teaching qualifications at L5 and 6 of the FHEQ, require trainees to work as a teacher during training. This work-based model for post 16yrs ITT is referred to as an in-service programme. The trainee may already be a professional in their own specialist area and the ITT supports development to the dual professionalism of combining this with teaching (Robson, 1998). ETF support

this, describing FE teachers and trainers as 'dual professionals'. They describe this as:

...they [the teachers] are both subject and/or vocational specialists and experts in teaching and learning. They are committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learner
ETF, (2014, p. 2).

The ETF (2014) released a set of aspirational, but not statutory, standards and these provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching (ETF, 2014). These standards have been reviewed and reshaped in an attempt to define what should be known, and what attributes should be possessed, by FE teachers. Two explicit elements of the non-mandatory standards are pertinent to this research. Firstly, is the development of critical reflection (ETF, 2014; Greatbatch and Tate, 2018). The Professional Standards FE, set the first standard with the guidance that FE teachers should "Reflect on what works best in your teaching and learning to meet the diverse needs of learners" (ETF, 2014, p. 3). The practice of reflection to drive teachers' improvement and change, by drawing on students' and colleagues' feedback, is a well-established consideration (Faraday, Overton and Cooper, 2011). Secondly, the Professional Standards set a standard that fosters the trainee teacher to challenge their world view or perspective with "Evaluate and challenge your practice, values and beliefs" (ETF, 2014, p 3).

The overall performance criteria are that teachers and trainers in this sector need to not only understand and teach their expert knowledge but understand and apply teaching skills to support inclusivity (SET, accessed 2018). Unlike Primary and Secondary phases of Initial Teacher Education (ITE), there is not a statutory requirement to complete an Induction Year following qualification, however, those holding a post 16yrs Teaching Qualification can apply for professional status of QTLS with the SET. As previously noted, the Department for Education (2014, 2016) legally recognises this status and advises teachers that:

If you have QTLS status and membership with the Society for Education and Training, you will be eligible to work as a qualified teacher in schools in England. It will be up to schools and local authorities to decide whether you are suitable for a

post and to teach a particular subject. You will be exempt from serving a statutory induction period in schools. (DfE, 2014, 2016).

The structure of the in-service, post 16yrs ITT programme attempts to alleviate the challenges that the dual professionalism demands of being both an occupational and subject expert and teacher (Robson, 1998; Greatbatch and Tate, 2018). An interesting perspective from the literature considered that as many trainee teachers undertake their ITT following working as teachers of their subject, ITT becomes an element of CPPD to bridge the gap between vocational expert and professional teacher (Orr and Simmons, 2010; Lucas and Unwin, 2009; Greatbatch and Tate, 2018).

Primary and Secondary ITT is offered by an accredited training provider or a HEI, as a pre-service programme with two complementary placements in school or increasingly as a School Direct model. School Direct is a school-led route for ITT in partnership between a lead school, other schools and an accredited teacher training provider (NCTL, DfE, 2014). In post 16yrs, the common approach taken is an in-service model, with the trainee working as a teacher and carrying out their professional studies with an accredited provider. Characteristically, this is over a two-year period, though can be achieved in one year. The programme for post 16yrs ITT can be delivered in different settings e.g., a college, a private training provider and awarded by an HEI or awarded by an AB e.g., City and Guilds (ETF, 2020). As a two-year programme, it is considered a 'part-time' ITT programme. Programmes are planned to meet the three core elements of professional values and attributes, professional knowledge and professional skills in line with the Professional Standards FE (ETF, 2014).

1.3.1.4 ITT Programme Design

Primary and Secondary ITT

The primary and secondary professional qualification, PGCE, is designed to meet the following expectations:

ITT Core Content Framework: The ITT Core Content Framework does not set out the full ITT curriculum for trainee teachers, but training providers must ensure trainees have adequately covered any foundational knowledge and skill that are pre-requisites of the content defined in this framework (DfE, 2019, p. 4).

Teacher Standards: The standards are presented in two parts. Part One comprises the Standards for Teaching; Part Two comprises the Standards for Personal and Professional Conduct (DfE, 2011). They give the minimum level of practice all teachers should develop in their ITT and adhere to throughout their career. The ITT Core Content Framework is presented around the Teachers' Standards for clarity (DfE, 2011). The Teachers' Standards are used to assess all trainees working towards QTS (DFE, 2011).

QAA Quality Code for Higher Education (revised, 2018): The Code defines the principles that should apply to all HE programmes in the UK (QAA, 2018).

Post 16yrs ITT

The post 16yrs context bears some similarity in relation to meeting expectations of the QAA Quality Code (2018) but differs with adherence to the elements presented below.

Professional Standards: The Professional Standards were developed by the ETF (ETF, 2014). ETF emphasise that the standards offer “an interpretation of what a professional might be doing at differing stages of their career or training, seen through the ‘lens’ of the Standards” ETF, 2014, p.1). The post 16yrs ITT programmes are designed to embed the standards in the curriculum.

Updated Guidance (ETF, 2016) on the teaching qualifications for the FE and skills sector: This guidance provides “the structure of each qualification, including the

recommended guided learning hours, credit combination, teaching practice and assessed observation requirement” (ETF, 2016).

Having considered the specific context of in-service, post 16yrs ITT within the overall landscape of ITT in the UK, the context of transformation in learning will now be shared.

1.3.2 Transformation in Learning

Two key constructs of transformative learning (Mezirow, 1975) and transformative experiences (Pugh, 2002), are drawn on in this research and discussed in Chapter 2, the Literature Review. To define transformative learning is complex (Kitchenham, 2008), but at its simplest, transformative learning is about change to the existing perspective one holds. The development of transformative learning theory takes its foundation from the study of women returners to study (Mezirow, 1975). From this study, Mezirow (1975), described a process of change to the existing, personal perspective of one’s world view. Mezirow (1978, p. 162), described this as “a structural reorganisation in the way that a person looks at himself and his relationships”. Transformative learning is based on constructivist assumptions in that “meaning is seen to exist in ourselves and not in external forms” (Cranton, 2006, p. 23). We make sense of our world view through experience and “validate it through interactions and communication with others” (Cranton 2006, p. 23).

An alternative construct, referred to as ‘transformative experience’, is offered by Pugh, (2002, 2011), as a framework for conceptualising ‘small-scale or micro-transformative learning’. Heddy and Pugh (2015), argue that the realisation and sustaining of transformative learning is not feasible in the confines of the curriculum and a more manageable task is to draw on existing approaches to generate small-scale transformation in the form of transformative experience (TE). Transformative experience is defined “as a learning episode in which a student acts on the subject matter by using it in everyday” (Pugh, 2011, p. 112). It gives value to the learning by changing existing perceptions by a specific event but not necessarily the total world

view held by the learner. It stands back from the 'big' shift in consciousness and personality that transformative learning embodies, though transformative experiences may or may not, build a transformative bridge for the trainee's subsequent transformative learning (Heddy and Pugh, 2015).

The common practices of transformative learning include critical reflection and discourse, collective learning and engagement with critical content (Cranton, 2006; Mezirow, 1997, 2000; Taylor, 2000). Transformative learning cannot be conceptualised as a linear process, as progression may be spiral in nature (Cranton, 2002), as doors and avenues open in the trainees' minds, with subsequent actions upon the existing viewpoints and practices they hold. Pugh and Girod (2007), suggest transformative experiences in learning are fostered by two methods. Firstly, by 'crafting ideas out of concepts' and secondly by 'modelling and scaffolding transformative experiences' (Pugh and Girod, 2007; Pugh, 2011). Crafting ideas out of concepts involves the teacher planning and facilitating students' engagement with the content beyond assimilation of what the students already know but in ways that prompt the student to view and experience aspects of their existing world in a different and meaningful way as a result of the learning (Pugh and Girod, 2007). Methods of modelling and scaffolding are realised by the teacher's explicit modelling of passion, interest and renewed 'seeing' with planned, incremental support to promote students to question their actions, perceptions and values (Pugh and Girod, 2007).

There are similarities between the practices suggested in relation to transformative learning and experiences, and those in the post 16yrs ITT curriculum. Reflection and discourse with others, in both the professional studies aspect of the course and the trainees' workplace, are present. The professional studies aspect with trainees' attendance 'on the course' can allow for engagement with concepts in a different way. However, in actuality, the impact and consensus of this happening to support the transformation from trainee to early career teacher is untested.

This section of the introductory chapter bounded the context of the research with the focus on the two topics of transformation in learning and in-service, post 16yrs ITT. The research perspective will now be shared.

1.4 The Research Perspective

Although Chapter 3, Methodology, fully discusses the theoretical perspective and methodology of my research, this introduction offers an insight into my research perspective, methodology and positioning.

The research is located in an in-service, post 16yrs ITT curriculum. To examine that setting, I use a case study approach comprising two cases, to draw on participant interpretations of the transformative experiences during the journey from trainee to teacher during ITT. Case 1 is made up of 29 trainees and Case 2 is made up of three trainers. Case 1 involves 29 trainees that I have no relationship with, to avoid any conflict of interest or assertion of power. The case study approach ensures data is drawn from participants who were close to the situation, in training and accessible. The research seeks to examine trainee teachers' pre-perception of the role of the teacher on starting ITT, any shift in that perception and the significant transformative experiences on their journey to teacher. It also asks the teacher trainers for their perspective on the transformation of trainees and their thoughts of how the trainee is best supported in this journey.

Reflecting on my position as a researcher in this setting, I approach the research with no straitjacket to align with a specific paradigm. I adopt an interplay of a transformative and pragmatic paradigm in constructing my research and interpretation. Creswell (2007, p. 178), asserts that "no longer is it acceptable to be the omniscient, distanced qualitative writer" and I aimed to write in an honest and evaluative way to encourage the reader's meaningful and genuine engagement. Therefore, the subsequent writing about my theoretical perspective or approach in Chapter 3, Methodology, remains

reflective and hopefully avoids the 'paradigm warfare' (Creswell, 2003), that prevails along with the confusing language of research.

Whilst acknowledging that transformative learning cannot be taught (Illeris, 2005), and no particular teaching method will guarantee transformative learning (Cranton, 2002), as a curriculum planner of ITT, my desire to promote this forms part of my own curriculum ideology. At times, I show my characteristic and inherent critical tone, as I attempt to strengthen the voice of the curriculum planner, teacher trainer and trainee teacher. With my acknowledgement of the complex phenomenon of transformative learning, the worthiness of researching the smaller composites (Pugh, 2011), of transformative learning in a more situated context, in this case, in-service post 16yrs ITT is realised. In addition, I recognise the complexities of the in-service, post 16yrs ITT programme as a multifaceted HE programme with a mix of learning contexts i.e., trainee teachers of differing subjects, levels of teaching, prior experience and workplace settings with multiple contributors in the process e.g., mentor, tutor, trainee, peers and colleagues. To measure transformative learning per se would be unrealistic and the recognition of micro-level transformative experiences (Pugh, 2011; Heddy and Pugh, 2015), is a more realistic and pragmatic approach for this research project. In taking such an approach, I hope that the results may inform like-minded curriculum planners and teacher trainers in their quest to foster a transformative and experiential environment for trainee teachers in this setting.

Pugh (2011), recommends four areas for future research in relation to transformative experiences (TE). My research question relates to two of these:

1. Identify individual factors relating to engagement in TE;
2. Develop methods to foster TE.

It will also contribute to the remaining two considerations of:

3. Conceptualising and measuring TE;
4. Investigating the relationship between TE and learning.

By focussing this study on the transformative nature of the trainees' journey during ITT to becoming a teacher, in the specific context of in-service, post 16yrs ITT, the findings and recommendations add a further novel 'brick in the wall' of literature for both ITT and transformative learning and experiences.

1.5 The Worthiness and Value of Asking the Question

High quality learning and achievement of our students is dependent on the quality of the teaching they receive and "teacher education is demonstrably one of the most important influences on that teaching quality" (Crawley, 2016. p. 1). From a purely selfish perspective, I gain more satisfaction from researching and recognising the transformative experiences trainees undergo, than from any functional, policy-driven or instrumental research study. It may be situated in my altruistic belief that I want others to be blessed with the same enjoyment, interest and appreciation I have had and continue to have in my teaching career, which has come about through my own transformative learning and experiences. There is a legacy agenda too, in the fact that these trainees will be teachers of others, or what I call the 'double-deckedness' of post 16yrs ITT. They occupy the combined identity of both teacher and learner whilst on ITT. In addition, it is recognised that more transformative experiences will lead to deeper and more enduring learning with greater content appreciation (Pugh, 2004; Pugh and Phillips, 2011), for the trainee teacher as they journey to teacher.

The ITT curriculum is one that should look forward. As the title suggests, it is 'initial' training with an expectation of subsequent and CPPD. It is the start and not the end of developing as a teacher. The ITT curriculum should endeavour to equip the trainee for 'ease of change' at a later date when future CPPD or circumstances challenge their understanding and beliefs, as a teacher or individual, to promote their professional and personal growth. Their 'world' is likely to have a changing career landscape and as a trained teacher they will be experiencing and responding to different classrooms, students, schools, colleagues and political contexts throughout their career. Transformative experiences within their ITT will allow the trainee to draw on these

experiences to view their world differently (Pugh, 2011) and promote a responsiveness expected of the reflective teacher.

There is a need for trainee reflexivity to respond to the challenges of performativity in the workplace (Ball, 2001, 2003, 2012). As an experienced teacher trainer, I have witnessed a narrowing of curriculum freedom, both in ITT and in the professional context of my trainees, to serve the purpose of successful public and auditable outcomes. This demands that a considerable amount of my time is directed to ensuring the availability of evidence to prove to others 'we do what we say we do' and is a thief of my time to support and nurture my trainees. This is a shared reflection and discussed when I meet with my teacher trainer colleagues. Teacher trainers as teacher educators, are positioned as change agents to support their trainees to have a voice and freedom of practice and self-discovery (Rock and Stepanian, 2010; Hennessey and McNamara, 2013). I believe the embracing of a more transformative environment in ITT will support the trainees' experience of this.

The common approach to training as a teacher of post 16yrs students is the part-time, in-service model of ITT. The trainee is employed as a teacher in a college, school or other educational establishment during their ITT. With that in mind, the in-service ITT programme for post 16yrs education incorporates learning beyond the ITT classroom walls to the diverse and social context of learning in the workplace. The construction of this ITT learning environment is multi-faceted and brings together many influencers in a social context to learn. Attempts to standardise the complexities of workplace learning may be futile (Lave, 1996), but an understanding of the learning mechanisms in this environment of post 16yrs ITT may help to bring about a cohesiveness in the curriculum to better support the trainee teacher as they develop to a Post Compulsory Education (PCE) Teaching Professional (Crawley, 2015).

Definitions of the word '*social*' include several terms, including *people, relating to people, relating to organisation in society, with others* (Cambridge Dictionary, 2018). With that in mind, it is not surprising that I consider ITT as socially situated. Many

definitions of '*learning*' (Cambridge Dictionary, 2018), encompass the word *change* in some form, situating learning in a transformative position. Bringing these two premises together, the position of teacher training as engaging with learning that is transformative within a social context is established. A more transformative environment is fostered to support the transition from trainee to teacher if the teacher trainer and/or planner reflects on the likely trajectory the trainee takes in their ITT journey. Lave (1996, p. 156), describes this as recognising the telos of change in learning and the curriculum planner can focus on this, in addition to the prescribed and pre-determined learning outcomes of the ITT programme. The learning telos of the trainee teacher is concerned with the recognition of and movement towards the role of the teacher and the adoption of the values and beliefs that align with that, whilst mediating the expectations of the educational context. Lave (1996, p. 157), when reviewing the telos of apprentice tailors in the workplace, referred to this as "constructing identities in practice".

I am very conscious in my role as a teacher educator, that I contribute to the training of the teachers of the future. What they experience as a trainee is likely to be replicated in their own practice, as teachers tend to teach how they were taught (Britzman, 2003; Lortie, 1975; Oleson and Hora, 2013; Hellman, Paus and Jucks, 2014). I believe trainee teachers not only need to be exposed to different approaches to those they previously experienced, but they also need to explicitly recognise the impact of those approaches, or how else can they feel empowered to teach differently (Owens, 2013)? I come from a position of expectation that my trainees will undergo some form of transformation as they become 'the teacher', moving from the current self to the future self. To enable this, they need to question what they know and why they know it. It is situated in my belief that learning should be an enriching and expanding experience (Dewey, 1938), and one where I also acknowledge and value the trainees as adult learners and the differences that brings to the teacher/learner relationship (Rogers, 2003). I see merit in the co-productive and reciprocal nature of the teacher educator's relationship with the trainee, expecting the teacher educator's knowledge and beliefs to be challenged and possibly changed, through the trainee's interrogation as they learn. This interrogation prompts us to artistically craft the ITT curriculum content

(Pugh, 2002), remembering and reflecting on why we believe the content of the programme is 'good', questioning ourselves about whether we still believe that or whether experience(s) has changed our view. As curriculum planners, we need to consider the worthiness or affordances (Brophy, 2008), that the content has on the trainee teachers' learning and possibility for a transformative experience. In the pressures of performativity, this also encourages the re-visitation of what is important in what we do in the process and not just the outcome (Ball, 2012). This demands a look at all aspects of the ITT programme, whether viewed as informal or formal learning. The distinction between informal and formal learning is not clear cut but the recognition that both contribute to the learning experiences of the trainee teacher is. ITT is made up of both acquisition learning, with conscious and unconscious learning (Rogers, 2003), in the engagement in everyday tasks in the workplace, and formalised, with engagement in learning activities facilitated in the ITT classroom or 'the course'. There are also opportunities for the trainee on the programme to experience unconscious (Vygotsky, 1996), or implicit learning (Rogers, 2003), with the dual situation of learning within the classroom and the workplace with multiple contributors to their journey. Taylor (1998, p. 61), on reviewing transformative learning, called for an exploration of the "practicalities of Mezirow's ideal conditions for learning in a typical classroom". In tune with this, there is a need to explore the practicality of transformative learning in the diverse and multifaceted landscape of in-service, post 16yrs ITT. My research has aimed to do this.

The initial review of the literature suggests this is an under-researched area with literature situated more predominately in ITT programmes for Primary and Secondary trainee teachers and not the post 16yrs context. Research on post 16yrs teacher education is still "relatively rare" (Crawley, 2016, p. 6), with literature tending to refer to the pre-service nature of ITT and not the in-service nature of ITT that I have examined. Literature in relation to transformative learning also tends to be positioned in North America, more so than in the UK.

This concluding section provided an insight into my motivations to ask the research question of:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher.

The introductory chapter will now conclude by outlining the remaining journey of this thesis.

1.6 The Thesis Journey

To share the research journey, findings and outcomes, the thesis continues with the chapters outlined below.

Chapter 2 – Literature Review

This chapter reviews pertinent literature in relation to transformation in learning and ITT. It reviews the components that occupy the literature in relation to transformation and presents the construct of transformative experiences as a more 'everyday' conceptual understanding of transformation. The unique learning environment of in-service, post 16yrs ITT is examined to bring about an understanding of this in the context of transformation. It also reviews current literature in relation to the transformative environment of the FE sector that post 16yrs ITT occupies, although with the recognition that there is little specific reference to FE ITT. The chapter leads to the argument that tracking the outcomes, processes and associated pedagogies of those who travel this path, is more useful than defining the nebulous concept of transformative learning per se.

Chapter 3 – Methodology

This chapter shares and justifies the theoretical perspective, methodology and research design I took. I explain my choice of a parallel, convergent research design

and a mixed methodology using a questionnaire, focus group interviews and 1:1 interviews to capture and analyse the data, including using a case study made up of two cases, as a tool.

Chapter 4 – Findings and Discussion

This chapter presents the study data. In line with my parallel, convergent research design, there are three parts to this chapter. Part 1 presents the findings from Case 1 which draws on the questionnaires and focus group interviews. Part 2 presents the findings from Case 2 which draws on the 1:1 interviews. Part 3 discusses the convergences in the findings from Case 1 and Case 2. The findings are discussed by presenting a framework of the transformative Outcome for the trainees, the Process that supported the change and the Opportunities in the curriculum that presented to foster a transformative learning environment.

Chapter 5 – Conclusion

This chapter asks eight reflective questions to form a conclusion:

1. Is the aim of the research fulfilled?
2. Did the research methodology provide the research backbone to obtain an answer?
3. What is the conclusion drawn from the findings?
4. What are the recommendations for practice?
5. What is the key message we take from the conclusion to inform in-service, post 16yrs ITT Curriculum?
6. What has this research added to what was already known?
7. What are the limitations of the study?
8. What are the recommendations for future research?

Chapter 6 – Personal Reflection

A doctorate is concerned with not only the research project but also the doctoral journey of the researcher. The thesis inherently invites a concluding chapter to share my reflective and transformative thoughts of this rigorous journey.

References

The broad range of references are available.

Appendices

To assist the reader, appropriate appendices are available.

This chapter established the context, territory and significance of my research question:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

Chapter 2 will present a review of literature.

Chapter 2 Literature Review

2.1 Introduction to Chapter

My research question is situated in the literature relating to transformation in learning and the learning environment of trainee teachers, specifically on in-service, post 16yrs, ITT. My research is highly situated as it examines a specific case study of 29 trainee teachers and three teacher trainers and is led by my own professional orientation and personal curiosity. Whilst recognising this, it remains a valuable contribution to the existing literature in relation to transformative learning and in-service, post 16yrs ITT. The question emerged from a critical incident with a trainee and my preliminary reading when seeking to find out more about the likely transformation from trainee to teacher and how the curriculum in post 16yrs ITT fostered and supported this. My reading highlighted the complexities of the transformative learning intermix and the greater availability of literature with a focus on ITT in the primary and secondary phases more so than in-service, post 16yrs ITT. I believed a fruitful piece of research would be to examine the likely transformative experiences that a trainee teacher on in-service, post 16yrs, ITT encounters. With the focus on that, the study is unique and advances knowledge, not only in contributing to the larger area of transformative learning education but also in its association with the curriculum for in-service, post 16yrs, ITT.

My research question, *'from the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?'*, at its simplest, focusses on two main areas of research and sets the overall parameters of the literature review with a focus on two topics:

- 1) Transformation: Transformative Learning (TL) and Transformative Experiences (TE);
- 2) The learning environment of in-service, post 16yrs, ITT.

The literature provides not only a current and legacy view of the discourse around this research context but will also support the interpretation of my findings in the analysis stage and provide a theoretical framework for recommendations. The review is structured in two sections:

- Section 1: Search Approach and Rationale
 - Transformative Learning and Experiences;
 - Initial Teacher Training (post 16yrs).
- Section 2: Overview of the Literature:
 - Topic 1: Transformative Learning and Experiences;
 - Topic 2: Learning environment of in-service, post 16yrs ITT.

2.2 Section 1: Search Approach and Rationale

2.2.1 Introduction to Section

The two topics of transformative learning and ITT set the parameters of the research context to be reviewed. Preliminary reading in these two areas highlighted key words or themes that frequently appeared. Some words were synonymous but with a differing application or inference to take the reader in a different direction. Interestingly, it became apparent that at times, the terms Transformative Learning and Transformational Learning were used to convey the same meaning. The term 'transformative' is defined as "causing a marked change in someone or something" whilst 'transformational' is defined as "relating to or involving transformation or transformations" (Oxford English Dictionary, 2018). Drawing on my practitioner experience, I feel there is a difference that the literature does not appear to explicitly qualify. My experience suggests 'transformative' is the process of change and 'transformational' is the outcome of that change. Simply put: cause (transformative) and effect (transformational). For the teacher trainer and/or curriculum planner, if more emphasis was placed on this framing, it may distinguish a framework for greater application. The outcome of my research explicitly recognises this, with the identification of transformative experiences and opportunities leading to transformational outcomes as characteristics of the ITT programme. For curriculum planners, these defining characteristics can subsequently be protected in the

curriculum whilst still aligning to other planning considerations. In respect of this literature review, I have not been pedantic about the synonymy of transformative and transformational learning.

2.2.2 Transformative Learning and Experiences Search

My preliminary reading gave rise to the following words being used to search for literature: 'transformative learning, transformative experiences, change in learning, reflection, critical reflection, perspective, transformational events'. This revealed further the repeated key words of 'power, transparency, identify, scaffolding'. With use of Boolean search combinations, these were used to explore other avenues.

In relation to Mezirow's (1975), transformative learning approach, initial review of the literature suggested significant influences of Freire (1996), Kuhn (1962) and Habermas (1971). This led to further review of their contributions within transformative learning theory. Those contributions led to the following key words:

- Conscientisation (Freire)
- Domains (Habermas)
- Paradigms (Kuhn)

The initial date parameter initially set was from the 1970s to the current literature, however this led to view earlier, empirical literature.

2.2.3 Initial Teacher Training Search

My preliminary reading gave rise to the following words being used to search for literature: 'Initial Teacher Training pedagogy, curriculum, teacher transformation, teacher preparation, teacher identity, informal/formal learning, curriculum makers, communities of practice'.

In addition, during early searches, I noted that as ITT for post 16yrs can be considered a work-based learning activity with the mandatory teaching practice aspect of the programme, additional searching using the terms 'work-based learning' was used. The membership of the trainee to different communities and the term 'community of

practice' also became a search term. In addition, as in-service, post 16yrs ITT occupies the space within the FE sector, the review was broadened to search for literature in relation to the FE sector and other phases of education.

As previously stated, ITT is situated in an HE environment. This led to further review of literature relating to HE using the terms 'initial teacher training in HE and HE curriculum'. Preliminary reading suggested that the HE curriculum, has been subject to increased external audit and scrutiny. Murray (2012, p. 19), suggested "the increase in performativity cultures is a global phenomenon which has impacted in some way on all who work in teacher education, wherever their university is located and whatever the national context". Ball (2012), expresses a similar perspective as Murray, asserting that a distortion to the work, due to impact of performativity cultures in HE is pertinent. Consequently, further key words were used as follows: 'performativity, audit, instrumentalism, accountability, work-based learning'. Drawing on the key words above I used Boolean searches, e.g., *transformative experiences* and *power* or *work-based learning* and *HE*, within a wide range of databases. In addition, Google Scholar gave access to a range of significant articles.

To manage the extensive literature I reviewed, the software Mendeley was used to bring about some coherence, particularly in the early stages and subsequently in the thematising of the review. Furthermore, it supported an incremental and scaffolded alignment of the two research elements of transformative learning and ITT when writing.

The literature reviewed became situated within the following themes:

Topic 1: Transformation in Learning:

Theme 1: Defining Transformative Learning (Big T);

Theme 2: Original and Theoretical Framework of Transformative Learning (Big T);

Theme 3: Deeper Learning of Transformative Learning;

Theme 4: Event of Transformative Learning;

Theme 5: Critiques of Transformative Learning;

Theme 6: Key Influences on Transformative Learning;

Theme 7: Transformative Experiences (Little T);

Theme 8: Considered Transformative Learning Pedagogies;

Theme 9: Barriers to Transformation.

Topic 2: The Learning Environment of Initial Teacher Training (in-service, post 16yrs)

Theme 1: Transformation Across Phases of Education;

Theme 2: Transformative Pedagogies Associated with Post 16yrs ITT;

Theme 3: Workplace Learning;

Theme 4: Learning by Participation – Communities of Practice;

Theme 5: The Expansive-Restrictive Curriculum in the Workplace;

Theme 6: Transformative Experience in the Development of Teacher Identity in Training.

The two topics and associated themes will be reviewed in the following section of this literature review.

2.3 Section 2: Overview of the Literature

2.3.1 Introduction to Section

The literature is examined and discussed in relation to:

Topic 1: Transformation in Learning;

Topic 2: The Learning Environment of Initial Teacher Training.

2.3.2 Topic 1: Transformation in Learning

Transformative Learning is established as a change in one's perspective (Cranton, 2006; Mezirow, 1975, 1978, 1998). The research question seeks to recognise the transformative experiences (Pugh, 2011), of ITT that may build towards this shift in perspective. The research is situated in the context of transformative learning, considered as the **Big T** seeking the identification of the **Little T** of transformative experiences (Heddy and Pugh, 2015).

The literature will be examined in relation to the following themes:

Theme 1: Defining Transformative Learning (Big T);

Theme 2: Original and Theoretical Framework of Transformative Learning (Big T);

Theme 3: Deeper Learning of Transformative Learning;

Theme 4: Event of Transformative Learning;

Theme 5: Critiques of Transformative Learning;

Theme 6: Key Influences on Transformative Learning;

Theme 7: Transformative Experiences (Little T);

Theme 8: Considered Transformative Pedagogies;

Theme 9: Barriers to Transformation.

2.3.2.1 Theme 1: Defining Transformative Learning (Big T)

A simple definition may not highlight the multi-faceted and complex nature of transformative learning (Kitchenham, 2008), though a definition offered by Kabakci, Odabsi and Kilicer (2010, p. 263), of transformative learning as “a process in which adults change their views and habits which they have gained as a result of their experience” provides a clear insight. The term *perspective transformation* given by Mezirow (1978, 1998), brings some clarification, with the situating of the transformation or change in one’s perspective or how one sees the situation. In a quest for a definition with even greater clarity, Cranton (2002, p. 64), suggests that transformative learning theory is elegantly simple. She suggests that when someone changes the way they see the world by critically examining their existing viewpoint, they have transformed some aspect of how they make meaning of the world. The multitude of ways in which one makes meaning of one’s world, suggested in Cranton’s (2002) definition, may be explained more by Mezirow (2003, p.58) who writes:

Transformative learning is learning that transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets)—to make them more inclusive, discriminating, open, reflective, and emotionally able to change. (Mezirow, 2003, p. 58).

Cranton’s (2002), attention to ‘making meaning of the world’, is referred to in one’s existing views and habits as a ‘frame of reference’ (Mezirow, 1981, 1990, 1991, 1997, 2003). Festinger (1957), gives further insight by suggesting that we hold a ‘consistency’ or ‘consonance’ in what we know, believe and do. A transformative learning approach challenges this ‘frame of reference’ (Mezirow, 1991), resulting in what Festinger (1957), refers to as ‘cognitive dissonance’. When learning challenges our ‘frame of reference’ (Mezirow, 1991), leading to a state of dissonance, we are motivated to achieve ‘consonance’ (Festinger, 1957), by more than purely assimilation and accommodation (Piaget, 1952), but by what Cranton (2002, p. 63), refers to as “a paradigm shift to revise underlying assumptions, adopt a new paradigm, and apply this new paradigm”. It is during this shift, that a phase of discomfort and dissonance (Festinger, 1957), or troublesome knowledge (Perkins, 1999), may be experienced.

In continuing to provide a definition of transformative learning, Merriam, Caffarella, and Baumgartner (2007, p. 130), simply describe transformative learning as a “dramatic, fundamental change” and Brookfield (2000), describes a shifting of the tectonic plates of one’s assumptions. Newman (2012), remarks on the intense feeling of transformation in Brookfield’s descriptive ‘tectonic plates’ phrasing, not expressed by previous definitions or explanations. Although the labyrinth of defining transformative learning and its process appears complex, the outcomes of transformative learning hold similarities in that an individual’s perspective changes fundamentally (Stuckey, Taylor and Cranton, 2013), irrespective of the differing and individualised journey taken. The description of transformative learning taking one to “the edge of one’s understanding and meaning and then beyond to a new understanding or growing edge” (Berger, 2004, p. 336), provides a more aesthetic understanding and definition. In Berger’s (2004), expression, there is recognition of the strong feeling of going beyond the predictable and mastery level of the intended learning of a course or programme, possibly set by another, that purely ‘adds to’ an existing world view. The expression of ‘growing edge’ (Berger, 2004), captures the picture of a more dynamic, individualised and deeper realisation of what learning means within a particularly held world view.

The fundamental change that transformative learning brings, gives a sense of the emancipatory aspect of its fabric, allowing for a voice, change of voice or illuminative perspective of an event we may only have had a limited experience of. The interpretations and definitions offered seem to suggest two aspects. Firstly, the active and willing engagement to change by all and secondly, a guarantee of transformation by being exposed to an event. Within the definitions and interpretations of transformative learning, there appears to be little reference to the personal commitment that is required to engage in transformation (Taylor and Cranton, 2012). However, for transformative learning to occur, active and willing engagement by individuals is required so that they can move on to critically examine their existing assumptions and act (Mezirow, 1990). There is little written concerning the differing willingness of individuals to challenge their assumptions, irrespective of the exposure to an event that promotes the critical examination of existing world views. The choice

to see, hear, or feel, to the point of comfort or our edge of understanding (Berger, 2004), and not beyond to the dissonance or troublesome knowledge (Festinger, 1957; Perkins, 1999), and growth edge (Berger, 2004), of transformative learning, is limiting for some.

Overall, in defining transformative learning, irrespective of the eloquence and clarity of the definitions offered, all are united in suggesting transformative learning is an apparent change to one's existing viewpoint or perceived meaning of the world. This involves a clear shift of perspective following an event where engagement with critical reflection of one's existing assumptions and perspectives is made. Transformative learning demands the desire or willingness of the individual to examine their existing perspectives and take on a new perspective or world view. The research question examines the transformative change that trainees experience in relation to their existing perspective of the role of the teacher, the events involved in and support for this, and the barriers that may limit engagement with transformation.

This collection of interpretations and descriptions of transformative learning offered in Theme 1, provide a broad definition and understanding of transformative learning. Theme 2 now examines the original framework of transformative learning (Big T).

2.3.2.2 Theme 2: Original and Theoretical Framework of Transformative Learning (Big T)

The original framework for transformative learning was introduced following a study of women who returned to study or work after a period of absence (Mezirow, 1978). Phases in these women's learning that led to transformation, that is, a shift in their perspective of how they viewed the world, were identified (Mezirow, 1978). At this time, the study offered a conceptual framework to understand how adults learn (Dirkx, 1998). Subsequently, Mezirow (2000), referred to transformative learning as 'theory-in-progress', acknowledging the subsequent modification, critique, realignment and development of his original thoughts as first presented. It seems the 'theory-in-progress' aspect remains strong within the study of transformative learning, remaining

an area of interest in adult learning. Although the theory continues to invite contribution, it appears the key elements of the original framework still hold true and relatively constant within the literature.

Mezirow (1978), concluded that the undergoing of personal transformation involved 10 phases as set out in Figure 1 below.

Figure 1: Ten Phases of Transformative Learning (Mezirow, 1978 cited in Kitchenham, 2008, p. 105)

Phase 1	A disorientating dilemma
Phase 2	A self-evaluation with feelings of guilt and shame
Phase 3	A critical assessment of epistemic, social content or psychic assumptions
Phase 4	Recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change
Phase 5	Exploration of options for new roles, relationships and actions
Phase 6	Planning of a course of action
Phase 7	Acquisition of knowledge and skills for implementing one's plan
Phase 8	Provisional trying of new roles
Phase 9	Building of competence and self-confidence in new roles and relationships
Phase 10	A reintegration of one's life on the basis of conditions dictated by one's perspective

Mezirow (1994), later added an additional phase, stressing the importance of altering present relationships and forging new relationships (see Figure 2). To some extent this is recognised in Phase 9 above, however Mezirow (1994), placed this within Phases 8 and 9 above to give later phases of:

Figure 2: Addition of 11th Phase (Mezirow, 1994 cited in Kitchenham, 2008, p. 105)

Phase 8	Provisional trying of new roles
Phase 9	Renegotiating relationships and forming new relationships
Phase 10	Building of competence and self-confident in new roles and relationships
Phase 11	A reintegration into one's life on the basis of conditions dictation by one's perspective

The addition of this phase resulted from Mezirow's strong belief in the value of relationships and discourse to learning. A constructivist context of learning is recognised here with such emphasis on individualised learning from experience, reflection, human interaction and communication (Mezirow, 1991; Kitchenham, 2008). Although the framework provides a linear, sequential and incremental approach to transformative learning, this is not the implication offered by Mezirow (1991). The findings in response to the research question of this study particularly align with the later Phases 8–11 of Mezirow's revised framework. This study questions the adoption of the identity of a teacher within the renegotiation of relationships, new relationships and positioning within the communities of practice of the teacher during their ITT. This alignment to Mezirow's later phases of transformative learning is present when considering the methodology and subsequent findings of the study.

Our 'frame of reference' or world view involves three components of: cognitive understanding, willingness to act and emotional engagement. Transformative learning involves the challenging of two aspects, habits of mind and points of view, which support our overall 'frame of reference' or world view (Mezirow, 1997). Mezirow (1997, p. 5) defined our habits of mind as "broad, abstract, orienting, habitual ways of thinking, feeling, and acting influenced by assumptions that constitute a set of codes". These may be "cultural, social, educational, economic, political, or psychological" resulting in a specific point of view and line of action (Mezirow, 1997, p. 6). A point of view is made up of a collection of meaning schemes of expectations, beliefs, feelings and attitudes that shape our interpretation, influencing how we judge, typify objects and attribute causality (Mezirow, 2000; Baumgartner, 2001, 2012).

Overall, the same complexity highlighted in Section 2.3.2.1 when defining transformative learning is evident when presenting the many collective components of the transformative learning framework. Although these components initially emerged as discrete elements of transformative learning in the literature review, it is apparent that they are amplifications of, aligned to or dependent on each other. In essence, they are a theoretical intermix of converging, aligning, compatible and synonymous

elements. In an effort to simplify the terminology associated with transformative learning, 'frame of reference' became synonymous with 'meaning perspective' (Mezirow et al, 2000 cited in Baumgartner, 2012).

Trainee Teachers enter their ITT with a meaning perspective of the role and associated identity of the teacher drawn from their prior and varied life experiences. The challenge and subsequent shift of their meaning perspective leads to a perspective transformation, or simply put, transformative learning. This study identifies the significant mechanisms and practices that support this to strengthen a responsive and transformative curriculum model for in-service, post 16yrs, ITT.

2.3.2.3 Theme 3: Deeper Learning Associated with Transformative Learning.

The established relationship of transformational learning and deeper knowledge is captured by Bennet and Bennet (2008, p. 4), who suggest "in deep knowledge you have to develop understanding and meaning, integrate it, and be able to shift your frame of reference as the context and situation shift". Taking a more cynical perspective, Biggs and Tang (2007, p. 22), suggest that deeper learning may be disguised by the "padding out with quotes" to look as if it is of a higher level and not the meaningful engagement with the context that Howell and Bagnall (2013) suggest promotes deeper learning. When a student feels a strong 'need to know", they automatically seek to establish and understand underlying meanings, or main ideas, themes and principles in order to challenge their existing understanding and take action (Biggs and Tang, 2007). In doing so, deeper understanding results in the event of transformative learning with existing meaning critically examined and changed.

The two theories of deeper learning and transformative learning are "fundamentally complementary" with deep learning pedagogies supportive of a transformative approach (Bagnall and Howie, 2015). Säljö (1979), developed five conceptions of learning to which a sixth level was added of 'developing as a person' (Marton and Säljö, 2005, p. 55). Earlier conceptions of learning lead to surface learning compared to deeper learning associated with the later conceptions of learning (Marton and Säljö,

2005; Säljö 1979). Brownlee, Boulton-Lewis and Purdie (2003) deemed Marton and Säljö's earlier conceptions of an increase in knowledge with the memorising and acquisition of facts for subsequent utilisation as quantitative. These quantitative levels of learning involve "the acquisition of knowledge without any transformation of the knowledge to aid understanding" (Brownlee et al, 2003, p. 2). Later levels of abstracting meaning, interpreting process to understand reality and developing as a person (Marton and Säljö, 2005), are considered qualitative and can be described as transformative because information undergoes a process of construction or transformation in relation to an individual's prior knowledge (Brownlee et al, 2003). It is this deeper, qualitative learning of developing as the teacher, that as a curriculum planner, I seek. Darling-Hammond, Oakes et al. (2019), recognise this as a key finding of their research in preparing teachers in the USA to teach for deeper learning. Darling-Hammond, Oakes et al. (2019), assert that the features of deeper learning are as applicable to teacher education as they are to the students the trainee teachers teach. If transformative learning aligns with deeper learning, the recognition and facilitation of a more transformative ITT environment that this research seeks to achieve, fosters a deeper learning approach in trainees and subsequently those they teach.

2.3.2.4 Theme 4: Event of Transformation

Transformative learning is described as either epochal or incremental (Mezirow, 2000; Cranton, 2016). Epochal transformation is associated with a major life crisis or event, whilst incremental transformation is a cumulative and progressive sequence of insights leading to a change in perspective (Greenhill, Richards, Mahoney, Campbell and Walters, 2018). Although it appears that a visible and apparent transformative process occurs, the process of transformation is not always so evident (Cranton, 2002). The drive to question our assumptions and beliefs is triggered by a significant or dramatic event or we might not even recognise the process of transformation as we gradually change what we believe as true over a period of time (Howie and Bagnall, 2013; Cranton, 2002), in line with incremental, experiential and transformative processes and experiences (Pugh, 2002). Recognition of epochal or incremental events for transformative learning is not necessarily a requirement and a more natural and dynamic process through what Moore (1996 cited in Dirkx, 2001, p. 16), refers to as

the "re-enchantment of everyday life" may be present. This re-enchantment of everyday life is transformation through engagement with the diverse content and context of adult life, to enable greater connectivity with the discourse and viewpoints held of those around oneself and one's own world view, without the requirement of an epochal or incremental event (Dirkx, 2001). This suggests the participant is subject to change without recognising it. Subjective reframing, as an aspect of transformation, seeks to recognise a shift in how and why we make our assumptions, and without that, it may be questioned whether transformative learning occurred. Whether the process requires an 'Ah Ha' or epochal moment or incremental, gradual realisation, the maturity for critical reflection and reasoning as an aspect of the process of transformative learning and adult learning, is necessary (Mezirow, 1981).

2.3.2.5 Theme 5: Critiques of Transformative Learning

There are a number of authors who are critical of the theory of transformative learning. Collard and Law (1989), charge Mezirow that his theory did not adequately address social change and purely stressed the individual and psychological impact. Mezirow (1989) responded to this, advising that although social action was not the only goal of adult education, the result of individual, group or collective transformation, may prompt social change.

Newman (2012, p. 40), questions transformative learning as a new 'adult learning theory', expressing "flaws" in the explanation for transformative learning, arguing that the term should be discarded and replaced with purely "good learning". He wonders if Mezirow "set the bar too high", drawing on research in the 1970s where undoubtedly some of the women in his research did undergo significant change and transformation during a dynamic history of the women's movement but questions its generalisability. Newman (2012, p. 40), struggles with the fact that transformation is often judged by "personal affirmation" and is concerned that this cannot be accepted as verification of transformation. He ponders on the assumption that radical change has occurred just because individuals make a personal expression of having undergone a radical change (Newman, 2012). He cites Kegan (2000), who argues that Mezirow has made the concept so appealing that it has been taken up and used far too widely. Kegan

(2000, p. 47), asserts that “transformation begins to refer to any kind of change or process at all”, hence Newman’s subsequent remark that it is just “good learning” (Newman, 2012, p. 37), agreeing with Kegan that any kind of learning may be considered as transformative. Taylor (2008), asserts that the universal acceptance of Mezirow’s viewpoint of transformative learning, has “led to an uncontested assumption that there is a singular conception of transformative learning, overshadowing a growing presence of other theoretical conceptions” (Taylor, 2008, p. 7), in relation to transformation.

Although not a direct criticism of transformative learning, Merriam (2001) puts forward an inviting thought that from the mid-20th century, there has been a desire to view adult education as a profession or discipline distinct from other phases of education. In doing so, she suggests a yearning was felt at the time, for adult education to develop its own knowledge base, which had to be explicitly distinct and unique from other areas of education. Therefore, transformative learning, along with andragogy and self-directed learning theory, became part of the literature base of adult learning in the 1970s (Merriam, 2001). With the distinctive examination of trainee teachers in this research, the contemporary context of transformative learning as an adult learning theory is well situated.

2.3.2.6 Theme 6: Key Influences on Transformative Learning

Kitchenham (2008), and Taylor and Cranton (2013), suggest the theoretical framework for transformative learning embraces elements of emancipatory learning through conscientisation (Freire, 1970), categorisation or domains of learning (Habermas, 1971, 1984), and models of paradigms of belief (Kuhn, 1962). To strengthen understanding of the theoretical framework of transformative learning, it is pertinent to establish and reflect on these influences.

Emancipatory Learning

Freire (1996, p. 14), assumes that a “man’s ontological vocation is to be a Subject who acts upon and transforms his world, and in so doing moves towards new possibilities of a fuller and richer life individually and collectively”. The in-depth examination of our perception in conscious engagement with what is happening, termed *critical conscientisation*, provides the scope for change and transformation in what we think (Freire, 1970); this aligns with the *perspective transformation* that Mezirow spoke of in his original framework. Reflection plays a key part in critical conscientisation, bringing about an emancipatory and more critical form of learning (Freire, 1996).

Freire (1974), cited in Aliakbari and Faraji, (2011, p. 81), distinguished three stages or levels of consciousness, namely, “intransitive, semi-transitive, and critical consciousness”. Aligning with Freire’s second level of critical consciousness, Mezirow (1981), believed that insights become emancipatory when gained through critical self-awareness with recognition of the inequality of “dependency roles and relationships and the reasons for them and take action to overcome them” (Mezirow, 1981, p. 6). Mezirow (1981), stressed the need to look beyond thought alone to action too, to be truly emancipatory. In doing so, the resultant freedom from oppression and resultant societal change is where the motivations of Freire in transformative learning are realised (Dirkx, 1998). Curry-Stevens’ (2007), study of ‘the pedagogy for the privileged’, provides a more contemporary emancipatory model of transformative learning. It “seeks to transform those with more advantages into allies of those with fewer, presenting a considerable impetus for broad, societal change” (Curry-Stevens, 2007, p. 35). This appears to be in harmony with Freire’s (1996), dedication in his 1970s book: “to the oppressed, and to those who suffer with them and fight at their side”. Curry-Stevens’ (2007, p. 44), model of transformative learning presents a 10-step approach (see Table 1, p. 39), with initial approaches “to shake and rattle” prior conceptions of perspectives and world views in readiness to build the conscientisation Freire (1996) speaks of for further action, including the confidence to do so.

The original theory of transformative learning does not give attention to learning from a non-conscious state and other ways of knowing to promote change (Taylor, 2001). Transformative learning theory relies heavily on cognition and reason, neglecting engagement with emotions, feelings, and imagination (Kucukaydin and Cranton, 2012; Kovan and Dirkx, 2003). Taylor (2001), substantiates this further, drawing on the sciences of neurobiology and psychology, suggesting the significance or over-reliance placed on the rationality of critical reflection in transformative learning is without due regard to the emotional nature of transformative learning (Taylor, 2001). In line with this, but with a more spiritual tone, the power of the unconscious in shaping how we see ourselves, linking to Freire's second stage of semi-transitive consciousness (Scott, 2003), is likened to delving into the 'dark night of the soul' (Dirkx, 2000 cited in Scott, 2003). Taylor and Cranton (2012), stress the point that the discussion regarding the separate entities of rationality and emotion is no longer valid, as the existence of rationality is rooted in the presence of emotion, although Taylor (2017, p. 79), remains adamant "that rationality is continually given dominance overlooking the inherently emotional nature of cognition".

Within the readings of Dirkx and 'soul work' (Scott, 2003), there does not appear to be an implied critical action stage in line with Freire's third stage of Critical Transitivity. It may be that through soul work or an extra-rational approach of transformative learning (Kucukaydin and Cranton, 2012), a contractual solidarity (Mezirow, 1981) is awakened. Mezirow (1981, p. 9), draws on solidarity from Singer (1965), as "an agreement with another person and the decision to join him without merging in him and adopting his identity while giving up one's own self-definition" (Mezirow, 1981). This may be the more implicit and non-conscious change that Taylor (2001), speaks of in transformative learning. Although the argument about lack of emotional engagement in transformative learning is apparent, Mezirow as founder, responds with a reminder that transformative learning relates to this with emphasis on other values and concepts, such as "diversity, trust, equality and an empathy in discourse" (Mezirow, 1998).

There is a convergence in the literature of the kindred voices of Freire, Mezirow, Dirkx and Curry-Stevens within a legacy and current framework of transformative learning that aligns the emancipatory outcome of transformative learning through conscientisation, though an avoidance or absence of the emotional side of transformative learning is noted. I present these relationships with a synthesis of voices drawn from the literature in Table 1 below.

Table 1 The Emancipatory Influences of Transformative Education
(Created by Sowe, 2018, with reference to Curry-Stevens (2007, p. 55); Dirkx (2001); Mezirow (1978); Freire (1970) cited in Aliakbari and Faraji, (2011, p. 81))

3 Stages of Conscientisation (Freire, 1970)	11 Stages of Perspective Transformation (Mezirow, 1978)	Soulwork (Dirkx, 2001)	Pedagogy of the Privileged 10 step Approach (Curry-Stevens, 2007)
INTRANSITIVE THOUGHT No sense of social-economic issues, totally disempowered and action wont make a difference PASSIVE	Phase 1: Disorienting Dilemma	Awaken and nurture Soul	Confidence Shaking Process Step 1: Awareness of Oppression Step 2: Oppression as structural and, thus, enduring and pervasive Step 3: Locating oneself as oppressed Step 4: Locating oneself as privileged
SEMITRANSITIVE THOUGHT Some thought about isolated localised issues with action towards changes with the following of a leader for small goal changes ACTIVE IN THOUGHT	Phase 2: Self examination Phase 3: Critical assessment of Assumptions Phase 4: Recognition with others Phase 5: Exploration of new role, relationships and actions	Delving in to the dark night of Soul	Step 5: Understanding the benefits that flow from privilege Step 6: Understanding oneself as implicated in the oppression of others and understanding oneself as an oppressor
CRITICAL TRANSIVITY The bigger picture is seen through critical reflect that results in critical action by the individual. A praxis of reflection and action ACTIVE IN THOUGHT AND ACTION	Phase 6: Planning a course of action Phase 7: Acquisition of knowledge Phase 8: Trying of new roles Phase 9: Renegotiating of relationships and forming new relationships Phase 10: Building of competence and self-confident in new role and relationship Phase 11: Reintegration into one's life on the basis of conditions dictated by one's perspective	Contractual Solidarity (Singer, 1965; Mezirow, 1981)	Confidence Building Process Step 7: Building confidence to take action-knowing how to intervene Step 8: Planning actions for departure Step 9: Finding supportive connection to sustain commitments Step 10: Declaring future actions

Domains of Learning

Mezirow (1981), believed Habermas's work was seminal to understanding adult learning. He drew on Habermas's (1971), categorisation of three areas or domains of learning:

1. The Technical;
2. The Practical;
3. The Emancipatory.

The success of learning associated with Habermas's technical domain is judged by technical competence or success, whilst the practical domain is dependent on communicative learning through dialogue, with success judged in coming to an understanding concerning the situation or event (Calleja, 2014). Communicative learning is concerned with "understanding what someone means when communicating with you, including an awareness of the assumptions, intentions and qualifications of the person communicating" (Mezirow 2003, p. 59). It is during this "validation" of communication (Calleja, 2014, p. 123), that a meaning perspective may be challenged and transformed. The possibility for transformation in either domain is recognised (Mezirow and Associates, 2000; Calleja, 2014), with the emancipatory learning in the transformation process dependent on self-reflection (Habermas, 1971; Mezirow, 1990). The self-reflection results in self-knowledge in that "we learn not only to see the world more clearly but also to see ourselves seeing the world" (Jesson and Newman, 2004 cited in Calleja, 2014, p. 128). This appears to be at the heart of the transformation. There are limitations of the transformative nature of technical and practical knowledge gained without the emancipatory element of self-reflection and critical self-questioning of ourselves (Cranton, 2006).

Drawing on the emancipatory domain, Mezirow (1981, p. 6), stated:

Perspective transformation is the emancipatory process of becoming critically aware of how and why the structure of psycho-cultural assumptions has come to constrain the way we see ourselves and our relationships, reconstituting this structure to permit a more inclusive and discriminating integration of experience and acting upon these new understandings (Mezirow, 1981, p. 6).

In relation to transformative learning, Mezirow (1985), offered three remodelled categorisations or types of learning to Habermas's (1971) original domains of technical, practical and emancipatory learning (Kitchenham, 2008, p. 109):

1. Instrumental or technical;
2. Dialogic or communicative;
3. Self-reflective.

This categorisation of learning may help as a currency for dialogue with others, but I agree with Cranton (2004), that any classification system is limiting. Learning cannot always be recognised by distinct characteristics.

To capture the influence of Habermas’s (1971), domains of learning in conjunction with the key components of reflection and deeper learning in transformative learning previously discussed, I present Table 2 to bring alignment and coherence to the complexities offered in the literature so far.

Table 2 Alignment of Reflection, Domains and Level of Learning (Created by Sowe, 2018, with reference to Mezirow (1981); Taylor (2017); Cranton (2006); Habermas (1971); Marton and Säljö (1979))

Category of Reflection (Mezirow 1981)	Type of Reflection (Taylor, 2017) (Cranton, 2006)	Domain of Learning (Mezirow, 1981) (Habermas, 1971)	Levels of Learning (Marton and Säljö 1979)
CONTENT	Reflecting on what we perceive, feel and act	Instrumental (Mezirow) Technical (Habermas)	1. Quantitative increase in knowledge 2. Memorising
PROCESS	Reflecting on how we perform the functions of perceiving	Self-Reflective (Mezirow)	3. The acquisition for use 4. The abstraction of meaning
PREMISE	Reflecting on why we perceive, think, feel and act	Self-Reflective (Mezirow) Emancipatory (Habermas)	5. Understanding of reality 6. Developing as a person

Paradigm Shift

The argument that Kuhn (1962), offered the philosophy of science, that scientific progress came from a learning journey involving a shift from the paradigm of belief previously held, was influential in transformative learning (Taylor and Cranton, 2003). Mezirow (1990), echoed this in his transformative learning:

As we encounter new meaning perspectives that help us account for disturbing anomalies in the way we understand our reality, personal as

well as scientific paradigm shifts can redirect the way we engage with the world (Mezirow, 1990, p. 8).

The frame of reference located in transformative learning that undergoes a change, resulting in perspective transformation aligns with the paradigm shift expressed by Kuhn (1962).

In summary, the emancipatory nature of transformative learning, through critical consciousness, is very apparent. The vital contribution that communicative learning and communicative action make, as part of critical reflection, is clear. The resulting perspective transformation, through a paradigm shift, can lead to personal and individualised change, though there is a recognition of the collective action that may also bring. There is an appreciation of the need to search the 'soul' by engaging the affective domain, as part of the critical reflection in transformative and emancipatory learning.

Overall, the literature examined in this section recognises Mezirow's (1978), early interpretation of transformative change associated with learning, drawing on principles of social and emancipatory learning, whilst recognising the transition involved and the possibly troublesome journey for the learner. The complexity of defining transformative learning is established. This raises concerns for the researcher in categorising or classifying the outcome of transformative learning (Newman, 2012), and this research attempts to overcome this obstacle by telling the story as transparently as possible.

Having reviewed the complex and overwhelming Big T of transformative learning, transformation in the context of the Little T of transformative experiences (Heddy and Pugh, 2015), will be reviewed in Theme 7.

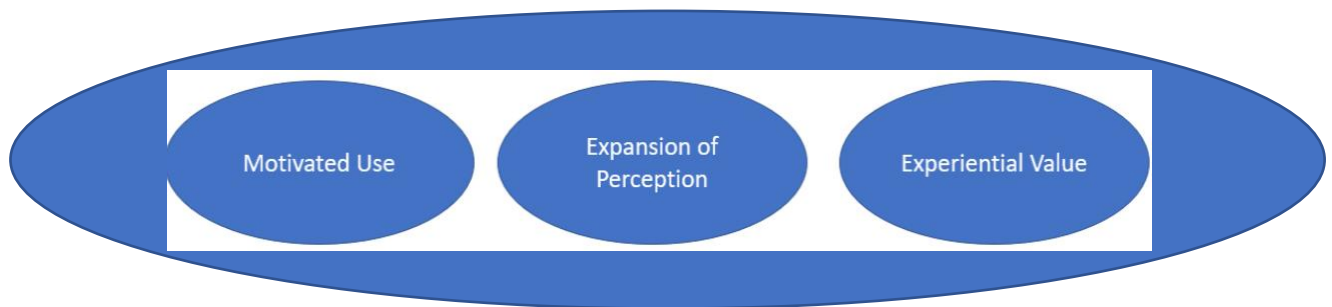
2.3.2.7 Theme 7: Transformative Experiences (Little T)

The construct, Transformative Experiences (TE), had its beginnings in the world of science education (Pugh, 2002, 2004). The original motivation to examine this, was the desire to recognise and support science learning to impact the everyday life experiences of the learner (Pugh, 2004). Its scope as a practice to support this deeper engagement for learners has since been adopted for other disciplines, though not in relation to ITT programmes.

TE can be thought of as a “micro” form of transformative learning that is tied to particular content and does not necessarily lead to a holistic change in an individual’s world view (Heddy and Pugh, 2015), as expressed in the earlier depiction of transformative learning (Mezirow, 1978). However, the cumulative effect may take the learner through a transformative journey that does subsequently change their world view, with the recognition that the continuum of transformation from transformative experiences will differ from one learner to another (Pugh, 2004). It is very individualised. There is no significant shift in one’s world view, but a small shift in perspective of a particular event. It is this micro view of transformation that is attractive in this research. I believe it offers greater realism and opportunity for interrogation than transformative learning as such.

Transformative experience draws on a Deweyan perspective to foster the relevance of education to everyday life (Pugh, 2011; Wong, Pugh, & the Dewey Ideas Group at Michigan State University, 2001), with three characteristics of motivated use, expansion of perception and experiential value (Pugh, 2002, 2004, 2011), (see Figure 3 below).

Figure 3: Three Characteristics of Transformative Experiences (Pugh, 2002, 2004, 2011)



Motivated use occurs when the learner brings their learning to a situation without the direction or coercion of another, for example the teacher trainer or mentor in the context of this research. This may be recognised in ITT with the individual and reflective application by the trainee teacher of a taught aspect of the ITT course to a situation that arises in the workplace. It relates to that specific content and context and does not necessarily change the trainee's whole world view. The expansion of perception arises when a previously viewed event is viewed differently. An example may be how the trainee perceives the behaviour of a student. The trainee teacher may see behaviour totally situated with, belonging to and at the will of their student. Following ITT programme content on motivation theory, the trainee may come to view behaviour as an outcome of poor motivation and the part the teacher plays in promoting motivation. This example illustrates a more transformative outcome on the trainee's world view or the point of view that Mezirow (1997), talks of as an aspect of one's 'frame of reference'. The third characteristic of a transformative experience, experiential value, is when a learner values the programme content as having a direct influence and relevance on their experience.

TE is not recognised as an overwhelming, life-changing, colossal impact of prior perception but a targeted application to seek small-scale transformation in specific contexts. The Teaching for Transformative Experiences in Science or TTES model (Pugh & Girod, 2007; Pugh, Linnenbrink-Garcia, Koskey, Stewart, & Manzey, 2010), promoted a TE model comprising three design features:

1. **Framing** the programme content in relation to its purpose for learning (Pugh & Phillips, 2011), and opportunities to view things differently (Wong et al., 2001);
2. **Scaffolding** and support of students through the programme to re-look at experiences differently, often with their peers (Pugh et al, 2010);
3. **Modelling** TE by the teacher in an explicit fashion and choice of approach and pedagogy (Heddy & Sinatra, 2013; Pugh & Girod, 2007).

Overall, the literature in relation to transformative experiences aligns with the principles of what is written regarding transformative learning. The Little T of TE brings a simpler construct to transformation that may be more easily taken on board and possibly replicated in practice (Heddy and Pugh, 2015). Girod and Wong (2002), offer the example of a student's transformative experience in relating geography content to how she saw things in her everyday life. In doing so, she saw the value of becoming a geographer and aligned with the identity of being such. So, a subsequent shift in how the student saw themselves and their position in society occurred. This aligns with Mezirow's (2000), suggestion that multiple transactional experiences, where the learner places value on the impact of the learning, will contribute to a more significant and life-changing transformational learning event. Therefore, the literature on the Big T and the Little T are not too dissimilar and align comfortably. However, the embracing of TE may allay any concerns in categorising or classifying the outcome of transformative learning for research expressed previously by Newman (2012) in Section 2.3.2.6.

Much of the literature in relation to TE is situated in children's education in America. There is a limited range of literature in relation specifically to ITT and the UK. Some literature does relate to teaching in an HE environment that ITT may occupy, though situated in the United States, emphasising that this study occupies an under-researched area.

Theme 8 will now examine key points drawn from the literature in relation to the pedagogies associated with transformation in learning.

2.3.2.8 Theme 8: The Considered Pedagogies to Support Transformative Learning

It appears in the literature, that the stronghold for transformation in learning is the engagement of the student in the learning process. In the earlier part of this chapter, Section 2.3.2.2, the two pedagogies of Communicative Action and Critical Reflection emerged as being key elements of transformative learning (Mezirow, 1981, 1990, 1991, 1997, 2003). In addition, Heddy, Sinatra, Seli, & Mukhopadhyay, (2017), offer Use, Change, Value (UCV) discussions as an approach to foster peer sharing and scaffolding in line with Pugh's scaffolding principle to foster TE. In UCV, the teacher may first model their own transformative experience (USE) to view something differently (CHANGE) and how that has given greater value to the situation for the teacher for later use (VALUE). In class, the learning activities focus on opportunities for students to express their use, change and value in collaboration with others. The UCV discussion approach sits comfortably with the pedagogies of critical reflection and communicative action of TL and are now discussed.

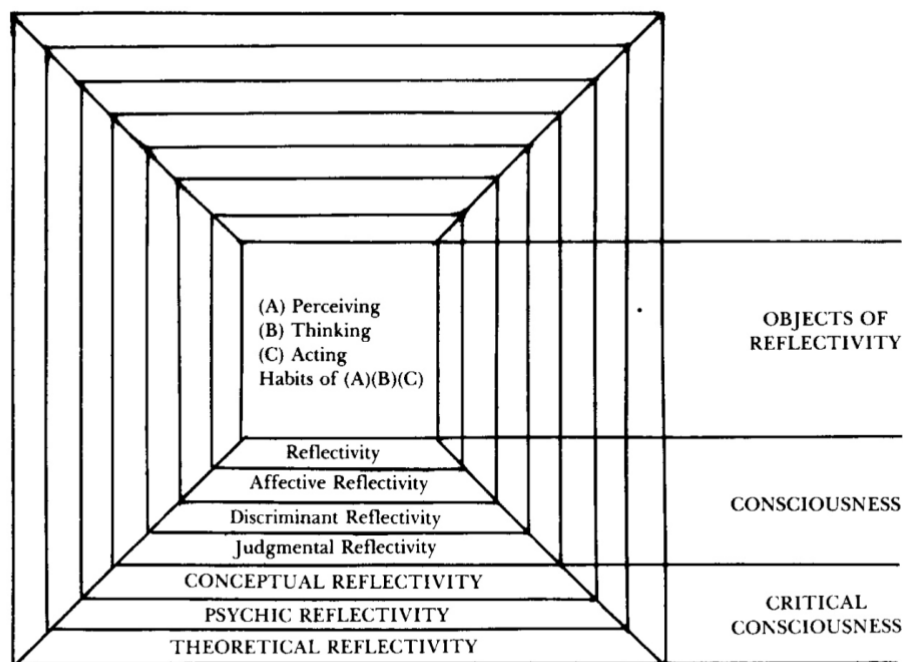
Critical Reflection

There is the suggestion that critical reflection may not be naturally aroused in a person but needs to be developed and scaffolded to support the deeper learning approach associated with transformative learning (Howie and Bagnall, 2013). Although recognising that not all reflection leads to transformation (Mezirow, 1991; Cranton 1996), Mezirow identified that critical reflection on our assumptions (CRA) was the instrument of transformation (Baumgartner, 2012). In further scrutiny of reflection, a categorisation of critical reflection of and on assumptions that involved objective reframing and subjective reframing is given (Kitchenham, 2008). This was an attempt to distinguish the sort of reflection that may happen and its likely impact. Objective reframing is a consideration of the assumption made whilst subjective reframing is a consideration of what caused the assumption to occur (Kitchenham, 2008). To gain a

greater sense of the difference, Kreber (2012), offers simplicity to the distinction of objective and subjective reframing, by emphasising that subjective reframing refers to the self-critical reflection of one's own psychological and cultural assumptions or premises that may limit one's experiences. It is this reflection that links to the transformative learning or change to world view, in that it transforms the legacy of belief one holds. However, the need for such distinction is not a necessity and subsequently the distinction of critical reflection as objective reframing and critical self-reflection as subjective reframing faded as Mezirow's work progressed (Taylor, 2017). The focus is that critical reflection, irrespective of its nature, is important to nurture a change in perspective.

In examining the reflective process, Mezirow (1981), offered seven levels (see Figure 4).

Figure 4: Original Levels of Critical Reflection (Mezirow, 1981, p. 12)



Earlier levels of reflectivity are an overall awareness through to more conscious reflectivity. It is not until reflectivity is critically conscious, with conceptual self-awareness, that value judgements based on prior perception become apparent

(Mezirow, 1981). The level of theoretical reflectivity that Mezirow speaks of differentiates itself by stressing that this level of reflection raises awareness of the reason why and limitation of a held set of assumptions, and seeks another perspective with more functional criteria for seeing, thinking and acting (Mezirow, 1981). Bearing in mind the complexity of the initial seven differing levels of CRA suggested by Mezirow (1981), it is not surprising to learn that others found this too flimsy or fine-grained (Taylor, 2017; Kember, McKay, Sinclair and Wong, 2008). As an educator, I have concerns that the development of the process of reflection in such a detailed manner promotes a focus on the theoretical context more than process of reflection. We worry about the 'theory' of critical reflection more than reflecting. Kember et al. (2008), sought a simpler categorisation, sharing the same concerns about the usefulness of such a hierarchical categorisation unless a theoretical understanding about each level is held. Relating to evidence within written work, Kember et al. (2008, p. 372), suggested four simpler categories:

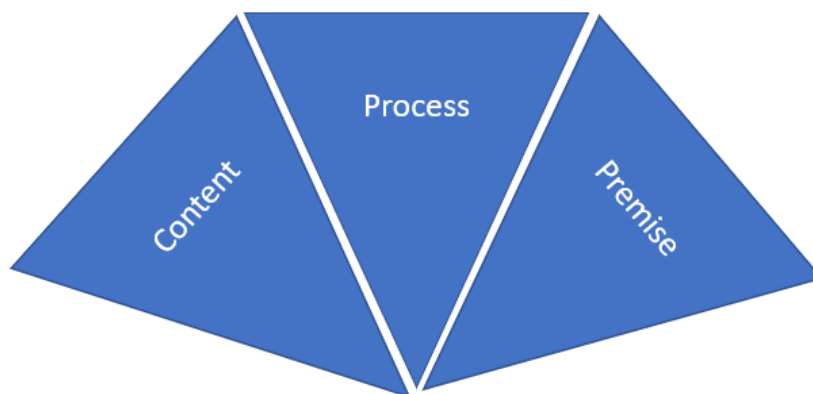
1. Habitual action/non-reflection;
2. Understanding;
3. Reflection;
4. Critical reflection.

Habitual action is concerned with carrying out the activity with little or no desire to understand the content and its implications; Understanding involves recognition of concepts and theories but not in relation to one's own professional practice; Reflection occurs when there is an appreciation and application of content to professional practice. It is not until there is critical reflection on the presence of existing value and beliefs held, that transformation is likely to occur (Kember et al, 2008). Kember et al. (2008, p. 374), suggest:

Many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from our experiences and environment. To undergo a change in perspective requires us to recognise and change these presumptions (Kember et al, 2008, p. 374).

There was further refinement by Mezirow (1981), of the initial seven categories of reflection to three categories of reflection into 'Content, Process and Premise' reflection (Baumgartner, 2012; Taylor, 2017), (see Figure 5 below).

Figure 5: Three Categories of Reflection (Mezirow, 1981)



Content reflection involves a reflection on the 'what' of the situation and may be considered descriptive. The category of 'process' involves reflection on the 'how' of the event. Finally, the categorisation of 'premise' involves reflection on the 'what' of the event to examine the causes. It is the 'premise' reflection that is likely to lead to a transformation in perspective.

Aligning the categorisations of reflection drawn from the literature, with the domains of learning (Mezirow, 1981), suggested and discussed previously when considering the theoretical framework for transformative learning in Section 2.3.2.2 of this review, I present an overview in Table 3 to bring about a cohesiveness and unity in the literature. In addition, I pose some reflective questions that highlight the more likely transformative and emancipatory action that the process and premise aspect of reflection fosters.

Table 3 Types of Reflection *Intermix* (Created by Sowe, 2019, with reference to Mezirow (1981); Taylor (2017); Cranton (2006); Habermas (1971); Marton and Säljö (1979))

Category of Reflection (Mezirow 1981)	Type of Reflection (Taylor, 2017) (Cranton, 2006)	Reflective Questions to be asked	Domain of Learning (Mezirow, 1981) (Habermas, 1971)	Levels of Learning (Marton and Säljö 1979)
CONTENT	Reflecting on what we perceive, feel and act	What is happening and what needs to happen?	Instrumental (Mezirow) Technical (Habermas)	1. Quantitative increase in knowledge 2. Memorising
PROCESS	Reflecting on how we perform the functions of perceiving	How did I come to this? Was it the best way? Are there other ways?	Self-Reflective (Mezirow)	3. The acquisition for use 4. The abstraction of meaning
PREMISE	Reflecting on why we perceive, think, feel and act	Why does it matter? What do I think this way?	Self-Reflective (Mezirow) Emancipatory (Habermas)	5. Understanding of reality 6. Developing as a person

Communicative Action

Earlier recognition of the influence of Habermas, particularly the notion of communicative action and the need for discourse, is recognised within the theoretical framework of transformative learning in Chapter 2, Section 2.3.2.2. Mezirow & Associates (1990) stressed the importance of this to:

Identify alternative perspectives, to provide emotional support during the process of transformation, to analyse one's own interpretation of one's situation from different points of view, to identify one's dilemma as a shared and negotiable experience and to provide models for functioning within the new perspective (Calleja, 2014, p. 119).

In the discourse associated with transformative learning, the constructivist approach to confirm understanding by engagement with another is evident (Cranton, 2006; Kitchenham, 2008). The reflective discourse, associated with communicative action, involves a critical assessment of our assumptions by dialogue. The importance of a safe environment for this discourse is stressed and Mezirow (2012, p. 80), explains these conditions further with the need to:

1. Have accurate and complete information;
2. Be free from coercion and distorting self-deception;
3. Be able to weigh evidence and assess arguments objectively;
4. Be open to alternative perspectives;
5. Be able to become critically reflective upon presuppositions and their consequences;
6. Have equal opportunity to participate (including the chance to challenge, question, refute and reflect and to hear others do the same); and
7. Be able to accept an informed, objective, and rational consensus as a legitimate test of validity (Mezirow, 2012, p. 80).

The safety of the environment for honest discourse may be compromised even if it appears open and a participant of the discussion may be exerting power to achieve a predetermined outcome, with the belief that this will steer others to join their way of thinking (Ball, 2003; Wang, 2019). Participants require “patience, kindness, courage, civility, and respect for self and others” (Wang, 2019, p. 241), and the ability to productively weigh up the value of arguments, applying a reflective practitioner’s characteristic of whole-heartedness and openness (Pollard, 2005).

Theme 8 considered the dominant theories associated with transformation. Theme 9 discusses what likely barriers there are to transformative learning.

2.3.2.9 Theme 9: What are the Barriers to Transformative Learning?

The literature indicates some barriers that may inhibit transformation in learning. These have been organised into two themes:

1. Context of the Learning;
2. Personal.

Context of the Learning

In-service, post 16yrs ITT has a curriculum situated in the classroom of the course and the trainee's workplace. The workplace in this context is also 'the classroom where the trainee teaches' within an educational institution. Throughout the literature, a reminder of the state of performativity that prevails in education is evident. Pugh and Heddy (2015), in relation to their discussion about transformative experiences in science teaching, remark on the increase in national and state accountability testing, limiting opportunities for teachers to engage with their students in the 1:1 discourse or class discussion that may promote transformation. Referring to my point in Chapter 1, Introduction, Section 1.4, about the 'double-deckedness' of ITT, this may impact on the teacher trainer, the trainee and the students they teach in their institutions. With this growing emphasis on results, it may be that a more surface learning approach is encouraged to achieve the pass (Biggs and Tang, 2007), and the product driven ITT curriculum with an emphasis on results too, may focus on more instrumental and practical approaches to guide the trainees to complete (Whitelaw, Sears, and Campbell, 2004), more than fostering an inquiry into practice and the associated uncertainty in outcome that may ensue. There is a concern that continuing to choose existing proven methods may only take the trainee to the point of their growing edge (Berger, 2004), and not the transformative point of learning. Curriculum planners driven by the end destination of the trainee 'passing' the course, may choose to continue practices without reference to the worthiness or affordances of the learning activities (Brophy, 2008), in relation to the opportunity for trainees to recognise, explore and reflect on their existing perceptions.

Scoffham and Barnes (2009), talk about teacher training in the UK being held to outcomes and performance and the emphasis on the cognitive domain of knowing about teaching, being the focus of training (Loughran, 2006). Although reflection is an element demanded in ITT, it may not promote the critical consciousness of reflection on assumptions and more technical or instrumental reflection may occur in an effort to 'get it done' for the course. Within an HE programme, the assessment criteria at L6 of the FHEQ (QAA, 2014), simplified and seen below in Table 4 (Canterbury Christ

Church University (CCCU), 2018), suggests a Pass with no explicit engagement of critical conscious reflection to examine assumptions.

Table 4 L6 Assessment Criteria (CCCU, 2018)

Reflection (including self-criticism / awareness)	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses
Reflective practice	Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.

Personal

There is recognition of the individualised journey through the phases of transformative learning (Taylor, 1997), with an underlying assumption that there is willing, active and possibly brave engagement in change. A lack of willingness to engage in change may be a barrier at a very personal level as individual dispositions and willingness to engage in transformation are varied (Hodkinson and Hodkinson, 2003). The heightened performativity in education that persists for the trainee may restrict their likelihood to welcome opportunities for transformation, as they focus on the development to competence to secure a Pass Heddy and Pugh, 2015). The false sense of belief of certainty that pulls people away from the edge of understanding and limits transformation at the growth edge (Berger, 2004), may be a more comfortable position to hold than the likely troublesome learning (Perkins, 1999), that transformation brings.

The research question , *‘from the trainee teachers’ (in-service, post 16yrs) and teacher trainers’ perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher’*, sought to review the literature in relation to two topics: 1) transformation in learning and 2) the learning environment for post 16yrs ITT. Having reviewed the first topic, the literature reviewed in relation to the second, post 16yrs ITT in the UK, will now be presented.

2.3.3 Topic 2: Learning Environment of In-Service, Post 16yrs Initial Teacher Training

The in-service nature of the post 16yrs ITT programme situates learning in two environments: in the trainee’s workplace where they are employed as a teacher and; on the ITT course with taught sessions and associated learning activities. There appears to be limited literature available in relation to transformative learning within this dual learning environment for post 16yrs ITT. However, in-service, post 16yrs ITT shares a space within the FE sector (see Figure 6 below) and a review of current transformative literature in this sector and across phases, is pertinent and valuable.

The literature reviewed is shared within the following six themes:

Theme 1: Transformation Across Phases of Education;

Theme 2: Transformative Pedagogies associated with Post 16yrs ITT;

Theme 3: Workplace Learning;

Theme 4: Learning by Participation – Communities of Practice;

Theme 5: The Expansive-Restrictive Curriculum in the Workplace;

Theme 6: Transformative Experience in the Development of Teacher Identity in Training.

2.3.3.1 Theme 1: Transformation Across Phases of Education

Figure 6: The Space Post 16yrs, In-Service ITT Occupies

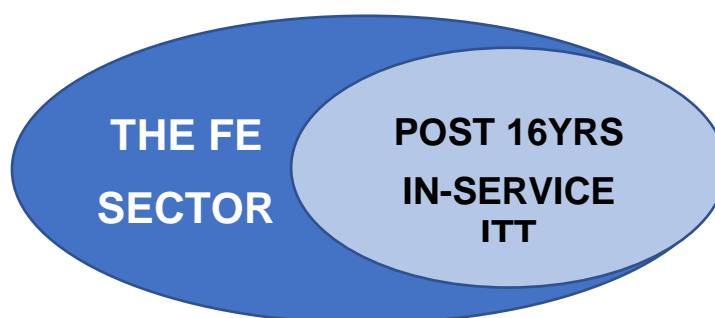


Figure 6 above illustrates the space in-service, post 16yrs ITT occupies in the FE sector. With that in mind, a review of current literature regarding the transformative nature of the FE sector and across other phases of education, is valuable to this study. It provides an underpinning of the environment for in-service, post 16yrs ITT. The FE sector is considered a powerful vehicle for transforming lives and communities, reinforced by the commitment to a recent large-scale research project to understand and provide evidence of how the FE sector is vital in transforming lives and communities in 21st century Britain (Duckworth and Smith, 2017).

The literature in relation to transformative learning in in-service, post 16yrs ITT resonates with the findings of Duckworth and Smith (2019, p. 21), in their study of the FE sector, which concludes that “transformative teaching and learning experiences are largely hidden from view because their impact falls outside the metrics that drive FE policy and underpin funding in the UK”. With the increasing state of performativity in education and a more technicist approach to teaching (Ball, 2003), the motivation and drive to examine practices beyond ‘end results’ is diminished for the FE teacher and curriculum planner. Since the ITT programmes examined in this study are in-service, the teacher trainees experience this technicist approach both in their workplace and their course. This is concerning if we consider that the FE teacher “plays a vital role in creating the social conditions and establishing the strong relational ties through which transformative learning takes place” (Duckworth and Smith, 2019, p. 26). This suggests the ITT provision for this sector needs to pay attention to how it fosters transformative learning in its curriculum, to enable the new FE teacher to establish a sustainable transformative learning environment in their FE practice.

If “transformative teaching and learning is based on authentic engagement and collaboration between teachers and students, and colleges and local communities” (Duckworth and Smith, 2019, p. 61), it is fair to say the in-service, post 16yrs ITT is based on authentic ‘tri-engagement’ between trainees, teacher educators and the workplace. The importance of developing and sustaining these relationships to foster transformative learning practice is recognised (Taylor, 2008), and ITT requires the

same collaborative cohesion as suggested by Duckworth and Smith (2019), to achieve a reflective and dialogic environment for transformative learning. Johnson (2007, p. 24), states that, “transformational relationships must evolve informally” and although the relationship between student and teacher in the FE sector is not considered informal, the wider relationships, and “ripple effect” (Duckworth and Smith, 2017, p. 45), within the college and the community, prompt informal and significant interactions. This is also apparent in the relationships that trainees on ITT have with fellow trainees on the programme and within their workplace.

Although there might be a limited focus on transformation in FE sector ITT, there are aspects in the functioning of the FE sector. For example, Duckworth and Maxwell (2015), recognise that research on mentoring in the lifelong learning sector has an “increasing awareness of the importance of collaborative, co-constructivist approaches to mentoring” (Langdon and Ward, 2015, p. 240). Exploring the structure of such an approach for possible replication, highlights the need for studies such as the present one. To adapt to the ever-changing needs of the diverse post 16yrs educational landscape, an “adaptive expertise” (Langdon and Ward, 2015, p. 241), is required by the trainee teacher. Langdon and Ward, (2015), on examining mentoring for trainee teachers in the primary and intermediate phase of education, recognise the vital role and relationship with the mentor to foster the “transformational stance” (Langdon and Ward, 2015, p. 248), where trainees are supported to critically review their practice and act whilst developing their new role as a teacher (Cochran-Smith and Lytle, 2009; Langdon and Ward, 2015). In doing so, a “social justice model of mentoring” (Duckworth and Maxwell, 2015, p. 15), is established with the reflective and transformative space needed in the mentor and trainee relationship, to collectively work towards greater social justice in education (Duckworth and Maxwell, 2015).

The IFL, in establishing the characteristics of a ‘Brilliant Teacher’, included the characteristic of a teacher who “recognise changes in the political, social and economic climate that impact on their learners’ needs” as vital (IfL, 2010, p. 7). This requires the adaptive expertise of the teacher (Langdon and Ward, 2015).

Environment is crucial in fostering transformative learning in FE. According to Duckworth and Smith (2019, p. 29), there is a convergence of the environmental features of transformative learning in FE and subsequently, those proposed for FE ITT namely:

1. Creation of a learning environment that fosters mutual respect;
2. Encouragement of students to feel a sense of belonging to the class;
3. Ensuring students feel respected and valued;
4. Giving students space to voice their opinions ;
5. Encouraging positive relationships between peers in the classroom, also correlated with each other (Duckworth and Smith, 2019, p. 29).

In respect of the in-service ITT programme, the five considerations can be aligned to both the ITT 'course' and the workplace of the trainee, as both provide the learning environment for the post 16yrs ITT trainee.

Transformative learning must support FE learners to “build capitals and address the capital deficit they bring with them” (Duckworth and Ade-Ojo, 2016, p. 7), in a safe and supportive environment. This underscores the powerful transformative “ripple effect” of further education learning on families and communities (Duckworth and Smith, 2017, p. 45). I argue that this “ripple effect” bears similarity to in-service, post 16yrs ITT with the “double-deckedness of ITT” I expressed in Chapter 1, Section 1.4, where in-service trainee teachers take their learning directly to their classrooms and their students.

Transformative learning in FE has an egalitarian characteristic (Duckworth and Smith, 2019, p. 5), as it offers a curriculum that focuses on the specific needs of specific learners (Duckworth and Ade-Ojo, 2016). Emerging from this is the issue of 'recurruculisation' in for example, meeting the literacy needs of FE students to provide a more functional and likely transformative model for learning (Ade-Ojo, 2014, p. 287). Post compulsory teacher education occupies an environment that is diverse, complex,

and challenging (Crawley, 2016). Those challenges are also situated in the differing needs, experiences and perceptions of the trainees and their positioning in their specific place of work. The possible 'recurruculisation' (Ade-Ojo, 2014, p. 287), of in-service, post 16yrs ITT at an individual trainee level, can be explored to meet the diverse needs of trainees. This study, in seeking the trainee teachers' and trainers' perspectives of transformative experiences on their ITT as they journey to role and identity of teacher, offers the opportunity to reflect on Ade-Ojo's (2014), recurrucularisation and present curriculum considerations to support a more transformative environment for in-service, post 16yrs ITT.

In conclusion, although there might not be a substantial applied demonstration of transformation in practice within the FE sector, research clearly shows that there is a significant awareness of its nature and the need to explore its implementation. Such studies, as illustrated by the review above, show that the potential for and impact of transformative learning in the FE sector have been a focus of scholars in the field. The challenge remains, however, for a consistent framework for its implementation. The expectation is that this study will contribute towards the achievement of this goal.

2.3.3.2 Theme 2: Transformative Pedagogies Associated with Post 16yrs ITT

The term teacher education is "synonymous with the preservice teacher preparation" associated with primary and secondary ITT (Loughran, 2005, p. 2), more so than the in-service, post 16yrs model of ITT, and dedicated literature in this regard is limited. Overall, ITT pedagogy is under-researched, particularly in the UK (Philpott, 2014), with little written in relation to teacher training as a more meaningful experience beyond survival as a novice teacher (Hoover, 2010). This may be due to the problematic enterprise and complexities of teacher education (Korthagen, 2001; Murray and Kosnik, 2011). Voices heard often refer to the pedagogy associated with pre-service, university-centric ITT (Philpott, 2014), and not the in-service model for trainee teachers of students post 16yrs.

Philpott (2014, p. 12), provides a framework for teacher education, albeit in the preservice curriculum, as depicted in Table 5 below, provoking thought about the location of transformative pedagogies that may exist in ITT.

Table 5 A Generic Pedagogy for Teacher Education (Philpott, 2014, p. 12)

Content (what)	Exemplification (how)	Meta-cognising (beyond)
For example, topics such as: Assessment The nature of learning Inclusion Planning Pedagogy	For example, when learning through: Explicit modelling Debriefing practice 'Living the learning' Talking and thinking aloud Collaborative practice (co- teaching) Didactic input	For example, when integrating theory and practice through: 'Excavating' the intuitive Reflexivity Systematic enquiry 'Disturbing practice' Theorising practice Critique of theory and practice

Philpott (2014), recognises, though not explicitly, some transformative pedagogies here, particularly of communicative action and reflection. The *disturbing practice* situated in *meta-cognition* of Table 5, can be aligned with the disorientating dilemma phase of transformative learning expressed by Mezirow (1997). The three characteristics of *motivated use*, *expansion of perception* and *experiential value* as part of the construct of transformative experiences (Pugh, 2002; 2004; 2011), can be associated with *exemplification*. The meta-cognising by excavating of the intuitive, can be aligned with critical conscious reflection of existing meaning perspective or frame of reference held.

Loughran (2006), emphasises the complexities of teacher training and places its effective management and deliverance at the hands of the quality teacher educator. He suggests teacher training needs to have opportunities for the trainee to 'see' into their teaching with ongoing dialogue with their teacher educator (Loughan, 2006). ITT in post 16yrs has a strong vocational aspect by having an in-service element as an essential requirement of the programme. The trainee comes with a legacy of belief and often is already practising as a teacher and needs to have a willingness to engage

wholeheartedly in the programme, however, this willingness to change cannot be taken for granted as a characteristic of all trainee teachers (Loughran, 2006).

Reflection has been an aspect of ITT since the 1980s in relation to secondary and primary training (Collin, Karsenti and Komis, 2013). It features as an aspect of the post 16yrs ITT programme within the context of the professional standards and the assessment criteria expected of L5 or 6 HE programmes. As an aspect of the professional values and attributes expected, the professional standard states, “Reflect on what works best in your teaching and learning to meet the diverse needs of learners” (Society for Education and Training, 2018).

The common pedagogies of discourse and reflection in ITT should lend themselves to more transformative experiences, though limited literature was available in respect of how these impacted specifically in the transformative experiences of the trainee teacher on an in-service, post 16yrs programme as they journeyed from trainee to teacher. Nonetheless, by exploring current literature in relation to the FE sector and other phases in Theme 1, the review of transformative pedagogies associated with the context of this study is strengthened. Themes 1 and 2 emerge as complementary themes.

2.3.3.3 Theme 3: Workplace Learning

Post compulsory teacher education occupies an environment that is diverse, complex and challenging (Crawley, 2016). In an in-service ITT programme, the workplace features significantly as part of the learning environment (Maxwell, 2013). The duality of the learning environment for the trainee teacher promotes opportunity for transformative experiences in the participative and collaborative workplace environment (Maxwell, 2014), as through participation in the workplace, individuals redefine themselves and their workplace settings, in a transformative manner (Lee et al, 2004).

Stern and Sommerlad (1999), describe an 'elasticity' of learning in the workplace, with differing interpretations and values held by multiple stakeholders in relation to learning in the workplace (Lee et al, 2004; Fuller and Unwin, 2003; Maxwell, 2014). The diverseness of a cohort on an in-service ITT programme means that trainees will be drawn from a varied landscape of employment in the sector and as employees of that organisation, they will have specific employment contractual expectations and arrangements.

There is no definition of workplace learning (Lee et al, 2004). Stern and Sommerlad (1999), suggest the role of the workplace in learning is dependent on how separated the learning and the workplace are (Lee et al, 2004, p. 5). These authors offer a distinction between:

1. The workplace as a site of learning;
2. The workplace as a learning environment;
3. The workplace and learning as inextricably linked.

Firstly, the workplace 'as a site of learning' is distinguished by the locality of the learning. It is planned learning that is 'off the job' and not at the place of work, in contrast to the second distinction 'workplace as a learning environment', where planned learning is 'on the job' (Lee et al, 2004). The third distinction of 'workplace and learning as inextricably linked' is considered continuous learning, with the workplace shaped to support the 'employee' to develop the skills and knowledge related to their role and the role of others in an informal manner (Lee et al, 2004). On reflection, the workplace of the trainee on in-service ITT, serves all three of those dispositions, but little is written about this. As in the third distinction, the view that workplace learning is informal and 'second rate' to more formalised professional training may be held (Lee et al, 2004), potentially giving rise to an issue because in ITT, the significance of learning both formally and informally is also placed at the door of the workplace.

In considering the learning environment of the in-service ITT programme, three key points of learning by participation in the workplace (Lave and Wenger, 1991), expansive-restrictive continuum of learning in the workplace (Fuller and Unwin, 2003), and the organisational learning and transformation (Engestrom, 2001), emerged as themes within the literature and will be discussed next.

2.3.3.4 Theme 4: Learning by Participation

Lave and Wenger (1991), recognise that people will hold membership of multiple communities of practice (CoPs). This is very apparent in the duality of the learning environment for post 16yrs ITT with situated learning (Lave and Wenger, 1991), demanding the trainee's participation in multiple CoPs, including their workplace and their ITT programme. The CoPs provide a participation framework (Hanks in Lave and Wenger, 1991), of communities relating to both their professional programme (the ITT course), and to their workplace. In their workplace community, they will seek legitimate peripheral participation (Lave and Wenger, 1991), as a novice newcomer of teaching amongst those more experienced, as they establish their full membership whilst also belonging to the community of trainees brought together on their training programme. In the latter community, the trainees, though diverse, will share the 'newcomer' position, as all will be new to the programme. In addition to this, the trainee may also belong to another community in their legacy profession or occupation. The literature has some reference to this cross-boundary position that a workplace learner occupies (Fuller et al., 2005; Meacham, Castor and Felton, 2013; Cobb et al., 2003), but not to the context of the in-service post 16yrs ITT and any potential brokerage (Lave and Wenger, 1991), for harmony or synergy between both and multiple communities. This is an important aspect to consider, bearing in mind the inter-dependency of these on an in-service, post 16yrs ITT programme, with each community required to define the others and cannot be considered separately (Fuller et al., 2005; Fuller and Unwin, 2003). The success of the trainee's initial training is dependent on learning from the commonality and uniqueness of the overlapping of communities (Lave and Wenger, 1991). Drawing on these communities, the trainee develops knowledge and understanding, skills and overriding professionalism, including teacher identity during their ITT, to support their sustainability as a teacher.

In relation to CoP, Lave and Wenger (1991), place the emphasis of social learning as not only learning from others but also practising *with* others. The in-service nature of the post 16yrs teacher training programme, with the mandatory requirement to learn in the workplace, shares some similarities with the apprenticeship curriculum that Lave and Wenger (1991), base their ideas of CoP around. The knowledge and skills acquired during ITT are not separate entities and trainees will learn from the different communities they occupy. The development of knowledgeable skills requires teaching in the workplace (Fuller et al., 2005), with the necessity for the cross-boundary of communities that the trainee populates. In addition, the trainee teacher may also draw from their occupation or professional community to keep the currency of their skills and knowledge to function as a knowledgeable post 16yrs teacher. Fuller et al (2005), point out that Lave and Wenger (1991), initially placed emphasis on 'the newcomer or novice' joining a community of practice and being led by the elder or expert to the practices of the community. This is not as straightforward as it appears in post 16yrs ITT. The trainee may be a novice or newcomer in the sense of being a teacher but an elder and experienced in their legacy profession or occupation. Meacham, Castor and Felton (2013), refer to this as a mixed-role community.

CoPs are both inclusive and exclusive with opportunities for all to participate within the group, yet specific expertise is required for participation (Cook-Sather, 2013). Lave and Wenger (1991), identified a shared Domain, Community and Practice as three distinctive characteristics of a community of practice. See Figure 7 below.

Figure 7: Shared Characteristics of a Community of Practice (Lave and Wenger, 1991)



The 'Domain' is the shared area of interest that is common to its membership. In post 16yrs ITT, this is the focus of teaching and its associated pedagogies. The second characteristic, the 'Community', is the dialogic and participatory nature of the community's members to learn from each other. In relation to post 16yrs ITT this is seen both in the class whilst on the training programme and in their workplace where they function as a newcomer teacher, albeit trainee. Finally, the 'Practice' characteristic of CoPs, is the shared and reciprocal development within the community to become practitioners. In addition, Wenger (1998), later identified three further reciprocal characteristics of a community as Mutual Engagement, Joint Enterprise and Shared Repertoire (see Figure 8 below).

Figure 8: Three Further Reciprocal Characteristics of a Community of Practice (Wenger, 1998)



In 'mutual engagement,' all members perform the same practice with a 'joint enterprise' of seeking solutions to shared issues and challenges that matter to all, resulting in a 'shared repertoire' of results that all can benefit from. A mixed role or

multidisciplinary CoP may offer a place where all involved are co-educators, co-learners and co-generators of knowledge (Miller-Young et al., 2015), though with the multiple membership of the trainee teacher to differing CoPs, the reciprocal learning is not specifically acknowledged within the literature.

In addition to participation, Lave and Wenger (1991), recognise the entwined requirement of reification within a CoP to give a physical artefact of membership. In relation to the cross boundaries of multiple communities, these are referred to as 'boundary objects' (Cobbe et al., 2003; Cwikla, 2007). These objects hold meaning for those in a particular community and the understanding of this might assist in communication across multiple CoPs (Cwikla, 2007). In ITT, these boundary objects may hold very different values in the differing communities, though one community may expect the other community to hold that same value e.g., the documentation to record a trainee's lesson observation or specific lesson plan.

The outcome of CoPs in relation to transformative opportunities has not been uniquely applied to the context of in-service, post 16yrs ITT with the trainee teacher situated in and drawing on overlapping CoPs. There is a demand for a transformative experience for the trainee, as they learn to belong in their new settings, both at work and on the programme, adapting, developing and modifying who they are in that process (Fuller et al, 2005). The state of transition or liminality (Cook-Sather and Alter, 2011), may explain a troubled position of both newcomer and expert that they might find themselves within a mixed-role CoP or multiple, overlapping and cross-boundary CoPs (Meacham, Castor and Felton, 2013). The instability of this position where norms are challenged and power and balance are inconsistent (Meacham, Castor and Felton, 2013; Cook-Sather and Alter, 2011), requires some form of transformation to gain equilibrium. Within the CoPs, a newcomer seeks legitimate peripheral participation to enable learning within the CoP (Lave & Wenger, 1991). This may give rise to dilemmas causing instability, and becomes a possible source of the transformative power CoPs hold (Meacham, Castor and Felton, 2013). Navigating the shift in the role, varied identities and cross-status hierarchies, may leave participants

feeling uncomfortable and uncertain (Meacham, Castor and Felton, 2013) with the loss of empowerment that transformative learning seeks to restore.

At present, the trainee teacher belongs to multiple communities of practice that all serve their development as a teacher, but with a lack of divergence. In the absence of this, the trainee may be subjected to differing membership agendas, rules and expectations and the boundary crossing between communities may give rise to tensions. A community of practice has full awareness and knowledge of its 'memberships', its ideals, its motivation and drive and with a lack of true alignment of the programme to the workplace, this is missing in the cross-boundary positioning of the trainee teacher in ITT. The legitimate peripheral participation (Lave and Wenger, 1991), of the trainee to the CoPs for ITT will differ as expectations at work and the course will be inconsistent (Fuller and Unwin, 2003).

Although Cobb, McClain, Lamberg, and Dean (2003), write about the recognition of CoPs in teacher professional life, there is limited literature to answer some questions that a curriculum planner of post 16yrs ITT asks in relation to the transformative events to support the transition from trainee to teacher. The lack of literature prompts the question about the cross-boundaries of the workplace and programme communities to ensure a harmonious and supported cross-boundary experience and strengthen the transformative experiences of the trainee to teacher during their ITT. In addition, with the mixed role within the workplace community for the post 16yrs trainee teacher, the question arises of the need for attention in curriculum design to support their likely troublesome journey. The literature details the cross-boundary position of those belonging to multiple communities but the need to examine the worthiness of not only the cross-boundary position but the extending and re-establishing or reshaping the ITT CoP boundary is not addressed. That may prove difficult if the boundaries are also barriers but that suggests an even greater motivation to examine it. Fuller and Unwin (2003), recognise the need to establish the differing social, political, economic and other influences on the workplace with the attention to the specific circumstances, rather than a more generalised approach. At the time, Fuller and Unwin (2003), in

recognising the diversity of workplace learning, suggested further study of workplace learning in a wide a range of contexts is required if all the issues affecting learning and their inter-relationships are to be fully understood and theorised (Fuller et al, 2005). In addition, Meacham, Castor and Felton (2013), share the challenges of mixed-role CoPs for those in HE and express encouragement to others to examine this. The research question of this study attends to this.

2.3.3.5 Theme 5: The Expansive-Restrictive Continuum of Learning in the Workplace

At its simplest and without interrogation, formal learning is considered the taught aspect in the classroom and informal learning at work (Lee et al, 2004). In workplace learning there are few, if any, learning situations where either informal or formal elements are completely absent (Colley et al., 2002; Lee et al., 2004). There is not a clear distinction in ITT that workplace learning is informal learning, and the taught aspect is formal learning as the overall in-service ITT curriculum is dependent on both situations for success. Fuller and Unwin (2003), drawing on Modern Apprenticeship frameworks, note formal learning as being a significant aspect of workplace learning (Lee et al., 2004), and not purely rooted in the classroom at college. Fuller and Unwin (2003, p. 411), offer an “expansive/restrictive continuum model” that aligns well with an in-service ITT model. Their ‘expansive-restrictive” framework identifies characteristics of the workplace that impact on the extent to which the workplace as a whole creates opportunities for, or barriers to, learning (Lucas and Unwin, 2009). Table 6 below characterises the opposing poles of this framework.

Table 6 The Expansive-Restricted Curriculum (Fuller and Unwin, 2003, p. 411)

Expansive	Restrictive
Participation in multiple CoPs insider and outside of workplace	Restricted participation in multiple CoPs
Primary CoP has shared 'participative memory'	Primary CoP has no or little 'participative memory'
Breadth: access to learning fostered by cross company experiences built in to the programme	Breadth narrow: access to learning restricted in terms of tasks/knowledge/location
Access to a range of qualifications including knowledge based vocational qualifications	Access to competence based qualification only
Planned time off the job for college attendance and reflection	Virtually on the job only with limited opportunity for reflection
Gradual transition to full participation Aim: rounded, expert, full participant	Fast transition as quick as possible Aim: partial expert, full participation
Post apprenticeship vision: progression for career	Post apprenticeship vision: static for job
Explicit institutional recognition of, and support for, apprentice's status as a learner	Ambivalent institutional recognition of, and support for, apprentice's status as a learner
Named individual acts as dedicated support for apprentice	No dedicated, ad hoc support
Apprenticeship is used as a vehicle of aligning the goals of the individual and organisational capability	Apprenticeship is used to tailor individual capability to organisational need
Apprenticeship design fosters opportunities to extend identity through boundary crossing	Apprenticeship design limits opportunity to extend identity: little boundary crossing experienced
Reification of apprenticeship highly developed (through documents, symbols, language, tools) and accessible to apprentices	Limited reification of apprenticeship, patchy access to reificatory aspects of practice

The in-service, post 16yrs ITT programme is characterised by differing aspects of the expansive/restrictive curriculum, for example, with employed status of the trainee, the employer may seek swift transition to teacher, with limited access to individual mentoring support. The workplace of the trainee teacher may not have previously trained teachers and have little of what Wenger (1998), calls 'participative memory' and in its absence, set unrealistic expectations in the developmental journey of the trainee teacher. The developmental value to the trainee teacher of cross-departmental observation of other teachers, as a characteristic of the expansive curriculum, may not be present and a restrictive approach with attention on the performance of the trainee teacher in their department only present. In essence, this study questions the opportunities for transformative experiences that may be available to foster more characteristics of an expansive curriculum (see Table 6 above), and development of an expansive professional.

Crawley (2015), identified nine characteristics of the professional teacher that do not align well with a more restrictive curriculum. An expansive curriculum (Fuller and

Unwin, 2003), offers the environment to nurture the trainees' development of the characteristics of Crawley's (2015), 'professional teacher'. To recognise this, Table 7 below, maps the alignment of the characteristics to that of an expansive curriculum.

Recognising the cross-boundary learning within communities of practice, Engestrom (2001) sought more expansive learning beyond acquisition and practice to that of activity learning in the workplace. The transformative powers of workplace learning are signalled by Engestrom (2001):

Transformation occurs where over time contradictions are 'aggravated'. An expansive transformation occurs when individuals start to question and challenge existing norms within the activity system and the 'object or motive of the activity are reconceptualised' into a broader horizon of possibilities than previously (Engestrom, 2001, pp. 136-137).

To be able to question and challenge the norms of the workplace activity, trainee teachers need the safety. That safety may be challenged by the cross-boundary and 'newcomer' position they hold. The trainee's development towards the characteristics of a professional teacher (Crawley, 2015), suggested in Table 7, particularly characteristics 6, 8 and 9, may challenge the norm and in doing so, change the workplace activity. This highlights the transformative qualities of a more expansive curriculum for ITT, impacting the workplace and subsequent learning for the students.

**Table 7 Nine Characteristics of a Professional Teacher (Crawley, 2015)
 Aligned to a more Expansive Curriculum (Fuller and Unwin, 2003) offered
 by Sowe (2019)**

	Characteristics of a Professional Teacher (Crawley, 2015)	Characteristics of an Expansive Curriculum (Fuller and Unwin, 2003)
1	Engagement in activity which has particular and special characteristics.	Participation in multiple CoPs inside and outside of the workplace.
2	A high personal and public status as a result of their profession.	Explicit institutional recognition, and support for, apprentices' [trainee teachers] status as a learner.
3	Recognition as practising according to agreed and acknowledged standards of training, competence, responsibility and understanding.	Access to a range of qualifications including knowledge-based qualifications. Participation in multiple CoPs inside and outside of the workplace. Planned time of the job for college attendance and reflection.
4	Conducting their profession in ways which maintain its status within its ranks and with the public at large.	Explicit institutional recognition, and support for, apprentices' [trainee teachers] status as a learner. [Apprenticeship] designed to foster identity through boundary crossing. [Apprenticeship] is used as a vehicle of aligning the goals of the individual to the organisational capability.
5	Accepting responsibility for a social purpose, within their specialism and in the wider community beyond that.	[Apprenticeship] designed to foster identity through boundary crossing. Participation in multiple CoPs inside and outside of the workplace.
6	Operating with a strong degree of autonomy.	Explicit institutional recognition, and support for, apprentices' [trainee teachers] status as a learner. [Apprenticeship] designed to foster identity through boundary crossing.
7	Meriting payment as a result of their efforts.	Post [apprenticeship] vision: progress for career.
8	Subjecting their work to public accountability.	[Apprenticeship] designed to foster identity through boundary crossing. [Apprenticeship] is used as a vehicle of aligning the goals of the individual to the organisational capability.
9	Selfless commitment to updating their expertise and continuous development of their field.	Participation in multiple CoPs inside and outside of the workplace. Access to a range of qualifications including knowledge-based qualifications.

Lee et al (2004), drawing on the literature, remark that Engeström, in presenting their expansive learning approach in the workplace, does not take on board the inequality at work or differing values that the employer and employee may have on the process and outcome of learning. Although the workplace holds a significant place in a

trainee's learning and development, it is recognised as a neglected research area (Lucas and Unwin, 2009; Maxwell, 2014), with limited literature available in relation to the role the workplace plays in the transformative journey to teacher. This study offers some attention to this neglected area.

2.3.3.6 Theme 6: Transformative Experience in the Development of Teacher Identity in Training.

I acknowledge that the scope of this review will not address all the complexities and dimensions of teacher identity but will examine what trainees perceive it is and the likely transformative pedagogies that may exist in teacher education to develop identity, accepting that teacher training involves the [trans]formation of teacher identity (Flores and Day, 2006, p. 220).

Spenceley (2007), concluded from her research on the initial impressions of education and the role of the teacher among trainee teachers in FE, that trainee teachers found it difficult to harmonise within the sector and understand their role and identity. The challenges to define professional identity for both the individual teacher and the post 16yrs sector, are difficult due to the diversity of the role and the trainee's workplace context (Crawley, 2015). Trainee teachers in this context seek more support to make the transition from their previous profession to the role of professional educator (Spenceley, 2007; Greatbatch and Tate, 2018). The Skills Commission (2009), argued that ITT in the post 16yrs context, had a focus towards academic achievement more than recognising the uniqueness and multifaceted role of the teachers within it (Cooper and Olson, 1996). Teachers will view their identity according to how they and others see them (Lasky, 2005), and behave in a way that they feel is in keeping with the values and beliefs of that identity (Kelchtermans, 1993, 2009). Teacher identity is drawn from a belief that a teacher not only knows their subject, but also how to choose the best ways to teach it and teach it (Beijaard, Verloop and Vermunt, 2000).

Strength in identity will give trainees the courage to teach (Palmer, 1997), and respond within their CoP to meet expectations and demands with a more activist identity, and

in doing so, a more transformative approach (Sachs, 2003; Wilkins, Busher, Kakos, Mohamed and Smith, 2012). This activist identity will also allow for mediation of expectation within the performance-driven demands of the teaching sector (Sachs, 2001; Wilkins et al 2012).

Lucas and Unwin (2009), suggest there are a number of detailed studies of the way FE teachers develop their professional expertise and identities, but no specific interrogation of the transformative experiences a trainee undergoes in their transition to teacher. Change is experienced and recognised as the trainee teacher develops the new identity of the teacher, though the significance of this is often overlooked or underrated in the exploration of the trainee's transformative experiences. Its importance is paramount, as the success of the trainee in becoming a teacher is dependent on their identification as a teacher and until they 'feel like a teacher' they will not identify as one (Hobson et al, 2008; Conway and Clark, 2003). This is even more pertinent for the post 16yrs teacher, who commonly holds an existing identity in their profession or occupation and now aligns this with the identity as a teacher. This is commonly called a dual professional role (Robson, 1998). The post 16yrs trainee teacher finds themselves in the borderland of identity (Alsup, 2013), requiring a transformative experience to reconcile and gain harmony in their new identity. Although not targeted directly at the development of the dual professional identity of the post 16yrs trainee teacher, Alsup (2013), suggests a period of dissonance between dual borders as inevitable in the borderline position

In relation to teacher identity, the literature offers differing perspectives of teacher identity but a lack of consensus on a clear definition is apparent (Beijaard, Meijar, Verloop, 2004; Beauchamp and Thomas, 2009). There is some commonality in the literature to recognise both a personal and professional perspective of identity and the dynamic and lifelong process it holds (Beijaard, Meijar, Verloop, 2004). Without a definition per se, it is reasonable to view identity purely as a term and align the terms 'teacher role' and 'teacher identity' as synonymous in the associated discourse (Ivanic,

1998). The role of the teacher can then be considered as the 'situated identity' (Irwin and Hramiak, 2010), of a trainee's multi-dimensional and overall identity.

There is recognition that a shift in identity is part of becoming a teacher (Thomas and Beauchamp, 2011; Beauchamp and Thomas, 2009, 2011), and taking a more Vygotskian perspective, Van Huizen, Van Oers and Wubbels (2005, p. 275), claim "the overriding aim of a teacher education programme is best conceived as the development of a professional identity", with support, to shape their identity during training to meet public affirmation and personal meaning. As teachers learn their teacher role, their identity as a teacher will develop, change, position and align with their overall identity (Geijsel & Meijers, 2005). Events during initial teacher training prompt the trainee to challenge their existing identity as they discover and search for their teacher self with constant self-reinvention (Beauchamp and Thomas, 2009). Trainees will draw on identity confirmation from three notions of their self. They will consider their actual self, what they ought to be and the ideal self as the teacher they seek to be (Beauchamp and Thomas, 2009 citing Lainala, Kukohoen in Denicolo, and Kompf, 2005). There is a constant examination by the teacher to find their teacher self (Freese, 2006), as they journey their borderland identity, developing not only from trainee teacher to trained teacher, but also from professional or occupational expert to teacher of that profession/occupation. It is not a static positioning but a dynamic, evolving phenomenon with an alignment of personal and professional aspects of becoming a teacher (Beijaard, Meijer, & Verloop, 2004; Beauchamp and Thomas, 2009). It demands a relook at their personal interpretative framework (Kelchtermans, 2009), as they engage with meaningful encounters that challenge their existing position. Kelchtermans (2009), avoids the term 'identity' or 'role', preferring the term 'self-believing', considering terms of identify and role suggest dormancy. If aligning more closely to the dynamism that Beauchamp refers to, the professional self-understanding element of a trainee's personal interpretative framework (Kelchtermans, 2009), becomes valid as a way to describe the trainee's dual professional (Robson, 1998), identity or borderland identity. In accepting its validity, five aspects of professional understanding come in to play in the search for identity; self-image, self-esteem, job motivation, task perception and future perspective. These

are elements that drive professional understanding (Kelchtermans, 2009), in the trainee's personal interpretive framework. In relation to teacher training, these elements are visible and explicit. Self-image is the incoming view the trainee holds of themselves and is reinforced by what others feed back to them. It is others' feedback that strengthens and validates the self-esteem of the trainee to believe they are doing a 'good job'. Trainees will measure their performance against their task perception of what is expected, whilst seeking their personal motivation to teach is met. The longevity of their role or future perspective joins with their self-image, self-esteem, motivation and task perception in an amalgamated way to give a sense of who they are as a teacher or simply, their identity. Kelchtermans (2009), stresses the importance of an integrated approach to research of not only the professional self-understanding but also the subjective educational theory, as both serve the trainee's personal interpretive framework. The domain of subjective educational research needs explanation to complete the picture in aligning the trainee's personal interpretive framework to that of identity. This is concerned with the theoretical knowledge from the ITT programme requiring personal application and reflection, if it is to inform judgement and shape the trainee teacher's identity (Kelchtermans, 2009).

The centrality of reflection in this process is clearly recognised as vital to the development of teacher identity (Beauchamp and Thomas, 2009), often aligning with a more dynamic and anticipatory force of reflection (Beijaard, Douwe, Verloop, 2004; Beauchamp and Thomas, 2009; Conway, 2001), with trainees reflecting before action on the 'ought or ideal self' they want to be. The transition points in identity change encourage a period of disorientation or troubled times as the trainee confronts tensions (Beauchamp and Thomas, 2009; Olsen 2008), seen as characteristics of transformative learning and experiences. In addition to the pedagogy of reflection, there is an emphasis on discourse in shaping identity (Alsup, 2006; Beauchamp and Thomas, 2009). The borderland discourse (Alsup, 2006), may be seen more as storytelling (Sfard and Prusak, 2005), as viewed with the reflective type logs commonly seen in teacher training. Pedagogies of reflection and discourse feature in Gee's (2000, p. 100), four ways of developing identity: "native, discourse, institution and affinity" (see Figure 9 below).

Figure 9: Four Ways of Developing Identity (Gee, 2000)



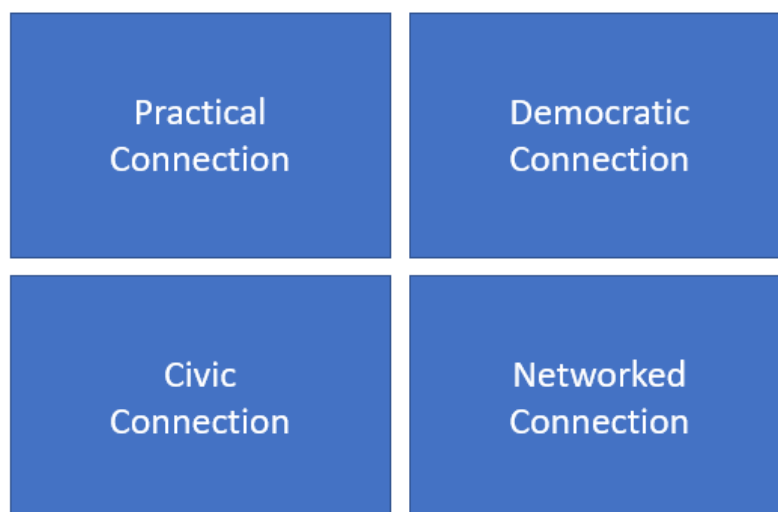
Firstly, for trainee teachers on in-service ITT, the native identity is the trainee's starting point, drawn from their reflection on previous experiences and individuality. Social and cultural factors of identity (Beauchamp and Thomas, 2009), clearly influence the remaining three ways offered by Gee (2000). Secondly, the institution identity will be influenced by the trainee's employer and the development of their dual professionalism as a teacher of their profession or occupation. Thirdly, the discourse identity is shaped by discussion with those who 'walk with' the trainee, for example their peers, colleagues, mentor and tutor. The fourth identity of affirmity is the establishment of the trainee comfortably in their communities of practice.

Development of identity within the identity borderland (Alsup, 2006), of the in-service post 16yrs trainee teacher appears to receive little dedicated attention in the literature. The dual professionalism of post 16yrs trainee teachers is unique and differs from that of primary and secondary trainee teachers (Robson, 1998). Literature drawing on primary and secondary ITT supports some understanding of the development of identity but leaves one with unanswered questions about this journey in post 16yrs ITT. The trainee comes to ITT with an established professional or occupational history and its associated identity. In teacher training, they are taking on the teacher professional identity whilst harbouring their 'legacy' professional identity. In addition,

they are also a student themselves whilst performing to the considered teacher identity of expert in their subject and how to teach it. It may be that identity whilst training, sits uncomfortably between that of student and that of teacher (Pillen, Beijaard, and den Brok, 2013). With that in mind, it points to a point of discomfort and tension. Recognising the trainee's identity will be shaped by interaction with others (Beauchamp and Thomas, 2009), is of particular importance on an in-service programme of post 16yrs ITT with multiple 'others' supporting the transformative experiences in the development of teacher identity.

The development of a positive and activist identity has significant importance as it supports the sustainability of the teacher when later challenged with likely critical moments in their careers, providing the courage for the teacher to voice their opinions with a sense of empowerment in a profession that is publicly accountable to many (Palmer, 1997; Ivanova and Skara-Mincane, 2016). The teacher identity as a catalyst for a more connected learning society may be realised through the development of a working model of a "connected professional teacher" (Crawley, 2015, p. 17). Here, the alignment of four key connections of the teacher is recognised: "the Practical Connection, the Democratic Connection, the Civic Connection and the Networked Connection" (Crawley, 2015, p. 17), (see Figure 10 below).

Figure 10: The Connected Professional Teacher (Crawley, 2015)



The establishment of the four inter-related components provide an informed teacher's voice to navigate change and promote social justice in a collaborative and networked way throughout their career. In the development of this, the need to examine the transformative experiences that support the trainee's borderland journey as they establish their identity are imperative. In this way it can be understood how best teacher education programmes are conceived (Beauchamp and Thomas, 2009).

To support this likely painful shift in identity, recognition of the likelihood of this occurring is needed. The framework for transformative experiences in relation to identity should be integral to curriculum design (Beauchamp and Thomas, 2009 citing Hoban, 2007), with explicit anticipatory reflection by the teacher educator to recognise more inflammatory 'points' of identity shift or transformation that will require trainees' support.

2.4 Summary of Literature

The literature reviewed focused on two topics – transformative learning and ITT. Overall, the ongoing literature reviewed in relation to transformation in learning presents a complex landscape, situated in a social constructivist context, remaining relatively true to the original framework for transformative learning offered by Mezirow (1978). A more realistic recognition is offered, through the construct of transformative experiences (Pugh, 2002). This is presented as Big T of transformative learning (Mezirow, 1978) and Little T of transformative experiences (Pugh, 2004). To an extent, 'Little T' relieves the difficulties of navigating the complexity of transformative learning, recognising and valuing transformation at a more micro level. Both constructs recognise the change in perspective of the individual as a result of discourse and critical reflection leading to deeper learning. Throughout the literature, the emancipatory element of transformation is realised, with a collective response drawn to elicit social change. The increasing performativity placed on education may diminish opportunity to foster transformative learning. The engagement in transformation also demands a willingness and readiness for an individual to move away from certainty to uncertainty as perspectives are challenged and transformed.

Literature in relation to ITT and the development of teacher identity, focusses primarily on primary and secondary ITT. The duality of the learning environment of the in-service, post 16yrs ITT has not been extensively explored. There was literature in relation to learning by participation in the workplace and the concept of membership of communities of practice (Lave and Wenger, 1991), but not in relation to the in-service, post 16yrs field of ITT. Drawing on the apprenticeship model, in the absence of literature relating to in-service, post 16yrs ITT, the expansive-restrictive continuum of learning in the workplace (Fuller and Unwin, 2003) was examined.

Overall, the literature offered little for the curriculum planner of post 16yrs, in-service ITT in the UK to explicitly draw on when seeking a more transformative curriculum to support the trainee teacher's transformative journey to teacher. This presents a need to examine this context to offer a new understanding that is not already available in the literature. To do this, trainees and trainers need to be asked about the transformative outcomes, processes and associated pedagogies during ITT more so than defining the nebulous concept of transformative learning per se.

The research question below addresses this gap:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

Chapter 3 Methodology

3.1 Introduction to Chapter

The aim of my research is to identify the possible transformative experiences for trainee teachers, on in-service, post 16yrs ITT in the UK, as they journey to teacher.

The research question is:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

Having set the context of this research in Chapter 1 and reviewed the literature concerned with the topics of transformation in learning and in-service, post 16yrs ITT in Chapter 2, Chapter 3 shares my theoretical and methodological perspective for this research. The chapter is presented in two parts. Part 1 explains my theoretical perspective or as I see it, my 'research stage'. Part 2 discusses my rationale for choosing a case study, research design and mixed methodology.

The importance of sharing my theoretical perspective is that it 'sets the scene' and allows the reader to embrace my intent, motivation and expectations for the research (MacKenzie and Knipe, 2006). It shares my assumptions and propositions or as Mackenzie and Knipe (2006) suggest, my 'philosophical approach', in undertaking the research. It not only informs the 'nature' of my research, underpinned by my theoretical perspective, but also gives authentication to the 'nurture' of my research with my response to the journey. It provides an understanding of how the research was fostered and developed with the sense of 'cherish' I adopted as I directed the research.

When writing about my theoretical perspective and approach, I continually 'checked in' and reflected on my own critical consciousness in order to take personal responsibility for my interpretation (Weis and Fine, 2000; Creswell, 2007), and promote a 'reflective commentary' (Shenton, 2004). In doing so, I attempted to avoid

the 'paradigm warfare' that prevails along with the confusing language of research (Creswell, 2003), by presenting my own transparently reasoned interpretation.

3.2 Part 1: Theoretical Perspective or my 'Research Stage'

The scene is set with 'my stage' underpinned by a critical platform of examining the teacher training curriculum that I believe cannot be divorced from the entanglement of education, educational research, politics and decision-making (Cohen, Manion and Morrison, 2000). The research questions in-service, post 16yrs ITT curriculum practice and in recognition of the transformative experiences trainees engage with during such practice, it seeks to discover if a model for curriculum design can be conceptualised that supports the transformative experiences of the trainee teacher's journey to teacher. In doing so, the outcomes foster the emancipatory (Habermas, 1971), interests of the trainee teacher to give them a greater self-derived 'language of possibility' (Cohen et al, 2000), in relation to their practice, more than a prescriptive curriculum which values only the pre-determined outcomes. If an outcome of this research is to present possibilities of change, the positivist and interpretive paradigms do not embrace this. They are essentially technicist, seeking to understand and render efficient an existing situation, rather than question or transform it (Cohen et al, 2000). Consequently, my research stage is 'backlit' with rays of a transformative paradigm, with the belief that my line of inquiry is inevitably intertwined with politics and a political agenda (Creswell, 2003). Although the transformative paradigm is more commonly associated with research in relation to marginalised groups, there are definite glimpses of its characteristics in this research with reference to my considered emancipatory outcome. Sweetman, Badiee, Creswell (2010, p. 442), refer to the transformative paradigm as "providing an original, insightful contribution to the mixed methods literature by bridging the philosophy of inquiry, i.e., paradigms, with the practice of research." The emancipatory outcome that the transformative perspective holds, is recognised with "an explicit goal for research to serve the ends of creating a more just and democratic society that permeates the entire research process, from the problem formulation to the drawing of conclusions and the use of results" (Mertens, 2003, p.

159). My position aligns with transformative research (Martens, 2003; Sweetman, Badiie, Creswell, 2010), in that it may:

- 1) Offer later analysis of data and subsequent results to facilitate change in planning and delivering of the ITT curriculum;
- 2) Explain power relations in the development of teacher identity and;
- 3) Facilitate social change within teacher education.

The 'backlight' of my research stage is illuminated further by taking on my pragmatic belief that my research question should always be central (Creswell, 2003), irrespective of any paradigm warfare (Tashakkori and Teddlie, 1998). I now place myself within a paradigm-crossing position (Shultz and Hatch, 1996), of a transformative and pragmatic paradigm on a critical stage. The pragmatic interplay (Shultz and Hatch, 1996), within the transformative paradigm gives me "greater freedom of choice" (Creswell, 2003, p. 28), as a researcher and avoids my adoption of 'methodolatry' (Punch, 1998). With the convergence of pragmatic and transformative perspectives, it avoids the argument that Mertens (2003), makes of using a pragmatic approach simply because it is practically based. In addition, I believe this freedom will encourage greater reflexive engagement with my research, allowing an ongoing and healthy challenge of my ontological and epistemological assumptions about the phenomena I am studying and the overall purpose of my research.

Although there is not sufficient immersion in my research to justify an ethnographic positioning, I feel my search for understanding leans towards an ethnography as I strive to learn from people (Spradley, 1979), in this case, via a case study of trainee teachers and their trainers. With the conscious 'backlighting' of the transformative and pragmatic paradigms on my critical platform, the subtle glow of ethnography brings a richness to the process.

Although I chose the methods to more likely to guarantee the reliable reproduction of data, I was also guided by the dominant methods associated with my transformative

and pragmatist approach on a critical stage with a ‘glimpse’ of ethnography. I adopted a specific convergent approach, considering the following three assumptions (see Figure 11):

1. The context of the research;
2. The type of answer my question seeks to find;
3. My own research positioning.

Figure 11: Specific Convergence Framework for Research (Developed by Sowe, 2018)



The term ‘convergent research’, relates in the literature to engineering and science research and is less apparent in social science research (National Academies of Science, Engineering and Medicine, 2017). In convergent research, there is an emphasis on a transdisciplinary research approach with resultant theories, models or

approaches transcending other disciplines. I share its overriding consensus of 'bringing together' to provide a theoretical research framework. My specific convergent research approach is not about bringing together different disciplines or thinking that the findings will transcend other disciplines, but about recognising convergence in my theoretical perspective, to provide a research framework more responsive to answer my research question. The convergence I speak of here is best explained by considering the three converging elements I previously expressed in Figure 11 above:

1. The context of the research;
2. The type of answer my question seeks to find;
3. My own research positioning.

3.2.1 Context of Research

I believe the concept of 'curriculum' is a multi-dimensional field (Johnson-Mardones, 2014). If one considers all the stakeholders in the curriculum e.g., the student, industry, the teacher, the educational institute, the government, the workforce, it is not surprising that if asked for a definition of 'curriculum', the response would be very different depending on differing views and perspectives.

When exploring curriculum, Tyler (1949), provided one of the most significant and classic approaches to curriculum design by posing four questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being attained?

I agree with Cohen, Manion and Morrison (2000), in that this gives the view that curriculum is controlled and predictable. The post 16yrs, ITT curriculum is underpinned by learning outcomes, assessment criteria, national standards and often indicative content too. I believe this places it in an 'end-means' curriculum (Tyler, 1949), with desired and prescribed behavioural outcomes as the primary concern, more than the individualised learning journey the trainee may take. It purposefully places the recipient of the curriculum, in this case trainee teachers, as passive recipients. I believe that the role of the curriculum for trainee teachers is about providing a supportive and safe environment to question beliefs and understanding with an individualised learning journey, resulting in possible change to their existing understanding. In doing so, it provides a more emancipatory interest (Cohen et al, 2000), to allow the trainee teacher to take control and have a voice. I believe this is vital for sustainability in the demanding profession of teaching. Reaching back to the 1970s, I agree with Stenhouse (1975), who stated:

A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice (Stenhouse, 1975 p. 4).

The transformative paradigm adopted in this research frames the need for that scrutiny, with an ongoing, critical and changing dialogue between teacher trainer, trainee teacher, researcher and curriculum. Stenhouse (1975), argued that curriculum research needed to shed greater light on the product or ends-means curriculum suggested by Tyler with further questioning as follows:

1. How can we translate purpose into policy, and then test how far practice has fallen short of hopes?
2. Given an aspiration, how should we go about trying to realise it?
3. What range of choice of aspirations is open to us?

(Stenhouse, 1975, p. 3).

These three questions remain true for my research study with the focus on the in-service, post 16yrs ITT curriculum. I have expressed my aspiration that a trainee

teacher must have a voice to safely question their beliefs with possible change. As the ITT curriculum planner mediates between an end-means curriculum (Tyler, 1949) and practice, my research will seek ways for the planner to realise this drawing on the response to my research question. Again, a further characteristic – the more transformative paradigm of my research – is highlighted, with an intended outcome of the research to provide ‘voice’ to both the trainee teacher and teacher educator/curriculum planner.

3.2.2 The Type of Answer my Question Seeks to Find

Explicitly recognising the likely characteristics of the answer my question articulates, gives shape to the research journey (Creswell, 2007), and overall perspective held. The question I asked pre-supposes that trainees undergo a transformative journey to teacher and this may or may not be supported by the eventual answer. I appreciate the answer may not be ‘clear cut’ as it is drawn from a diverse landscape of those who are experiencing an event which may be unique to them. It demands that I take both an interpretative and evaluative approach to examination of the data without confirmatory bias. To achieve this, my research question consciously remained broad to ensure it fully captured the intentions and perspectives of the trainees and trainers in their social interactions (Agee, 2009), on the ITT programme. Constant and active reflection upon my research question was paramount as the research unfolded and my understanding increased (Creswell, 2007; Agee, 2009). Throughout, I recognised that the research findings are situated within and drawn from a specific group. Consequently, while the answers to the research may be considered narrow, they give an in-depth and up-close interpretation of the case studied (Yin, 2009).

Answers from educational research hold interest for multiple stakeholders (Stringer, 2007), and the findings of this research may interest teacher educators, curriculum planners, workplaces, awarding institutions and trainee teachers. The answer demands an open-mindedness in that it may:

- Support existing theories and frameworks;

- Give rise to new ideas for consideration;
- Tell us something we did not expect.

The answer is likely to generate more questions and promote others to validate its findings. In doing so, it will add to the specific, and neglected, discourse about post 16yrs ITT and its curriculum. It will provide a mediatory position for the teacher educator and/or curriculum planner to have a voice whilst continuing to navigate the world of performativity. In this way it should be liberating and provide a 'way out' for some.

3.2.3 My Own Research Positioning

I reflect and share my positioning to provide transparency and personal context to my research. I believe that research is not linear, since simply moving from a conscious paradigmatic position to research question and finally subsequent methods, is limiting. It does not allow for the dynamics of 'derailment' during research (Schostak, 2002), that test the researcher to reflect and rethink as the question demands. Derailment makes the researcher test alternative ways of doing, thinking and seeing (Schostak, 2002), and in doing so, it may have the result of changing our ontological and epistemological position, in keeping with the more transformative and reflexive nature of research I seek. This is important to me on both a professional and personal level.

As an experienced teacher educator, I have seen changes in teacher training with the increasing shift towards a more 'prescribed' process and expected outcomes. In my experience, this has led to restrictions in the choice of how to facilitate ITT and the demise of unintended outcomes, or at least, a reduction in how they are recognised and valued. I see my place as a teacher educator as a privilege, and one that can fashion the teacher training curriculum. Although Priestley, Edwards, Priestley and Miller, K. (2012, p. 192), speak to an even more constrained and prescribed curriculum in school education, "there is low capacity for agency in terms of curriculum development within modern educational systems", I believe teachers can be change agents (Campbell, 2012). In seeking greater agency and a voice for change, I position

my research once again within the transformative paradigm. Herbers, Antelo, Ettlign and Buck (2011), emphasise that teachers committed to the process of transformative learning theory must themselves question their own assumptions and practices. My avoidance of the 'straitjacket' of being bound by a specific and dominant research paradigm reveals "where I am coming from" (Kivunja and Kuyini, 2017, p. 26), as a researcher and my desired freedom to continually question myself throughout the research process.

Ideally, Stenhouse (1975), sees the curriculum feeding a teacher's personal research and development to better their teaching. I agree with this, as my own personal characteristics are those of continued growth to be the best teacher trainer I can possibly be. Hoyle (1995), captures this as an extended professional approach of reflecting on the curriculum in a wider context, compared with the restricted approach of confining reflection and practice to the classroom only. I align with Slattery (2013), that educators can no longer be 'behaviourally objective, with a dominant focus on successful achievement of the end outcomes of the course, but need to align curriculum content and outcome with the curriculum as experienced'. Therefore, I needed to ask for the perspectives of trainee teachers and trainers when carrying out this research, more than just 'counting' them. Although transformative learning theory cannot be functionalised (Snyder, 2008), I believe that by examining the more transformative experiences a trainee teacher undergoes, I may aid the curriculum planner to reflect and review their programme.

Part 1 has described my 'research stage' or theoretical perspective. Part 2 will describe and justify my research design, choice of case study and mixed methodology to answer my research question:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

3.3 Part 2: Rationale for Research Design, Case Study and Methodology

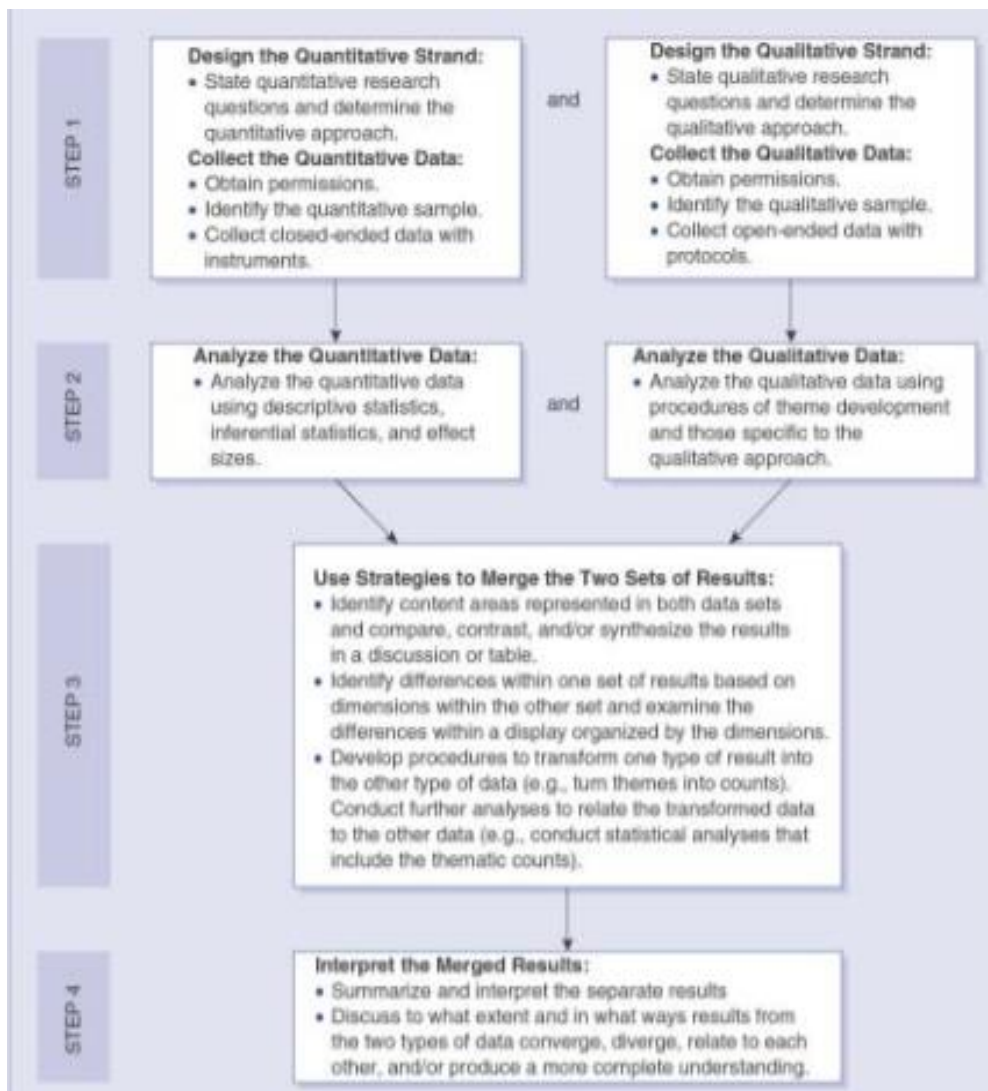
Part 2 justifies the adoption of a mixed methodology by sharing my design approach, rationale for an inductive and collective case study which draws on two separate cases (Stake, 1995), and choice of questionnaire, focus groups interviews and 1:1 interviews as data collection methods. Case 1 explored the views of 29 trainee teachers at three sites and Case 2 comprised collected responses from three teacher trainers at those sites. The combination of the two separate cases helps to complete the case study being explored in this study. It will conclude with the review of potential ethical issues associated with the study, the strategies for addressing them, and comments on the limitations of the research.

3.3.1 Methodology: Research Design

To a certain degree, the mixed methodology I chose to adopt emerged from the convergent theoretical perspective I aligned with and shared in Section 3.2 of this chapter. The transformative and pragmatic framing of my research alluded to an open research arena without restriction to or governance by one particular research method. In relation to the transformative paradigm, Sweetman, Badiee, Creswell (2010), note that a mixed method approach successfully bridges the research practice of this paradigm. Creswell and Plano Clark (2011), also talk of the intuitive sense of the researcher in choosing their research design and for me, it made intuitive sense to seek a 'convergent parallel design', more than an exploratory or explanatory sequential design (Creswell and Clark, 2011). Both exploratory and explanatory designs required discrete stages of design, collection, analysis and interpretation of data. Exploratory design firstly seeks qualitative followed by quantitative data and the explanatory design firstly seeks quantitative followed by qualitative data (Creswell and Clark, 2011). I felt a more interpretivist approach drawing on either element first, as with an exploratory or explanatory sequential design, would restrict the open-mindedness I was seeking. Although from a time management point of view, I initially distributed the questionnaire to Case 1, the trainee teachers, shortly before conducting the Case 1 focus group interviews and the Case 2 1:1 interviews with the teacher

trainers, the data design was not dependent on a staged approach (see Figure 12 below). The questionnaire for Case 1 was not designed to gather only quantitative data. It also prompted qualitative responses. The design, distribution and analysis of both quantitative and qualitative data was simultaneous with merging the data from Case 1 and 2 to interpret the findings. This will be discussed in Chapter 4, Findings and Discussion, Section 4.4. Creswell and Plano Clark (2011, p. 5), suggest the central premise of a convergent design “is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone”. The stages suggested by Creswell and Plano Clark (2011), and subsequently adopted in this research, are shown in Figure 12.

Figure 12: Stages in Convergent Parallel Design (Creswell and Plano Clark, 2011, p. 70)



The justification for a mixed methodology to obtain both qualitative and quantitative data is also captured by McKenzie and Knipe (2006, p. 193), who suggest that “quantitative data may be utilised in a way which supports or expands upon qualitative data and effectively deepens the description”. The multiple and differing sources of data collection in this study added triangulation to validate the data, allowing a confidence in the final interpretation and conclusion reached (Creswell, 2007). I chose a case study approach comprising two cases, using three data collection methods:

CASE 1

1. Questionnaire;
2. Focus Groups.

CASE 2

3. 1:1 Interviews.

My choice of case study and the three data collection methods will now be discussed and justified.

3.3.2 Rationale for Case Study

With the “definitional morass surrounding case study” (Gerring, 2004, p. 342), it may be more fruitful to explain why I chose a case study approach, rather than merely defining it in relation to this study. Yin (2003), suggests that a case study may explain ‘how or why’ something happened and as my research question sought trainee teachers’ and teacher trainers’ perspectives on ‘how’ their transformative journey to teacher was fostered, the case study was an appropriate approach. My desire to look deeply at the transformative journey of trainee teachers who were currently engaged in that setting supported a case study approach. A case study can be bounded by either one or a few cases (Gerring, 2007). Baxter and Jack (2008, p. 545), prompted me to determine my case or units of analysis, by asking myself the question, “What is it I want to analyse?”. I recognised that I wanted to investigate the “in-life context” (Miles, Huberman and Saldana, 2014), of in-service, post 16yrs ITT, through the

collective perspectives of trainee teachers and teacher trainers. To do that, the study adopted purposeful sampling (Schoch, 2016), of two cases at three sites. Case 1 comprised 29 trainee teachers and Case 2 comprised three teacher trainers. Both cases were bounded by the overall phenomenon of transformative learning from trainee teacher to early career teacher. The choice of these two cases “ensured that the issue was not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood” (Baxter and Jack, 2008, p. 544). Although I appreciate the choice of case study may be difficult due to the absence of routine (Yin, 2009), I felt confident that a more intrinsic approach (Stake, 1995), to better understand the phenomena was the only way to investigate the real-life experiences of those on an ITT programme.

A case study does not need a large sample (Teegavarapu, Summers, and Mocko, 2008). Bearing in mind the small numbers of trainee teachers in the post 16yrs context at any single institution, the boundedness (Gerring, 2004), of my case study was to draw the case participants from two cases at three teacher training sites. I replicated the design procedures for consistency at each site. With similarity to my convergent design approach, I do not consider these as multiple cases with individual analysis, but as a study of two cases drawn from multi-sites (Stake, 1995; Gerring, 2004; Yin, 2009; Baxter and Jack, 2008), for overall analysis. Essentially, it was considered that the completeness of the case study can only be achieved through a combination of both. Drawing on my convergent parallel design, initial interpretations of findings from Case 1 and Case 2 are made, leading to the convergence of the two cases to provide a final interpretation of the findings in response to the research question.

I have already expressed that my primary aim was not to offer generalisability across post 16yrs ITT and therefore, the limitations of the case study approach to offer statistical generalisability (Yin, 2009), were not concerns I held. Teegavarapu, Summers, and Mocko (2008), support my justification of case study method against other methods e.g., survey, suggesting that:

“...[it] does not need a large sample, aims for analytic generalisation, utilises multiple methods of data collection/analysis, and triangulates data. It does all

the above within the context of the problem, with minimal intrusion whatsoever” (Teegavarapu, Summers, and Mocko, 2008, p. 8).

Creswell (2007), talks of the positivist terminology of validity and reliability to measure the quality of research that is not congruent in qualitative research. In relation to quantitative research, Golafshani (2003), cites Joppe (2003, p. 1), who states, “validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are” and reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology”. To apply the usual testing of validity and reliability may prove problematic in using a case study (Bassegy, 1999), but Lincoln & Guba, 1985) assert that the quality of the research must remain intact, to persuade the reader that is it worth paying attention to. To ensure this, I sought ‘trustworthiness’ as a comparable form of validity and reliability to maintain the desired rigour in the research (Bassegy, 1999). I gave attention to Guba’s (1981), ‘Four Criteria for Trustworthiness’ of credibility, transferability, dependability and confirmability of my case study research, as an appropriate quality framework (Guba, 1981). With this, the case study offers rigour though not rigidity (Yin, 2009).

1. **Credibility as validity:** My choice of a convergent design approach using mixed methodologies ensured the study measured or tested what is actually intended (Shenton, 2004). The purposeful sampling, discussed below, ensured breadth in the sample. The ‘how’ form of my question and the proposition that trainees undergo some form of transformative journey to teacher, is recognised as appropriate for case study design (Yin, 2009).
2. **Transferability:** Shenton (2004, p. 70), states that the result of a study, such as this case study, “must be understood within the context of the particular characteristics of the organisation or organisations and, perhaps, geographical area in which the fieldwork was carried out”. Although transferability can be implied, Stenhouse (1975, p. 136), suggests curriculum research must “aspire to

situational verifiability”, in that others should test, reflect and verify the findings in their own situation.

3. **Dependability as reliability:** Oluwatayo (2012, p. 396), suggests “reliability in qualitative research is regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched”. In my case study, the mixed methodology relied only on the participants’ contribution. The focus group interviews and 1:1 interviews were recorded, transcribed and a framework of phased thematic analysis used (see Table 13 adopted from Braun and Clarke, 2016 and discussed in Section 3.3.7) to strengthen the dependability of the results.
4. **Confirmability:** As discussed in my introduction, I adopted a “reflective commentary” (Shenton, 2004), throughout my study to ensure transparency in my approach. The interviews with the teacher trainers served as an aspect of triangulation to verify the result of the experiences and ideas shared by the trainees and minimised any possible researcher bias (Shenton, 2004).

With attention to these four elements, the research is trustworthy (Guba, 1981; Bassey, 1999; Shenton, 2004), for others to consider.

3.3.3 Choice of Sample

Mills, Durepos and Wiebe (2010, p. 2), advise that “sampling in case study research is largely purposeful, that is, it includes the selection of information-rich cases for in-depth study”. To ‘hand pick’ my sample (Cohen, Manion and Morrison, 2011), I drew on seven considerations and selected three sites to form an information-rich case study:

1. The location of the sites for ease of accessibility and availability when carrying out the focus group interviews with trainees and 1:1 interviews with trainers. All sites were in South East England.

2. The sites offered ITT programmes where I had no teaching or assessment input. I was conscious in Case 1, that if I was the trainees' tutor, they may feel obliged to shape their answers in a positive way, mindful of potential power imbalance (Creswell, 2007). I felt this was reduced if I did not have a stake in the process e.g., assessment or observation.
3. Access to trainees (Case 1) who were currently engaged in the setting of the research, i.e., trainees in the second year of training or latter stages of a one-year programme.
4. Access to teacher trainers (Case 2) who taught the trainees in the sample and were willing to distribute the questionnaire and give time and space for my focus group interviews with the trainees and 1:1 interviews themselves.
5. The appropriate number of participants for deeper interrogation whilst ensuring credibility. Mills, Durepos and Wiebe (2010, p. 3), talk of a "breadth–depth trade-off" when considering the number for a case study. The case study of Case 1, 29 trainees and Case 2, three teacher trainers was deemed appropriate and manageable to gather the depth I was seeking. The three sites gave me potential access to 29 trainees for Case 1. The number of trainees at each site differed as follows:
 - Site 1:** 7 trainee teachers;
 - Site 2:** 12 trainee teachers;
 - Site 3:** 10 trainee teachers.
6. Breadth of both an HEI and AB awarded qualifications within the sample.
7. A range of demographics and other individual characteristics of trainees in the sample of Case 1, including, age, gender, settings and subjects taught. A more detailed profile of Case 1 is discussed in Chapter 4, Section 4.2.2.

In this section, I have shared my justification and rationale for using a collective and intrinsic case study of two cases (Stake, 1995), within my convergent design approach (Creswell and Plano Clark, 2011). In this study, it was felt that the two cases are not only intrinsic but complementary. That complementarity is what makes for the completeness of the case study. I will now discuss my choice of the three data collection methods I used.

3.3.4 Choice of Methods

I choose three methods to gather data from the case study:

CASE 1

1. Twenty-nine questionnaires distributed to trainee teachers;
2. Three focus group interviews involving trainee teachers.

CASE 2

3. Three 1:1 interviews with teacher trainers.

I will now discuss each method.

3.3.4.1 Case 1

Questionnaire

The questionnaire sought to gain understanding of the participants' interpretation (Greener, 2011), of their ITT context, prompting both quantitative and qualitative data (refer to Appendix 1 for questionnaire), and allowing freedom for respondents to add their own thoughts. The questionnaire was presented in two parts:

- Part A: Data, including demographic, ITT programme and individual trainee characteristics;
- Part B: The trainee teachers' transformative experience on their ITT programme.

The case study of three sites was made up of 29 trainee teachers. Each site differed in the number of trainee teachers it had as follows:

Site 1: Seven trainee teachers;

Site 2: 12 trainee teachers;

Site 3: 10 trainee teachers.

In total, 29 questionnaires were distributed to the three teacher trainers to give to their trainee teachers at their site, prior to my focus group interviews. The 29 questionnaires were distributed across the three sites. The participant was given the choice to complete the questionnaire by hand or by computer to allow individual ease of self-completion. It was given to the respondents electronically, by the teacher trainer, to complete at their own convenience with my email for electronic return. Alternatively, they could print it out, complete and return to me via their teacher trainer or at the focus group interview. The conclusion of the questionnaire also included a note of gratitude to respondents for completing it.

The questions asked were both open and qualitative, quantitative and countable. The open questions encouraged a freedom of response by the trainees whilst remaining brief and not time consuming for them to complete (Denscombe, 1998). To ensure the ability for self-completion, the questions were deliberately planned with the following elements in mind (Robson, 1993; Cohen et al, 2000):

- a. Kept simple and short;
- b. Avoided double-barrelled questions but split in to two questions;
- c. Avoided leading questions;
- d. Avoided questions in the negative;
- e. Ensured the trainee teacher had the knowledge to answer;
- f. Allowed for personal wording to draw out feelings.

The design and layout of the questionnaire was considered to ensure it was inviting to complete and avoided a cluttered feel (Cohen et al, 2000). I considered the sequencing of questions to promote a growing confidence in completion with simple questions at first and moving on to more personalised and possibly more complex

ones. In the interest of clarity and logic (Cohen et al, 2000), the questionnaire was divided into Parts A and B.

To support possible later analysis, the questionnaire was coded for office use, to identify the site for the ITT, with a simple numerical coding of 1, 2 and 3 (see Table 8).

Table 8 Coding for Office Use on Questionnaire

Site Number	Site of ITT Programme	ITT Qualification Awarded By
1	Further Education College	HEI
2	Further Education College	HEI
3	Adult Education College	Awarding Body

Part A of the questionnaire gathered demographic, individual characteristics and ITT programme data for the respondents' particular ITT programme, their workplace environment, teaching practice, prior qualification achievement, age and gender (see Table 9). This data would allow for possible later correlation or association of data in light of the respondents' characteristics presented. Responses included a simple Likert Scale, a one-choice response or multi-choice response.

Table 9 Part A of Questionnaire: Data Sought

Data Sought	Specific Areas questioned
ITT Programme	<ul style="list-style-type: none"> • Who awarded their qualification? • The qualification they will gain • Length of the programme • Mode of study

Data Sought	Specific Areas questioned
Individual Characteristics: Workplace Environment	<ul style="list-style-type: none"> • Their teaching context • Whether they had a mentor or not
Individual Characteristics: Teaching Practice	<ul style="list-style-type: none"> • The subject they taught • The number of hours they taught
Individual Characteristics: Prior Highest Qualification	<ul style="list-style-type: none"> • Highest level qualification the trainee holds
Demographics: Age	<ul style="list-style-type: none"> • 6 Age brackets from 18yrs to Over 66
Demographics: Gender	<ul style="list-style-type: none"> • Male, Female or Other

Part B of the questionnaire posed questions to gather data in relation to the trainee teachers' transformative experience on their ITT programme. This quantitative-qualitative data mix consisted of eight questions to gather data about perceptions of three key times on their ITT journey at different time points:

1. On starting their ITT Programme;
2. During their ITT Programme;
3. On Completion of their ITT Programme.

Part B asked eight questions (See Table 10). Whilst ensuring the capture of rich data, the ease of completion and motivation to complete was considered with varied questions and responses. Some questions provided possible answers that the respondent could verify and confirm, whilst others gave more freedom for the respondent to write their answer. This was planned to support the respondent with ease of completion, whilst still ensuring authentic responses. The Yes/No questions provided quantitative data with further qualitative responses to justify and support the respondents' answers. Question 8 prompted the respondent to add any point that they felt had been overlooked, to ensure the respondents had freedom to express and share what was important to them.

Table 10 Part B of Questionnaire: Data Sought

Data Sought	Question Asked	Response Framework Given						
<p>Perceptions of teacher role prior to starting programme</p>	<p>Question 1 When you first started your teacher training, was your perception and understanding of any of the roles of a teacher based on any of the following?</p> <p>Question 2 Using the table below, please list the roles of a teacher about which you had an existing perception and what the existing perceptions were.</p>	<p>Question 1 (Please tick or highlight any that match your thoughts)</p> <ol style="list-style-type: none"> 1. Your experience as a teacher already 2. Your experience of how others had taught you (as a student) 3. Just a general 'overall perspective' from your life experiences 4. Or other? – Please jot down any other thoughts in the box below. <p>Question 2 A table for free data entry</p> <table border="1" data-bbox="903 846 1509 1003"> <thead> <tr> <th data-bbox="903 846 1107 931">Roles of a teacher</th> <th data-bbox="1107 846 1509 931">Existing perceptions</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 931 1107 1003"></td> <td data-bbox="1107 931 1509 1003"></td> </tr> </tbody> </table>	Roles of a teacher	Existing perceptions				
Roles of a teacher	Existing perceptions							
<p>Change in perception of role of teacher</p>	<p>Question 3 Please take a moment to think about those existing perceptions you had of any of the roles of a teacher when you started the programme. Have any of those perceptions changed?</p>	<p>Yes</p> <p>No</p> <p>(Please tick any that match your thoughts or highlight them in bold):</p> <p>If yes, please list in the table below</p> <table border="1" data-bbox="903 1290 1509 1429"> <thead> <tr> <th data-bbox="903 1290 1070 1357">Role</th> <th data-bbox="1070 1290 1509 1357">New perceptions</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1357 1070 1429"></td> <td data-bbox="1070 1357 1509 1429"></td> </tr> </tbody> </table>	Role	New perceptions				
Role	New perceptions							
<p>Change as a result of critical reflection</p>	<p>Question 4 Please take a moment to think about your experiences. Has any form of change occurred for you during a process of critical reflection or at any other time?</p>	<p>Yes</p> <p>No</p> <p>(Please tick any that match your thoughts or highlight them in bold):</p> <p>If yes, please list in the table below</p> <table border="1" data-bbox="903 1644 1509 1874"> <thead> <tr> <th data-bbox="903 1644 1086 1827">Type of reflection</th> <th data-bbox="1086 1644 1278 1827">Description of change</th> <th data-bbox="1278 1644 1509 1827">Domain of Change (Cognitive, Psychomotor, Affective)</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1827 1086 1874">Self</td> <td data-bbox="1086 1827 1278 1874"></td> <td data-bbox="1278 1827 1509 1874"></td> </tr> </tbody> </table>	Type of reflection	Description of change	Domain of Change (Cognitive, Psychomotor, Affective)	Self		
Type of reflection	Description of change	Domain of Change (Cognitive, Psychomotor, Affective)						
Self								

Data Sought	Question Asked	Response Framework Given														
		As part of the ITT programme														
		With colleagues			After observation as a requirement of the ITT programme											
		With mentor			Completing a project as part of ITT programme											
		On Reading			During Teaching											
		Others (please state)			Identification of events learning to change in perception	<p>Question 5</p> <p>Can you identify a particular occasion when something you have encountered challenged your understanding or perception?</p>	<p>Yes</p> <p>No</p> <p>(Please tick any that match your thoughts or highlight them in bold):</p> <p>If yes, how did it make you feel? Please note below.</p> <table border="1" data-bbox="903 1480 1509 1648"> <thead> <tr> <th data-bbox="903 1480 1129 1599">Description of occasion</th> <th data-bbox="1129 1480 1294 1599">How did it make you feel?</th> <th data-bbox="1294 1480 1509 1599">What was the resolution of this?</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1599 1129 1648"></td> <td data-bbox="1129 1599 1294 1648"></td> <td data-bbox="1294 1599 1509 1648"></td> </tr> </tbody> </table>	Description of occasion	How did it make you feel?	What was the resolution of this?						
Description of occasion	How did it make you feel?	What was the resolution of this?														
Identification of change agents from common incidents on ITT programmes	<p>Question 6</p> <p>How have these activities most questioned or challenged your understanding and perception about teaching and learning?</p>	<p>Likert Scale in relation to key areas</p> <p>Please insert a 'Y' in the relevant box.</p> <table border="1" data-bbox="903 1749 1509 1951"> <thead> <tr> <th data-bbox="903 1749 1129 1868">Activity</th> <th data-bbox="1129 1749 1235 1868">Highly</th> <th data-bbox="1235 1749 1340 1868">Some</th> <th data-bbox="1340 1749 1445 1868">Low</th> <th data-bbox="1445 1749 1509 1868">Not at all</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1868 1129 1951">Lesson Observation</td> <td data-bbox="1129 1868 1235 1951"></td> <td data-bbox="1235 1868 1340 1951"></td> <td data-bbox="1340 1868 1445 1951"></td> <td data-bbox="1445 1868 1509 1951"></td> </tr> </tbody> </table>					Activity	Highly	Some	Low	Not at all	Lesson Observation				
Activity	Highly	Some	Low	Not at all												
Lesson Observation																

Data Sought	Question Asked	Response Framework Given								
		feedback by tutor								
		Lesson observation by mentor								
		Group Activities in ITT lectures (sessions)								
		Lectures (sessions) on ITT								
		Questioning by tutor on ITT lectures (session)								
		Action Learning Activity								
		Tutor Tutorials								
		Mentor Tutorials								
		Reflections as part of the programme e.g., after observation or part of assignment								
		Assignments								
		Informal discussions with colleagues								
		Any other: please note below								
Identification of barriers to achieving desired outcome	<p>Question 7</p> <p>Can you identify any factors that have deterred you from achieving your desired learning?</p>	<p>List them below.</p> <table border="1" data-bbox="903 1753 1508 1890"> <thead> <tr> <th data-bbox="903 1753 1126 1821">Factor</th> <th data-bbox="1126 1753 1508 1821">Desired achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 1821 1126 1890">1</td> <td data-bbox="1126 1821 1508 1890"></td> </tr> </tbody> </table>					Factor	Desired achievement	1	
Factor	Desired achievement									
1										
Individualised thought	Question 8	Free Writing								

Data Sought	Question Asked	Response Framework Given
about challenge and change to existing perceptions	Bearing in mind that I am trying to find out what are the particular points/times in teacher training where your understanding or perceptions are challenged and changed, please feel free to note below any significant point that you have not already noted and feel are relevant.	

The questionnaire was informally pretested with four 'like' respondents of trainee teachers who had just completed their ITT on the programme where I was Programme Director. The trainees were not active on the programme, and I felt there was no 'power issues' (Creswell, 2007), or concerns. I was particularly interested in feedback on how easily the testers could understand and respond to Question 4 onwards, as the complexity of the questions increased. The trainees were reassured that the data would not be used and were asked to give feedback on the ease of completion. Their feedback was noted and only minor changes to presentation and wording to ensure understanding were suggested. The testers felt they could access, reflect and respond to each question easily.

Focus Groups Interviews of Trainee Teachers in Case 1

Bedford and Burgess (2001, p. 121), offer a definition of a focus group interview as "a one-off meeting of between four and eight individuals who are brought together to discuss a particular topic chosen by the researcher(s) who moderate or structure the discussion". This definition captured exactly what I wanted to achieve. The maximum number of trainees for the 'face-to-face' focus group at each site was:

Site 1: Seven trainee teachers;

Site 2: 12 trainee teachers;

Site 3: 10 trainee teachers.

Drawing on my experiences of organising similar events on my own ITT programme, I considered the likelihood to be in the range of 75% attendance. I desired between four and eight attendances, in line with Braun and Clarke's (2013), suggestion of three to eight participants to facilitate rich discussion, which may not be conducive in a larger group. I was reliant on the teacher trainers organising the time and space for the focus group interviews at their particular site. I felt the trainee teachers were more likely to attend if it was at a time and place convenient to them. The focus group interviews were organised before their ITT sessions.

The number of attendees was:

Site 1: Six trainee teachers;

Site 2: Five trainee teachers;

Site 3: Eight trainee teachers.

In total, 67% of the maximum number of trainees in the case study attended the focus groups. All had previously completed the study's questionnaire prior to the focus group interview.

I considered the perceived advantages of focus groups as well as the disadvantages. Bearing in mind I wanted to understand more than explain, I considered the use of a focus group to encourage participants to 'tell their story' as narrative inquiry (Webster and Mertova, 2007). In addition, I believed that participants' responses were more likely to emerge as they listened and recognised hidden parts of themselves in others' stories (Yin, 2009). In addition, it provided a collective view (Denscombe, 1999), whilst still allowing individual stories to be told. Participants may feel intimidated in a 1:1 interview with only the researcher, and they may be more motivated to speak with others 'like themselves' in the focus group (Liamputtong, 2007, cited in Braun and Clarke, 2013). As with any group, there was a risk of more dominant participants leading the discussion, but the group was already established and as attendance was voluntary before their class, I considered the likelihood of this occurring to be minimal.

It was assumed that all who chose to attend would feel they had a voice. In addition, by taking a convergent approach in my research design, there was additional data on the questionnaire available to me.

I considered the disadvantages of using focus groups compared with multiple 1:1 interviews. Braun and Clarke (2013), suggest the group can easily go 'off topic'. I introduced the group with the overall focus of transformation or change during their ITT and felt that anyone's contribution following that was not to be considered 'off topic'. It was their perspective, their voice. It had value. I felt this actually offered one further advantage of focus group interviews with the flexibility to explore unanticipated issues (Braun and Clarke, 2013). I took into account the disadvantage of focus groups taking longer than interviews (Robson, 2002; Braun and Clarke, 2013), but I dismissed this as the information-rich data from these three events involving 20 participants was worth the time, compared with having 20 1:1 interviews.

The date of the focus group interview ranged from one to four weeks after the requested distribution of the questionnaire by the teacher trainer. I received the returns directly, via the trainer, plus a small number of questionnaires from the trainees, although I did not note the number at the time of the focus group. One hour was allocated to the focus group and additional time of 30 minutes agreed with the teacher trainers, if required. I had provided a letter of invitation to the focus group interviews for the trainees, via their teacher trainer, but did not ask for or receive any confirmed attendance prior to the event. I was aware of the maximum number of trainees that could attend, but I was not aware of the numbers attending until the event. I did not pilot the focus groups, though on reflection, this would have been useful as a new researcher to 'rehearse' beforehand and ensure maximum outcome from the time may have been beneficial.

I initially planned the focus group interviews with a semi-structured approach as I believed it was more likely to bring about a more in-depth insight as it explored the personal accounts, experience and feelings of the trainee teacher (Punch, 1998;

Denscombe, 1999). A semi-structured approach, I believed, would minimise any distortion of that natural setting and allow for a more flexible approach (Bernard and Ryan, 2010), with unexpected issues presented (Braun and Clarke, 2013), and greater freedom for the participant to 'tell their story' than a structured group interview. This semi-structuring allowed a 'focussed interview', led by me, but with the flexibility to foster an 'informant interview' where the content was led by and populated freely by the participant (Powney and Watts, 1987). It would allow the trainee teacher to feel as though they were participating in a conversation more than in a formal question and answer session (Hancock, 2002; Spradley, 1979), whilst maintaining a focus on the topic of transformation. In reality, the focus group interviews became more unstructured as I allowed the trainees to lead the discussion, in line with the 'informant interview' (Powney and Watts, 1987). I used the semi-structured questions I had prepared (refer to Appendix 3), more as a guide to check as "a list of things that needs to be asked" (Robson, 2002, p. 281). This approach supported the development of rapport as it demonstrated my genuine interest (Roller and Lavrakas, 2015), in what the trainees had to say. I saw my role as getting people talking (Braun and Clarke, 2013), by adopting a more facilitative role (Braun and Clarke, 2013, Bloor et al, 2001).

There may be a question posed in regard to the validity of data gathered from a focus group interview to the extent it measures what it is supposed to measure (Chioncel, Van Der Veen, Wildemeersch and Jarvis, 2003). In response to that, I agree with Webster and Mertova (2007), that it is verisimilitude and not validity that needs to be considered. In qualitative research, Vogt (2011, p. 2), suggests verisimilitude means "a narrative that appears to be true". I believed the small focus group interview would allow the reality of participant experiences to be considered 'very close to the truth' as it they told it. When considering the size of group, I wanted to ensure it was large enough to capture the diverseness of the group but small enough to ensure active contribution by all. The discussion at each focus group interview was captured on audio with each respondent asked to say a unique number before making their contribution with some additional research notes taken by myself. At the interviews, participants did forget to give their number and joined in the discussion freely and spontaneously. I did not remind them to do this, and this is something that I have

recognised as an area for my development as a more disciplined researcher in Chapter 5, Section 5.7.

3.3.4.2 Case 2

1:1 Interviews with Teacher Trainers

Initially, I briefly contacted the teacher trainer at each of the three sites by phone and once I established their agreement in principle, I invited them via email with an invitation attachment (refer to Appendix 4) to a 1:1 interview. The data for the informal 1:1, unstructured, open-ended interviews (Creswell, 2007), was used to verify and amplify the responses of the trainees and captured on audio with interview notes. I was conscious that the interview could not be completed with total open and free dialogue between two equal professionals, as there was the need to capture the data to answer my questions (Cohen et al, 2000). However, I did not feel it presented an issue with careful explanation at the start of the interview of my intentions. I chose an unstructured approach to allow a more intimate conversation (Robson, 2002), with the trainers as co-equals in a discussion. I made an informal 'guide' (Robson, 2002; Braun and Clarke, 2013), of five key points I wanted to explore but wanted the teacher trainers to lead the interview in line with an informant-led interview approach (Powney and Watts, 1987). The five key points I wanted to frame the interview with included:

1. Did they feel the trainees underwent some form of transformation?
2. The key contributions of the programme that supported the transformative journey of the trainee;
3. The role of the mentor;
4. Any suggestions to strengthen the transformative journey;
5. Any personal case studies of transformative learning.

The interviews were carried out at the teacher trainers' place of work or a place of their choice, at a time most convenient to them. I did not set a 'time-limit' as such but asked the teacher trainers to allocate 60 minutes in their diary. The interview was captured on audio, and I took additional research notes.

I have discussed and justified the choice of the convergent parallel design in my case study research, comprising two cases at three sites and the data collection methods of questionnaire, three focus group interviews for Case 1 and three 1:1 interviews for Case 2. The chapter will continue to discuss the response rate of the questionnaire in Case 1, the approach and framework taken to capture and analyse the data in both cases, ethical considerations and limitations of the study.

3.3.5 Response Rate of Questionnaire Case 1

The three sites within Case 1 had 29 trainees. I provided the teacher trainers with the respective number of questionnaires that they needed for their site and asked them to distribute to the trainees. Twenty questionnaires were returned. I viewed the return of 20 (69%) as an acceptable rate, particularly bearing in mind the subsequent focus group interviews. Interestingly, the response rate from each organisation varied. Initially there did not seem to be an apparent reason for this, as all cases studies had the same ease of completion and return. The questionnaire was distributed by the teacher trainer on the programme and the participant was asked to return via an email address or complete by hand and return via their tutor. As previously discussed, to avoid any issues of power in the research relationship (Creswell, 2007), I chose an external case study. This ensured the participant had no existing relationship with me. Subsequently, I was unable to directly 'chase-up' the participant for completion. Although I encouraged the tutors to chase the participants' completion, I was totally reliant on their encouragement. The completion rate of each site is depicted in Table 11.

Table 11 Response Rate of Questionnaire per Site

Site	Qualification Awarded By	Type of Organisation	No. trainees at the site	No.Returned	% Return rate from distribution	% Return Contribution to overall sample
1	HEI	Further Education College	7	5	71%	25%
2	HEI	Further Education College	12	12	100%	60%
3	Awarding Body	Adult Education College	10	3	30%	15%

There appeared to be a much higher return of questionnaires from Sites 1 and 2, with both of their ITT programmes set in an FE college. Site 3 is set in an Adult Education College. The two programmes situated in an FE setting had their ITT qualification awarded by an HEI whilst the programme set in the Adult Education college was awarded by an AB. The ITT qualification awarded by the Adult Education college was at L5 only, whilst the qualification in the FE Colleges awarded by the HEIs was at L5 and 6. With that in mind, the framework for the programmes would differ with less HE pedagogy of research associated with the Awarding Body programme. This may have contributed to the difference in response rates with a less academic tone and exposure to research during their ITT programme but is not conclusive.

To examine this further, I explored the background or context of the respondents with regard to their teaching practice in more detail. Table 12 provides details of the respondents' highest level of qualification and their hours of teaching.

Table 12 Response Rate of Questionnaire linked to Hours of Teaching.

Site	% Return rate	Highest level of qualification				No of Hours teaching					
		L3 L4 L5	L6	L6+	Unknown	3-10	11-15	16-20	21-25	26-30	30+
1	71%	1	1	2	1		1	1	2	1	
2	100%	3	5	4	0	8	3		1		
3	30%	1	1	1	0			1	0	1	1

Overall, the questionnaire provided responses from trainees with prior levels of qualifications ranging from L3 to 7 and teaching from a range of three to over 30 teaching hours a week. It appears that Site 2 had more responses from trainees with an L6 or above qualification compared with the other two organisations. In addition, Table 12 above indicates that in Site 2, with 100% return, the majority of trainees had a teaching workload of less than 15 hours a week. The respondents' teaching workload in Site 1 ranged from 11 to 30 hours weekly, whilst in Site 3, no respondent worked less than 16 hours with one respondent working over 30 hours. This may have contributed to the amount of 'available' time trainees had to respond, complete and return the questionnaire.

Overall, examination of the rate of response of questionnaires provides possible contributory factors and influences, though not conclusively, for the likelihood of participants returning the questionnaire. Those participants already holding a L6 or above qualification, working in an FE setting with less than 15 hours a week teaching were more likely to return the questionnaire, though I remain mindful that their responses were dependent on the efforts of individual tutors.

3.3.6 Approach Taken to Capture Data

Excel software offered an appropriate way to capture and present the quantitative responses from the 20 questionnaires I received in Case 1. I used thematic analysis to identify, analyse, organise and describe the qualitative data (Braun and Clarke, 2006), from my questionnaire and focus group interviews of Case 1 and 1:1 interviews of Case 2. This is discussed further in Section 3.3.7. I chose not to use a software application to organise, make notes and code but analysed my qualitative data by hand, using different coloured pens, notations and post-its on the transcripts of the focus group interviews, 1:1 interviews and questions, with a numerical coding system noted on the Excel spreadsheet. The analysis would always have been something I had to do as no software could enable me to do that, and my approach supported my increased engagement with the data. I appreciated that the size of the data set made it possible to choose this option. Therefore, the two approaches taken to capture and interpret the quantitative and qualitative data collected are summarised in Table 13:

Table 13 Approach Taken to Capture and Interpret the Data Type

Type of data	Approach
Quantitative	Numerical entry to Excel available from questionnaire.
Qualitative	Thematic Analysis (discussed below) with some coding by highlighter pen, post-it and notes. Captured on Excel with a numerical descriptor to allow later interrogation.

3.3.7 Thematic Analysis to Code Data for Analysis and Sharing

I drew on Braun and Clarke's (2006), framework of six phases for thematic analysis (see Table 7), to give trustworthy and insightful findings (Braun & Clarke, 2006). The appearance of the six phases suggests a linear process, however, the reality was one of an iterative and reflective process that involved my constant moving back and forth between phases (Nowell, Norris, White and Moules, 2017). In addition, I considered the advantage of using thematic analysis to transform qualitative data into a more

quantitative form to allow for further statistical analysis if appropriate (Boyatzis, 1998; Braun and Clarke, 2006).

In Phase 1, although mindful that my personal transcription of the focus group interviews and 1:1 interviews would be the starting point to develop a relationship with the data (Thomas, 2019), I chose to have transcription done independently by a postgraduate university student. The time-consuming job of accurately transcribing was something I could not manage without external support. This meant that my reading and re-reading of the transcripts was important to start a relationship and familiarise myself with the data in Phase 1 of the thematic analysis. I believe this was effective and my judgement of weighing this up against the time-rich exercise of personal transcription (Thomas, 2019), was correct with the analysis remaining robust and transparent. My initial familiarisation by reading and re-reading all the responses and recording the 'noticings' (Clarke and Braun, 2013), of key points on a notepad, was carried out before moving on to coding the data in Phase 2.

There are no hard and fast rules for coding (Saldano, 2013; Blair, 2015), and I wanted to choose an approach that was fit for purpose in this instance. In Phase 2 of coding (Braun and Clarke, 2013), the thematic analysis at this point aligned more to complete coding with the identification of anything and everything of interest or relevance to the answering the questions (Braun and Clarke, 2013), somewhat typical of case study analysis and sharing (Yin, 2009; Baškarada, 2014). My thematic analysis of any emerging themes was then recognised and coded (Stemler, 2011; Blair 2015), by my own handling. For the questionnaire, I inputted a code on the Excel spreadsheet and on the transcripts, I used different colour 'post-its' to mark the place. In the questionnaire, I initially interpreted 16 codes that I refined to six codes that I shaped, in Phase 4 of my analysis to two themes of trainee transformation of the 'Inner and Outer Roles' of the teacher. In the focus group interviews and 1:1 interviews, I initially identified 15 and 12 codes respectively and I shaped these in Phase 4 of my analysis to five themes. The prevalence of the instances the respondent referred to the theme was noted. The keyness of the

theme (Braun and Clarke, 2006), was considered in relation to its significance to respond to the research question.

I adopted an additional phase (see 4a of Table 14 below) to review the themes, to suit the convergent design for this research. I viewed the questionnaires and transcripts again to merge and develop new themes. At times, it was a ‘messy’ process, requiring my revisiting of data constantly. This allowed me to emerge at Phase 5, with confirmed themes and a readiness to report, as suggested in Phase 6, my findings.

Table 14 Six Phases of Thematic Analysis Edited from Braun and Clarke, 2013)

Phase (Braun and Clarke, 2006)		Application in this Research Project
1	Familiarisation	<ul style="list-style-type: none"> ▪ Verbatim transcription by a third party ▪ Reading and re-reading of transcription ▪ Recording in writing the initial ‘noticings’
2	Generating of initial codes	<ul style="list-style-type: none"> ▪ Overall coding of interesting points, facts, comments to organise the complete data content by: <ul style="list-style-type: none"> ○ Tagging on Excel for questionnaires ○ post-its for transcripts
3	Searching for themes	<ul style="list-style-type: none"> ▪ Viewed the codes and grouped similarities and differences to emerging themes. <ul style="list-style-type: none"> ○ Used tables in questionnaire to present group codings ○ Moved post-it codes around to theme piles (Braun and Clarke) in transcripts ▪ Kept ‘odd’ codes or outliers from the emerging themes for possible later consideration.
4	Reviewing themes	<ul style="list-style-type: none"> ▪ Sub-themes from questionnaire noted. ▪ Sub-themes from transcripts of focus group (Case 1) and 1:1 interviews (Case 2) noted.
4a	Convergence of themes	<ul style="list-style-type: none"> ▪ Convergence of Subthemes from Case 1 and Case 2 above to: <ul style="list-style-type: none"> ○ Merge themes ○ Relocate coded data ○ Develop new themes ▪ Revisiting of Phase 3 and 4 above to check accuracy of suggested themes ▪ Development of thematic map/jigsaw and working titles of themes
5	Defining and naming themes	<ul style="list-style-type: none"> ▪ Detailed analysis of converged themes and its contribution to the overall research question.

Phase (Braun and Clarke, 2006)		Application in this Research Project
		<ul style="list-style-type: none"> ▪ Brief description of working title, what each theme is considered to be with final titles for themes
6	Producing the report	<ul style="list-style-type: none"> ▪ Present data in relation to the case study to set the research territory. ▪ Present the data of Case 1: questionnaire and focus group interviews ▪ Present the data of Case 2: 1:1 interviews. ▪ Converge the findings of Case 1 and Case 2 for analysis

This method of analysing data, promoted an iterative and reflective approach to research, allowing continual review of the research question, as never wanting to close the door or an avenue that opened. This led to further review of literature as analysis occurred, more so than the top-down theoretical thematic analysis relying solely on the research question to drive analysis (Braun and Clark, 2006).

3.3.8 Ethical Considerations

The guidelines for researchers from the British Educational Research Association (BERA, 2018), informed the ethical framework for this research. I remained mindful throughout, of my responsibilities to participants, the HEI awarding the doctorate and the community of educational researchers (BERA, 2018, p. 5). In addition, throughout the research journey, the research received approval from the University's Research Committee (UREC), to ensure that any research undertaken within, or on behalf of, the university, met the highest ethical standards (University of Greenwich, 2021).

As a current practitioner, I carefully considered my position as a researcher. As a Programme Leader for ITT, I avoided taking the dual role of researcher/practitioner in my own institution, choosing not to draw on the experiences of the trainees I taught and assessed as I held concerns about the 'power balance' involved in the process, as previously discussed in Section 3.3.3. A trainee may feel restricted in the knowledge that I am their tutor, feeling pressured to participate out of a sense of duty

or because of their commitment to the researcher (Holloway & Wheeler, 1999; Aluwihare-Samaranayake, 2012).

With particular attention to my responsibilities to participants (BERA, 2018, p. 5), my case study approach and Stake's (1995, p. 57), suggestion that case study has an element of "small invasion of personal privacy", I gave further consideration to what I will term, two 'what ifs' of my research. These are now shared:

WHAT IFS

1. Sensitivity

I acknowledged my "duty of care in order to recognise potential risks" (BERA, 2018, p. 19), for my participants. The participant may disclose sensitive data about their place of work as a significant aspect of their learning. Reassurance that the data would only be used for this study and remain anonymous was stressed in the Cover Letter and Guidance (Appendix 5), detailing that the results of my research may be published in academic resources, however, there would be no direct reference made to their name and location of work.

A further issue centres upon participant distress. In the event of a trainee becoming distressed, I felt confident that my experience as a trainee teacher and knowledge as a holder of a counselling certificate in the development of learning, would allow me to manage the situation. In addition, I had details of external organisations e.g., Education Support Network, that any trainee could contact for additional free support and counselling.

2. Withdrawal

Participants were informed of their right to withdrawal when voluntarily consenting to participate (See Appendix 6), and again at the focus group (Case 1), and 1:1 interviews (Case 2). Trainees and teacher trainers were told they could withdraw, without giving

any reasons, up to the point of interpretation of data and my contact details and the details of my supervisor provided in line with BERA (2018, p. 18). The questionnaires of Case 1 were coded to allow for identification of the site of the participant. Further details and demographics allowed for the identification of the participant and questionnaire to be removed. In the unlikely event of not being able to identify the participant, the questionnaires of that site would be dismissed and redistributed.

3.3.8.1 Documentation

Documentation shared with participants had the university's logo in the header and contact with university email and supervisor's details. As a doctorate student at the university, I was required to seek ethical review and clearance in line with procedures. Before carrying out the research for this study, ethics approval was granted by UREC.

Cover Letter

The cover letter met the points raised by Cohen et al. (2000, p. 259), in that it:

- a) Indicated the aim of the research;
- b) Conveyed its importance;
- c) Assured respondents of confidentiality ;
- d) Encouraged their replies.

The letter bore the university's logo and included the details of my supervisor. It was distributed by the trainers to the respondents prior to the questionnaire, focus group or 1:1 interview. In addition, at each focus group and 1:1 interview, I gave an outline of the research, reminded participants of the consent points, their choice to withdraw from the study and gave time for any further questions at the focus group interviews (refer Appendix 5).

Confidentiality and Consent

I firstly gained agreement and consent from the respondents with assurance of anonymity and confidentiality (Wiles, Crow, Heath and Charles, 2008). Each

participant completed the consent form and access to respondents consented by the Principal of the institution where they studied (refer to Appendix 6 and Appendix 7).

3.3.9 Limitations of the Research Mode

Bartlett and Burton (2009), suggest case studies lack representation and have limited generalisability. I make no claim of the generalisability my research but have confidence that the case studied offers sufficient transferability (Shenton, 2004), to others to enable them to test, reflect and verify the findings in their own setting (Stenhouse, 1975). Although the findings are unique to the case studied and not necessarily replicable, they remain significant. My research conclusion and recommendations are not the finish point but the trigger to an ongoing dialogue with other curriculum planners of in-service, post 16yrs ITT.

3.4 Conclusion of Chapter

In conclusion, this methodology chapter shares my proposed journey from asking my research question to some form of likely conclusion or answer to that question (Yin, 2009). It provides the reader with some insight into my research beliefs and approaches that shaped, motivated and drove me as a researcher. Through this transparent sharing, the plan provided a logical model of proof to strengthen the rigour and validity of the research, allowing others to trust its findings (Yin, 2009). It did not shy away from its limitation of claiming generalisability but offered others involved in in-service, post 16yrs ITT an ongoing dialogue about the claims I make in their context. The theoretical freedom and flexibility offered by thematic analysis (Braun and Clarke, 2006), suited the convergent design and paradigm-crossing approach of my research. Affording little constraint to exploration, whilst ensuring rigour by using a clear framework for content analysis (Braun and Clarke, 2006), thematic analysis allowed a responsive and reflexive context to answer the research question. The trustworthiness is strengthened by using Guba's (1981), 'Four Criteria for Trustworthiness' of credibility, transferability, dependability and confirmability, as an appropriate quality framework for my case study research (Guba, 1981), and the active role I took to

analyse my data and make claims using a thematic analysis framework (Braun and Clarke, 2006). Within the research and interpretation context, this allows for evaluation and comparison by other researchers and informs future research (Braun and Clarke, 2006). Chapter 4 will now present and discuss the findings.

Chapter 4 Findings and Discussion

4.1 Introduction to Chapter

The study focuses on the identification of opportunities for transformative experiences in in-service, post16yrs ITT as perceived by a case study of two cases (Case 1 of trainee teachers and Case 2 of teacher trainers). The study used a convergent parallel approach (Creswell and Plano Clarke, 2011), to collect qualitative and quantitative data by questionnaire and focus group interviews with trainee teachers in Case 1 and 1:1 interviews with teacher trainers in Case 2. In keeping with my convergent parallel approach (Creswell and Plano Clarke, 2011), the chapter is presented in three parts.

Part 1 presents the findings gathered from **Case 1**:

- The questionnaires of the trainee teachers;
- The focus group interviews with trainee teachers.

Part 2 presents the findings gathered from **Case 2**:

- The 1:1 interviews with teacher trainers.

Part 3 presents my reflection and discussion on the convergence between the findings of Cases 1 and 2.

The research question was as follows:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

4.2 Part 1: Case 1

Part 1 presents the findings gathered from **Case 1**:

- The questionnaires of the trainee teachers;
- The focus group interviews with trainee teachers.

It is divided into two sections:

Section 1: Presentation of Questionnaire;

Section 2: Presentation of Focus Group Interviews.

4.2.1 Section 1: Presentation of Questionnaire

The questionnaire was distributed to 29 trainee teachers in Case 1, with a return of 20 (69%). The questionnaire prompted responses of both a qualitative and quantitative nature. The findings will be presented under two topics:

Topic 1: Presentation of the data collected from Part A of Questionnaire;

Topic 2: Presentation of the data collected from Part B of Questionnaire.

4.2.1.1 Topic 1: Presentation of Part A Questionnaire

Part A of the questionnaire gathered data in relation to the trainees' demographic, individual characteristics and their ITT Programme. The questionnaire was distributed to 29 trainee teachers by their teacher trainer, across the three sites of the case study, with a 69% return rate overall. The design of the questionnaire was discussed in Chapter 3, Section 3.3.4. The number distributed and returned per site was shared previously in Chapter 3, Section 3.3.5 and presented in Table 11 (again see below). Possible reasons for differing returns were previously discussed in Chapter, 3, Section 3.3.5.

Table 11: Response Rate of Questionnaire per Site

Site	Qualification Awarded By	Type of Organisation	No. trainees at the site	No. Returned
1	HEI	Further Education College	7	5
2	HEI	Further Education College	12	12
3	Awarding Body	Adult Education College	10	3

The data was collected to primarily support any possible later interpretation of data collected in Part B of the questionnaire and focus group interviews with trainee teachers. Although this study does not claim to offer generalisability as a key component, the data highlights the representativeness of the case. It is important to have, as much as possible, a comprehensive and complete understanding of the relationship of the sample to the results (Braun and Clarke, 2014; Sifers, Puddy, Warren and Roberts, 2002), to bound the findings and assertions (Stake, 1995; Creswell, 2003; Braun and Clarke, 2014). I present the characteristics of the sample with their demographic, individual characteristics and ITT programme data collected by the 11 questions posed in Part A of questionnaire.

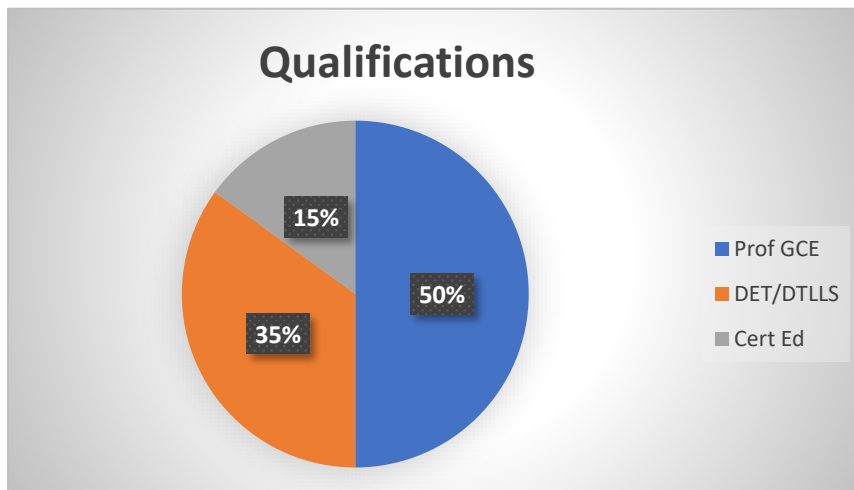
4.2.1.2 Question 1: ITT qualification awarded by an HEI or AB

Thirteen of the respondents (65%) were studying for a qualification awarded by an HEI with the remaining seven respondents (35%) studying for a qualification awarded by an AB. This is in keeping with the landscape of ITT qualifications in England with 64% of ITT qualifications being awarded by an HEI and 36% being awarded by an AB (Zaidi, Caisl, Puts and Howat, 2018).

4.2.1.3 Question 2: The ITT qualification to be gained

Ten respondents were studying a programme leading to a PGCE at L6 of the National Qualification Framework (NQF) and FHEQ. Of the remaining ten respondents, three were studying a Certificate in Education (Cert Ed) at L5 and the remaining seven were studying either a DET or Diploma in Education, Training and Teaching in the Lifelong Learning Sector (DTLLS) at L5. The DET and DTLLS are fundamentally the same programme. When the DET was introduced, there was a period of both programmes being offered until the DTLLS was phased out completely. Chart 1 provides a visual representation of a relatively even split between L5 and L6 qualifications of the respondents.

Chart 1: Qualification to be gained from ITT



Unlike trainee teachers in the primary and secondary phases of education, the post 16yrs trainee teacher may not be a graduate. A non-graduate trainee teacher can achieve an L5 DET or Cert Ed. A graduate trainee teacher can achieve an L6 or L7 PGCE. An L5 qualification is offered as part of the post 16yrs ITT curriculum, as the vocational curriculum in post 16yrs may draw trainee teachers who did not need or have access to graduate level education to be able to do their job successfully. An example of this is a Car Mechanics' Teacher in a Further Education College (FEC) who has the necessary non-graduate qualifications and subsequent workplace experience and who now embarks on teaching the subject of car mechanics. A DET or DTLLS awarded by an AB retains this title, however, if an L5 is awarded by an HEI, the title may change to Cert Ed. The sample for this research represented 50% of trainees studying for an L5 qualification with an AB or HEI and 50% studying for an L6 qualification awarded by an HEI. Data to compare this with the national picture was not available as national data merely represented where the trainee teacher studied and not the level of qualification they gained.

4.2.1.4 Question 3: The length of the ITT programme

Eleven of the respondents were on a two-year programme whilst eight were on a one-year programme. One respondent did not complete this question. Five of the eight on a one-year programme were on a ProfGCE programme and three were on the DET.

The 11 respondents on the two-year programme were drawn from the range of programmes with four completing a DET/DTLLS, three completing a Cert Ed and four completing a ProfGCE. This provides a breadth of responses from respondents of the case study with varying durations and qualifications of post 16yrs ITT programmes.

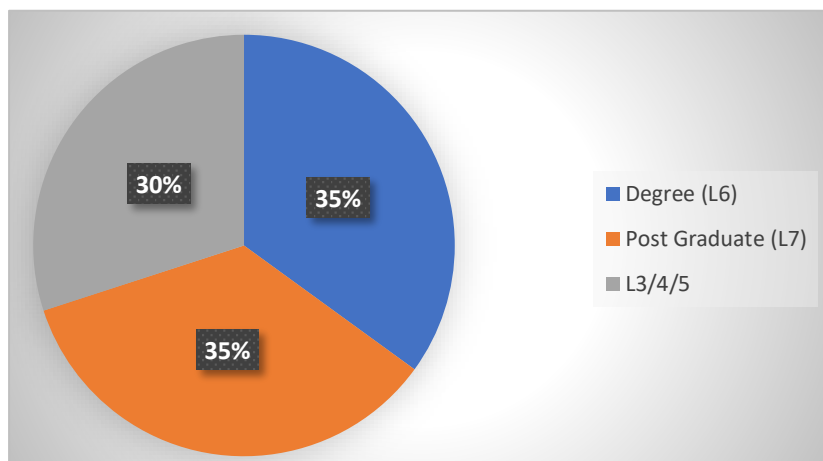
4.2.1.5 Question 4: Full or part-time attendance on ITT

Fourteen of the respondents were on a part-time programme whilst five were on a full-time programme. One respondent did not answer the question. In England, there is a greater number studying a part-time ITT programme (Zaidi, Caisl, Puts and Howat, 2018), and the range of programmes was represented across the two modes of attendance with seven respondents completing a DET/DTLLS, nine completing a ProfGCE and three completing a Cert Ed.

4.2.1.6 Question 5: The highest qualification gained by trainees prior to the ITT programme

The respondents had an even spread of level of qualifications gained prior to starting their ITT programme. Six of the respondents held an L3/4/5 qualification, seven held an L6 qualification and seven held an L7 qualification. Chart 2 represents the spread of qualifications previously gained across the respondents.

Chart 2: Qualifications Gained by Trainees Prior to the Programme



Data in England provides the number of trainees from L5 and above but not specifically L6 and above, as this study presents. However, the higher proportion of trainees in this study with at least an L6 qualification on entry (70%) aligns with the national data of 70% of trainee teachers holding at least a Level 5 qualification on entry (Zaidi, Caisl, Puts and Howat, 2018). Although a 'like-for-like' comparison is not offered as the data is not reported in the same way, it is indicative of the representativeness.

4.2.1.7 Question 6: Context/setting of teaching practice of the trainees

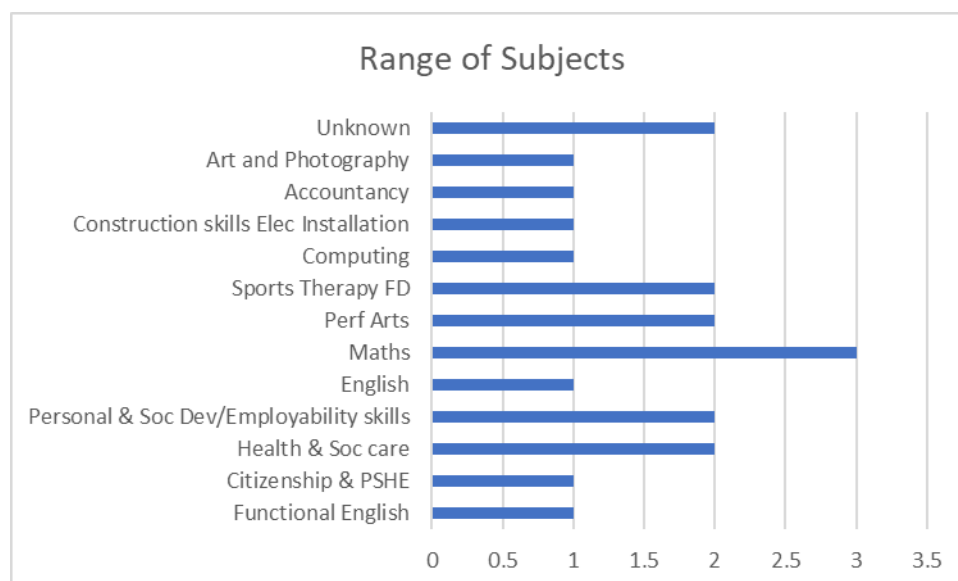
ITT in the post 16yrs phase of education attracts trainee teachers from different teaching settings, often teaching across more than one setting and curriculum subject. Much of the post 16yrs sector is situated in FE colleges with the expectation of more trainee teachers on ITT drawn from this setting (Zaidi, Caisl, Puts and Howat, 2018). This picture is indicated in this case study. Two of the respondents taught across one or more settings in FE, 6th Form College, Secondary School and HE. The remaining 18 respondents taught in one of the settings of FE, 6th Form College, Prison Education, Secondary School, Special Educational Needs provision and a private training provider.

4.2.1.8 Question 7: The subject taught by the trainees

Although there appears to be no national data captured on the subjects that trainee teachers intend to teach, the subjects they studied prior to training are indicative of the likely subjects they will teach (Zaidi, Caisl, Puts and Howat, 2018). Nationally, the most common subjects studied are Art, Sports, English, Business Administration and Social Sciences (Zaidi, Caisl, Puts and Howat, 2018). These subjects are represented in the twelve different subjects taught within this sample (see Chart 3 below). However, in contrast to national data, there is as a strong Maths' representation in the case study with 3 trainee teachers of Maths.

Two respondents from HE and Adult Ed did not indicate their subject area. Bearing in mind they taught in HEI and at an Adult Education site, the assumption that they taught an academic subject and vocational subject respectively was made.

Chart 3: Range of Subjects Taught by the Trainees in the Case Study



4.2.1.9 Question 8: Gender of trainees

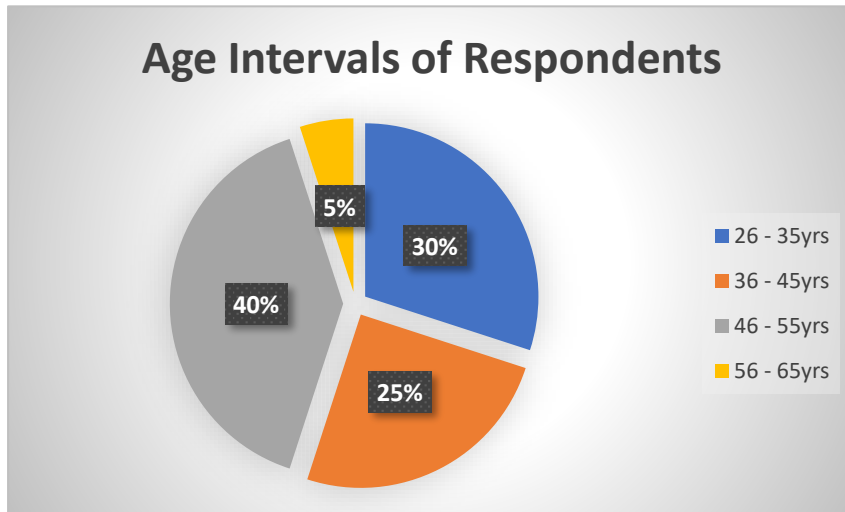
Sixty per cent of the post 16yrs workforce in England are women (Zaidi, Caisl, Puts and Howat, 2018), and this was broadly reflected in my sample which had 13 female trainees (65%) and seven male trainees (35%).

4.2.1.10 Question 9: Age profile of trainees

The minimum age to enrol on post 16yrs 1TT is 18 years and the national average age of the post 16yrs ITT trainee teacher is 37 years (Zaidi, Caisl, Puts and Howat, 2018). The age range offered on the questionnaire to respondents was from 18 years to over 60 years with six intervals of choice. The respondents were drawn from all the age ranges of 26 years to 60 years with no respondents below or above those ages. It is unlikely that trainees would join the ITT programme without a reasonable amount of vocational/professional experience and/or a qualification, so it is not surprising that the youngest was from the 26years onwards age range. Mindful of the length of training and the likelihood of long-term employment, trainees are unlikely to be embarking on training over the age of 60 years; only one trainee was above the age

of 56 years. The remaining respondents were situated in the three age range intervals of 26 – 35 years, 36 – 45 years and 46 – 55 years, with a relatively even split. Chart 4 depicts this.

Chart 4: Age Range of Respondents



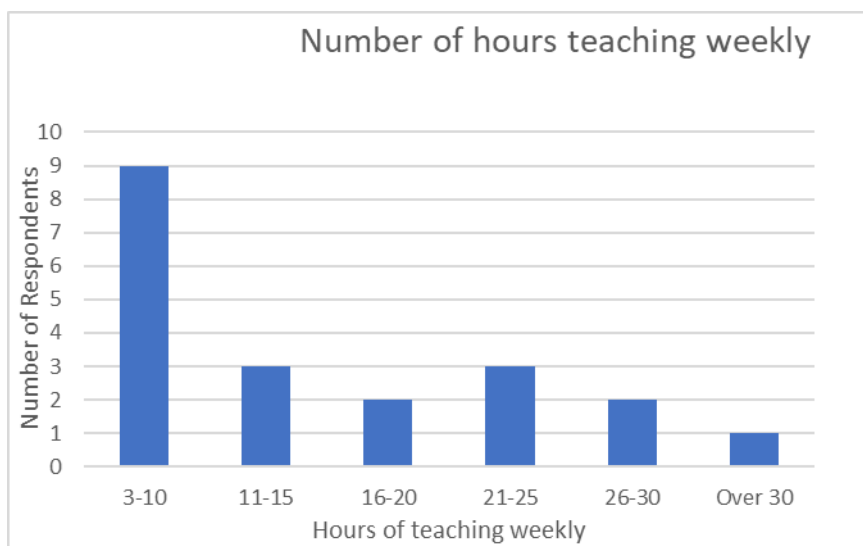
4.2.1.11 Question 10: Mentor available to the trainees

In-service, post 16yrs ITT programmes require that the trainee has a subject mentor. As an in-service ITT programme, the programme focusses on general pedagogical principles of teaching and learning and not on subject specific pedagogy. It requires the trainees to have access to a mentor to provide support and subject specific pedagogy, advice and application to practice. There is a national recognition of limited mentoring in relation to availability and subject specialism giving an inconsistent standard of mentoring across the post 16yrs ITT phase (Hobson et al., 2008; Hobson and McIntyre, 2013; Hobson, Maxwell, Stevens, Doyle and Malderex, 2015; Robinson and Hobson, 2017). This inconsistency is mirrored in this case study. One respondent did not have a mentor and of the 19 who had a mentor, 14 were subject-specific and five were not.

4.2.1.12 Question 11: Number of hours teaching practice of the trainees

The ITT post 16yrs programme, irrespective of one or two years' duration, requires a minimum of at least 100 hours teaching practice as a mandatory requirement of the programme (Zaidi, Caisl, Puts and Howat, 2018). Working on a typical, thirty-week academic calendar that would equate to at least three to four hours weekly on a one-year programme and one to two hours weekly on a two-year programme. With this in mind, it is not surprising that nearly half the respondents (nine) worked between three and 10 hours weekly to meet this requirement. The remaining 11 respondents taught across all the other intervals offered (see Chart 5 below). There is no maximum number of hours stipulated by the ITT programmes and trainees may be employed to a full timetable.

Chart 5: Number of Hours of Teaching Weekly by the Respondents



Although the generalisability of this case study was not paramount in my research, this data shows the case study is typical of the national cohort of trainee teachers on post 16yrs ITT when compared with the national data.

The responses to the questions in Part B of the questionnaire will now be examined in Section 2.

4.2.1.13 Topic 2: Presentation of the data collected from Part B of Questionnaire

The data from Part B of the questionnaire is presented as one case study drawn from three sites. The demographic, individual characteristics and ITT programme data presented previously in Section 1 was viewed and drawn on to identify any possible correlation as I interpreted the data in Part B of the questionnaire. As discussed in Section 3.3.7 of Chapter 3, Methodology, thematic analysis (Braun and Clarke, 2013) was used to interpret the qualitative data. The questioning format for Part B was discussed in Section 3.3.4.1 of Chapter 3, Methodology (Table 10). The 20 questionnaires were numbered Respondent 1 – 20 (R1-R20) on return from the trainees.

4.2.1.14 Questions 1 and 2: Initial perceptions and influences

Question 1: When you first started your teacher training, was your perception and understanding of any of the roles of a teacher based on any of the following?

I wanted to find out what ‘storehouse of knowledge’ (Oleson and Hora, 2014), trainee teachers already held as they would be reliant on this for making sense of and interpreting their ITT experiences (Bransford, Brown, and Cocking, 1999; Oleson and Hora, 2014). The response offered for Question 1 was the choice of up to three statements plus an opportunity for free data entry by the respondent in statement four (see Table 10, Section 2, Chapter 3, Methodology for question format). The respondent could identify none or all of the statements with additional entry of their own thoughts. Table 15 below reports the responses.

Table 15 Question 1 Perceptions of the Role of the Teacher on Starting ITT

When you first started teacher training, was your perception and understanding of any of the roles of the teacher based on any of the following?	Total No. of Responses Selected
Your experience as a teacher already?	13
Your experience of how others had taught you?	14
Just a general 'overall perspective' from your life experience?	6
Other?	9

The responses to these statements will now be discussed.

Your experience as a teacher already

As an in-service programme, where there is a requirement for trainee teachers to be teaching, one may think it likely that all trainees will have already formed and established a perception and understanding of the role of the teacher. As Table 15 above indicates, 13 respondents felt this was influential. There was no correlation with the existing number of hours a week of teaching to influence this perception of the teacher role. Five of those who felt this was influential taught between three and 10 hours, two taught between 11 and 20 hours and five taught 21 hours a week or above. Eight females responded to this and five males, which is in keeping with the overall gender ratio of the case study. Although a greater number of respondents (10), held graduate or postgraduate qualifications with only three of the 12 respondents holding L4/5/6, this was in keeping with the case study profile. There was a greater representation than the case study profile, of five respondents studying a full-time ITT programme and eight respondents studying a part-time ITT programme. Age appears influential in the perception of the role of the teacher from being a teacher already, with 76% of those who agreed being over the age of 36 years. Of those 13 respondents, over half also considered the experiences of how they were taught as influential too. Three of the 13 respondents felt all three statements offered, influenced them.

Of those seven respondents who did not consider their experiences as a teacher as being influential, all identified that the way in which others had taught them, was an influence on their perception of the role of the teacher.

Your experience of how others had taught you

Fourteen responses indicated that perceptions of the role of the teacher were formed by the trainee teachers' experiences of how others had taught them. This was indicated by agreeing to the statement offered and by additional comments. This may not be surprising, as the nature of in-service ITT programmes is that trainees enter without formal previous teacher training and draw upon their experiences of how they were taught (Oleson and Hora, 2014). This featured strongly with additional respondents' comments such as:

“The biggest influencer of my perception of teachers in general were my own teachers growing up. I was fortunate enough to have the most fabulous teachers who informed me on my opinion of teachers” (R10).

In contrast to the positive experience expressed here, a strong influence may also be drawn from negative experiences:

“I remember my English teacher giving only critical feedback about spelling which affected my confidence even now when students ask me how to spell something” (R20).

The latter part of R20's comment indicates the legacy impact of this influence. This longevity of influence is further supported with another comment:

“These women [my teachers] inspired me on a daily basis and I find myself frequently thinking of them now that I am in the process of becoming a teacher too” (R10).

Bearing in mind the demographics of the respondents, who were no younger than 26 years, it appears that this influence stays with the trainee teacher well after their own schooling, impacting on their behaviour in adulthood. The perception of the behavioural role of the teacher was emphasised as the role of the teacher:

“[...previous experience of a] *teacher-led environment. The teacher stood at the front and delivered the lesson*” (R7).

Overall, responses to Questions 1 and 2, show all of the respondents thought that their perceptions of the role of the teacher had been based on either their own teaching and/or how they were taught previously.

Just a general ‘overall perspective’ from your life experience?

Six respondents felt their life experiences had influenced their perception:

[Perception of teacher primarily influenced by] *My role as an LSA*” (R1).

“I had taught some students in India previously which gave me some perception based on my student groups and their belief systems” (R12).

Five of the respondents who responded to this prompt were female and one was male indicating a greater percentage of females than the case study profile. Other data represented the case study profile. The age range of the respondents was taken from all ranges of the overall case. Three of the respondents held a degree and three held at least an L3 qualification. The number of hours the respondents taught ranged across all intervals except one, with half the respondents only teaching three to hours.

This may indicate that trainee teachers, particularly males, do not necessarily recognise their life experiences as being influential in their perception of the role of the teacher. This is not conclusive as it may be that the choice of their ‘life experiences’ is already covered within the first two options and there is no need to highlight anything else.

Other Influences

Nine respondents noted or provided commentary on other influences to provide three themes of their prior role as co-educator, family influences and external influences.

1. **Prior role as co-educator:** Four respondents noted their previous work as Learning Support Facilitators (also referred to as Teaching Assistants) or Learning Mentors as influences in their perception of the role of the teacher. In these roles they would be supporting the student by working with the class teacher who took responsibility for planning, teaching and assessment. Comments included:

[My view of the teacher's role was influenced by my role] "*...as a mentor for student nurses*" (R4).

"A mix of own experiences in the classroom not as teaching as such as I delivered assessment and interviews" (R3).

"My role as an LSA" (R1).

With the increased involvement of the education 'assistant' in the teaching process (Bach, Kessler and Heron, 2006), it may well be that learning support facilitators/mentors will have already started to act as 'the teacher'. Therefore, this prior experience may have been shaped not only by working with 'the teacher' but their own experience as 'the teacher'. This further supports the responses in this question that the previous experience of teaching is influential in the development of prior perception of the role of the teacher.

In addition, perceptions of the role of the teacher are developed by observation of other teachers whilst carrying out their co-educator role:

[My view of the teacher's role was influenced by others] "*I delivered initial assessment and interviews but also my perception of my work colleagues in their classes*" (R3).

"Being in the classroom made me see things from my students' perspectives particularly in terms of feedback and how it feels if your teacher is not organised or planned particularly well" (R20).

2. **Family influences:** Three respondents indicated that family members, as teachers, had influenced them. The recognition of the 'feel-good' factor of the role of the teacher or 'psychic rewards' (Lortie, 1975; Hayes, 2003), clearly influenced the perceptions of being a teacher for these trainees using very emotive language in their responses:

[Language used in recognising the role of the teacher from family members' behaviour or upbringing] *"sense of achievement"* (R11).

"Children live what they learned and I know nothing else but to teach" (R11).

3. **External Influences:** Two respondents noted another external influence. They commented that their perception was based on their reading:

[The external influence of reading textbooks] *"I got some ideas from my readings, theories and strategies"* (R13).

[The external influence of reading media material] *"Comes from the media (advertising, film, press)"* (R15).

Responses to Question 1 suggest the trainees' prior perception of the teacher's role is influenced mainly by how the trainees were previously taught and their own experiences of being a teacher or co-educator. The motivation for the 'feel-good factor' of the perceived teacher role is apparent for a small number in this case, who are influenced in their perception of the role of the teacher by family members' behaviours and upbringing. Life experiences are noted as influential for some but with little specificity offered.

These findings emphasise the significance others play, both within and outside of education, of the trainee teachers' perception of the role of the teacher when starting their ITT. It is apparent that all the trainees on starting their ITT have some form of perception of what the role of the teacher is, with all trainees offering at least one influence on that perception.

4.2.1.15 Question 2: Role of the teacher

Q: Using the table below, please list the roles of a teacher about which you had an existing perception and what the existing perceptions were

Having gained data about how the trainees' perception about the role of the teacher was shaped, Question 2 gathered data to identify the nature of that perception. The data gathered was qualitative with the respondents able to freely populate the table with a title (descriptor) of the role and a further description of what they perceived that role to be. The respondents could choose to record as many of these as they perceived, with or without a description.

The number of roles recorded by each respondent ranged from one to four, with accompanying descriptions for all roles from respondents, except one. Overall, 65 responses were noted. I initially sorted these perceptions into 14 key perceptions by merging like comments, descriptors and sentiments from the data as seen in column two of Table 16. Subsequently I coded six perceptions of the teacher role suggested by the trainees, as indicated in column one of Table 16 below.

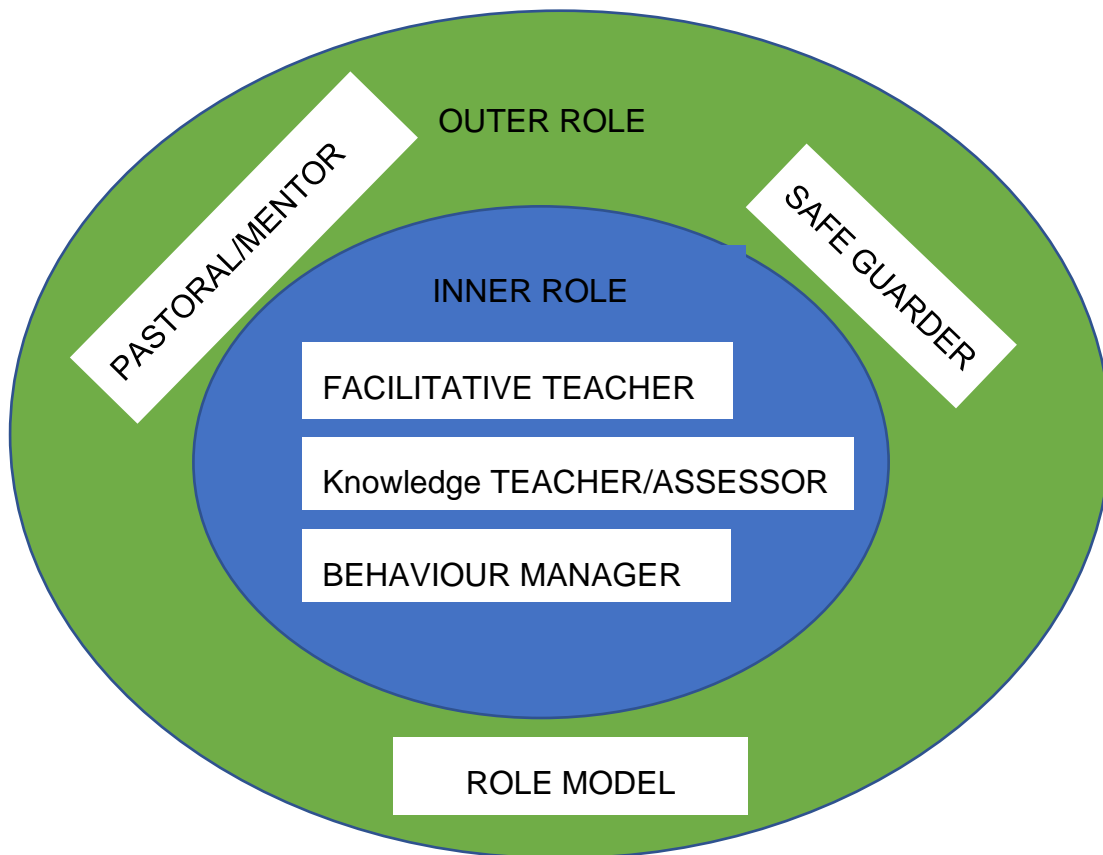
Table 16 Coding of Trainees' Existing Perception of the Role of the Teacher

Trainees' Perception of the Role of the Teacher		Grouping of Perceptions by the trainees
1	KNOWLEDGE TEACHER/ASSESSOR	<ol style="list-style-type: none"> 1. To educate/pass on knowledge Sharer/Giver of knowledge/ Imparting Subject Knowledge/Impart Knowledge/impart knowledge to achieve a qualification 2. Teacher/To Teach 3. Expert /Subject Expert/Expert in their field 4. Delivery/ Provide interesting and engaging lessons and know their stuff/Course Design 5. Assessing/ Ensure learning has taken place/Report on students

Trainees' Perception of the Role of the Teacher		Grouping of Perceptions by the trainees
2.	FACILITATIVE TEACHER/ROLE MODEL	<ol style="list-style-type: none"> 1. Educator Facilitator/Facilitators of Learning 2. Guidance/Supporter/Guider/Developer 3. Inspire Learners/Motivator/Positive Motivators 4. To help each individual make progress and raise their self-confidence and self-esteem.
3	BEHAVIOUR MANAGER	<ol style="list-style-type: none"> 1. Manage Behaviour 2. Manage the classroom 3. Leader 4. Person of authority and order/Disciplined
4.	ROLE MODEL	<ol style="list-style-type: none"> 1. Someone they can look up too as a good human being/look up to and respect 2. Professionalism in subject knowledge, behaviour, conduct, appearance 3. Good Role Model
5	PASTORAL TEACHER/MENTOR	<ol style="list-style-type: none"> 1. Support Network(er)/Supporter/Pastoral Support 2. Being a class tutor 3. Mentor/Provider 4. Care/Giving Guidance/helping student to understand what they want 5. Pastoral role towards the wellbeing of the student 6. Develop the student holistically
6	SAFE GUARDER	<ol style="list-style-type: none"> 1. Safeguarding Responsibility 2. Wellbeing of the student including safeguarding

I then shaped these six codes in to two overall themes of Inner Role and Outer Roles of the Teacher to distinguish between the perceptions of the role of the teacher in the classroom and beyond the classroom. The 'inner' role focused on the teacher's subject knowledge and pedagogy within the classroom and the 'outer' role was concerned with a more supportive role. See Figure 13 below.

Figure 13: Two Themes in Relation to the Perceived Role of Teacher



The inner role was perceived by all trainees with eight respondents not recognising the outer roles at all in their perception. Forty percent of trainees appeared to have a perception that the role was only concerned with the inner role of classroom practice.

I continued to review the data collected in Part A of the questionnaire to ascertain any correlation with the responses by viewing the responses against the data on the Excel spreadsheet. There was no correlation between these, and the responses given in Question 2.

4.2.1.16 Question 3: Change to initial perceptions

Question 3: Please take a moment to think about those existing perceptions you had of any of the roles of a teacher when you started the programme. Have any of those perceptions changed?

Question 3 sought to gather data to examine any change in perceptions that participants had of their initial role of the teacher when they started their ITT programme (See Table 17). The trainees could answer Yes or No, followed by free entry of their thoughts.

Table 17 Question 3 Change to Initial Perceptions

Question No	Data	Response Framework Given
3	Change in perception of role of teacher	Yes/No With opportunity to list if changed

Fourteen respondents felt that their perception had changed whilst six felt it had not. Reviewing the data collected in Part A of questionnaire, all six of those who felt there was no change in their perception of the role of the teacher, taught in FE colleges. Four of these respondents' previous perception had been based on being a teacher already.

The fourteen respondents who felt that their perception of the role of the teacher had changed, expressed a shift in perception of both inner and outer role (see Figure 13 previously), though emphasis on change to the inner role of the teacher was more significant. Where respondents' prior perception of the role of the teacher was focused on the inner role to impart knowledge or similar, all recognised that their perception had changed. For all, the change marked a shift from a teacher-centered perception of teaching to a far more student-centered perception of learning. This was clearly captured in a question/comment from one respondent, as follows:

[In recognition of change role of the teacher] *"Is it teachers of teaching or teachers of learning?" (R11).*

Inclusive language was clear throughout the responses with key words such as “*differentiation, inclusion, personalisation, facilitation*” (R11, R3, R13 R16, R18) used to express this shift.

Respondent R1 had previously perceived the role of the teacher was , “*For the teacher to make the lessons interesting*” (R1), without any perception or realisation of the differences students may present with and their impact on achievement. R1’s response, illustrating their shift in perception, now recognised the centrality of the student:

[In recognition of change role of the teacher] “*You are not the fountain of all knowledge! You can make it as interesting as you can but not all learners will enjoy it, be interested by it, we are all different*” (R1).

This captures the overwhelming recognition of differentiation, providing an element of surprise with the use of an exclamation mark.

Respondent R17 had clearly perceived the role as previously situated firmly in the inner role of Figure 13, stating, “*The teacher decides on what the learner will learn and the teacher stands in front of class and lectures*” (R17).

The same respondent now boldly expressed their shift from teacher/lecturer to a much more facilitative role:

[The new perception of the teacher was to] “*Help learners to share their prior learning to discover things on their own*” and “*learners talk more and tutors ensure we are meeting their needs*” (R17).

The new perception of positioning learning within the student, rather than the teacher, is further expressed by another trainee:

[The new perception of the teacher was] “*Facilitating a class, the learning is more proactive when the lesson is student-centred. The teacher provides the structure and content and the learners work towards being autonomous*” (R7).

The use of the word autonomous gives the recognition to the concept of enabling the student even in the absence of the teacher. The autonomy of the student is further recognised with another respondent's new perception:

[The new perception of the teacher in enabling student independence] *"The idea is to promote learners to think for themselves" (R11).*

Key words *"think for themselves, autonomy and discover on their own" (R17, R7)*, emphasise the shift of the respondent's perception from the 'teaching' to the 'learning' of the student.

In relation to the theme of 'inner' role of the teacher being the manager of behaviours, four respondents recognised a shift in this perception too. Respondent R16 had previously thought that adult learners were:

"All well behaved" [but now] "[I] realise that adults do present challenges although they may not always be overt" (R16).

Another respondent, clearly shifting the role of the teacher to manage behaviours to managing the learning by recognising, stated:

"Mostly, if lessons are engaging the behaviour is not an issue" (R7).

Although recognising the role of the teacher in managing behaviours remained, one respondent now recognised this role was dependent on others:

"More challenging than I had initially thought. This is mainly due to the growing number of occasions when I am without a teacher assistant and managing behaviour becomes more difficult" (R2).

Recognition of a change in perception of the 'outer role' was identified by five of the 14 respondents who had recognised change. Within this, respondents remarked on the extent to which teachers were involved in support activity:

"The pastoral aspect is a huge part of a teacher's role and is much more than originally anticipated" (R8).

This more demanding aspect of the teacher role may have contributed to this respondent's comment:

"You can't fix everything. Know when to refer to other agencies" (R1).

This recognition is in stark contrast to R1's prior perception that:

"A teacher should take on all the pastoral needs of the student and not just [the] academic" (R1).

This perception of the outer role as part of the role of the teacher was also challenged with Respondent R4 commenting that their previous perception of the teacher was:

"Developing the student holistically" but now they realised this was not possible, because "the focus appears to be on getting as many students through the course as possible for target, funding reasons" (R4).

These responses indicate that respondents' fixed set of assumptions and expectations underwent some form of transformation during ITT with a shift in their frame of reference (Mezirow, 2003). The shift of perception appeared two-fold. For some it was a shift to a more idealised position and for others a pragmatic and possibly disillusioned perspective. The language of R4 above, suggests a tone of disappointment, discomfort or discontentment when reflecting on the change in their perception. This may be viewed as the disorientating dilemma, Phase 1 of transformative learning (Mezirow, 1978) demonstrated with comments such as:

[In relation to the role of the teacher] *"...hard to achieve, more complex and difficult, onerous, raft of legislation and more challenging than I thought, much more than I anticipated" (R16, R2, R8).*

However, other respondents used a more positive tone:

[In relation to the role of the teacher] *"...more proactive, engaging, process not product, facilitation/facilitating, access to learning, full participation, helpful to teach our best" (R11, R17, R12, R7, R18, R8).*

Data collected in Part A was viewed particularly with interest to detect any correlation with the ‘two-fold’ change of perception and disillusionment of the role of the teacher. There did not appear to be any correlation and those who had expressed the ‘psychic rewards’ (Lortie, 1975), as being influential on shaping their perception of the role of the teacher, did not appear to be disillusioned.

Question 3 sought to gain some insight into any significant change in perception the trainees had in relation to the role of the teacher. It appears that a significant number of trainees felt there was a change to their earlier perception in both the inner and outer roles identified previously by them and presented in Figure 13. The shift of the inner role of teacher/behaviour manager had clearly changed from a teacher-centred role with the spotlight on their knowledge and teaching, to that of a student-centred role with emphasis on the learning for the student. The pressure of performativity is recognised with some disillusionment and the impact it has on the role of the teacher noted.

4.2.1.17 Question 4: Change as a result of critical reflection

Question 4: Please take a moment to think about your experiences. Has any form of change occurred for you during a process of critical reflection or at any other time?

The question was a Yes/No response. If the respondent answered yes, that they had undergone change due to reflection, they were prompted to respond to the next part of the question (see Table 18).

Table 18 Change as a Result of Critical Reflection

Question No.	Data	Response Framework Given
4	Change as a result of critical reflection	Yes/No to a list of options With opportunity to list if changed

This was a substantial question and I had been particularly interested to receive feedback on this question when I 'tested' the questionnaire to ensure trainees could access it. The 'testers' felt they could answer the question without further elaboration as the additional list of options worked as triggers when asked to tick or highlight any that matched their thoughts.

The respondents were given eight choices of instances of critical reflection that they were likely to be exposed to on their ITT programme. These were:

1. Self-reflection;
2. As part of the ITT Programme (a requirement);
3. With colleagues;
4. After observation as a requirement of the programme;
5. With mentor;
6. Completing a project as part of ITT programme;
7. On reading;
8. During teaching.

In response to the initial Yes/No question, 18 respondents felt that change had occurred during a process of critical reflection giving a 90% response. The 18 respondents made between one and eight choices of the events of reflection, giving a total of 74 overall choices made. There were two respondents who added an additional event.

Table 19 Choice of Event for Critical Reflection

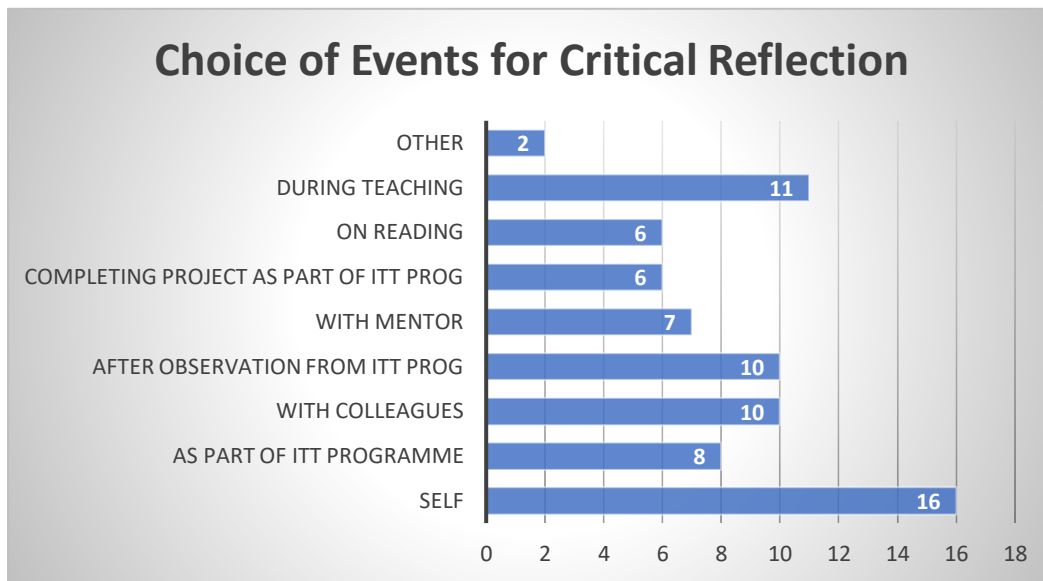


Table 19 above indicates that the choice 'self-reflection' was the highest (16 responses) with 'during teaching' (11 responses), 'after observation' as part of ITT programme (10 responses), and 'with colleagues' (10 responses), being choices for over half of the respondents who felt they had undergone change due to critical reflection.

In previous responses to Question 3 about change in perception of the teacher role, six trainees had felt their perception had not changed. However, four of these six trainees had felt that reflection had played a part in some 'form of change'. When viewing this 'change' for those four respondents, two trainees gaining a greater empathy with their students, one trainee having a life-changing injury and one trainee experiencing a change, with disillusionment about the role.

As in-service trainee teachers are the lead teachers and not supernumerary to another class teacher, it is likely that the reflection 'during teaching' was also prompted by themselves. I identified three reflective themes from the responses of individual activity, curriculum activity and collaborative activity.

1. Individual Activity:

- Self-reflection;
- During teaching;
- Reading.

2. Curriculum Activity:

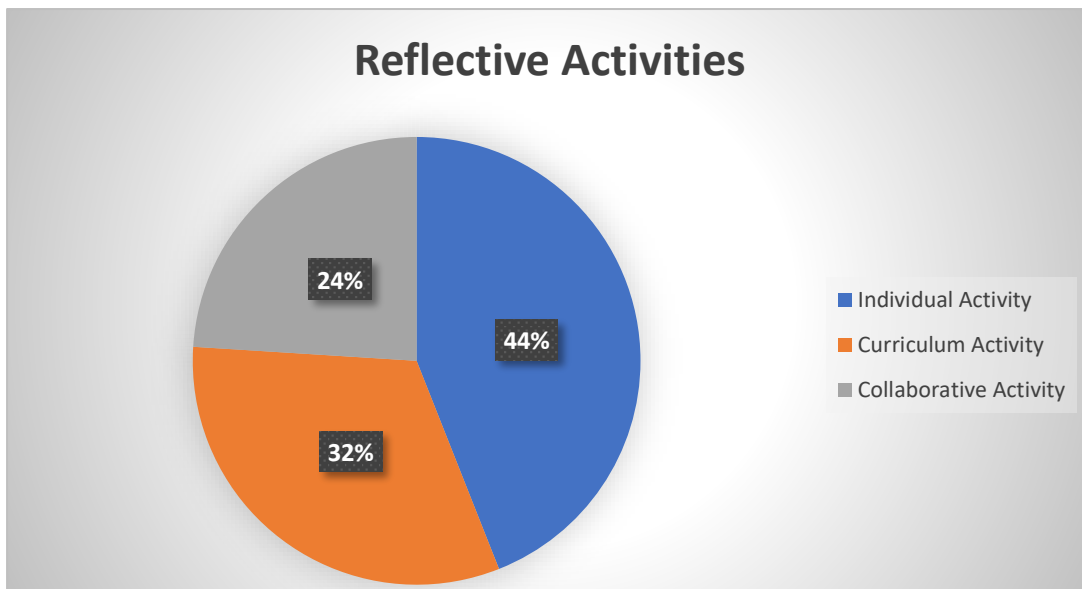
- Completion of a project;
- Part of the ITT Programme;
- After observation from the ITT Programme.

3. Collaborative Activity:

- With colleagues;
- With mentor.

Chart 6 provides the percentage of the choices made by the eighteen respondents in relation to these three activities.

Chart 6: Reflection Activities Grouped by Three Themes



Within these three themes, individual reflective activities are the highest choice overall with 33 choices (44%), curriculum with 24 choices (32%) and collaborative activity with 18 choices (24%). Seven of the 18 choices made identified mentor collaborative activity as a vehicle for change. Ten of the 11 remaining respondents all had access to a mentor but did not offer this as a catalyst of change, suggesting the inconsistency of mentoring noted nationally and within this case study (see Section 4.2.1.9), reduced the capacity and likelihood of the mentor to foster or support reflection as part of the transformative journey. The collaboration with colleagues, is highlighted by over half the respondents (10), as a trigger of change. As this choice is isolated from reflection with mentor or as part of the ITT programme, it seems likely that this is the ‘day-to-day dialogue’ trainees have in their workplace. This event, would likely lead to self-reflection, already identified as a strong catalyst of change, as the trainee took time to reflect on what others had said. Reviewing the data in Part A of the questionnaire, there is no direct correlation seen with the respondents.

However, there are significant comments regarding change that indicate that many activities include some form of collaboration with others, though not necessarily categorised as such. The collaboration is with both workplace mentors and programme tutors. This is seen in the additional comments listed in Table 20, below.

Table 20 Additional comments in relation to change associated in collaboration with others

Additional comments in relation to others	Additional Event offered by Trainee
“Guidance to change actions and responses – self challenge”. (R12)	After observation as a requirement of the ITT programme.
“The importance of praise and encouragement from others...something we do every day for others but may not receive often enough ourselves”. (R3)	OTHER: With private tutorials with college tutors
“Without someone observing, this would not have had so much value to me”. (R3)	After observation as a requirement of the ITT programme.

Additional comments in relation to others	Additional Event offered by Trainee
"Feedback" (R17) and (R5)	As part of the ITT programme (R17) Completing a project as part of the ITT programme (R5)
"Was told it was OK to let learners discuss and go off track a little if it keeps them engaged, allow me to not be so controlling as a teacher". (R1)	After observation as a requirement of the ITT programme

Question 4 was asked to collect responses about change in the trainees' perception as a result of critical reflection or any other time. The question also attempted to examine the nature of the trainees' change, using a familiar theoretical classification of educational goals (Bloom et al, 1956; Krathwol et al, 1964; Dave, 1970), commonly referred to by the trainees as simply 'Bloom's Taxonomy'. Using this classification, trainees could suggest that change, as a result of critical reflection, had occurred within the domain of cognition with a change in their knowledge and understanding (Bloom et al, 1956), their psychomotor domain with practical change (Dave, 1970), or in their affective domain with change in feelings, beliefs or attitude (Krathwol et al, 1964). In relation to this study, its role was to prompt expression by the trainee, if possible, of what had changed from the original perception. Pugh (2002), suggests that when we fully undergo a transformative experience, our action (Psychomotor), our valuing (Affective), and our cognition (Cognitive) domains become united. This question attempted to help trainees categorise this with the acceptance that trainees may not be able to categorise their transformation in this way, or the change may be of differing levels of transformation.

Not all respondents took this opportunity on board, however responses to this did extend across all the eight choices originally offered by the trainees. It required the trainees to tick if the change had occurred in the:

Cognitive Domain with change in knowledge and understanding;

Psychomotor Domain with change in application of skills;

Affective Domain with change in emotion, feelings or attitudes.

Table 21 details the responses in relation to the three reflective activities previously recognised of individual activity, curriculum activity and collaborative activity.

Table 21 Reflective Activity and Trainees' Perception of Resultant Domain of Change

Reflective Activity	Choice of Reflection	No. of responses	Domain of Change			Total instance of Domains noted
			Cognitive (Knowledge and Understanding)	Psychomotor (Motor Skills)	Affective (Feelings, emotions and attitudes)	
Individual	Self	16	3	2	11	
	On Reading	6	4		1	
	During Teaching	11	6	4	4	
Activity Total		33	13	6	16	35
Curriculum	As part of the ITT Programme	8	6	2	3	
	After observation as a requirement of the ITT	10	4	5	2	
	Completion of a project as part of ITT	6	3	2	2	

Reflective Activity	Choice of Reflection	No. of responses	Domain of Change			Total instance of Domains noted
			Cognitive (Knowledge and Understanding)	Psychomotor (Motor Skills)	Affective (Feelings, emotions and attitudes)	
Activity total		24	13	9	7	29
Collaborative	With Colleagues	10	3	4	5	
	With Mentor	7	5	2	4	
	Other: With private tutorials with college tutors	1				
Activity Total		18	8	6	9	23
Overall Total		75	34	21	32	87

When viewing Table 21 above, initial assertions are that cognitive and affective domains are challenged to bring about change (76% of respondents' entries). The further comments offered by the respondents in relation to transformative change supported this. I coded and gathered these responses in relation to the changes within cognitive and affective domains into five themes and depict these in Table 22.

Table 22 Cognitive and Affective Change to the Role of the Teacher

Themes of Cognitive Change to the Role of the Teacher	Themes of Affective Change to the Role of the Teacher
Knowledge and Understanding	Self-Awareness
Understanding of Context	Understanding the Learner
Teacher Role	

The five themes are now explained.

1. Self-Awareness

This theme captures the trainees' perception of how well they "get in touch with their feelings and behaviours" Gold and Roth (1993, p. 141). Self-awareness is an essential aspect of development during ITT. Richardson and Shupe (2003, p. 8), argue that "our development as teachers depends on our willingness to take stock of our own behaviour". It allows the trainee to see the world with themselves in it (Jesson & Newman, 2004 cited Calleja, 2014).

2. Knowledge and Understanding

This theme captures the trainees' perception of their knowledge and understanding of theoretical concepts in order to skilfully apply to practice.

3. Teacher Role

This theme captures the trainees' perception of who the teacher is and what they do.

4. Understanding the Learner

This theme captures the trainees' perception of the characteristics of the students they teach.

5. Understanding of Context

This theme captures the trainees' perception of the learning environment that the teacher practices within.

The following includes responses from trainees in relation to their change through reflection that were initially coded and gathered into the five themes above.

1. Self-awareness

[Through reflection with mentor] "*Building my own confidence as a teacher*" (R7).

[Through self-reflection] *“I think it is a change in attitude as much as anything else which is a gradual process” (R16).*

[Through self-reflection] *“Don’t take personally when they don’t enjoy the lesson” (R1).*

[Through self-reflection] *“Perceptions and beliefs challenged and changed” (R12).*

[Through reflection with colleagues] *“Moral confidence, support and guidance – increase in self-belief” (R12).*

[Through reflection with mentor] *“Self-realisation – acknowledging limits and practice judgements” (R12).*

[Through reflection with colleagues] *“I feel that I have a sense of worth and a confidence to express my opinion with knowledge” (R19).*

[Through self-reflection] *“Self-reflection – became my own critical friend” (R11).*

[Through reflection with colleagues] *“A new found respect for my own abilities” (R3).*

[Through self-reflection during teaching] *“Suddenly realising while I am delivering that what I am actually doing is mirroring newly learned info” (R3).*

[Through self-reflection] *“I value the importance of reflection and analysis of my practice” (R19).*

2. Knowledge and Understanding

[Through self-reflection] *“My knowledge and understanding developed and I tried new teaching learning strategies” (R8).*

[Through reflection as part of the taught ITT programme] *“Knowledge increased, giving more info and skills to improve” (R12).*

[Through self-reflection after reading] *“Adopting theory ideas” (R17).*

[Through reflection as part of the taught ITT programme] *“Putting theory into practice” (R11).*

3. Teacher Role

[Through self-reflection] *"This has affected how I value my teaching profession"* (R8).

[Through reflection with colleagues] *"Developed an understanding and more of an idea of the role"* (R8).

[Through reflection as part of the ITT taught programme] *"More of a facilitator"* (R18).

4. Understanding the learner

[Through trainee's self-reflection] *"More empathy"* (R18).

[Reflection after teaching observation] *"Praising learners, reinforcing support, nurturing, giving them a sense of worth"* (R7).

[In relation to the student] *"Disengaged learning in this instance was due to a confidence issue"* (R7).

5. Understanding of Context

[Through self-reflection] *"Grades are ruining education. There is too much emphasis place on the outcome and not the process"* (R9).

[Through self-reflection] *"Whether teaching is the right career for me?"* (R4).

Question 4 asked the trainees to note if change had occurred for them during a process of critical reflection or at any other time, and if so, could they 'categorise it' within the cognitive, affective or psychomotor domains. The categorisation by trainees of their skills change within the psychomotor domain (26% of respondents' entries), was less than the cognitive and affective domains shared above and was the result by engagement with the reflective activities as part of the ITT taught programme. However, the likely transformational experiences of the trainees through their expanded perception within the cognitive domain and expanded value within the affective domain is likely to result in active use of learned concepts within the psychomotor domain (Singleton, 2015). Pugh (2002), suggests that when we fully

undergo a transformative experience, “our action, our perception, our valuing, and our cognition become united” (Pugh, 2002, p. 1127).

Individual activity, particularly self-reflection (16 responses), and during teaching (11 responses), appears to be the most significant reflective activity to promote change (over 80% of respondent’s entries). Self-reflection was noted by respondents to have caused the most change in the affective domain, endorsed thus:

“I think that self-reflection has been significant in my development but is difficult to define because I think it is a change in attitude as much as anything which is a gradual process” (R16).

The individual reflection activity during teaching was the noted as the most significant in developing cognitive change. The following are two examples::

[Change in knowledge and understanding with application to practice, due to reflection] *“I value the importance of reflection (self) and analysis of my own practice” (R19).*

“My knowledge and understanding developed and I tried new teach teaching learning strategies” (R8).

4.2.1.18 Question 5: Critical incident

Q5: Can you identify a particular occasion when something you have encountered challenged your understanding or perception?

This question was asked to gain some understanding of the role of Critical Incident Reflection (CIR) in challenging existing perceptions. McAteer, Hallett, Murtagh and Turnbull (2010, p. 107), suggest that a “critical incident is one that challenges your own assumptions or makes you think differently”. Question 4 has previously questioned the likely opportunities for reflection on ITT, though not focusing on a specific incident. Fifteen respondents (75%) thought that there had been a particular

incident or occasion that had challenged their perception. Overwhelmingly, teaching practice, a mandatory requirement of the programme, is the event that challenged prior perception. The challenges related more to the inner role of the teacher, as detailed in Question 1 about trainees' existing perceptions of the role of the teacher, with subsequent change in relation to behaviour management and a more student-centred approach to teaching.

In relation to practice, eight of the 15 respondents commented on a classroom management event that presented a challenge and caused a shift in perception. Many of the feelings associated with this challenge were very emotive including:

"Inadequate and as if I was letting them down" (R16)

"Useless, unhelpful" (R1).

"Questioned my own ability as a teacher" (R7).

"Needed more support" (R5).

"Why am I doing this?" (R11).

"Like I was my teacher from school. Or my mother!" (R9).

"Shock" (R13).

"Insecure, unsure" (R8).

This is a 'disorienting dilemma' (Mezirow, 1978), and a 'disturbing practice' Philpott (2014), that prompts trainees to seek a solution. Trainees' solutions to manage these feelings included:

"Reflection and talking with colleagues, self-reflection, getting support, asking for help and advice from colleagues, feedback from observation (with others)".

Resolutions offered by four respondents resulted in change of practice:

"I have learnt to set firmer boundaries", "apply strategies", "apply greater 'with-it-ness'", "consistent policy implementation".

Other respondents sought an inner resolution:

"Placed myself in the learner's shoes, more reflection, gained self-belief".

This aligns with Question 4 about the significant shift in both cognitive and affective domains as a result of change.

In practice, the need for a more student-centred approach, with recognition of the needs of individual students was identified:

[In relation to trainees experiencing an event that caused them to view the situation from the students' and not the trainees' existing point of view] *"it made me feel sad inside and concerned (due to student's home situation). I could empathise with her"* and *"a boy who sees no value in education and says he will lead a life of crime always"*.

The resolution for this trainee was to adapt their practice following self-reflection following the incident.

In addition to practice, specific events challenged two trainee respondents' existing perceptions of the ideology of education. The more product-driven curriculum with the focus on exams challenged trainees' existing perceptions:

'We were not teaching students in preparation for university or employment but just to pass qualification" (R4).

"Grades have too much focus in education" (R9).

One respondent had not yet resolved or changed their perception to come to terms with this new realisation, possibly still grappling with this dilemma, whilst the other respondent changed their practice to ensure it was more target-driven towards the exam requirement.

No responses noted ITT programme taught content as a specific event that challenge perception. The critical event for transformative learning appears rooted in practice with resolution from self-reflection and collaboration with others resulting in a change in perception in both the affective, cognitive and psychomotor domains.

4.2.1.19 Question 6: Activities

Question 6: How have these activities most questioned or challenged your understanding and perception about teaching and learning?

Having asked the trainees to identify any critical incidents that promoted transformation in their perspective, I wanted to find out how common aspects of the ITT programme design, also offered opportunities for change. Respondents were offered the following choices via a Likert scale to suggest High, Some, Low or Not at All opportunities to challenge perceptions about teaching and learning:

- Group activities in ITT sessions:
- Lectures;
- Questioning by tutor in sessions;
- Action learning activity;
- Lesson observation feedback by tutor;
- Lesson observation feedback by mentor;
- Tutor tutorials;
- Mentor tutorials;
- Reflections as part of the programme;
- Assignments;
- Informal discussions with colleagues.

As the responses from High or Some Value were relatively evenly spread (see columns two and three of Table 23), I looked further to identify the activities of High Value only (see column four, Table 23). This revealed three activities where over half the respondents felt the activities were of High Value. These activities were tutor and mentor feedback following observation (12), and self-reflection as part of the programme (13).

Table 23 Likely opportunity for change as suggested by Likert Scale response

Activity	Respondents Noted HIGH OR SOME change about Understanding about Teaching and Learning		Respondents Noted HIGH change about understanding about Teaching and Learning	Respondents Noted NO CHANGE about understanding Teaching and Learning
	No. of respondents	Percentage of Respondents who considered a high or some challenge		
Group Activities in ITT	17	85%	2	0
Lectures	16	80%	5	0
Questioning by tutor in sessions	17	85%	7	0
Action learning activity	16	80%	2	1
Lesson Observation feedback by tutor	18	90%	12	0
Lesson observation feedback by mentor	18	90%	12	1
Tutor tutorials	17	85%	10	1
Mentor tutorials	15	75%	9	2
Reflections as part of the programme	19	95%	13	0
Assignments	18	90%	10	0
Informal discussions with colleagues	18	90%	8	1

The overall picture depicted in Table 23 above, suggests that a shift in perception is more likely through discourse with others and self-reflection about practice more than through other aspects of the programme.

Questions 4, 5 and 6 focused on the role of reflection in transformation. Trainees' responses highlight self-reflection and reflection with others as vital in their transformative journey within this case study. This is not to suggest that there is 'good' or 'bad' reflection (Collin, Karsenti and Komis, 2013), but highlights that the worthiness of ensuring opportunities for reflection, particularly with others who are able and skilful enough to engage in reflective discourse, is an important aspect of the trainees' journey to teacher.

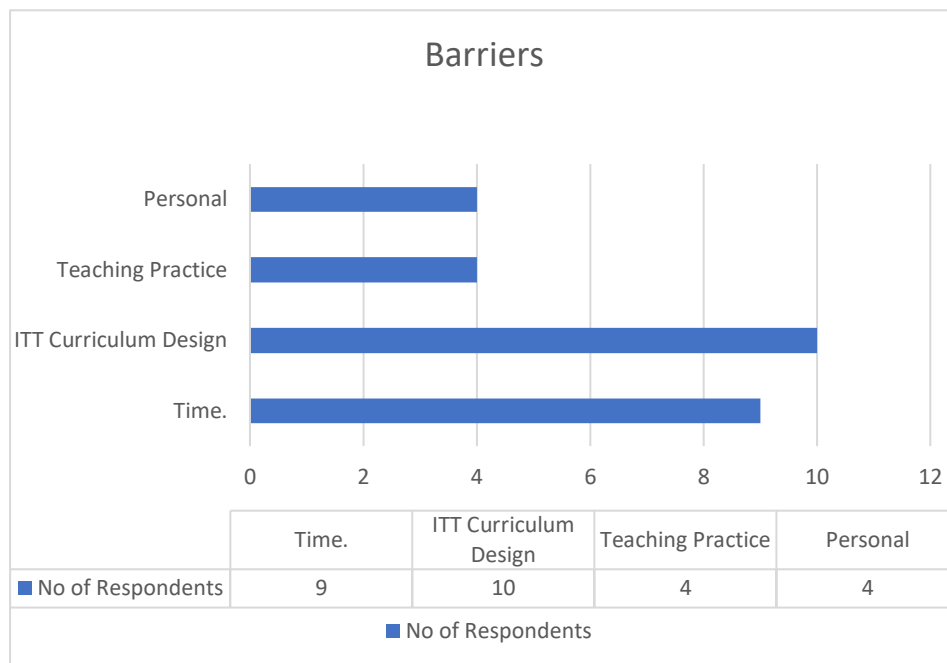
4.2.1.20 Question 7: Factors to deter you from achieving your desired learning

This question enquired about any factors that might present a barrier to learning and possible subsequent transformative learning. Fifteen respondents (75%) identified barriers that impacted on their learning. No choice was given to allow respondents to offer their own responses. After viewing and coding the responses, I identified four themes:

1. Lack of time;
2. ITT curriculum design;
3. Workplace/teaching practice;
4. Personal.

Chart 7 shows that 'Time available' and 'ITT curriculum design' significantly impacted on trainees' learning journeys with 19 respondents identifying one of these as a barrier.

Chart 7: Barriers to Achieve Desired Learning



The issues of ‘time available’ and ‘ITT curriculum design’ communicated by respondents included:

Time Available
<i>“I could have got more from the whole course if I had more time to do reading and research and to consider what I was learning” (R16).</i>
<i>[In relation to time being spent on other paperwork and little time left] “To perfect my practice and spend more time on preparation, reading and researching” (R12).</i>
<i>“I need time to now put everything I learned in to practice. It was frustrating at times not having time to implement changes I wanted to make to my courses due to how much time the course took up” (R20).</i>
<i>[In relation to lack of time] “for independent reading” (R7).</i>
<i>“If I had the time, [I] would research the profession more and theories to gain a better understanding and be more knowledgeable” (R8).</i>
<i>[In relation to lack of time] “Do some more reading and research” (R5).</i>

Time Available
[In relation to time available] <i>"To balance work and home life" (R12).</i>

ITT Programme Design
<i>"Some of my assignments boring and therefore a chore to get through rather than a learning experience (not all but some)" (R16).</i>
<i>"Some inappropriate course content – not related to teaching" (R15).</i>
[In relation to meeting specific needs] <i>"Mixed Cohort. Wanted subject-specific input" (R15).</i>
[In relation to the lack of] <i>"Be assessed more in practical (lesson observations)" (R8).</i>
[In relation to seeking a template for assessment of competencies] <i>"PDP Design, this could include a list of specific competencies that have to be achieved and signed off by mentor, similar to that in nursing" (R4).</i>
[In relation to difficulties on course] <i>"Finding the relevant materials needed for course" (R11).</i>
[In relation to availability of course] <i>"Resources to carry out an in-depth study of theory and experimentation" (R6).</i>
[In relation to lack of access during time on course] <i>"Lack of time to ask questions, gain support when necessary – not just in class or tutorials" (R12).</i>

Comments shared above related to lack of time to carry out further reading and thoughtful application of new skills. The comments did not appear to directly relate to lack of time for development of teaching practice as an element of their employment. It is likely that the trainee will prioritise that their work (teaching) requirements are met, rather than focusing on what they perceive as 'additional requirements' of the programme. These additional requirements will relate to the assessment demands of the programme. There is an understanding that they will still 'pass' the ITT programme without this, but they recognise the limiting features of this to make them a 'better' teacher.

This also links to the comments made regarding the ITT programme design. The programme's 'taught' content appears limiting and irrelevant because of the lack of meaningful assessment noted from the comments. The ITT programme is a generic programme and the subject-specific support and pedagogy rests heavily with the mentor and colleagues in the workplace. In its absence, learning is limited, as noted above in the descriptions of: "*Mixed cohort. Wanted Subject Specific support*" and "*Lack of resources to carry out an in-depth study or experimentation*". The results suggest that trainees have limited time for additional programme demands and that programme content and assessment is not always considered meaningful. In addition, the generic nature of the programme without additional subject input, hinders development and challenge. ITT for post 16yrs is a generic programme offered to a diverse population of subject teachers. Crawley (2015), suggests that a review of a single FE college prospectus could identify up to 200 subject specialisms. This gives the breadth of specialism that the trainee on in-service, post16yrs ITT may have and the generic ITT programme needs to support.

4.2.1.21 Question 8: Additional comments

Q8: Bearing in mind that I am trying to find out what are the particular points/times in teacher training where your understanding or perception are challenged and changed, please feel free to note below any significant points that you have not already noted and feel are relevant

I was concerned that the questionnaire might restrict respondents in expressing freely any points they may have in relation to their change journey. Question 8 was asked to differentiate the questionnaire, allowing respondents to add their own comments if they wished to do so. Half of the respondents (10), responded with comments. The comments received indicated two significant and interrelating themes in relation to change of the trainee's own 'self' and the impact of the 'workplace'.

When commenting about change in one's perception of self as the teacher, timeliness and readiness were apparent in the trainees' responses. Two respondents,

commenting on a shift in their self-belief to perform in the workplace, signal that it became apparent in their second year. One respondent commented:

[In relation to timeliness and readiness] *“There was a definitely a shift at the beginning of the second year. I think before this time I was a little like a rabbit in headlights and was struggling with time constraints, having to develop a new way of thinking and learning e.g., reflection and getting used to being observed regularly. To be honest my initial feeling was that it was a bit of a box-ticking exercise. However, I now welcome and enjoy being observed and receiving feedback. I can feel myself developing as a teacher and recognise my own weaknesses. I recognise teaching to be a professional skill which takes time and practice to master” (R16).*

One of the ‘new ways of thinking,’ expressed in the comment above, is that reflection appears to have shifted from a learnt behaviour and compliance requirement of the ITT programme to one of natural enquiry and problem solving of an issue/weakness resulting in change. There is a shift from habitual to critical reflection (Krember et al. 2008), expressed here. The recognition that expertise takes time and practice to achieve is also clearly evident in another comment:

[In relation to time] *“For me, the midpoint of the second year was a tipping point. I noticed a shift in my perception and ability. I also felt I had enough experience (although still limited in the grand scheme of things), to be able to make the necessary changes” (R9).*

A shift in the self as teacher was experienced a little earlier for one respondent:

“The ‘reality’ of teaching FE became apparent approximately three months into the course, when it became clear that I was more suited to teaching at access level and above rather than BTEC due to different motivations of students” (R4).

Although in a shorter period, there was still a recognition that exposure to practice is required to facilitate change. The shift in recognition of being a ‘trained teacher’ may give the self-belief and confidence in that role or identity:

[In relation to starting job as trained teacher] *“A change was made when I began working as I suddenly had more workload and responsibilities – suddenly I slipped into the role I have been trying to achieve whilst on placement” (R12).*

The affirmation by others of employment as a trained teacher role and its additional responsibilities, appears to have confirmed the right of this trainee to own their teacher identity (Gee, 2000). On an in-service programme the trainee is working as a teacher and whilst a member of the ITT programme or community, they appear to have felt on the periphery of the workplace community until qualified. The liminality (Cook and Sather and Alter, 2011), of expert in their field but newcomer to the workplace prevented the trainee from constructing their teacher identity in practice (Lave, 1996). The trainee appears to have remained a newcomer more than engaging in legitimate peripheral participation in the workplace community, inhibiting the adoption of their teacher identity (Lave and Wenger, 1991). When considering full membership of a community of practice, such as the workplace, Meacham, Castor and Felten and Peter (2013) suggests it is not about how much time is spent in the community, but how that time is spent. With that in mind, this trainee appeared to now be engaging in responsibilities that provided membership, affirmed by others.

In relation to the interrelation of themes of the self and the workplace, one respondent, after a health issue, commented on both:

[After a period of illness] *“This has resulted in a lot of soul-searching and thought about how I teach; would I be able to continue with my chosen track, and how will I cope with this situation? I had very strong support from my wife, family and friends and when I returned to work and the course, from colleagues and tutors. I have had to reflect very deeply on how I relate my accident to people and to also use it for good. This disappeared quickly in the live classroom with my students who were inquisitive about the injury, the resulting operation and recovery. They assisted me with minor tool operations, and this increased their participation in the practical elements of the course” (R14).*

The support of the workplace in the trainee's shift in perception and understanding is evident here to strengthen the self-belief of the trainee after such a life-changing event.

In relation to the 'workplace', a trainee commented about a curriculum event that reshaped their belief in the role:

[After organising a theatre trip for the trainee's students] *"It filled me with immense pride and love and provided me with such clarity for why I have embarked on this teacher training course"* (R10). This was the trainee teacher whose prior perception had been shaped significantly by her own teachers, using words such as 'inspired' when thinking about them.

4.2.2 Summary of Findings from Questionnaire

The trainee undergoes a perspective transformation in what they originally perceived as the role of the teacher. That change is situated within both the outer and inner roles perceived by the trainee and presented in Figure 13 previously. The embracing of both inner and outer roles as the overall role of the teacher was, as a shift, noted. Their original perspective is drawn from their experience as an educator or co-educator or how they were taught. The role of the teacher is now perceived as more inclusive, and student-centered and embraces both the inner and outer roles of the teacher as depicted in Figure 13. The shift in the trainees recognising their student as an individual, with a voice and the right to develop their autonomy is evident. The transformative process for the trainees is not epochal but a gradual process, with greater self-awareness of themselves as teachers, in the latter stages of training. The trainees draw on independent and collective reflection and discourse with others, particularly post-teaching practice, to reconcile any dilemma that presents. There are pressures of performativity in the workplace, requiring mediation by the trainee, and with others, to navigate. The time afforded to engage in the perceived two aspects of their ITT learning environment of the course and workplace is problematic and the two aspects are not in overall alignment with each other.

Although the research never claimed high generalisability, the representativeness of the case study is apparent when describing the demographics and characteristics of the case in Chapter 4, Section 4.2.2. The findings presented in Chapter 4, Sections 4.2.3 and 4.3.2 did not present significant variation from any particular workplace, ITT programme or differing individual characteristics.

Section 1 of Part 1 of this Chapter 4, Findings and Discussion, has presented data gathered from the questionnaire administered to participants in Case 1. Section 2 now presents the data gathered from the focus group interviews with the trainee teachers. Part 2 will present data from Case 2. Finally, Part 3 will present my reflection and discussion of the overall, converged findings of Case 1 and 2.

The research question asked was:

From the trainee teachers' (in-service, post 16yrs) and teacher trainers' perspectives, what are the significant transformative experiences that inform transformation from trainee to early career teacher?

4.2.3 Section 2: Focus Group Interviews

4.2.3.1 Introduction to Focus Group Interviews

Three focus group interviews with trainee teachers in Case 1 were held. The natural grouping was to carry out the focus group interviews at the three sites of my case study. The institutions were two FE Colleges and one Adult Education College. I had previously met or spoken via telephone with the teacher trainers at the three sites, prompting an introduction and their support in setting up the focus group interviews with trainees. The organisation and management of the focus group interviews was discussed in Chapter 3, Section 3.3.4. The questionnaires provide data from the trainee teachers regarding their transformative journey to early career teacher, and the focus group interviews enrich these findings. The interrogation of the demographics, individual characteristics and ITT programme data in Part A of any questionnaire already received from some trainees, helped me gain some understanding of my research participants before I met them. I felt I had started to know the group and rapport was easily established to conduct the focus group interviews effectively.

The focus group interviews with the trainee teachers were initially planned to involve semi-structured questioning, though as explained in Chapter 3 Methodology, Section 3.3.4, in the event, I allowed for a more organic context with an openness and flexibility to allow discussion to inform my research question. It felt intuitively correct as the researcher to do this. This approach further supported my rapport by demonstrating my genuine interest in what participants had to say (Roller and Lavrakas, 2015). I saw my role as getting people talking by adopting a more facilitative role (Braun and Clarke, 2013; Bloor, Frankland, Thomas and Robson, 2001).

I took an inductive approach in my thematic analysis (Thomas, 2020; Braun and Clarke, 2013), as discussed in Chapter 3, Section 3.3.7, through initial familiarisation with the data, followed by coding and the recognition of emerging themes.

The findings are now presented.

4.2.3.2 Presentation of Findings from Trainee Teachers' Focus Group

Interviews

Chapter 3 Methodology, Section 3.3.4 previously shared the rationale for and response to the focus group interviews. To summarise, the three focus group interviews (one at each site of Case 1) had 19 trainees attend. This was 66% of the maximum number of trainees invited to the focus group interviews. In line with my convergent parallel design, discussed in Chapter 3 Methodology, Section 3.3.1, the responses of the trainees are presented as one case. The three focus groups ranged between 45 and 75 minutes each in duration. The semi-structured questions (see Appendix 3 for the original semi-structure interview guide), served to guide a more unstructured informant interview (Shenton, 2004).

I coded the data from the focus group interviews to identify 14 themes. Although the themes do not necessarily sit isolated from each other and some overlap occurs, Table 24 below gives an overview of the thematic analysis of the data from the focus group interviews of Case 1 and will be followed by an examination of each theme in turn. To discuss these themes, I have presented five areas:

1. Change in perception of the role of the teacher;
2. Reflection;
3. Discourse with others;
4. The ITT curriculum;
5. Barriers to change.

Table 24 Themes and Areas identified from Focus Groups of Trainee Teachers

Area	Themes identified
Change in Perception of the Role of the Teacher	<ol style="list-style-type: none"> 1. Less didactic as a teacher 2. Self-belief and self-recognition as a teacher supporting trainee confidence and voice of the trainee in their role/identity as a teacher
Reflection (including CIA)	<ol style="list-style-type: none"> 3. Need for scaffolded support to strengthen reflection 4. Reflection links closely to discourse with others 5. Critical incidents as a reflective activity not noted as significant
Discourse with others	<ol style="list-style-type: none"> 6. Trust in the relationships with others is important 7. Collective reflection strengthens reflection 8. A 'knowledgeable other' needed to support including course and workplace both informally and formally 9. Careful and skilled questioning by others supports and develops reflection 10. Trainees require mediation skills in the workplace 11. The meaningful feedback of practice by another is significant
The ITT Curriculum	<ol style="list-style-type: none"> 12. Knowledge when applied supports self-belief of the trainee as a teacher
Barriers	<ol style="list-style-type: none"> 13. Time available 14. Pressure of performativity

These five areas are now discussed.

4.2.3.3 Area 1: Change in the Prior Perception of the Role of the Teacher

Table 25 Change in Prior Perception (Extract of Table 23)

Area	Themes
Change in Perception of the Role of the Teacher	<ol style="list-style-type: none">1. Less didactic as a teacher2. Self-belief and self-recognition as a teacher supporting trainee confidence and voice of the trainee in their role/identity as a teacher

This area was shaped by the emergence of the two themes indicated in Table 25 above.

The focus group interview data suggests that the trainees' perception of role of the teacher had shifted for them during their ITT course. The role of the teacher can be synonymous with identity, with the teacher viewing and understanding themselves as a teacher by what they do in practice (Mockler, 2011; Beijaard, Verloop, and Vermunt, 2000), as they construct their identity in practice (Lave, 1996). There was an incoming perception of the trainee of 'knowing your subject' as being the backbone of being a teacher, with the teacher being the deliverer of knowledge to their students. This perception sits strongly within the Inner Role presented in Figure 13 previously. The following response particularly highlights the focus on the teacher and their knowledge as the important identifier of the role:

“When I first came here to teacher training that was the way I used to think perhaps that the onus was on the teacher. The knowledge came from the teacher and I know that’s definitely shifted since the start of my training”.

This appears to have arisen from the legacy of how the trainee themselves was taught, as they continued:

“When I was in education, I sat at my desk. We weren’t allowed to speak, so what it is here, from what I’ve learnt, is very different”.

This viewing of the teacher as the didactic and subject expert is not uncommon amongst early career teachers (Beijaard, Verloop, and Vermunt, 2000; Nykvist and

Mukherjee, 2016). Trainees recognise a change in that perception of the teacher being the expert to a more co-productive, reciprocal and facilitative role, for example:

“I’ve seen a change in the way I view myself and also how I view my learners and certainly the knowledge they can bring to a situation. I didn’t use to think like that”.

The last comment highlights the perspective shift from the role being solely situated in the Inner Role of the teacher as in Figure 13 to a more holistic view of both Inner and Outer Roles. For this trainee, they see the educational world with them in it and how they view that world (Jesson & Newman, 2004 cited in Calleja, 2014), alluding to the emancipatory characteristics of transformative learning that Mezirow (1985), signals.

The role of the teacher with greater emphasis on the student involvement is captured:

“The teacher was at the front but now things have changed, like, remarkably. We get our own students involved in self-learning”.

Although not in relation to the present ITT programme, one trainee acknowledged experiencing such a shift previously, during teacher training:

“In my previous life, that was very much the expert and telling people the information but I’d done a previous teaching course, I’d already had that bit explained to me so coming on this course wasn’t a shock as I was aware of it”.

This infers that the realisation had initially been ‘a shock’ although no longer experienced. This suggests that the shift in identity arising from development of the teachers’ pedagogical practices (Beijaard, Verloop and Vermunt, 2000), was sparked by experiences during the trainee’s prior or present ITT. The need to remain subject knowledgeable as the teacher was not forgotten, with one trainee suggesting:

“I agree [with shift in perception of role of teacher], but I think that the teacher is still the expert in the room but I think that the process of building knowledge is a building block so you can probably come in with the first building block but the students would add maybe two and three, you add four so you get there together”.

Once more, the teacher role, supported by more facilitative pedagogies, with learning planned in a co-productive manner with the students at its heart is expressed in the quote above. So, knowledge is not only seen as subject matter or didactic delivery (Beijaard, Verloop, and Vermunt, 2000), but also through the pedagogical practices of student engagement and more social constructivist approaches to teaching. This was succinctly expressed further by another trainee:

[In relation to pedagogy] *“I always thought that if you are really good in your subject and if you can actually share that knowledge, then you would be a good teacher, but there are so many other aspects and doing this course, I learnt a lot about it”.*

The qualitative, deeper learning (Brownlee et al, 2003), as the trainee develops as a person (Marton and Saljo, 2005), who teaches, is demonstrated in the previous comments above. Those comments illustrate the later phases in the transformative journey suggested by (Mezirow, 1994), of trying out of new roles and reintegrating them into one’s life. It captures the holistic engagement of both the Inner and Outer Roles of the teacher previously presented in Figure 13.

The need for careful planning to promote learning and a positive learning environment and not just the teacher ‘telling’ or ‘reprimanding’ to achieve desired behaviours for students’ learning was expressed:

“Getting the activities right and the ? right” [with recognition of such with] *“More impact than giving out discipline”.*

The empathetic tone of the above comment suggests a shift in the trainee’s affective and cognitive domains with knowledge and understanding of the planning process with resulting psychomotor application (Pugh, 2002; Singleton, 2015), in their teacher role.

The self-belief and self-recognition as a teacher had supported the trainees’ confidence to have a voice. In multiple responses, trainees suggested their journey from trainee to teacher was as a result of transformative experience across differing aspects of the ITT course, including discourse with others, theoretical input and

reflection. These inputs resulted in consciousness-raising, with self-belief as an equal professional and sense of belonging to a community of practice with associated freedom and emancipation. This shift in the role of the teacher is captured through multiple responses including:

[In relation to confidence] *“The knowledge (from the course) has given me the confidence that now I am an educator. It’s come from the experience and the sharing with my peers”.*

The sharing and subsequent discourse with peers allowed the ‘crafting out’ of ideas (Pugh and Girod, 2007), to gain confidence in the trainees’ actions. The trainees’ action was validated through communication with peers (Calleja, 2014), to support their perspective transformation:

[In relation to self-belief as the teacher] *“A year ago I used to feel like I’m playing teacher”.*

[In relation to self-belief as the teacher] *“At start of course [you] couldn’t count yourself as professional”.*

[In relation to self-belief as the teacher] *“I am proud of what I’ve done because I would never have thought after I was 15, 16 that I would get any more qualifications”.*

This comment reveals the journey of the trainee from ‘imposter’ to teacher. They did not initially self-identify as a teacher. They did not initially ‘see’ themselves in this world as a teacher but now recognise their situated identity of teacher (Irwin and Hramiak, 2010), and relate to that role with self-belief:

[In relation to having a voice from an informed position] *“I can relate to theories, I can back it up. You can put me in an argument and I can say xxxxx said this or this person said that and that’s why”.*

[In relation to having a voice from an informed position] *“I’ve got an army behind me, that army is knowledge. I can back it up”.*

The ‘voice’ heard in these comments suggests the emancipatory aspect of the transformative journey (Mezirow, 1978), supported by the new cognitive and deeper learning of the trainee to shape their ‘teacher person’. This is associated with later

dimensions of deeper learning (Marton and Saljo, 2003), and is transformative as trainees undergo a change from their previous persona or perception (Brownlee et al, 2003), of themselves. It is this that gives them the confidence to ‘have a voice’.

4.2.3.4 Area 2: Reflection (including CIA)

Table 26 Reflection (Extract of Table 23)

Area	Themes
Reflection (including CIA)	<ul style="list-style-type: none"> • Need for scaffolded support to strengthen reflection • Reflection links closely to discourse with others • Critical incidents as a reflective activity not noted as significant

This area was drawn from the emergence of three themes as indicated in Table 26 above.

The power of reflection to reshape the trainees’ self-identity was apparent, with trainees sharing and expressing this view as follows:

“Well it’s just through the reflections that we have to do when teacher training, erm, that process of reflection allows you to kind of, to do a reality check every now and then and it makes you assess where you’re at with things and I know that the way I look at myself now as a professional and as a teacher is different to how it was when I started”.

[Through reflection] *“I’ve seen a change in the way I view myself and also how I view my learners and certainly the knowledge they can bring to a situation. I didn’t use to think like that”.*

The enlightenment with resulting perspective transformation that reflection brings is evident here, involving emancipatory elements of freedom, growth and opportunity. The perspective of the trainee appears to be shaped by cognitive understanding, willingness to act and emotional engagement.

It is recognised that the demand for reflective writing supports the development of deeper reflection (Hegarty, 2011), and is a planned element of the ITT programme. There is theoretical input on the theory and practice of reflection with opportunities in assessment tasks to demonstrate this. Of course, the demonstration of reflection in written form, may be more a demonstration of reflective writing; however poor reflective writing may not be evidence of poor reflection. In relation to reflective writing as an aspect of the programme to promote reflection and change, trainees expressed this as follows:

“I think that has changed for me in that that I was always self-critical of myself. What’s changed for me is that my criticisms have now been levelled and actually got bit more of a framework to things and it’s not just destructive. It’s actually very constructive with the change I found.”

The scaffolding of explicit reflection is recognised here as required to guide the student to a successful outcome of action (Hegarty, 2011; Donaghy & Morss, 2000). The scaffolding may take the form of prompts in the assessment tasks or a reflective journal a trainee will be asked to complete. It avoids the self-laceration that may arise from merely thinking about what happened or what went wrong when practice is challenged (Pollard, 2005). The need for scaffolding to promote deeper reflection is echoed in one trainee’s comment:

“I think the modules where we had to do the dissertation on the assignments on reflection helped a lot because I found it most for me, the most fascinating essay we had ever done before and after because it was putting it on paper and really forcing you to reflect on your whole practice”.

Another trainee’s comment signals agreement here, but recognises that self-reflection is only part of it:

“Probably not totally [in relation to reflective writing], because I don’t think that’s part of people’s personality. You could never take that fully away, but it does level it”.

This comment reminds us that trainees will need to adopt a willingness for and active engagement in any transformation (Taylor and Cranton, 2012), and the willingness to engage cannot be taken for granted (Loughran, 2006).

A possible barrier to reflection caused by the formality of a reflective writing task was highlighted by one trainee: *“So for me writing it down formalises it a bit and that for me, feels a bit false and my mind doesn’t flow as well that way”*. This suggests more of a box-ticking exercise than learning through reflection, recognised as an issue of prescriptive reflection (Platt, 2014; Orland-Barak, 2005). However, the ‘forcing’ of reflection and its subsequent recording in some sort of journal appeared the stronger trainees’ voice with recognition for continuing the reflective process beyond only the demand to ‘pass the course’: *“Yeah, reflective journals are massively important even now like. I think I need to make more efforts to make even for myself, not for any education qualification purposes, just as a practitioner”*. The habitual demand for reflection appears to have led to greater understanding and promotion of critical reflection (Krember et al, 2008), to take the trainee beyond the edge of understanding to the growing edge that transformation seeks (Berger, 2014).

4.2.3.5 Area: Discourse with Others

Table 27 Discourse with Others (Extract of Table 23)

Area	Themes
Discourse with others	<ul style="list-style-type: none"> • Trust in the relationships with others is important • Collective reflection strengthens reflection • A ‘knowledgeable other’ needed to support including course and workplace both informally and formally • Careful and skilled questioning by others supports and develops reflection • Trainees require mediation skills in the workplace • The meaningful feedback of practice by another is significant

The discourse with others was identified as an area by bringing together six emerging themes as indicated in Table 27 above.

Reflection was highlighted as a successful solitary activity by only one trainee, as *“Really important to do it (reflection) on your own”*. However, there was significant

emphasis from other trainees that reflection with others was beneficial, receiving nonverbal group approval when shared in the focus group interview. That reflection may be of a formalised or informal nature and may situate itself in the workplace or in the classroom of the ITT course, reinforcing the alignment between workplace and course on in-service ITT. A collection of voices across the case study illustrated this:

“I put value on informal reflection which I never did before, like the reflection in the staff room, in the pub, that kind of...”

“I work things out through talking... always done it... my best thinking of how I really work out things is when I am talking, not actually when I’m on my own and writing”.

“I don’t think it’s curriculum, within the teaching training but it’s within the tutor and the peer group that you have to be able to discuss it. Perhaps I’m not very good at reflecting but talking to people is a form of reflecting so in a way having that feedback, but even just talking it through”.

“Always asked how we felt that day and what went on... sharing and through sort of ensuring, always asked how we felt that day and what went on that we were OK with it when we were at the course and what did we understand. It was sort of reflection in action”.

Comments expressed placed emphasis on the change of perception of their role and resultant identity, being as a result of discourse with others. The ‘others’ included peers on the programme, teacher trainers and those in the workplace including colleagues and mentors:

“I learnt a lot about it, especially from those from XX [place of work], you know they shared their experience”.

“I always thought that if you are really good in your subject and if you can actually share that knowledge then you would be a good teacher, but there are so many other aspects and doing this course I learnt a lot about it, especially those from XX [place of work], you know they shared their experiences and that I’ve never really known much about that area”.

“[What] helped me the most is the group that we have and how we will discuss things as a group, so open and able to share problems, achievement,

difficulties. You know you go through the highs and lows of the course and for me that's what has benefited my teaching".

"I've been using ideas from Matt and other people on the course to help... because I have a difficult group at the moment".

"It might be a personal thing but I work things out through talking... you're working it out for yourself".

"It's having someone to sort of just prompt me with the right questions".

With the nonverbal agreement of others in the group, there was emphasis that the other person needs to be *"someone you can trust."* Trust is recognised as a defining characteristic of the mentoring context (Wilson and Patent, 2011), and the need for establishment of trust involving the multiple agents of mentor, tutor, peer and colleague in the context of ITT is evident. Tutors of the ITT programme place trust by extension (Wilson and Patent, 2011), to others, particularly to the mentors of the trainees in the workplace. As a significant contributor to the transformative experiences of the trainee, the need for a triangulation of trust between the tutor and the mentor is highlighted.

The support of others within the workplace environment appears to go beyond immediate colleagues and mentor but also to management, as expressed by one trainee:

"Doing this [the ITT Course] you realise you need the support of your peers and also management and if you don't have that then things can get really tricky.

"[An] aspect of TL which is not just how to work with your students but how to manage your managers".

The significance of the effective and supportive role of 'management' in workplace learning is recalled here (Li, Brake, Champion, Fuller, Gabel and Hatcher-Busch, 2008). The call for skills to mediate the workplace and learn with others including management appears evident. This trainee responses at the time, received strong murmurings of agreement from other trainees, when asked if support to build

relationships for learning in the workplace is something that should be included in ITT. This elicited a unanimous “yes” from trainees. In-service ITT demands that the trainee is working as a teacher and usually as an employee member of workforce. With the trainees’ learning situated in the workplace, their trainee role may be sidelined within a more restricted environment, as the employer seeks productivity and performance in their employee role (Fuller and Unwin, 2003). The alignment of the ‘learner’ and ‘expert’ identities of the trainee may bring issues, with the trainee needing to mediate working relationships in the workplace from their cross-boundary position (Lave and Wenger, 1991). These skills are required for the trainee teacher to respond to the competing interests and values of the workplace (Hagar, 2004), whilst training. The establishing of new roles and the renegotiating of roles and relationships are later phases in the transformative journey (Mezirow, 1994).

On ITT, the development of practice is driven by teaching observations as part of the programme. In addition, this forms part of the assessment framework of the programme. In the focus group interviews, there was a unanimous murmuring of agreement when a trainee suggested that feedback from observation and the resulting discourse made the biggest shift in how they viewed their practice. Feedback from the ‘other’ person is offered to give a differing perspective and is trigger for reflection by the trainee. Feedback may be from the tutor or mentor. In addition, the trainee is asked to write a reflection on the lesson. The trainees’ personal reflection can be before, during or after feedback. A trainee’s comment: *“it’s having someone to sort of just prompt me with the right questions”*, highlights the need for supportive and guided reflection to enable the trainee to engage in meaningful reflection for change. Value was given to the dialogic aspect of feedback more than the monologic ‘telling’ of what the observer saw:

“It’s a two-way discussion and its not on the observer telling you what he thought. It’s you responding to the observer on what he’s observed. So it’s very constructive.”

This highlights the value of skillful discourse to trigger thought and support self-critique. With careful questioning as part of feedback more than ‘just telling’, the impact and outcome of feedback is maximised:

“Been given questions [in feedback] to promote reflection which, eh, actually in the end contributed to the feedback if that makes sense?”

The feedback allows and prompts the trainee to view practice from the perspective of another:

“Looking at putting ourselves in the other person’s viewpoint has been very good with that, with helping transformation because you actually understand where they are at better, trying to put yourself in their shoes and that’s part of the theories we’ve been taught or shown”.

In the above comment, the value of the ‘feedbacker’ explicitly linking to theory in practice is also acknowledged as a worthy part of feedback. In addition, it highlights the Vygotskian characteristic of learning together with the more knowledgeable other. On in-service ITT, there is a reliance on and to a degree, an assumption that, the mentor will be the more knowledgeable other in the workplace element of the programme, though there is no mechanism to ensure theory, including subject specific theory, is highlighted and raised with mentors for its inclusion in the feedback event.

4.2.3.6 Area: ITT Curriculum Content (taught aspect)

Table 28 Curriculum Content (Extract of Table 23)

Area	Themes
The ITT Curriculum	<ul style="list-style-type: none"> • Knowledge when applied supports self-belief of the trainee as a teacher

Although there was acknowledgment of the role the ‘taught’ aspect of the course played in supporting the transition to becoming a teacher, this rarely strayed from the idea that knowledge acquisition occurred in the context of others:

[In relation to the taught aspect of the course] *“Sharing the experiences by everybody and then relating them to the theories.....very useful.”*

The desire to locate theory to specific practice in the workplace was highlighted:

“Looking at putting ourselves in the other person’s viewpoint (their students), has been very good with that, with helping transformation because you actually understand where they are at better, trying to put yourself in their shoes and that’s part of the theories we’ve been taught or shown”.

Theories taught on the programme did not just focus on the theories of learning associated with the students the trainees taught, but the theory of reflection too:

“Some of theories resonated with me and I know the work of Donald Schon [trainee verbal reference to Schon, D], really kind of hit home with me because... I have learnt to become very adaptable... things come up, and [I] use them as like a learning opportunity. I didn’t use to think of reflection like that so I suppose that my outlook on reflection has changed as well”.

When asked if reflective theory gave a framework for reflection with the trainees’ realisation of what its outcome was, trainees agreed with verbal approval/nodding and the comment, “yes *definitely*”, was met with strong approval. It appears that the theoretical framework gave substance: “*I’ve always done it before but more developed now*”.

The theoretical aspect of the programme appears to allow trainees to reconstruct practice in an informed way, demonstrated as follows:

“I think where teacher training has helped me is that it’s now given me a bank of tools or a bank of resources up here in my head, sorry, that I can then go and use and change it. Whereas I think at the beginning of the course I would have gone OK, so that went really bad but I don’t know what to do about it.”

The trainees express that their change in practice, and their realisation of it, is informed by knowledge and understanding from the course. The scaffolding by relooking at an event with others through a cognitive lens is needed to foster the transformative experience (Pugh, 2011). This expansion of perception results in change of teacher behaviour with added experiential value (Pugh, 2011), for the trainees.

4.2.3.7 Area: Barriers to Change

Table 29 Barriers (Extract of Table 23)

Area	Themes
Barriers	<ul style="list-style-type: none">• Time available• Pressure of performativity

Two themes emerged from the focus group interviews that are aligned to this area and detailed in Table 29 above.

Trainees responded to prompts regarding any issues or barriers that hindered their shift or change with the demands of performativity in their role:

“I think there’s a tremendous pressure on teachers now to get results and that is hindering the process to the extent where in some cases management are telling the teacher you must get results and if that changes the process so be it”.

This trainee’s response clearly offers limitations to explore their practice at risk of ‘losing’ the results of their students. This clearly hit home with a trainee teacher of students with special educational needs:

“You’ve got this individual who is paying thousands of pounds to come to this setting and they’re leaving with a package that could have potentially have been achieved before they came. What the organisation and like the management don’t recognise is the nitty-gritty little developments that she (the student) would have made. You know, she’s got autism, she finds it very hard to communicate in any form, she finds social interactions difficult”.

The trainee’s performance appears to be measured only by their student’s achievement of measurable and publicly affirmed learning e.g., certification. A trainee continued:

“The curriculum doesn’t have this level of low-level academic continuum where they can actually track these tiny little steps which are so meaningful for the individual, but me as a lecturer, that’s what I’m struggling with because I can’t, yeah”.

This performance aspect may be linked to a measurement process that opens the next door for their student, followed up in the response of another trainee:

“How are you going to get this individual to be moving onto these community places (the expected destination), yet she can’t even manage to be in a class of people she knows”.

Success, throughout the trainees’ workplace, was measured by ‘public results’. One trainee with agreement of others said:

“It’s numbers its data, pushing pressure on me”.

There is an apparent tone of dishonesty in the organisation’s message to the trainee:

“We are told it’s about student-centered learning but it’s not. From the top down its about pressures of results, it’s about figures.”

There is an appearance of freedom for the trainee teacher to respond to their students’ needs but in reality, there is not. The trainees suggested that as those in management become senior, this corresponded to a loss of empathy with the students and practice:

“What I see as the main issue of that is the further up throughout management you get the further away from the process you get and the people... but its naturally gonna happen and I don’t agree with [it] but that’s the process of the situation”.

Trainees were conscious of their practice being viewed and ‘judged’ by others without consideration of their rationale for practice:

“There’s a lot of staff in the room but I am having my session to my students but to the staff at the same time they don’t understand why I am doing it”.

This conflict with others who belong to the same community of practice brings tension:

*“In the last eight months I guess I’ve experienced a high amount of staff who I don’t believe, how do I word this, who [trailed off as interrupted by another]...
“Aren’t on the same journey as you”.*

There was an overall affirmation of this by others and a further response as follows:

“Yeah. Who aren’t as motivated and as enthusiastic”.

Trainees are seeking to join this community of practice but recognise that they are different. They appear to be resilient in their approach but in seeking to join the 'group', recognise the differences. They are situated on the borderline of identity (Alsup, 2013), and experience a disorienting dilemma (Mezirow, 1978), as they seek full membership of their CoP (Lave and Wenger, 1991).

Teachers, including trainees, are often graded by their employer and the ITT course tutor/mentor on their performance in the classroom. The safe and supported environment to foster the communicative action of transformation (Mezirow, 2012), and earlier data suggest that if feedback from observation is in a collegial, supportive and guided fashion to promote reflection, it is useful. However, grading may inhibit this process, echoed thus:

"Mechanistic system of attach[ing] a number to someone's ability".

"Subjective by nature".

"Doesn't make an impact on how the lesson went".

An air of distrust was even suggested with the comment: *"usually an agenda"*.

The need for trust has already been established in relation to others supporting trainees and was further emphasised by:

"Getting use[d] to someone coming to observe. Had real difficulties getting used to having somebody in the classroom".

The concerns shared by the trainees of potentially hidden agendas and mistrust are characteristic of the outcome that performativity brings (Ball, 2003). A trainee suggested:

"Good to have one at least on programme that wasn't grade[d] and you purely got feedback", suggesting the distortion of feedback following observation when graded.

In relation to the growing need for results and surveillance through teacher observations, Wilkins, Busher, Kakos, Mohamed and Smith, (2012, p. 67), recognise that the development of the new role or identity of the teacher is "wrapped up in a

complex relationship with their *own* performance as well as the performance of their students". There may be a loss of autonomy or freedom to explore potential or creativity as the trainee seeks to adopt the defined expectations of their workplace (Wilkins, Busher, Kakos, Mohamed and Smith, 2011).

Part 1 of this Chapter 4, Findings and Discussion, presented the findings of Case 1 in relation to the questionnaires and focus group interviews held with trainee teachers and now shares the data and findings of Case 2, the 1:1 interviews with teacher trainers.

4.3 Part 2: Case 2

4.3.1 Introduction to Teacher Trainers' Interviews

Chapter 3 Methodology, Section 3.3.4., previously shared the rationale for and purpose of the 1:1 interviews with teacher trainers. To summarise, I interviewed the teacher trainer at each of the three sites of the case study. The data from the informal 1:1, unstructured, open-ended interviews (Creswell, 2007), was used as another lens and perspective on the issue (Baxter and Jack, 2008), and to verify and amplify the responses of the trainees in Case 1. It was captured on audio with interview notes. I chose an unstructured approach to allow a more intimate conversation (Robson, 2002), with the trainers as co-equals in a discussion. I had previously met or spoken via telephone with the teacher trainers, by way of introduction for their 1:1 interviews. The interviews were carried out at the teacher trainers' place of work or a place of their choice at a time most convenient to them. I did not set a 'time-limit' as such but asked the teacher trainers to allocate 60 minutes in their diary. The unstructured interview was framed by five considerations that I planned to verify and use to amplify the responses of the trainees:

1. Did they feel the trainees underwent some form of transformation?
2. The key contributions of the programme that supported the transformative journey of the trainee;
3. The role of the mentor;
4. Any suggestions to strengthen the transformative journey;
5. Any personal case studies of transformative learning.

This section will share the findings drawn from the data collected. The 12 themes identified are presented in Table 30 below and grouped into five areas. Each area in Table 30 will be presented in turn.

Table 30 Areas and Themes Identified from 1:1 Interviews with Teacher Trainers

Area	Themes
Change in Perception of the Role of the Teacher	1. Self-belief and self-recognition as a teacher
Reflection (including CIA)	2. Value of supported written reflection
Discourse with others	3. Skillful feedback is needed to support and challenge the trainee 4. Significance of the workplace 5. Impact of the peer group on the course is significant
The ITT Curriculum	6. Should offer an opportunity to recognise change or confidence growth 7. Should follow a more supervisory model of support 8. Recognition of likely events to challenge the trainee 9. More likely to support students if teacher trainer undergone some transformative learning themselves 10. Readiness as trainees mature/progress through programme
Barriers	11. Time available 12. Pressure on other life events due to the empowering of the trainee

4.3.2 Section 2: Teacher Trainers' 1:1 Interviews

4.3.2.1 Area 1: Change in the Perception of the Role of the Teacher

Table 31 Change in Perception (Extract of Table 30)

Area	Themes
Change in Perception of the Role of the Teacher	<ul style="list-style-type: none"> • Self-belief and self-recognition as a teacher

The discussion was prompted by asking the trainers if they felt the trainees underwent some form of transformation during their ITT. There was a consensus among the teacher trainers that the trainee underwent some form of change as a result of their ITT in relation to how they viewed their professional and personal identity. The term '*absolutely*' (when asked if they felt trainees undergo change), was used by one trainer to emphatically stress this. They voiced how this change influenced future behaviours and aspirations in relation to the trainees' professional and personal life. In relation to professional development, one trainer voiced simply and affirmatively that:

"[Trainees], they notice that the learning has made a difference in their attitude and maybe to their career. Come to tell you that they have done something with what they've learnt or their confidence has built up, and it's happened a lot of times".

A trainer felt that the transformation was evident when self-belief is strengthened or "*activated again by doing this course*" [in relation to a trainee who was an experienced but unqualified teacher]. One of the trainers gave examples of this:

"One person on the teacher training course, I sent round an advert from China for teaching in China to all of the trainees, and she is just flying because she has got so much confidence that you know, I would say it has transformed her life. I think that this has given her the confidence and the knowledge, and I think that she's a little bit surprised that she's got the job and she's going to China".

Following on from the comment, when asked if the trainee's own self-belief had shifted, the trainer was emphatic – "Yes".

One of the trainers made the point that readiness to engage in change was a prerequisite of transformative learning when discussing trainees' change:

"The trainee's characteristics of openness and honesty were required if they were to respond to transformative moments".

Trainers recognised that the personal shift undergone by the trainee may result in significant and difficult challenges, with one trainer expressing:

“I have had to handle situations where learning has transformed somebody’s thoughts about themselves to a point where, unfortunately it’s given pressure to relationships and things like that” and “Or cultural demands and I see that as being a result of them [the trainee] changing their perceptions about who they are, what they’re about, what they can offer and unfortunately maybe the fallout from that has been really quite traumatic”.

The notion of the emancipatory elements of perspective change appears evident here with the critical conscientisation that Freire (1996), speaks of, with new action as a result of reflection and the reintegration in to life on the basis of one’s ‘new’ perspective (Mezirow, 1978).

4.3.2.2 Area 2: Reflection

Table 32 Reflection (Extract of Table 30)

Area	Themes
Reflection (including CIA)	<ul style="list-style-type: none"> • Value of supported, written reflection

The discussion was prompted by asking the trainers about key contributions of the programme that supported the transformative journey of the trainee. All three trainers responded emphatically when I asked if reflection does contribute to this: “Yes, *absolutely fundamental*” and “*Yeah, absolutely*”. One trainer recognised that their own value of reflection had increased as a vehicle for change and added:

“I think one of the things that actually I’ve learnt more than anything that I value is reflection, erm, and I think increasingly year-on-year I probably increase the degree of reflection I encourage my trainees to undertake”.

When particularly questioned about the role of written reflection, a trainer felt that: “*Their sentences sort of spring out at you*” [as she reached for a trainee’s reflective journal]. Although recognising the procedural element of a written reflective log, one trainer said:

“In terms of a slightly more procedural way, we do encourage them to keep reflective journals, erm, and therefore often within one session by the end of that session, we will have picked up on one or two areas they might want to take away and reflect on specifically”.

This trainer made it: *“an habitual part of any session. So there’s a lot of discussion, there’s a lot of encouraging people to share experiences, to question one another.”*

Here the trainer, after the interviews had finished, added the acknowledgement that reflection is encouraged with others on the course during class with the individual logging of the reflection within the trainee’s reflective log.

From an assessment point of view, Baldwin (1991); Hubbs and Brand (2010), suggest that the written reflective log helps the tutor to walk over the bridge from the trainees’ inner thoughts to their actions and make an assessment, in line with the ITT programme criteria, of the trainee’s reflection capabilities. The *“springing out of sentences”* that the trainer spoke about when referring to the trainees’ journals, is the sharing of the challenge to the trainees’ prior patterns of thinking, resulting in a perspective transformation (Boud, 2001). One trainer compared their own training which was absent of reflective writing and offered:

“Yeah, I think it’s good to capture it [trainee’s reflection], because I have no idea really what I thought when I did my training. I was extremely self-critical of my own teaching and felt that I could never teach properly again. Written feedback encourages every single person to frame it [the incident or reflection], in a such a way, that that person is not going to feel inadequate but an incentive really to improve”.

One trainer remarked on the role of the mentor in the workplace to foster reflection:

“We don’t have, erm, it’s almost like we don’t have a requirement on the nature of the practice as a mentor”.

This comment was made spontaneously when discussing reflection. I understood the trainer meant that there is no requirement for the mentor’s quality of practice to foster

reflection. Anecdotally, the trainer felt some mentors challenged trainees' perspective with skillful questioning but without evidence to support that thought, clarified this:

"I suppose it's only to the extent that [pause], probably that I have a judgement as to how much any mentor really supports that reflective element. I would like to think that lots of them do lots of the time, but I couldn't actually hand on heart say that".

4.3.2.3 Area 3: Discourse with Others

Table 33 Discourse with Others (Extract of Table 30)

Area	Themes
Discourse with others	<ul style="list-style-type: none"> • Skillful feedback is needed to support and challenge the trainee • Significance of the workplace • Impact of the peer group on the course is significant

Three themes emerged that are grouped to this area and noted in Table 33 above.

The discussion continued, prompted by asking the trainers about key contributions of the programme that supported the transformative journey of the trainee. I asked if discourse with others played a role in supporting the transition of change. Trainers all agreed feedback was a significant driver of change for the trainee, e.g.: "[a] *trigger* [for trainee's change] *was the feedback*". The relationship was of great importance during this discourse and one trainer shared an incident in which they needed to change a trainee's tutor to ensure a successful relationship:

"Placed with another tutor and who was urging her on, giving her confidence".

This highlights the importance of a safe environment for discourse (Mezirow, 2012). When asked if the relationship was built on rapport, the trainer responded:

"It's a bit more than that in her case, I think it is tremendous empathy with the students."

The trainer also emphasised their thought that the role of tutor on the course was to: *"challenge them and encourage them"*.

Again, the comment of the tutor about ‘challenging the trainees’ supports the need to foster a safe environment with the tutor demonstrating the ability to offer informed and objective feedback to promote a rational consensus with the trainee (Mezirow, 2012). It is rooted in “patience, kindness, courage, civility and respect” (Wang, 2019, p. 241).

When further prompted about the key contributions to support transformative learning, trainers also recognised the impact the trainees’ peers have on their development and freedom to challenge themselves safely. A trainer remarked:

“A lot of TL [Transformative Learning] is accompanied by confidence building and confidence that comes with feeling that you’ve achieved something and encouragement from your tutors and your peers, particularly peers I think are quite important for TL”.

When asked what the peer’s impact on the trainee was, the trainer suggested:

“Because they kind of validate what you’re [the trainee], doing, so it’s not just the teachers saying it. Much camaraderie and support between the class. They buddy each other”.

Continuing with my prompts about the contributory factors to fostering transformative learning, the workplace of the trainee was also acknowledged as a driver for trainees to make change. The significance of learning ‘on the job’ and the part it plays or not in the opportunity for trainees to grow and develop was shared. All trainers felt the workplace was an important factor, e.g.: *“I think it is really influential”*. The learning by participation in their workplace (Lave and Wenger, 1991), expressed by the trainers, positions the workplace as inextricably linked to the trainees’ learning (Stern and Somerlad, 1999; Lee et al, 2004).

4.3.2.4 Area 4: The ITT Curriculum

Table 34 The ITT Curriculum (Extract of Table 30)

Area	Themes
The ITT Curriculum	<ul style="list-style-type: none">• Should offer an opportunity to recognise change or confidence growth• Should follow a more supervisory model of support• Recognition of likely events to challenge the trainee• More likely to support students if teacher trainer undergone some transformative learning themselves• Readiness as trainees mature/progress through programme

Five emerging themes are positioned in this area and noted in Table 34 above.

The points shared by the trainers followed my continued questioning about key contributions of the programme that supported the transformative journey of the trainee. The discussion took the direction of asking how the ITT course supported the changes the trainees appear to undergo as they take on their teacher role. When asked about reflection as a prescribed and assessed element of the ITT course, one trainer responded that:

“Those are the questions that we are constantly raising session-by-session – you know, in terms of keep asking the trainees to look at, not just what they’ve done or how they’ve done it, but why they’ve done it”.

This trainer also spontaneously related this to the professional standards that frame the ITT course:

“The whole concept of the first professional standards about being reflective is one that constantly, is brought up”.

This led to further discussion about the involvement of the professional standards within the course and the extension of their further consideration to the workplace aspect of the course. When asked if there is explicit recognition of professional

standards by the workplace, all trainers were hesitant and unsure with one trainer remarking:

“I would imagine it is really varied” and “we don’t really have a handle on that”
[the embedding of professional standards in the workplace].

The discussion continued to focus on ways that the ITT course can foster a transformative journey. One trainer felt that the ITT course should:

“Replicate something like social work training and things like that, or supervision. [When asked what the benefit of this would be, they felt that it] “would support the trainee more during the troublesome part of their learning and prevent them dropping out.”

This suggested that the trainers should show an awareness of the likely points in ITT when the journey for the trainee is likely to be more troublesome as they undergo change. This refers to the telos of change suggested by Lave (1996). If those inflammatory points of troublesome learning (Perkins, 1999), or disorienting dilemma (Mezirow, 1978), are predicated and shared, this might offer reassurance to the trainee to embrace their transformative experiences. Although transformation remains an individual phenomenon, the experience and empathy of the trainer can identify those inflammatory points in training and offer greater support. The need for greater ‘supervision’ was highlighted but the trainer emphasised that at present: *“The teacher [the teacher trainer] doesn’t have enough time to spend”*. The trainer is echoing the same barrier of heightened performativity in the workplace influencing the process of learning.

A trainer thought that recognising change driven by confidence building is absent in ITT and a trainer offered that:

“It occurs to me – a tool called ‘catching confidence’ where basically rating confidence [is] needed”.

Here the trainer was suggesting that by recording the growing confidence by the student, it would explicitly demonstrate the ‘confidence growth’ to the trainee. In doing

so, it would provide further confidence to the trainee to 'see' themselves seeing the world (Jesson and Newman, cited in Calleja, 2014).

In addition, this trainer felt that greater emphasis should be placed on a problem-solving approach if transformative learning was to be fostered:

“Freire promoted a problem-solving approach and that is useful for teachers”.

In line with the explicit recording and recognition of confidence building previously mentioned, this trainer wanted to explicitly encourage a critical consciousness of the trainee, though did not offer further elaboration except the need to promote greater problem-solving on the course. The interview did not challenge this comment further.

Readiness

Trainers shared thoughts about the readiness of the trainee to change. It was raised by a trainer that a readiness to change is required and that from their experience, many trainees come on the programme at a time of transition in their life:

“Often timely at a point of transition when [they] come on course. This transition may be professional or personal”.

A trainer remarked that the characteristics of the trainee in their readiness to change was important:

“It’s the ones that are honest with themselves and open with themselves”.

Agreeing with Loughran (2006), the trainer recognised that this characteristic may not be naturally present and cannot be taken for granted, but the development of reflection throughout the course may develop the commitment (Cranton and Taylor, 2012), and active engagement (Mezirow, (1990), to engage in a transformative journey.

The Prior Experience of the Trainer

When prompted, trainers offered the thought that the prior experience of the teacher trainer was influential in the encouragement and support of transformation of the trainees, with one trainer suggesting:

“More likely to promote transformation if undergone oneself, grappled with something. Yes, absolutely”.

Another trainer remarked:

“I recognise that people are going through that stage. I always feel I can step in and say it’s all right, it’s part of the process. Having been through it yourself, you can then lend support”.

The trainers felt that the skills of the tutor in managing troubled trainees are vital with one trainer suggesting:

“I think it’s a valuable skill to have some background in counselling”.

Cranton (2006), talks of the need for educators, though not specifically teacher educators, to have an awareness of oneself as an educator. With that consideration, trainers shared incidents where they recognised a change in how they viewed themselves:

“Own transformative through training to become an advocate for refugees [whilst studying]..... not advocate, it’s not quite the right word but I, you know, to speak on their behalf. Got the college to recognise that fact they had no money and to have free courses for refugees”.

This relates to the transformative outcomes referred to in the ‘pedagogy of the privileged’ of recognising the role of educators to influence ‘privileged’ others, in this case management, to recognise the social injustice of the situation (Curry-Stevens, 2007), and make change. It is the product of the cumulative effect of transformative learning to drive social change within an organisation. One trainer clearly replicated their experiences of receiving confidence building and encouragement from another to move beyond their present ability to challenge themselves and progress their own career with one of their own trainees by suggesting:

“Got him [one of the trainees], to write up a seminar and their career went from there. Self-belief he could do it”.

Another trainer felt there were considerable times of transformation for them with an emphasis on the involvement of others. The trainer recognised the same shift in the perception of the teacher that the trainees had shared:

“There was a real awakening when I went to teacher training college and went on teaching practice to find that actually schools weren’t the same as the one I’d been to. It made me I suppose, appreciate the range of diversity within the educational establishment”.

This trainer recognised the trust required in the relationship with others and positioned the term ‘respect’ as being synonymous with trust:

“I don’t think you can respect somebody unless you have trust for them”.

To confirm this, they shared an experience relating to what a trainee had said:

“I was talking to her [the trainee], on the phone and one of the things she said that for her, for a teacher there needs to be a degree of integrity about them and erm, as somebody sort of learning a trade herself, unless she has respect in that believing that the trainer was really good at what they did, she doesn’t think that is of value”.

This suggests that trust is a professional trust drawn from the associated competency and professionalism of the trainer. The trust is important for the trainee to feel they are in the ‘safe hands’ of the trainer.

4.3.2.5 Area 5: Barriers

Table 35 Barriers (Extract of Table 30)

Area	Themes
Barriers	<ul style="list-style-type: none">• Time available• Pressure on other life events due to the empowering of the trainee

The final part of the discussion reflected on the barriers that present in relation to change for the trainee; these are highlighted in two emerging themes (see Table 35).

Issues in relation time and personal situations, were raised:

[When asked about time constraints] “Yes.” This also related to cultural aspects: *“Obligations from home about having to fulfil, she is Asian, her obligations as an Asian housewife”*. When asked if cultural issues were common, *“Yes, I have had to handle situations where learning has transformed somebody’s thoughts about themselves to a point where, unfortunately it’s given pressure to relationships and things like that”*. In addition, *“Or cultural demands and I see that as being a result of them (the trainee) changing their perceptions about who they are, what they’re about, what they can offer and unfortunately maybe the fallout from that has been really quite traumatic”*.

All the trainers suggested that the time to engage with the ITT course presents an issue when other demands of time are present for the trainee, e.g.:

“The trainee didn’t have the time because she had a very, very young family and she was really suffering because she was trying to do the assignments and look after her family”.

4.4 Summary of Findings from Focus Group, Case 1 and 1:1 Interviews, Case 2

Evidence from the trainees and teacher trainers is that a perspective transformation in what the trainees originally perceive as the inner and outer roles (see Figure 13) of the teacher changed during ITT. This shift aligns with the trainees' confidence building and informed practice. The significance of the workplace is evident as a place of learning with resulting transformation, both informally and formally. Trainees draw on independent and collaborative reflection and discourse to support their transformative journey, though confined by the pressures of performativity in the workplace. Their practice is the strongest critical incident to trigger reflection and seek support from others. The heightened performativity in the workplace led to some disillusionment for the trainees when reflecting on their role as teacher. Teacher trainers presented a unanimous voice in that trainees undergo a transformative journey during their ITT in becoming a teacher.

4.5 Part 3: Convergent Findings of Cases 1 and 2

4.5.1 Introduction

This section examines the findings of the two cases in this case study. Firstly, it restates the purpose of and motivation for the research before presenting an overview of the results, drawing on previous literature shared in Chapter 2. Data from both cases drawn from the quantitative and qualitative methods used i.e., questionnaire, focus group and 1:1 interviews (presented in Sections 4.2 and 4.3 of this chapter), are aligned to identify from both trainee teachers' and teacher trainers' perspectives, the significant transformative experiences within an in-service, post 16yrs ITT programme that inform transformation from trainee to early career teacher.

4.5.2 Purpose for and Motivation of the Research

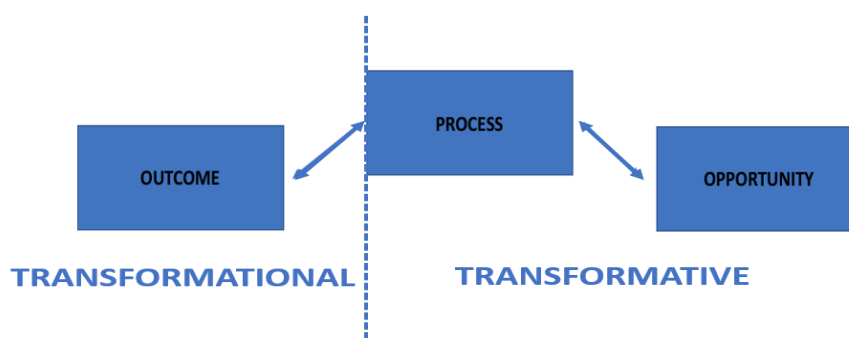
This study is driven by one main research question to holistically explore the significant transformative experiences that inform transformation from trainee to early career teacher of a specific case study comprising two cases. The quantitative and qualitative research methods used were questionnaire, focus group interviews and 1:1 interviews. The motivation of the study is to strengthen a transformative curriculum for in-service, post 16yrs ITT with the belief that achievement of our students is dependent on the quality of the teaching they receive as "teacher education is demonstrably one of the most important influences on that teaching quality" (Crawley, 2016. p. 1). I believe that teacher trainers as teacher educators, are positioned as change agents to support their trainees to have a voice and freedom of practice and self-discovery (Rock and Stepanian, 2010; Hennessey and McNamara, 2013). The recognition and embracing of a more transformative environment for in-service, post 16yrs ITT will support the trainee teachers' experience of this and prepare them for a sustained career.

4.5.3 Discussion of Convergent Findings of Case 1 and 2

4.5.3.1 Introduction

This section will discuss the findings from the questionnaire, focus group interviews and 1:1 interviews as shared in Sections 4.2 and 4.3 of this chapter. In Chapter 3, Methodology, Section 3.3.7 (Table 7), I added an additional phase to Braun and Clarke's (2006) framework of six phases for thematic analysis to review the themes from the questionnaire, focus group interviews and 1:1 interviews, to suit the parallel convergent design (Creswell and Clark, 2011), of this research. I reviewed the questionnaires and transcripts to merge themes, re-code and develop new themes. At times, it was a 'messy' process, requiring constant revisiting of the data. In Chapter 2, Section 2.2.1, I made a personal distinction between the terms transformational, referring to the 'outcome' and transformative, referring to the 'process'. I recognised that the literature did not appear to explicitly qualify this difference when using these terms. I believed that if more emphasis was provided with this in mind, it may distinguish a framework for greater understanding and application for the practitioner and/or curriculum planner. Keeping that in mind and to bring coherence to the 'messy' process of data convergence, I present a thematic framework of Outcome (as transformational), Process and Opportunity (as transformative) to discuss the overall findings (see Figure 14). On occasion, a specific quote to amplify a point, identified by use of italics, is drawn from the presentation of findings in Part 1 (Section 4.2) and 2 (Section 4.3) of this chapter. Each of the three aspects of the framework are now discussed.

Figure 14: Discussion of Findings: Thematic Framework of Outcome, Process and Opportunity from the data collected distinguishing between the terms 'transformational' and 'transformative'



4.5.4 Outcome

The majority of trainee teachers and teacher trainers believed that during the ITT programme participants undergo some form of perspective transformation (Mezirow, 1978), in the development of their new role as a teacher, moving from their native role (Gee, 2000), as a trainee, to a change in their views and habits as a result of their experience. There was a shift in the trainees' affective and cognitive domains with resulting psychomotor application (Pugh, 2002; Singleton, 2015), to their teacher role. Trainees started their ITT with a fixed set of assumptions and expectations about the role of the teacher, as depicted in the Inner and Outer Roles perceived (Figure 13), and underwent a transformation to shift their frame of reference (Mezirow, 1981, 1990, 1991, 2003).

Drawing on the findings, the three transformational outcomes are:

1. Increased self-awareness as a teacher;
2. Understanding of the student;
3. Understanding of the learning context.

These are now discussed.

4.5.4.1 Outcome: Increased Self-Awareness

There was a shift in the trainees' perspective of the role of the teacher, taking them beyond their existing understanding to the growing edge (Berger, 2004), and existing frame of reference (Mezirow, 1978), of becoming a teacher and all that entailed. An emancipatory element was apparent in trainees' increased self-belief and confidence to take on the role and voice of the teacher. The trainees' ability to detach themselves at a personal level from the role of the teacher, through reflection, allowed them to deal with more critical feedback associated with their practice without self-destruction. Trainees without guilt or self-reprimand, had a reconcilable realisation of their limits, amplified by one trainee as follows:

"I am proud of what I've done because I would never have thought after I was 15, 16 that I would get any more qualifications".

The self-belief to have a 'Worthy Voice' was established alongside a corresponding increase in knowledge to inform judgment and argument, summarised by one trainee thus: '*my army is knowledge*'.

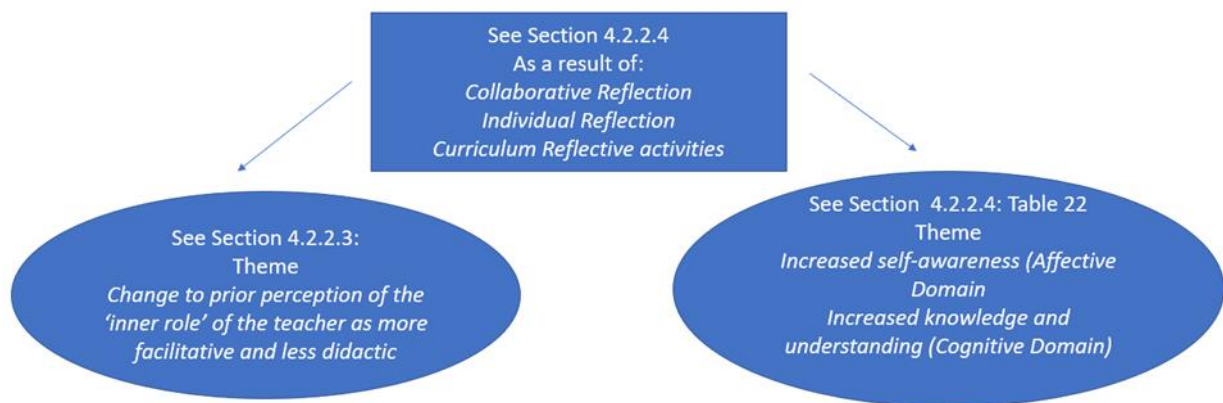
The transformation was apparent in the trainees' greater self-belief and confidence in being a valued participant with a contribution to make. The shift in understanding the role of the teacher aligned with their 'identity positioning' as a teacher (Geijsel and Meijers, 2005). One trainee described this as a shift from "*playing the teacher*"; another as "*how I look at myself as a teacher*". The trainee now sees the teaching world with themselves in it (Jesson & Newman, 2004 cited in Calleja, 2014), as a teacher. This change signalled a new understanding about themselves and as Marton and Saljo, (2005), suggest, was an aspect of deeper learning as they developed as a person.

It was apparent that trainees developed a new perception that the teacher was instrumental in how their students behaved. This previous lack of recognition of causality – that students' behaviour is influenced by teachers' behaviour – was an aspect of the trainees' existing frame of reference, and one which was subsequently challenged during ITT with a resulting perspective transformation (Mezirow, 1978). The new perspective guided trainees' future actions to take on the role of the more inclusive teacher in practice with the embracing of both Inner and Outer Roles perceived (Figure 13). The emancipatory elements of freedom, growth and opportunity were evident for not only the trainee but subsequently for their students. The trainees adopted more inclusive practice, aligning with 'the pedagogy of the privilege' (Curry-Stevens, 2007), showing itself as a sustained commitment by the trainee teacher in their 'privileged' position as teacher, to support their student to achieve.

The trainees expressed a shift in how they 'saw' the role of the teacher. Trainees now viewed the role as a more facilitative role. It was less 'about the teacher' and more 'about the learning'. This demonstrated the trainees' recognition of their 'situated identity' (Irwin and Hramiak, 2010), in their practice. The construction of identity in

practice (Lave, 1996), was attached to the trainees’ understanding of the role of the teacher and synonymous with their understanding of the identity of the teacher. This is captured in Figure 15 below:

Figure 15: Convergence of Findings from Questionnaires and Focus Group Interviews of Trainee Teachers in Respect of the Change in Perception of the Role of the Teacher



Teacher trainers were unanimous in their belief that trainees underwent some change during their ITT. They viewed this as newly found confidence and self-belief. The increased self-awareness in relation to developing as a teacher, signals a deeper level of transformative learning that developed (Bennet and Bennet, 2008; Saljo, 1979), accompanied by a greater sense of worth and confidence to express informed opinions and act in practice.

4.5.4.2 Outcome: Understanding of the Student

The trainees expressed a significant change in how they subsequently viewed the student they taught with a shift in their approach towards fostering greater inclusivity and student autonomy. The trainees’ existing perception of the diversity and uniqueness of the students was limited, and the journey of ITT broadened their perceptions by challenging the epistemic and social content of their assumptions

(Mezirow, 1978). This shift demanded their action, as novice teachers, to seek ways to support the autonomy and the development of their students. It was a recognition of the teacher's role in promoting a more emancipatory climate for their students with one trainee expressing the need for their students to "*discover on their own*" but with their teaching "*helping*" them. There was a realisation that the teacher role moved beyond 'teaching knowledge', to allowing students to develop a sense of worth and contribution too. The comment: "*The teacher provides the structure and content and the learners work towards being autonomous*", particularly demonstrates this shift. There was a recognition of and possibly more importantly, a shift in valuing the uniqueness of the student in a more reciprocal teacher-student learning relationship, demonstrated in the use of key words: "*differentiation, inclusion, personalisation*", which featured in the trainees' responses.

A recognition of the significance and challenge of managing behaviours for learning remained, though now recognised as situated and achieved in a student-centered environment more so than in a teacher-dominated environment. Trainees' existing perception of linking behaviour solely to the student, moved to a realisation that the learning behaviours can also be associated with the teacher's ability to plan for engagement by all. The trainees now perceived the teacher as influential, recognising that learning behaviours belong to both the teacher and student. This transformation in perspective (Mezirow, 2003), promoted trainees' greater empathy with their students, enabling them to view practice from their students' perspective rather than relying on their previous meaning perspective to control the trainee teachers' actions. Overall, the students taught by the trainees were now viewed as unique individuals, with potential and a desire to develop as autonomous individuals, in a learning relationship with the teacher, rather than merely being a member of a collective 'class' where the teacher told them what they needed to know.

4.5.4.3 Outcome: Understanding of the Learning Context

All trainees' perception of the role of the teacher when starting their ITT programme was drawn from either how they were taught and/or their own experience as an

unqualified teacher or co-educator. There was a strong sense of the emotional engagement of teaching when prior perception was drawn from family members. These respondents used very emotive language when describing their perspective of the role and the 'feel-good' factor or what Hayes (2003), and Lortie (1975), call the 'psychic rewards' it would bring. It appears important that the psychic rewards (Hayes, 2003; Lortie, 1975), are present and although this study did not specifically gather data in respect of this, they appeared intact when adopting the new role. Bearing in mind the financial implications for training and retaining teachers (Toropova, Myrberg and Johnansson, 2020), this needs attention in the ITT curriculum, as trainees mediate their environment to seek this 'job satisfaction' as a motivator to stay. The ITT curriculum needs to equip the trainee with the necessary skills to meet expectations without sacrificing the desired 'feel-good' factor. This specific area is highlighted as a possible area for future research in Chapter 5, Conclusion, Section 5.9.2.

The trainees' limiting frame of reference (Mezirow, 1978), was challenged during ITT in recognising the role of the teacher beyond the classroom, to one involved in the emotional as well as academic challenges of their students. There was a shift in this perception of the role of the teacher beyond '*lecturing*' what the teacher knows, to one with the focus on "*students learning for themselves*". The new perspective now focused on all aspects of the teacher role both in and outside of the classroom. This brought about the trainees' transformative actions of renegotiating and forming new relationships (Mezirow, 1994), to take on this teacher role, with a realisation of the collective responsibility, beyond just the teacher, to support the student. This shift supports the greater social change that individual transformation may collectively bring (Mezirow, 1998), in the inclusivity agenda of education.

The need for trainees to navigate the participation framework of their communities of practice (Lave and Wenger, 1991), relating to their workplace proved troublesome. In the workplace, it demanded the trainee to mediate with not only colleagues but also the senior management in their workplace. As a peripheral participant of this cross-border community of practice (Lave and Wenger, 1991), wearing both the 'trainee' and

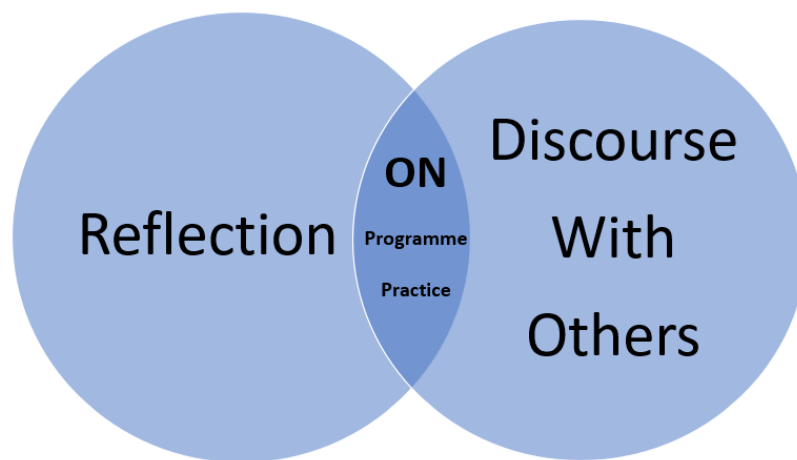
the 'employee' cloaks of identity during their ITT, proved challenging. For those who had some experience of teaching, this became more complex, with the mixed-role membership of the workplace community (Meacham, Castor and Felton, 2013), they belonged to, as they sought to renegotiate a new identity (Mezirow, 1994), from one already established within that community. There was no explicit recognition by trainees that the in-service, ITT programme is interdependent on two elements of the 'ITT course' and the 'workplace'. One trainee viewed these as 'separate' entities, to the point of considering one as a 'thief of time' in relation to the other: *"It was frustrating at times not having time to implement changes I wanted to make to my courses due to how much time the [the ITT] course took up"*.

The performativity of the workplace became a point of discomfort and dilemma for the trainees as they navigated the demands of the curriculum and their organisations. The word *"pressure"* featured in the trainees' comments possibly extending to the *"distrust"* of others with comments such as: *"there's usually an agenda"*. When seeking consonance with their troubled journey, the trainee found that other members of the workplace community also appeared defeated. The trainees' desire to remain strong and resolved whilst seeking to identify with the full membership of this community, proved problematic. It demanded the trainees' self-assessment of their beliefs of what the role of the teacher entailed, seeking guidance from others and establishing a new role and relationship in their transformative journey. The dilemma arose when seeking guidance with others to scaffold this transformative experience (Pugh, 2011), as trainees were met with deflation and apathy, as heard clearly in one trainee's comment about the: *"high amount of staff who I don't believe are on the same journey"*. The pressures of performance are unlikely to go away and there is a need for the ITT curriculum to support the trainee for the likely challenge this culture will bring. Although situated in the trainees' workplace, the trainers also recognised the ITT curriculum also faces pressures of performativity and challenge to demonstrate outcomes and performance of their students, the trainees.

4.5.5 Process

The trainees' challenges of negotiating or renegotiating their role and identity as the teacher, with the resultant shift for the trainee from their prior perspective, presented a dilemma. This dilemma as Phase 1 of the transformative journey (Mezirow, 1978), required the trainees to re-establish themselves in their new role, (Phase 5 of Mezirow's transformative framework), to establish the latter phases of trying out their new role and the reintegration of this into their life (Mezirow, 1994). The process for minimising the impact of and supporting this troublesome journey was identified from the trainees' and trainers' perspective, as two interconnecting transformative processes of Reflection and Discourse (see Figure 16), in both aspects of practice in the workplace and the taught aspect of the programme.

Figure 16: The Interconnected Reflective and Discourse Framework to Support the Trainee (Sowe, 2020)



4.5.5.1 Process: Reflection

The role of individual reflection was apparent in the identification of two particular catalysts for reflection by the trainees of 'on programme' and 'on practice', as shared in the findings in Chapter 4, Section 4.2.3.4. The trainees place high value on self-reflection to promote challenges to existing perspectives. The apparent emotive

feelings of any self-doubt or disorientation that this brought, required the trainee to seek support from others who have undergone similar difficulties or challenges, to resolve these as aspects of their transformative journey. The trainees' examination of their perceptions by independent reflection or with others, demanded a scaffolded framework with another to view the event differently (Pugh, 2011). Independent reflection often resulted in discourse with others and collaborative reflective activities such as lesson feedback proved very instrumental in the trainees' transformation. Collaboration with a skilful other strengthened the development of the trainees' reflective skills to view experiences from a different perspective. This shared reflection scaffolded the transformative experience of relooking at something to view a different perspective (Pugh, 2011), and recognises the value of communicative action for transformative learning (Mezirow, 1990). It may seem difficult to separate individual reflection from shared or collective reflection. Individual reflection is when the trainee seeks another to ask their opinion and perception to reconcile the challenges brought about by the trainees' own reflection, whilst in collective reflection, a single problem is reflected on by all in light of their collective perceptions.

Trainers recognised that collective reflection on the programme has some worth, though not as significantly in the trainees' perspective as the trainers' perspective. The trainers considered it very important, highlighted thus:

[In relation to collective reflection] *"A habitual part of any session. So, there's a lot of discussion, there's a lot of encouraging people to share experiences, to question one another."*

Although this trainer termed the event 'habitual', it was a planned 'scaffold' to strengthen greater critical reflection. The teacher trainer appeared to hold the perspective that this was of value, but this view was not so readily offered by the trainees as a valuable, reflective activity. However, the informal discussions the trainees have with other trainees on the programme are recognised as giving support and obtaining guidance from others who are simultaneously going through the problem with them, more than the trainee seeking guidance from one who has already gone

through the problem. In that sense, this is the collective reflection that the teacher trainer offered as part of the 'taught' element of the programme.

Although the trainees voiced differing views about the role of written reflection on the programme, the greater view was that writing reflections, e.g., reflective journals, prompted reflective action to question one's existing perspective. It provided the scaffold (Pugh, 2011), to take the trainee from a prescriptive reflection to one they personally embraced wholeheartedly as they journeyed their ITT and beyond as remarked by the trainees:

[Regarding written reflection], "*not for any education qualification purposes, just as a practitioner*".

Trainers expressed:

[in regarding to written reflection], "*absorbing it as an approach for their own [the trainee's], development*".

This supports the trainees' development in reflection beyond the earlier levels of reflection that Kember et al. (2008), refer to as habitual reflection. This is indicated in the earlier comment by a trainer about reflection as '*an habitual part of any session*', to that of critical reflection, where transformation and acknowledgement of the presence of existing value and beliefs held occurs (Kember et al, 2008).

Reflection led to more cognitive and affective shifts for the trainees, although as one trainee suggests, it "*is difficult to define*", due to the change over time more than an epochal event. The knowledge and understanding gained from the taught aspect of the programme gave reflection a critical edge:

[In relation to learning theory on the course], "*Whereas I think at the beginning of the course I would have gone OK so that went really bad but I don't know what to do about it.*"

The tutorial element of the ITT programme did not appear to offer a strong opportunity for reflection with others. Teacher trainers recognised that the way that this dialogue and any other dialogue (e.g., observational feedback), is carried out, demands a skilfulness by the other to support the trainees in their reflective challenge of perspective. The trainees expressed that there was an inconsistency of workplace mentors in managing this dialogue, but it was experienced as supportive and highly valued when present. Trainers could not confirm the consistency and quality of mentors in reflective dialogue.

The critical incident to promote reflection was the trainees' teaching practice, resulting in the unity of expanded cognitive understanding and value of practice to subsequent psychomotor change (Singleton, 2015). When reflecting on practice, trainees underwent some soul-searching about themselves, expressing doubts: *'insecure, why am I doing this, questioning my own ability to be a teacher'* with resolution of feelings of any guilt/doubt associated with their dilemma achieved through: *'reflection and talking with colleagues, feedback from observation, self-reflection'*. This indicates the emotional nature of cognition in the transformative journey (Taylor, 2017), and the need to predict and support this likely occurrence for trainees.

4.5.5.2 Process: Discourse with Others

The validation by others was required for the trainees to occupy their teacher identity, achieved in dialogue with multiple others on their ITT programme, including peers, mentors, work colleagues and programme tutors. This required the participation of the trainees in multiple communities of practice, requiring the trainees to cross borders (Akkerman and Bakker, 2011), to develop their teacher identity. With attention to the fact that teaching practice was the most significant critical incident to prompt reflection for the trainees, the need for trainees to be scaffolded wholeheartedly, skilfully and reflectively in their workplace where their practice is situated was highlighted.

Trust in others was emphasised by the trainees and acknowledged by the trainers to be key to successful discourse. The trust the trainees hold in the other person was

identified as respect for the other by the trainers. The importance of the safe environment that trust occupies is important in the transformative journey (Mezirow, 1991; Kreber, 2012; Calleja, 2004), and suggests that the 'other' requires self-awareness to adopt such an approach. The trainers suggested that self-awareness is important for teacher trainers and suggested that by questioning their own assumptions, trainers are more likely to be open to their own transformation (Kreber, 2012). This was emphasised by trainers: *"More likely to promote transformation if undergone oneself, grappled with something. Yes, absolutely"* and *"I recognise that people are going through that stage. I always feel I can step in and say it's all right, it's part of the process. Having been through it yourself, you can then lend support"*.

4.5.6 Opportunity

Trainees made a transition over the period of the programme, without a single epochal event of transformation being identified, but rather through smaller, micro-transformative experiences with regular 'checking in' to support this. Both trainers and trainees recognised that the second year of training and the move to employment as a trained teacher, was pivotal for the trainees in identifying as a teacher and it was felt important that this timeline should be recognised by the curriculum planner. The trainees' courage to renegotiate their role as teacher, was strengthened by the validation of others at this point. Teacher trainers have a role to explicitly acknowledge trainees' growth and reflect that back to validate the trainees' self-belief; one of the trainers presented the idea of a *'confidence tool'* as a framework for this. The idea of a more *'supervisory approach'* was highlighted by one of the teacher trainers, with the explicit recognition during supervisory tutorials to identify where the trainee was in their journey and provide a safe environment to reflect on any change in perception.

It appears that reflection, as an aspect of the taught programme, needs to feature in a more meaningful way across the workplace and course communities of the trainee. As one teacher trainer suggests, *"the ideology of reflection, the sort of, value of reflection more so than just the sum of assessment"*. Engagement with the reflective elements of the programme require a scaffolded approach to embed this as part of the trainee's being. Trainees felt that the course's theoretical content was unlikely to

challenge perceptions per se and due to the inappropriateness and irrelevance of some content on the course, this was actually a barrier. The application of a theoretical framework to practice in the workplace by mentors was not something the trainers and trainees confirmed as happening.

The barriers to trainees adopting a differing perspective were identified as time and the sense of performativity in their place of work. This was endorsed by the trainers who also raised issues relating to cultural and personal pressures that resulted in 'changes' in how the person viewed themselves. The skillfulness of the trainees to mediate in both upward and parallel relationships at work to meet the demands of performativity placed upon them, was identified as something that needs to be developed whilst on the programme.

Trainees did not appear to view the taught course and the workplace learning as 'one' ITT programme. They saw the time taken by workplace practice as taking time away from their ITT taught course and assessment, more than being an integral part of an in-service ITT programme. The trainees indicated a clear divide between the course and the workplace, suggesting a lack of cohesiveness in the in-service nature of the programme. The trainees appear to have distinct, possibly conflicting, memberships of differing communities of practice (Meacham, Castor and Felton, 2013), of 'the course' and 'the workplace', which demands their mediation within this cross-boundary position in which they find themselves (Lave and Wenger, 1991). Trainees also voiced concerns about specific mediation within their workplaces when working with the 'old-timers', to establish membership without the loss of the trainees' new beliefs and perception.

4.5.7 Summary of Convergent Findings

The findings suggest the 'outcome' for trainee teachers of their transformation from trainee to teacher is situated in their increased self-awareness as a teacher, understanding of the student they teach and the learning context they work in, with

greater adoption of both Inner and Outer Roles (see Figure 13), as a unified and complementary approach. The 'process' draws on reflection and discourse significantly to provide a transformative experience and the 'opportunity' to foster this in their dual learning environment of 'course and workplace' is present though not harmonious. The following chapter provides a conclusion to this research study.

Chapter 5 Conclusion

5.1 Introduction to Chapter

The research set out to identify the significant transformative experiences that inform transformation from trainee to early career teacher from the trainee teachers' and teacher trainers' perspective.

To reach a conclusion, I ask seven reflective and evaluative questions:

1. Is the aim of the research fulfilled?
2. Did the research methodology provide the 'research backbone' to obtain an answer?
3. What is the conclusion drawn from the findings?
4. What are the recommendations for practice?
5. What is the key message we take from the conclusion to inform the in-service, post 16yrs ITT curriculum?
6. What has this research added to what was already known?
7. What are the limitations of the study?
8. What are the recommendations for future research?

My response to each question is now shared.

5.2 Is the Aim of the Research Fulfilled?

The research fulfilled its aim of identifying the significant transformative experiences that inform transformation from trainee to early career teacher in post 16yrs, in-service ITT, with the motivation to give like-minded teacher trainers and/or curriculum planners considerations when planning a transformative in-service post 16yrs ITT curriculum. Although I recognise that the findings relate to a specific case study of trainees, the trainees in the case study are representative of the trainee teacher population in post 16yrs ITT. Although limited generalisability was initially offered, the trainees in the case study, as shared in Chapter 3, Methodology, Section 3.3.3, are representative of the trainee teacher population in post 16yrs ITT and the representativeness is greater than first considered likely. To some extent, this strengthens the original aim of the research by offering greater generalisability than first considered.

In Chapter 3, Section 3.2.1, I considered Stenhouse's (1975), argument that curriculum research needed to pose framing questions of:

1. How can we translate purpose into policy, and then test how far and how practice has fallen short of hopes?
2. Given an aspiration, how should we go about trying to realise it?
3. And what range of choice of aspirations is open to us?

(Stenhouse, 1975, p. 3)

With these in mind, I believe the answer to my research question also partially answers those questions. It offers considerations to like-minded curriculum planners and/or teacher trainers who want to foster and support the transformative journey of their trainee teachers. Although I recognise that there is no specific teaching method to ensure transformative learning (Cranton, 2002), the outcome of this study looked to strengthen transformative experiences at a micro-level (Heddy and Pugh, 2015), (as discussed in Chapter 1, Section 1.3), as the trainee adopts the identity of teacher. Framing the research within the construct of TE supported the research aim well, as it provided a more natural and 'attainable' perspective or lens through which to accomplish the research aim.

5.3 Did the Research Methodology Provide the 'Research Backbone' to Obtain an Answer?

Throughout, I have not lost sight that my findings relate to a specific case study and the theoretical approach I favoured is one that believes there are no hard and fast rules in the relationship of the paradigms for research. The pragmatic interplay (Shultz and Hatch, 1996), with the transformative paradigm, discussed in Chapter 3, Methodology, gave me greater flexibility to examine the diverseness of the ITT curriculum in relation to the differing characteristics of the trainee, the students the trainee taught and the environment they worked in, whilst maintaining an overall critical tone and emancipatory aim.

The convergent parallel research design, discussed in Chapter 3, Section 3.3.1, offered a responsive framework to gather both qualitative and quantitative data to answer the very broad research question I posed. It suited the open question I asked as it allowed data to be offered by research participants with the exploratory freedom I wanted in order to provide a comprehensive picture. The analysis and discussion phase of the converged findings, Chapter 4, Section 4.5, did prove messy and time consuming but as such, encouraged my repeated interrogation of the data. It allowed me to revisit my remark, discussed in Chapter 2, Section 2.2.1, that the terms transformative and transformational, need to be distinct when planning for likely transformation by using this to frame my converged findings in Chapter 4, Part 3 and later in this Chapter when I present my overall conclusion.

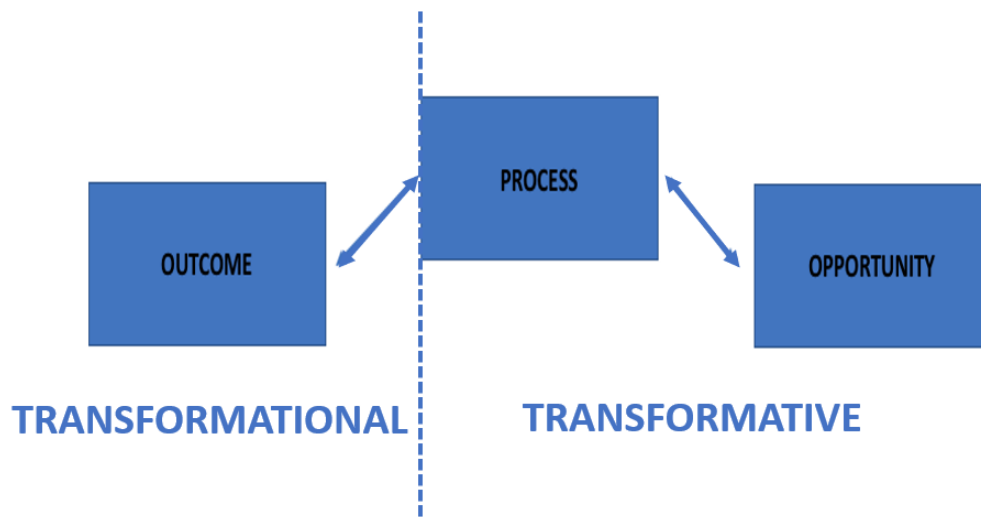
The case study worked well to explain the 'how and why' through the two lenses (Baxter and Jack, 2008), of Case 1, trainee teachers and Case 2, teacher trainers to give an in-depth examination of the research context. The limited statistical generalisability of drawing on a case study (Yin, 2009), is not an issue as the findings still offer the post 16yrs ITT curriculum planner considerations that are not presently known in the literature. Those considerations offer transferability for others to test, reflect and verify in their own settings. By drawing on Guba's (1981), 'Four Criteria for Trustworthiness' of credibility, transferability, dependability and confirmability of my case study research, discussed in Chapter 3, Section 3.3.2, the desired research rigour was achieved.

5.4 What is the Conclusion Drawn from the Findings?

The overall conclusion drawn is presented using the same framework in Chapter 4, Presentation of Data, Part 3, Section 4.4, Converged Findings (see Figure 14 previously and repeated below) of Outcome, Process and Opportunity. The adoption of this framework supports my desire to recognise the distinction between the terms

'transformative' and 'transformational', discussed in Chapter 2, Section 2.2.1, that are not present in the existing literature.

Figure 14: Discussion of Findings: Thematic Framework of Outcome, Process and Opportunity from the Data Collected in line with the Distinction Between Terms of Transformational and Transformative



5.4.1 Conclusion: Outcomes

The overall conclusion is that the transformational outcome for the trainees is a shift in three aspects of their perspective: their self as the teacher, their student and the learning context. The findings did not reveal any differences in the transformative journeys and outcomes of trainees depending on their ITT course, workplaces or personal characteristics and demographics. The trainees start their ITT with a perception of the role of the teacher drawn from how they were taught or their own experiences of being a teacher and presented as Inner and Outer Roles in Figure 13. It is evident trainees undergo some form of transformation during their ITT in assuming the identity of the teacher and seek validation in the workplace and the course to secure this. A significant shift for the trainees in their perception of the role is the understanding of the context of learning beyond the four walls of the classroom with greater adoption of both Inner and Outer Roles of the teacher (see Figure 13). Trainees now recognise the collective responsibility for both the academic and pastoral aspects of their students' learning journey or the inner and outer roles of the

teacher, themed and discussed in Chapter 4, Part 1, Section 4.2. Trainees understood this demanded the establishment of skills and knowledge to embrace the new role in this learning context.

Trainees and trainers identified two significant barriers to their transformative journey of management of workload and performativity. Trainees did not appear to have the skills to manage these demands. It requires the activist identity of the trainee to mediate expectations within the 'performance driven' demands of the teaching sector (Sachs, 2001; Wilkins et al 2012). Trainees need to mediate within their workplace community to establish their new role and draw on their ITT 'course community' to support this shift. The tension is apparent in the workplace, where the sense of performativity gives rise to distrust and for some, apathy amongst their colleagues. In addition, trainees need a voice to communicate with those in senior management, particularly in the latter phases of the trainees' transformative journey as they adopt their role and forge new relationships (Mezirow, 1978). Scaffolding (Pugh, 2011), is needed to support the development of the trainees' new meaning perspective as the role and identity of the teacher is established to bring consonance to the trainees' unsettled journey. The trainees' self-belief in being worthy of 'wearing' the teacher identity is strengthened and established as an outcome of transformation. The trainees did not consider the duality of the ITT course and the workplace as an overall learning context but as two differing, and at times opposing, elements.

5.4.2 Conclusion: Transformative Process

The overall findings are that reflection as both an individual and collective activity is significant in the trainees' transformative journey to becoming the teacher. The process of discourse with another, to scaffold the trainee to view an event from a different perspective, is required to support the trainee moving beyond their existing and limiting perception and edge of understanding and avoid the emotional destruction that may accompany transition. The 'teaching' of a reflective approach to the trainee with a prescribed template e.g., a professional development journal, is instrumental at first, but the reflective process becomes an aspect of 'self' for some trainees beyond

the prescribed and habitual reflection. Teaching practice is a rich environment for critical reflection and demands that those in the workplace support the reflective approach of the trainee with skilful and dialogic feedback. The transformative potential for the trainee to develop beyond their existing edge of understanding to their growing edge (Berger, 2004), as a teacher, is limited unless all those involved in the support of the trainee, particularly the workplace, are able and willing to scaffold the trainees' reflection. Reflection is a vital process of the transformative journey of the trainee, inevitably drawing on the discourse of others. The significant processes of reflection and discourse are interconnected in the dual learning environment of the ITT course and workplace, but not recognised as such by trainees or confirmed by trainers. The skilfulness of others is vital to scaffold the trainees' reflection whilst ensuring a safe environment for such and this is inconsistent for the trainees and not necessarily confirmed by trainers.

There is a need to strengthen the trainees' ability to self-reflect and the skills of the tutor and mentor in supporting greater dialogic reflection following observation, tutorials, ITT course content and in general dialogue at work. In some ways the 'course' is a barrier to the learning journey of the trainees as trainees report it offers little meaningful relevance to practice or gives little to encourage the skills trainees require to resolve a tension.

5.4.3 Conclusion: Transformative Opportunity

The duality of the 'workplace' and the 'ITT course' in in-service, post 16yrs ITT curriculum requires explicit alignment to ensure the two elements are not in opposition as trainees voiced a lack of cohesiveness between the two aspects. Trainees and trainers acknowledged the inconsistency of workplace contributions to the ITT programme and greater understanding and valuing of each other's contribution and reification of more transparent documentation or boundary objects (Lave and Wenger, 1991; Cobb et al, 2003; Cwikla, 2007), expected in a more expansive curriculum (Fuller and Unwin, 2003), will bring about a unified Community of Learning Practice

for the trainee teacher and a move towards greater professional connectedness (Crawley, 2014, 2016).

Opportunities for ITT to foster the transformative approaches of discourse and reflection to support the trainees' transition to teacher are evident. These opportunities are present over the duration of the programme at a time of readiness for the trainee to engage in the second year or as the trainee starts their first trained position. With that knowledge, there is an opportunity for trainers 'to predict' the likely events of transformation where support is required. The support is particularly required to help the trainee mediate their position in their workplace CoP, whilst adopting their new identity and role. Lave (1996), when reviewing the telos of apprentice tailors in the workplace described a 'telos of change' in learning with construction of identity in practice, but there is no explicit acknowledgement in the literature for teacher educators and curriculum planners to provide this.

5.4.4 What is the Key Message We Take from the Conclusion to Inform In-Service, Post 16yrs ITT Curriculum?

The key message from the findings and conclusion drawn is that trainees do undergo some form of change in their perception of what the role of the teacher is. Their existing perception undergoes change as a result of known transformative pedagogies of reflection and discourse. The change is an increased confidence and self-awareness, an understanding of their student and how the teacher's behaviour is instrumental in the student's learning, a view of themselves as a teacher beyond 'knowledge giver' and informed practice to have a voice in what they believe. However, there is an inconsistency in how reflective and supportive the discourse is, particularly with the mentors who support the workplace element of learning. The trainees often 'see' the course and workplace as two distinct events and not the overall ITT provision. Teacher trainers recognise the significance of workplace mentoring and place trust in the skills of the mentor to participate in reflective discourse. The barriers of performativity and lack of time are present for the trainees and require trainees to mediate their workplace without the skills and networks necessary to do that. The trainees require a 'safe'

learning environment to reflect and learn. Trainers recognised that those who are educating trainees require strong self-awareness and confidence in their ability to manage possible difficult conversations with trainees, as they explore any dilemmas in the early phases of their transformative journey. There was no evidence from trainers that a conscious alignment of the curriculum was considered to ensure that the likely transformative journey of the trainee to teacher was supported and shaped in a way that promoted transformation. The trainers, though confident that transformation happened for their trainees, did not articulate a model to approach this with other than considering that a 'supervisory' element and the idea of a 'confidence catching' tool would be important for the training.

The findings indicate there is a need to shape the in-service, post 16yrs ITT curriculum with what I call 'transformative alignment' of the curriculum. Greater 'transformative alignment' is required to foster and support the transformative experiences that inform transformation from trainee to early career teacher from the trainee teachers' and teacher trainers' perspective. I believe by embracing this alignment, the cohesion of all communities of practice of the trainee and the associated transformative pedagogies on their ITT will be strengthened. However, the diversity of the post 16yrs ITT context demands differentiated transformative alignment of the curriculum to meet the unique needs of individual trainees and workplace learning environments. At present, there is no explicit literature suggesting a 'transformative alignment' approach for in-service, post 16yrs ITT.

5.5 What are the Recommendations for Practice?

5.5.1 Introduction to Recommendations Section

In seeking 'transformative alignment' of the curriculum to support the trainee teachers' journey to early career teacher, the process and outcome of this cannot rest as an articles of faith. At present, there is a gap in the literature on a model for curriculum that can specifically support the transformative experiences of the trainee on in-

service, post 16yrs ITT and the following three recommendations address this gap in part:

1. Introduction of a conceptual model of a Trainee-Led CoP (TLCoP) as a training requirement;
2. Reconceptualisation of the identity of the teacher educators;
3. Introduction of a professional development and upskilling programme for teacher educators.

In proposing these recommendations, this research makes an original contribution to the existing literature in relation to transformation in learning and in-service, post 16yrs ITT whilst resonating with and successfully fulfilling outcomes and demands of previous studies as discussed in Chapter 2, the Literature Review.

I believe these three recommendations will initiate a ‘transformative climate change’ for the in-service, post 16yrs ITT curriculum. By this, I mean that there are three likely characteristics of the proposed curriculum model that are also present in global ‘climate change’. Firstly, observable change develops over a long period of time to the point of suddenly and unexpectedly making a difference; secondly, inertia cannot be expected as the landscape is forever changing; finally, the ‘climate for change’ and its impact differs from place to place. With that in mind, I believe, those three characteristics of ‘climate change’ are also pertinent for the diverse landscape of in-service, post 16yrs ITT in the adoption of greater ‘transformative alignment’ of the curriculum.

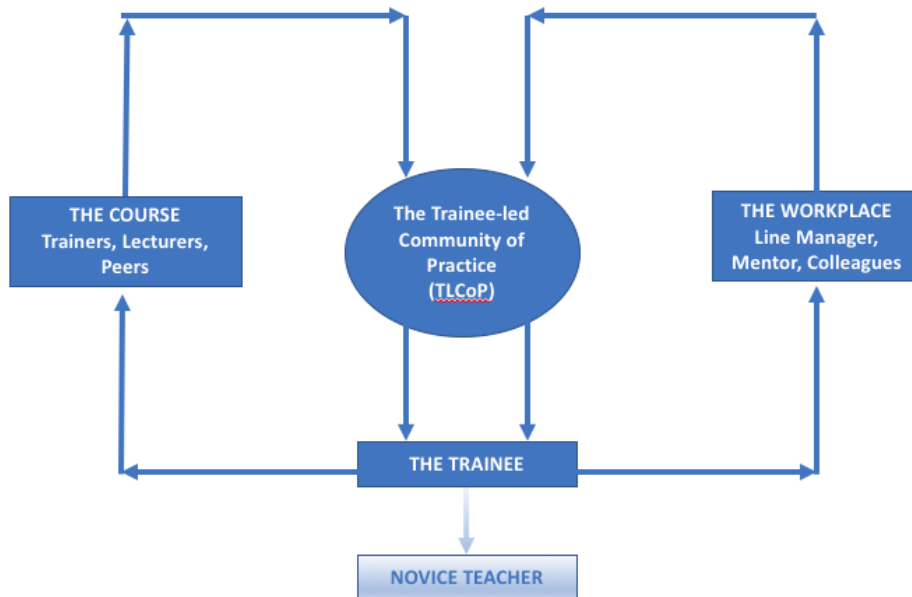
5.5.2 Recommendation 1: Conceptual Model for a Trainee-Led Community of Practice (TLCoP)

The findings of this study illustrate that the trainees experience a ‘fracture’ in the duality of the course and workplace communities of practice in their transformative journey from trainee to early career teacher. Existing literature does recognise the need for brokerage of multiple communities (Wenger, 1998), but does not explicitly look to the

curriculum planner for greater connectivity to embrace this as this first recommendation does. Drawing on the findings of this study and Lave and Wenger's (1991), model of CoP, the connectivity of the workplace and the course demands a unique conceptual model of a 'Trainee-Led Community of Practice' (TLCoP), not only for the trainee, but led by the trainee (see Figure 17 below). The diverse landscape of the trainee teachers with their individual characteristics and workplace settings in the post 16yrs phase of education requires the TLCoP to be defined and led by the trainee, as their TLCoP will be unique to them. Although the proposed TLCoP offers a unique curriculum model drawn from the findings of this study, this recommendation draws on outcomes of previous studies as discussed in Chapter 2, the Literature Review and in doing so, strengthens the theoretical framework to support the proposed TLCoP.

I believe, in adopting this approach, a more expansive curriculum (Fuller and Unwin, 2003), will be adopted with greater recognition of the workplace as a significant place of experiential learning to support the later stages of transformative learning in the transition from trainee to teacher. This new approach strengthens the connections of the 'connected professional' (Crawley, 2015), in providing a better foundation for networking. Although learning at work is considered more informal learning (Lee, Fuller, Ashton, Butler, Felstead, Unwin and Walters, 2004), this recommendation explicitly recognises the workplace of the trainee as part of formal learning and an integral part of in-service ITT curriculum.

Figure 17: Conceptual Model for a Trainee-Led Community of Practice (TLCoP) for In-Service, Post 16yrs ITT



The left chamber of Figure 17 illustrates the engagement with the TLCoP through the course. The right chamber illustrates the engagement with the TLCoP through the workplace. By the return of each chamber to the central TLCoP, there is heightened reciprocal learning between the workplace and the course and strengthening of collaborative authenticity in supporting the growth of the trainee to teacher can be harnessed, whilst ensuring that trainees remain autonomous in their values, beliefs and competences (Cranton and Carusetta, 2004). The framing of the programme content in both elements of the workplace and the course of the trainee will be realised in a more reciprocal environment promoting application of theory to practice. Teacher trainers in this study raised the point that the extent and quality of mentors' skills for reflective discourse were not necessarily 'checked' and they placed trust by extension (Wilson and Patent, 2011), that reflective discourse happens in the workplace. The TLCoP will more readily provide co-trust, and any coercion in relationships that may be present with heightened performativity (Ball, 2003), as indicated by trainees in the study, lessened when mediated by and for the trainee through the central hub of both course and workplace.

The recommendation of a TLCoP brings a stronger 'collective response' within the three elements of domain, community and practice (Lave and Wenger, 1991), to effectively support the needs of the trainee teacher as they journey to teacher. Trainers in this study recognised the need to predict the likely events of transformation for the trainee and the TLCoP does this to promote a timely state of readiness to engage in and foster transformative learning (Halupa, 2017), whilst comfortably aligning the dual environment of course and workplace that trainees in this study lacked. The reciprocal nature of the proposed TLCoP provides a hub for sharing of documentation relating to all aspects of the programme for mutual participation and reification (Lave and Wenger, 1991; Cobb et al, 2003; Cwikla, 2007), and avoids the differing expectations of learning environments for the trainee. Trainers in this study recommended that teacher educators needed great self-awareness to support the trainees. By promoting a unified model of a TLCoP, greater collaborative authenticity is harnessed, with greater self-awareness of one's role and awareness of each other's role. Trainees in the study recognised discourse with others as a vehicle for change and the TLCoP brings cohesiveness to the discourse from all parties to promote greater critical reflection and introduces the language of transformation (Smith, 2017), more explicitly throughout all aspects of the in-service ITT programme.

This recommendation may appear more aspirational than operational and that is deliberate, as depending on the trainee, it will be led by the trainee to respond to their differing needs. The ITT course tutors can share the conceptual model of the TLCoP with trainees and mentors at induction as the transformative intent and alignment framework of the programme. At mentor and trainee induction to the ITT programme, ITT course tutors can share the likely transformative experiences the trainees will encounter and the engagement of discourse and reflection as key to transformation. This can be a 'three-way' event at induction between trainee, mentor and course tutor but led by the trainee to ensure ownership and relevance of their TLCoP.

The findings highlighted the significant role of the mentor as a teacher educator and an inconsistency in the skillfulness of both mentor and course tutor to promote

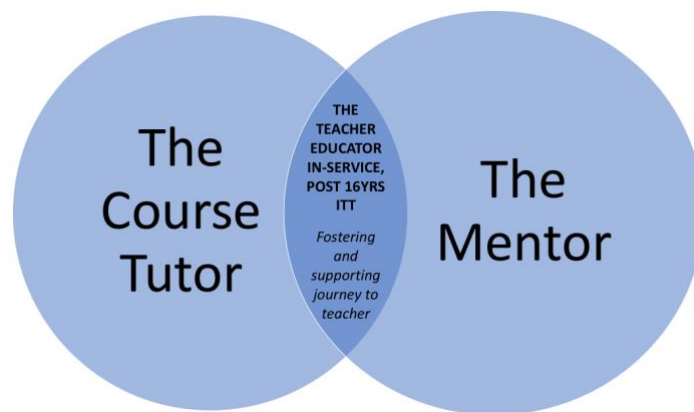
reflective discourse was apparent in the findings. With that in mind, the impact of the TLCoP is dependent on the remaining two recommendations drawn from the findings of this study, of reconceptualising the identity of the teacher educator and ensuring the skills and environment to participate in the transformative nature of this conceptual TLCoP model are present.

5.5.3 Recommendation 2: Reconceptualising the Identity of the Teacher Educator on In-Service, Post 16yrs ITT

Trainees in this study recognised the lack of unity of the workplace and course and the significant, though inconsistent, role of the mentor as a teacher educator. This and the trainers' lack of certainty in this study about the consistency and impact of mentors as educators, suggests the role of the mentor on in-service, post 16yrs, ITT is underestimated as pivotal in fostering and supporting the transformative journey of the trainee to teacher. Crawley, (2016, p. 1), speaks of the teacher educator as "an invisible educator" and to some extent, the findings of this study throw an 'invisibility cape' upon the mentor too. At present, the course tutor/lecturer takes on multiple roles as teacher educator including the teaching of theoretical content of the programme, the assessment of cognitive understanding in written assessment artefacts and the assessment of practice in lesson observations. The in-service nature of the post 16yrs ITT provision demands a mentor in the workplace. Although not directly responsible for the 'teaching' of the theoretical content and its associated assessment, the findings shared in Section 5.4., are that mentors are instrumental in the direct application of this in the 'every day' practice of the trainee in addition to the assessment of practice in lesson observation. The findings of this study, discussed in Sections 4.2.3, 4.3.3 and 4.3.4 and 5.4, suggest from the trainees' perspective, that both roles are equally important in their journey to becoming a teacher and that a transformative ITT curriculum approach must emphasise this. It requires conscious broadening of the identity of the teacher educator and a placing of trust in the mentor as an equal teacher educator too. Drawing on a more transformative alignment of a TLCoP, the opportunities for the trainee 'to see' the challenges of practice through their 'dual' educators' eyes, demands the acceptance of the 'coalition' of ITT tutor and workplace

mentor as 'teacher educators' on the in-service, post 16yrs ITT (see Figure 18 below). The proposed outcome of the recommendation of a TLCoP is limited without the wholehearted acceptance by mentor and tutor to reconceptualise their teacher and educator roles as inter-dependent on each other.

Figure 18: The Teacher Educator Role in In-Service, Post 16 yrs ITT



The final recommendation responds to the study finding that trainees draw on reflective discourse within both their course and workplace e.g., lesson feedback from both mentors and course tutors. The findings of this study show that the reflective discourse to support the trainee is not consistent and aligning with Recommendation 2 of the coalition of the teacher educator role, there is a need to ensure upskilling and development of the skills required of the teacher educator to foster and support the trainee in their journey to trained teacher. In doing so, I believe that the safe environment trainees identified in the study (and discussed in Sections 5.4), will be strengthened.

5.5.4 Recommendation 3: Development and Upskilling of Teacher Educators

Discourse and reflection are identified in the findings by trainees and trainers as key to supporting and fostering the transformative journey of the trainee to teacher.

Trainers express that the teacher educator needs to be self-aware and have skills in reflective discourse to encourage the trainee to critically reflect on what they believe and how they came to believe that. The trainee seeks engagement in discourse where the situation is framed and considered with alternative perspectives explored, resulting in new knowledge and subsequent action by consensus (Pugh, 2011; Cranton, 2002). The data suggested and shared in Sections 4.35, 5.4.2 and 5.43, that this may not be present in all teacher educators and a programme of upskilling and development is required if a transformative platform for the trainee, through discourse and reflection, is to be achieved. The safe environment identified in the data collected in Sections 4.3.2, 4.3.4, 4.4.5., is more likely to be achieved if the teacher educator is comfortable in the challenges that critical discourse brings to manage possible difficulties that self-awareness from reflection by the trainees may bring. The reciprocal aim of the TLCoP discussed in Section 5.5.2, of all involved in the trainees' ITT learning from each other, will also be realised. The promotion of the 'coalition' teacher educator as expressed in Section 5.5.3, means the educator becomes a learner too, as they develop the skillfulness of reflectivity. This provides the opportunity for explicit modelling of transformative experiences (Pugh, 2011), by the teacher educator to promote trainees' transformative experience.

5.5.5 Summary of Recommendations

Overall, the recommendations centre on the embedding of the conceptual model of a Trainee-Led Community of Practice (TLCoP), supported by the reconceptualising and upskilling of the teacher educator. In doing so a transparent, unified and collective alignment of native, institutional, discourse and affirmation identities (Gee, 2000), as discussed in Section 2.3.3, are established to support the transformative development of the trainee's identity to early career teacher. The TLCoP is shaped and led by the trainee and the diverseness of the post 16 yrs ITT landscape means that although shaping will differ, the defining characteristics of this model remain. The ITT curriculum planner, guided by these recommendations, will operationalise it in a unique way, depending on their situation, resources and commitment to change. Of course, although the TLCoP seeks to foster and support the trainee in a transformative journey

to teacher, the trainee can say 'no'. It remains that the transformative outcomes of the TLCoP will be dependent on the trainee's commitment, willingness and eagerness to engage in transformative learning as the backbone of their TLCoP and learning.

5.6 What has This Research Added to What was Already Known?

The literature examined and shared in Chapter 2 related to transformation in learning and ITT. The complexities of transformation learning were discussed, and the simpler construct of transformative experiences highlighted. Much of the literature relating to ITT was situated in primary and secondary ITT and not in the in-service, post 16yrs ITT context. The literature discussed workplace learning, by learning by participation, drawing on the framework of communities of practice (Lave and Wenger, 1991). Literature in relation to communities of practice (Lave and Wenger, 1992), was not situated in the formal context of in-service, post 16yrs ITT and although this provided a partial answer to my research question, it did not draw on the in-service nature of formal and informal learning as recognised in in-service, post 16yrs ITT.

In Chapter 1, Section 1.3, I consider Pugh's (2011), recommendations of four areas for future research in relation to transformative experiences (TE). My research question relates to two of these:

1. Identify individual factors relating to engagement in TE;
2. Develop methods to foster TE.

This study also strengthens the findings of others by drawing on what others say as a theoretical framework when considering the final conclusion and recommendations.

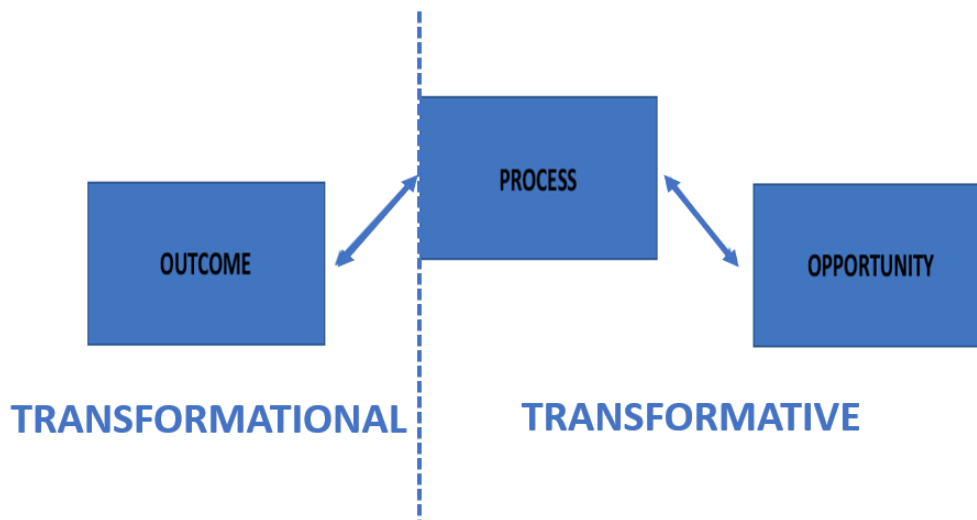
The findings of this research answer the research question in identifying the significant transformative experiences that inform transformation from trainee to early career teacher from the trainees' and trainers' perspective. In doing so, recommendations are offered for the curriculum planner for post 16yrs ITT to apply to a similar group. The conclusions drawn in the setting of Post 16yrs ITT were not known previously from the literature reviewed. Principles of the transformative pedagogies, communities of

practice and the general pedagogy of secondary and primary ITT were available but not in relation to the perspectives held by those who experience the context of in-service, post 16yrs ITT. Reviewing other contexts may provide a partial answer but without asking those living the contextualised journey, the answer was not available.

The recommendations offer a curriculum approach for in-service, post 16yrs ITT as an alternative to existing approaches. In addition, with the relatively rare research on post 16yrs teacher education, particularly with a focus on the teacher educators (Crawley, 2016), the research adds something to this discourse. There is no research available in the study of the trainees' and trainers' perceptions of transformative experiences from trainee to teacher, of in-service, post 16yrs, ITT provision in the UK. Therefore, the nature of the in-service model of ITT for teachers in post 16yrs education, presented a unique context for this study and new findings. Much of the research on transformative practices is set in the Americas and Northern Europe. The conclusion and recommendations provide new understanding about transformative experiences and the ITT curriculum, relating specifically to the in-service, post 16yrs ITT landscape in the UK that was found to lack attention in the literature. This matters to like-minded curriculum planners and practitioners who are committed to fostering a supportive and transformative environment as trainees adopt their teacher role.

The findings in Section 4.5.3 present a novel framework to view the findings by returning to my observation as shared in Chapter 2, the Literature Review, that the terms transformative and transformational are used synonymously in the literature. I further questioned a lack of distinctiveness in these terms. I believed that recognition of the difference would offer a framework for curriculum planners and/or teacher trainers to view the transformative perspective of their programmes. By drawing on a framework of Outcome, Process and Opportunity to recognise a difference in the terms transformative and transformational more readily (see Figure 14 previously and shared again below), the findings, conclusions and recommendations provide an original contribution.

Figure 14 Framework of Outcome, Process and Opportunity



5.7 What are the Limitations of the Study?

The recommendations may appear as purely aspirational without concrete ways to embed them. The intention of the recommendations is to support actions and challenge attitudes to embrace the adoption by others for ‘transformative alignment’ of the in-service, post 16yrs ITT curriculum. For some, the lack of operationalisation may lessen the value of its message. However, the intention is that the concept of the three recommendations prompts reflection by curriculum planners to operationalise at local level, encouraging reflection, innovation and creativity.

I expressed a ‘critical tone’ at the onset of the study with the belief that ITT should result in an emancipatory voice for the trainees. The examination of that was limited. Although the findings do suggest trainees are equipped to have a voice when informed and their confidence is strong, there was little deeper interrogation of this aspect.

The methodology taken may be considered limiting by some. The fluidity of a mixed methodology within a more pragmatic and transformative paradigm may lack the focus that some seek. The study was limited to a case study of trainee teachers and trainers in a specific geographical area in South East England. The generalisability of case

study research may be considered limiting but the case in this study represented a compelling sample of the microcosm (Gomm, Hammersley and Foster, 2011), of the trainee landscape in in-service, post 16yrs ITT. I believe the findings put forward *an* interpretation more than *the* interpretation. However, an interpretation reached offers transferability to other settings in similar contexts. As such, the findings may be strengthened or broadened in response to situational verification (Stenhouse,1975), by others in differing contexts.

The choice of using other colleges other than my own, resulted in difficulties with encouragement of questionnaire completion. A higher response rate may have been achieved by situating the study in my own practice. However, the response rate of 69% was a sufficient response for the study, particularly as mixed methods with other data gathering instruments were used. On reflection, the data may have been enriched and triangulated further by drawing on other artefacts in relation to reflection e.g., Reflective Diaries, Professional Development Journals of trainees.

Yin (2009), points out the need for the researcher to be a strong questioner. I thought I was skilful in this area but having now travelled the research journey, I realise I can develop this further, as a researcher, to gather deeper data from participants. If I had challenged what participants offered in the focus group interviews and 1:1 interviews more, I may have gained additional insights to provide some answers to questions that arose as data was interrogated. Although I planned a framework of a semi-structured approach with planned questions and the request for trainees to state their participant number before speaking at the focus group interviews, I did not adhere to this.

Finally, the question of whether transformative learning is measurable at all may be raised. Transformation will be a unique perception to an individual and impossible to 'standardise' as such. However, I believe the value of such transformation is not lessened as a result and can be accepted as a legitimate contribution.

5.8 What are the Recommendations for Future Research?

5.8.1 For Personal Future Research

There may be opportunities for further validation of findings in other settings. I am also responsible for secondary ITT in the workplace setting and it would prove beneficial to consider how the trainee teacher forges a TLCoP in that context. This may be more of an action research project.

5.8.2 For Others' Future Research

In Chapter 3, Methodology, I shared my acceptance that the answer in this study was likely to generate more questions. In doing so, it adds to the discourse about ITT and its curriculum and provides opportunities for future research on post 16yrs teacher education and teacher educators, identified "as still relatively rare" research (Crawley, 2016, p. 6). Five possible and worthy opportunities for research are shared.

1. The study focussed on ITT programmes that were 'taught' in the face-to-face environment. With the increase in online platforms for content delivery, the findings and recommendations will require further scrutiny in this context.
2. The explicit recognition of the duality and coalition of the teacher educator role opens a research context to examine different ways to operationalise this in different settings.
3. Trainees highlighted the need to be skilful in the mediation of others they work with, particularly management, in the heightened arena of performativity in the workplace, including their relationship with senior management. A closer examination about how the in-service, post 16yrs ITT curriculum may do this, offers a worthy topic for research.
4. Trainees spoke of the 'feel good' factors or what (Lortie, 1975), refers to as the psychic rewards of teaching, in their perception of the teacher role and shared in Chapter 4, Section 4.2.3. With concerns about teacher recruitment and retention, research on how this can be realised during ITT and as an early career teacher, may prove fruitful.

5. Trainers in this study reported the cultural challenges of change for some trainees as they became empowered during their ITT and shared in Chapter 4, section 4.3.4. The cultural challenges that the diverse landscape of the in-service, post 16yrs ITT may bring and how reconciliation of such challenges can be achieved, is the final area of possible research that I proffer.

This chapter presented a reflective conclusion as the end of this specific research journey is reached, to answer the 'so what?' question. The final chapter of this thesis shares a personal and final reflection on my journey as a doctoral researcher.

Chapter 6 Personal Reflection

6.1 Introduction to Chapter

I am in no doubt that I have experienced some form of change in my professional perspective as a teacher educator. This is not an overnight change but a gradual shift during a period of, at times, vulnerability and loneliness as a part-time and working doctoral student. I have come to acknowledge the necessity for vulnerability and loneliness on the journey as the disorienting dilemma of my transformative journey. It prompted the need for an inward- and outward-facing realisation of the distance travelled and change in perspective.

The distinctive impact of the doctoral journey was that it provided a platform for my voice as a practitioner. I shied away from choosing action research with direct interrogation of my practice context, as I had concerns about the ethical issues around disclosure by trainees where I was their tutor. I felt the case drawn from a typical context of trainee teachers would also allow me to see beyond my bubble of practice to the practice of others, whilst still aligning to my own practice. In doing so, I believed it offered me greater criticality. On reflection, I feel this was the better approach to avoid data being directly affected by the personal, political and procedural issues of the organisation I worked in (Robson, 1999), though my experience as a teacher trainer gave me an insight into the likely context of the other post 16yrs institutions. Consequently, to a degree, I adopted 'an insider' role too. It did put me in 'no man's land' as a researcher, but the negotiation within that researcher margin (Robson, 1999), was relatively successful because of my familiarity and experience in the same context.

So, have I changed in what and how I thought between the start and end of this journey? Yes, I have at differing levels and contexts. This chapter will offer a reflection on two key thoughts about my own transformative experience as a doctoral student.

6.2 My ‘Staleness’ and ‘Mediocrity’

Definitions of ‘stale’ and ‘mediocre’ from the dictionary, sum up where I now realise my practice was situated as an experienced teacher trainer. Stale, meaning having lost novelty or interest; mediocre, meaning acceptable but not very good. Maybe this is being harsh on myself but putting these terms together results in ‘a practitioner doing an acceptable job but lacking interest’. I found that as I journeyed the EdD, I became invigorated. This invigoration highlighted the state of compliance I had quietly and subconsciously adopted and further highlighted that I had subsequently stopped questioning and challenging practice. I thought that I continued to challenge practice, but in reality, it was a superficial questioning and lacked the stamina (or a framework), for greater interrogation. I was ‘accepting’ and used the demands of performativity as an excuse for my lack of challenge and creativity. Disappointingly, I spent my energies on meeting the external demands of the programme in a functional way and not adopting a differing perspective of the curriculum and how it could be managed, whilst still managing the expectations of the stakeholders involved. I lost ownership of my role as curriculum planner and focused on functional delivery. This journey has prompted me to regain one of the key characteristics of a reflective practitioner in creatively mediating externally developed frameworks (Pollard, 2005), by working creatively in that margin between teacher freedom and external expectation. In doing so, it has provided renewed energy and a reminder of the valued role a teacher educator holds.

6.3 The Duality of Researcher and Practitioner

As an experienced teacher educator, I held many thoughts that remained more personal or only shared with a limited network of people. Many of the ideas were confused and unchallenged and the doctoral journey harnessed a more coherent and validated voice as I grew both as a researcher and a practitioner. In relation to EdD part-time programmes, Burnard, Dragovic, Ottewell and Wai Mun (2018), recognise the imperative of critical reflexivity as one moves from practitioner to research professional. The tensions I experienced should have been expected as I took on this ‘inbetween’ stance (Burnard, Dragovic, Ottewell and Wai Mun, 2018), whilst

journeying what Taylor (2007, p. 164), suggests is, in relation to professional doctoral study, “a complex intellectual and critical educational undertaking with unresolved tensions”. On reflection, I now recognise this dynamic but entered the EdD arena with some naivety to this. That shift in my perspective, as I journeyed from practitioner to researcher, resonates with the findings in this study.

I claimed an organic nature for my research but throughout I sought and craved a framework. I was frightened to express my ideas or what I thought. At first, I didn't recognise this as learning and felt resentment. It took quite a time to relax into the role, have confidence in what I said and welcome critique rather than feeling challenged by it. On reflection, I recognise the maturity I gained as a researcher, not just over time, but by exposure and dialogue with my supervisors and others. I moved from the feeling of being an imposter to one of worthiness as a researcher. Similar to the recognition I gave to the trainees in this study, I did not occupy a position in the CoP of researchers. I do not work full-time in a university and spend my working life in a CoP more involved in its task completion and outcomes. I occupy two distinct CoPs and had to mediate, and still do, the challenges and tension these brought. To do this, I undertook some personal, and at times difficult, reconciliation of these distinct positions, more than occupying a framework that recognises and brings together the ‘unification of CoPs’, as my recommendations from this study suggest.

I originally considered my research as ‘indulgent’. It was what interested me, responded to my values and aspirations and related to my area of practice. The rigours of the EdD journey allowed me to see beyond that and realise that although the findings were unique to a specific group, there were generalities that could be drawn. I now recognise the worthiness of small-scale research and that research doesn't need to sit in a ‘mind-blowing’ and international arena to matter. What I had to say mattered too and not just for myself but for others. I recognised that the insight gained in the context of ITT post 16yrs gave my research a distinctive difference from other research that viewed the same or similar content. In offering an alternative curriculum model it gave me a position of strength to make a difference as an agent of change.

There are aspects of skilfulness as a researcher that I know I need to develop further. This is centred around the discipline of a researcher to be organised and to keep a strong eye on the question throughout. During the journey, I strayed easily and diverged from the question. With the grateful help of others, I returned to the question and re-joined the journey.

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APPENDICES

Appendix 1: Questionnaire

PART A: Please complete the details and answer the following questions:

Please tick or highlight in bold

Q1	My Teacher Training qualification is awarded by:	A University	An Awarding body e.g. City and Guilds		
Q2	The qualification I will gain is:	ProfGCE	DET	Other: (please state)	
Q3	The length of my programme is:	One Year	Two Years	Other: (please state)	
Q4	The Programme is:	Full-time	Part-time		
Q5		Degree	Postgraduate	L3/4/5	Other: (please state)

	My highest level of existing qualification is a:						
Q6	I teach in:	FE College	6 th Form College	Adult Education	Prison Education		
		Secondary School	Other: (please state)				
Q7	Please state the subject you teach:						
Q8	My Gender is:	Male	Female		Other: (please state)		
Q9	My Age is:	18 - 25	26 - 35	36 -45	46 -55	56 - 65	Over 66
Q10	I have a mentor:	Yes				No	
		<i>If Yes: Is your mentor a subject specialist?</i>		Yes	No		
Q11	No of hours I teach a week:	3 - 10	11 - 15	16 - 20	21 - 25	26 - 30	Over 30

PART B

Question 1

When you first started your teacher training, was your perception and understanding of any of the roles of a teacher based on any of the following? (Please tick or highlight any that match your thoughts)

5. Your experience as a teacher already
6. Your experience of how others had taught you (as a student)
7. Just a general 'overall perspective' from your life experiences
8. Or other? – Please jot down any other thoughts in the box below.

--

Question 2

Using the table below, please list the roles of a teacher about which you had an existing perception and what the existing perceptions were.

Roles of a teacher	Existing perceptions

Question 3

Please take a moment to think about those existing perceptions you had of any of the roles of a teacher when you started the programme. Have any of those perceptions changed?

Yes

No

(Please tick any that match your thoughts or highlight them in bold):

If yes, please list in the table below

Role	New perceptions

Question 4

Please take a moment to think about your experiences. Has any form of change occurred for you during a process of critical reflection or at any other time?

Yes

No

(Please tick any that match your thoughts or highlight them in bold):

If yes, please list in the table below

Type of reflection	Description of change	Domain of Change (Cognitive, Psychomotor, Affective)
Self		
As part of the ITT programme		
With colleagues		
After observation as a requirement of the ITT programme		
With mentor		
Completing a project as part of ITT programme		

Type of reflection	Description of change	Domain of Change (Cognitive, Psychomotor, Affective)
On Reading		
During Teaching		
Others (please state)		

Question 5

Can you identify a particular occasion when something you have encountered challenged your understanding or perception?

Yes

No

(Please tick any that match your thoughts or highlight them in bold):

If yes, how did it make you feel? Please note below.

Description of occasion	How did it make you feel?	What was the resolution of this?

Question 6

How have these activities most questioned or challenged your understanding and perception about teaching and learning? Please insert a 'Y' in the relevant box.

Activity	Highly	Some	Low	Not at all
Lesson Observation feedback by tutor				
Lesson observation by mentor				
Group Activities in ITT lectures (sessions)				
Lectures (sessions) on ITT				
Questioning by tutor on ITT lectures (session)				
Action Learning Activity				
Tutor Tutorials				
Mentor Tutorials				
Reflections as part of the programme e.g. after observation or part of assignment				
Assignments				
Informal discussions with colleagues				
Any other: please note below				

Question 7

Can you identify any factors that have deterred you from achieving your desired learning? List them below.

Factor	Desired achievement
1	
2	
3	

Question 8

Bearing in mind that I am trying to find out what are the particular points/times in teacher training where your understanding or perceptions are challenged and changed, please feel free to note below any significant point that you have not already noted and feel are relevant.

PLEASE SAVE AND SEND FILE TO sn138@greenwich.ac.uk

Thank you for completing this.

Appendix 2: Invitation to Attend Focus Group



Insert Date

Dear *insert name*

Invitation to attend a Focus Group Discussion

Thank you for returning the recent questionnaire. I now write to invite you to attend a small focus group discussion with other 2nd Year Trainee Teachers. The data collected will be analysed as part of my research for a Doctorate in Education studied at the University of Greenwich. The research intends to evaluate current ITT (post 16yrs) curriculum to see the extent Transformational Learning is promoted.

I will capture discussion at the focus group discussion using an audio recording device, transcribe it and then delete it. The findings from this will be reported in a forthcoming thesis as part of my EdD. The participants and the institution involved in the focus group discussion will remain anonymous in the reporting process.

Proposed date: *insert here*

Proposed time: *insert here*

Proposed duration: *insert here*

Location: *insert here*

Please reply to me at Sn138@gre.ac.uk to let me know if you are able to attend. I look forward to your response and please do not hesitate to contact me if you would like to discuss any aspect of this research further.

Yours sincerely,

Nicola Sowe MSc, Cert Ed

Appendix 3: Semi-structured Questions

Initial Focus Group

Semi-Structured Approach

Introduction of overall question/issue	Lead Questions
1. Responses suggest that the role of the teacher was that of the 'expert' and that perception changed?	<ul style="list-style-type: none"> • Can you tell me a little more about what that change was? • Can you share what caused that perception to change?
2. There is some feeling of the role shifting to get students to pass	<ul style="list-style-type: none"> • Is this something anyone can elaborate on?
3. There appears to be some link to a shift in perception with the growth of personal confidence	<ul style="list-style-type: none"> • Is this something you can relate to?
4. Responses indicate reflection is a key driver of change to perceptions/understanding	<ul style="list-style-type: none"> • Many of your felt it was self reflection that played a part. Is this something that you have developed further as part of ITT?
5. Many reported that a specific event prompted their change	<ul style="list-style-type: none"> • Can you share a specific incident? • What supports you to 'make sense' of an issue and your new feelings/thoughts?
6. The event/occasion of challenging students/managing behaviour is one that many of you share	<ul style="list-style-type: none"> • How did this change what you felt the role of the teacher was?
7. Indication that change resulted from actual experience	<ul style="list-style-type: none"> • Do you feel that you have enough experience in all roles of a teacher during your ITT • Is there a difference to this dependent on placement or employed position?
8. Time was highlighted as a barrier?	<ul style="list-style-type: none"> • Does time play a part in stopping a change?
9. The feedback from observation appears to be a strong driver of personal change	<ul style="list-style-type: none"> • Can anyone share a particular occasion when feedback prompted change?

Appendix 4: Invitation to 1:1 Interviews



Insert Date

Dear *insert name*

Invitation to attend a 1:1 Interview

I write to invite you to attend a 1:1 interview with me. The data collected will be analysed as part of my research for a Doctorate in Education studied at the University of Greenwich. The research intends to evaluate current ITT (post 16yrs) curriculum to see the extent Transformational Learning is promoted.

I will capture discussion at the interview on an audio recording device, transcribe it and then delete it. The findings from this will be reported in a forthcoming thesis as part of my EdD. The participants and the institution involved in the interview will remain anonymous in the reporting process.

Proposed date: *insert here*

Proposed time: *insert here*

Proposed duration: *insert here*

Location: *insert here*

Please reply to me at Sn138@gre.ac.uk to let me know if you are able to attend. I look forward to your response and please do not hesitate to contact me if you would like to discuss any aspect of this research further.

Yours sincerely,

Nicola Sowe MSc, Cert Ed

Appendix 5: Cover Letter and Guidance



Introduction

Thank you for considering being a research participant in this research study that I am undertaking as part of my doctorate studies at the University of Greenwich. Before you decide whether or not you will take part, it is important for you to understand why the study is being carried out and what it will involve. Please take time to read the following information carefully.

Participating in this study is voluntary. Your written consent will be required if you agree to participate in this study.

This research study aims to evaluate current Initial Teacher Training (post 16 years) to see the extent to which the curriculum promotes Transformational Learning. The research will examine the inter-relation of:

- a) Significant learning that shifts trainee teachers 'existing frame of reference' and
- b) The learning activities that encouraged them.

The results of my research may be published in academic resources, however, there will be no direct reference made to your name and location of work.

Simply, Transformational Learning is where your assumptions and expectations are challenged so as to make sense of your own learning (Mezirow, 1975, 1978, Brooks, 2004). I am attempting to identify when this may happen on teacher training

programmes. Subsequently this will inform me of how I can accelerate and promote transformational learning in teacher training.

Findings from the study may contribute to insights about how practice could be further enhanced. On the whole, these findings will further serve as a resource that may contribute to teaching approaches for the benefit of the learner. Findings from the study will be shared with you at the end of the study.

I will be asking you to complete a short questionnaire online and you may be invited to join me in a brief 1:1 interview and/or focus group discussion. Information you provide for this study will be kept strictly confidential and your identity will not be disclosed to anybody inside or outside the school. Information you share will be kept safe, secure and confidential and will only be used for the purpose for which it has been collected. You can withdraw from the study at any time, whenever you feel unable to continue, even after giving your written permission. You will not be misled to give information without your knowledge or approval. The purpose and use of information collected will be explained to you before it is gathered. You will always be made aware of data or information being gathered and what it is being used for at every stage of the process. Your interest will be protected throughout this study to ensure that you are safe and that the study does not interfere with your work. The information you give will be anonymous and only used for this purpose. The research has been approved by the University of Greenwich Research Ethics Committee. The Principal of the college has also given consent for this study.

This project is supervised by Dr. Gordon Ade-Ojo (Email: G.O.Ade-Ojo@greenwich.ac.uk).

Please do ask any questions you have about any aspect of the research process. I am available by email on Ns138@gre.ac.uk,

Nicola B Sowe MSc, Cert Ed, FfL

Appendix 6: Consent by Participants



PARTICIPANT CONSENT FORM

To be completed by the research participant.

<ul style="list-style-type: none"> • I have read the information sheet about this study • I have had an opportunity to ask questions and discuss this study • I have received satisfactory answers to all my questions • I have received enough information about this study • I understand that I am / the participant is free to withdraw from this study: <ul style="list-style-type: none"> ○ At any time (until such date as this will no longer be possible, which I have been told) ○ Without giving a reason for withdrawing ○ (If I am / the participant is, or intends to become, a student at the University of Greenwich) without affecting my / the participant's future with the University ○ Without affecting any medical or nursing care I / the participant may be receiving. • I understand that my research data may be used for a further project in anonymous form, but I am able to opt out of this if I so wish, by tickin <input type="checkbox"/> here. • I agree to take part in this study 	
Signed (participant)	Date
Name in block letters	
Signature of researcher	Date
Name in block letters Nicola B SOWE	
This project is supervised by: Dr Gordon Ade-Ojo Principal Lecturer and LLUK Sector Network Coordinator Centre for Leadership/ Dept. of LLTE University of Greenwich Avery Hill Campus Bexley Road Eltham London SE9 2PQ Email: G.O.Ade-Ojo@greenwich.ac.uk	
Researcher's contact details (including telephone number and e-mail address): Nicola Sowe 02083318058 Ns138@gre.ac.uk	

Appendix 7: Consent by Principal



31st October, 2014

Dear

Request for Research Study Authorisation

I write to seek your approval to distribute a questionnaire and conduct short interviews and a focus group discussion with trainee teachers who are attending Initial Teacher Training at the college. In addition, I plan to carry out an interview with your teacher educator and/or mentor. The data collected will be analysed as part of my research for a Doctorate in Education studied at the University of Greenwich. The research intends to evaluate current ITT (post 16yrs) curriculum to see the extent Transformational Learning is promoted.

I plan to distribute the questionnaire by using software that allows completion online. I will capture discussion at interviews and focus group using an audio recording device, transcribe it and then delete it. The findings from this will be reported in a forthcoming thesis as part of my EdD. The participants and the institution will remain anonymous throughout the reporting process.

I would be extremely grateful if permission is granted allowing me to conduct the study in the college. Please contact me via email at Sn138@gre.ac.uk to let me know if you consent to this. I look forward to your response and please do not hesitate to contact me if you would like to discuss any aspect of this research further.

Thank you for your kind consideration.

Yours sincerely,

Nicola B Sowe MSc, Cert Ed