

## Final report Westminster CETT

### The professional knowledge and skills needed by new teacher educators in the Learning and Skills Sector

Ros Clow and Joe Harkin  
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#### Introduction

Since 2001, all teachers in the Learning and Skills sector must be qualified to teach. A survey of teachers' perceptions of their initial teacher education (Harkin, Clow, & Hillier, 2002; Clow & Harkin, 2003) showed the importance that teachers attach to being trained and, among other issues highlighted, it was clear that teacher educators are expected to be powerful role models of good practice. Yet the professional knowledge needed by teacher educators and their professional formation has largely been overlooked. A paper (Harkin, 2005) questioned the absence of any national consensus on what propositional knowledge teachers and teacher educators should engage with in initial education. As a result, the Institute for Learning and other organisations held a series of national symposia. It became clear from these that different providers focus on different aspects of knowledge, that, taken together, all the areas of knowledge cited would be impossible to deliver on an initial education course, and that the question of what knowledge teachers ought to engage with is contentious. All of which carry implications for the professional development of teacher educators.

Often the recruitment and induction process to the role of teacher educator is haphazard and is based largely on whether someone has a reputation as an effective teacher. Noel (2006), quoted Korthagen *et al* (2005) that, '*it is really quite remarkable that there is a common taken-for-granted assumption that a good teacher will also make a good teacher educator.*'

LLUK commissioned a report (Harkin *et al*, 2008) into the developmental needs of teacher educators. The report surveyed the views of 95 current teacher educators, consulted with a range of national organisations and carried out a literature review. Clow and Harkin produced a model to conceptualise the knowledge of teacher educators (Appendix 1). The report recommended the setting up of a Teacher Educator Development group to carry forward work on the development of teacher educators. Among the recommendations for the work of the group were:

Refinement of a model of the knowledge, skills and attributes needed by teacher educators in the sector;

and preparation of a *Good Practice* guide to the recruitment, selection and professional development of teacher educators.

The research reported here, funded by the Westminster CETT, aims to provide some useful insights into both these issues by surveying initial education teams within the CETT on their use of propositional knowledge on courses, and by focussing more closely on the work of four newly appointed teacher educators. The research will consider their recruitment, induction and professional development as case studies that may assist a teacher development group in its work.

### **Objectives:**

1. To identify the kinds of professional knowledge found useful by teacher trainers
2. To explore the theory new teacher trainers are expected to teach on courses leading to QTLS
3. To identify the skills needed to contribute to teacher training in the sector
4. To review the kinds of support given to new teacher trainers.

### **Methodology**

The research was carried out in two stages.

First stage: the theories or propositional knowledge cited by teacher educators in the symposia mentioned above, together with those cited by teacher educators as used by them when giving feedback after observation of the teaching of trainee teachers, in a small-scale survey in 2006 at Oxford Brookes University carried out by Mary Samuels and Ros Clow, were formed into a questionnaire that was distributed to all teacher education teams within the Westminster CETT. (Appendix 2) The intention was to gauge the extent to which particular knowledge is delivered to teachers on initial education courses.

Second stage: teacher educators within the Westminster CETT who had been appointed to the role within the past two years were invited to take part in a collegial exploration of their professional formation. In the event, four teacher educators volunteered who were able to go through this process that entailed one-to-one interviews based on an interview schedule (Appendix 3), attending a focus group to discuss the model of teacher educator knowledge (Appendix 1), and being observed working in their own college. The interviews and the focus group were recorded and transcripts produced.

**Results of the first stage:** the response was disappointing in producing only seven responses, despite reminders being sent. The received checklists covered a range from PTLLS to Pre-Service PGCE, however, only one response was related solely to PTLLS, one did not include PTLLS and the other five did not differentiate which theory was delivered in each section/level of the qualification.

Even though so few replies were received it was quickly evident not only that a wide variety of theories are utilised in post-compulsory initial education but also that there is a wide disparity in those considered key to the courses. The only theory to receive six citations as a key aspect of the course was Kolb's Experiential Learning Cycle, and the remaining other response cited Kolb as used by some tutors.

Not only was there no uniformity of propositional knowledge cited, but there were many 'poles apart' responses (Appendix 2) in which items in the checklist were regarded as key to an initial education course, while other course teams had not even heard of the theory. For example, Schön is regarded as a key theorist on two courses but one respondent had never heard of him

This corroborates the evidence of the national studies cited previously that there is very little shared understanding of what forms of propositional knowledge teachers ought to engage with in initial education. Furthermore, this is not a matter of contestation that may or may not lead to a consensus about what ought to be encountered, it is that almost no debate and discussion has taken place that may rise to contestation or consensus. As Harkin pointed out in 2005,

*Constrained by time and by the understandable desire of teachers to focus on developing immediate practice, constrained also by the training and experience of teacher trainers, courses of initial training offer only fragments of theory, rather than systematic bodies of knowledge. Different courses present different fragments, depending largely on the choices and predilections of the trainers.*

Further discussion during this research project raised the issue of fear of imposition of prescribed texts. There is a tension between undermining the professional autonomy of teacher educators and the need, especially of newly appointed teacher educators, for guidance in selecting appropriate texts from what may be a bewildering multiplicity of theories available. This is further complicated by studies such as that by Coffield *et al* (2004) which critiqued the validity and reliability of current learning styles theories that teacher educators are comfortable with.

**Results of the second stage:** six new teacher educators (NTEs) responded to an invitation to participate in a collegial exploration of their role. Subsequently one withdrew because her college no longer offered initial teacher education; and the other, a newly appointed teacher educator with little experience of the sector, could not afford the time to be involved as half the initial education team had left and she was expected to set up new PTLLS, CTLLS and DTLLS courses as well as a Foundation Degree. Thus, although she was unable to participate, her experience does indicate the sorts of pressures and difficulties that may be faced by a novice teacher educator in the sector.

All four teacher educators who participated in the study are white females in their mid to late 40s, with teaching experience ranging from four to sixteen years in Business in Leisure and Tourism; ESOL; Hairdressing; and Management NVQs. Three had BAs in Educational Practice, and all four had Certificates in Education. They also had a variety

of other relevant experience and qualification, such as counselling skills, being a Subject Learning Coach, an Advanced Practitioner or an e-champion. Two were currently taking mentoring qualifications and one an MA in Education.

Their profiles are typical of most teacher educators in the sector nationally (Harkin *et al*, 2008).

### **Recruitment to the teacher educator role**

As expected, the NTEs felt that they had been recruited because they were seen as “good” teachers. One had had Grade 1 observations for the last four years and was acknowledged to have raised observation grades of colleagues. Another, who had had the least teaching experience, had been awarded grade 1s and was disappointed to have once received a grade 2. Although this should be seen as a distinct advantage for a NTE, it was acknowledged that it can be seen as threatening by existing members of the teacher education team. One participant told of how she had been asked to teach a session, had prepared it but then the experienced teacher educator had taken all her preparation and used it because he was going to be observed. (He later took long-term sick leave).

In one case the NTE had been recruited into the role from another organisation because, although the previous incumbent had given a year’s notice that she would be leaving, the college had identified no one within the organisation who could be trained up in preparation for the role.

It was agreed in the focus group discussion that becoming a teacher educator was not just a steep learning curve but a *‘learning cliff... without the ice pick and poles’*. The feelings were *‘like leaving junior school and starting secondary school!’* NTEs move from an area where they are very confident, where they can cover any class with very little notice, to this new terrain where they are the new girls. On the other hand this was a move they very much wanted to make. One NTE had volunteered to teach over hours so that she could contribute to teacher education. Another described it as, *‘I feel like I’m home,’* despite mentioning the *‘massive, massive culture shock.’*

### **Induction to the teacher educator role**

The NTEs’ experience of induction varied widely – from thoughtful provision, to no provision at all. One NTE was appointed to the college teacher development team full-time, with no residual teaching responsibilities in her subject specialism. She was allowed to choose one module to deliver during the academic year and chose one in the second term. She chose a mentor, a partially retired member of the team, who was paid to meet with her on a weekly basis. Other than cross college development sessions as needs rose, she could concentrate on reading her new subject specialism - which is post-compulsory education. This may sound obvious but listening to NTEs made us realise that despite their having recognised good teaching and tutorial skills the move

into teacher education is essentially about taking on a new subject specialism. Comments made illustrate this point:

- *It was quite scary*
- *Talk about being terrified*
- *I don't really know where to start*
- *It's like walking into a wall*

At the other end of the induction spectrum was the NTE, now just starting her third year as a teacher educator, who was dropped in at '*the deep end*'. She was given no induction, no residual resources were left by her predecessor and she taught almost the entire level 6 course in her first year. In addition, and despite only being on a 0.4 contract, she was expected to run PTLLS courses and manage the assessor awards in her college.

When NTEs were very new to the role issues of time management were raised. That was the other thing – it was a massive, massive culture shock. *'I got a diary and it is empty at the moment, you know and it is up to me – in the old days it was in September – bang, there is your timetable, there's your contact, there's your admin time.'* (A)

Teacher education time management is a micro skill that may be part of early mentoring for the NTE.

### **Insights into the model of teacher educator knowledge gained from the focus group**

A focus group was held in which the Model of Teacher Educator knowledge (Appendix 1) was briefly explained and then the participants were asked to self-assess against each heading in preparation for the focus discussion. In general, there was agreement that the model captured the knowledge and skills required of a teacher educator.

### **Role modelling tutorial skills**

All four participants had had good experience of giving tutorials and felt comfortable in this role as a NTE. Giving tutorials to trainee teachers was seen as a good development technique and a way of learning more about the whole course and different sectors.

### **Teaching observation and formative feedback**

Similarly teaching observation acted as a development tool for these new teacher educators. One confessed that since her own initial teacher training she had '*never stopped observing*' using her Key Skills role as an excuse to '*drop in*'.

*there are days when you just think – I feel like I am getting tired or some of my ideas dry up and I am bored with myself .....therefore my students must pick up on that – so I go and say 'Do you mind if I drop in?' (B)*

She also stated that she re-read the feedback from her own teacher training to help her write appropriate comments when she observed others formally, *'looked at the language...and recalled how I felt about some of the comments that were made'* (B)

She also distinguished between managerial/inspectorial observations and developmental observations for teacher training,

*and also there's an element I find with a lot of my observations where teachers, because they have put together a formal observation, they are so frightened if the lesson suddenly goes off in a really interesting tangent. They are frightened to work with that and follow that and I think sometimes that is where the great learning really happens, to have the confidence to be able to go, OK, while on paper that lesson plan looks great but something has gone zing here and follow that and I really like to encourage that.* (B)

One of the other participants had attended a day's training on observation and another had done joint observations with a colleague from the franchising University.

### **Assessment of written feedback at levels 4-6**

For all four NTEs, marking at levels 4-6 was a new experience. They had been supported in this in a number of different ways, all of which had been appreciated. During a teacher education team meeting various assignments had been brought in and the team were asked to group them into different levels. One had had her first marking of an assignment double marked by a University colleague and also learnt a lot from franchise cross college moderation which was carried out twice during her first year of teacher education. The work was sampled by colleagues teaching the same modules and she was able to double mark their assignments. One found reading her own Cert.Ed /BA assignments and the accompanying feedback useful.

### **Wider focus – different parts of the sector**

All four NTEs had experience of at least two of the learning and skills sector organisations, usually FE and work-based learning. They said they were learning about other parts of the sector through tutorials and observations.

### **Reading and evaluation of education texts**

This area seemed to raise more emotion than those already discussed, in keeping with the more problematic nature of propositional knowledge shown in previous studies. Participants confessed that they had only read *'one or two'* of the books on their course reading lists or *'about a quarter'*. One commented that the books she had read 10 years ago when doing her teacher training were no longer the *'current favourites'*. They were all agreed that they didn't know which were the most important ones to read and tended

to read for the specific module they were teaching. Having done that, they were inclined to add to the reading list in the course handbook.

Authors they mentioned without prompting were Petty (4), Reece and Walker (2), Harkin, Turner and Dawn (2), Clow and Dawn (2) (The latter two for obvious reasons!). Mentioned by one participant only were Kolb, Minton, Coffield, Cattrell, Schon, Taylor and Curzon. One commented that reading '*doesn't always float my boat.....for example Petty is an accessible reader..but he is the Sun and I know I should be reading The Times.*'(B)

Several issues were raised around this aspect of becoming a teacher educator. These included the cost of purchasing books oneself. Not all were aware that some publishers send free copies of new books that may be placed on a reading list. Library stocks in FE colleges were seen as inadequate, there not being enough for the trainees without the NTE taking key texts home to read. Perhaps most worrying was the comment when asked about the stock in her college library, '*It is all right. I have better stuff at home actually.*'(D) In at least one college the library did not have the books on the university course reading list, which raised issues about how trainees could access these books if they could not afford to buy them.

### **Knowledge of new developments in the sector**

Keeping up to date with new developments was supported in different ways. For example, the teacher education team circulates 'stuff' or the course team leader sends round items of interest as she is doing a Masters. Under this heading the Westminster Centre for Excellence in Teacher Training (CETT) meetings were mentioned, '*I am an active member of the CETT ....I go to every meeting.*'(B)

### **Teaching and learning – core theory**

Under this heading it became clear that those who had undertaken their teacher training or an education based university qualification relatively recently had a distinct advantage. This was particularly the case if they were teaching on the same qualification they had undertaken themselves. If they were now working as a NTE on a different course it was quite likely that the theory base they were familiar with was not being taught to their trainees. This may be linked to the wide disparity in propositional knowledge encountered in different courses.

*But it was this feeling of am I going to be given the right information, am I going to be able to talk about this information and sound like I know what I am talking about and not having to look at the next page for my information. (A)*

Very few theories were volunteered by our participants as a core aspect of a teacher education course: VAK, Kolb(2) and Vygotsky.

## **Develop and model reflective practice**

When asked which model of reflective practice they draw upon this again produced an emotional response. Models mentioned were Schon (3), Brookfield (2) Kolb, 'data process' and GROW. *'I mean the one that was drummed into us was the GROW model.'*(A) Unsurprisingly the participant who teaches the reflective practice module on her course had more models at her fingertips and also mentioned a new CPD book published to support the new DTLLs qualification.

## **Research and critique to improve practice**

The participants did not understand this heading, which led us to think we need to change it.<sup>1</sup> It was explained by the researchers as, *'the role of teacher educator in HE certainly goes beyond teaching, to being engaged in some kind of critical, research-based activity'* and also *'critiquing government policy, [such as is shown by the work of] people like Norman Lucas and so on'*.

One participant had been doing research for her MA and for the QIA. Action research was also mentioned but it seemed that little if anything in their teacher educator roles expect them to research and critique, however, all were based in FE colleges and the expectation may be different in universities.

## **Contribute to the development of a community of practice**

The three participants who were employed full time in their institutions were also involved with cross college development. This had begun with advanced practitioner and e-champ roles and continued as they moved into teacher education roles within their institution. Examples were Interactive Whiteboard training, producing group profiles in preparation for inspection and advising on the use of the Standards Unit resources. Despite being new in role, NTEs were expected to become involved with the selection and training of mentors for trainees. Mentoring colleagues with poor inspection grades was raised as a particularly taxing side to the community of practice role and one NTE had signed up to begin a *'a mentoring course at Westminster ....part of my role is to coordinate mentors.. so I thought it probably is a good idea for me to really get a more in-depth knowledge.'*(C))

Informal approaches by colleagues for help were linked to internal respect for the NTE's teaching skills so, for example, a colleague might ask for an informal observation on a difficult group or new technology use.

## **Developmental activities**

The data provided us with examples of support and activities that NTEs thought had developed their confidence, knowledge and skills:

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<sup>1</sup> Retitled, Carry out research to improve education



1. Mentor who has been allocated time to meet with the new NTE allowing her the opportunity to ask 'silly questions' without feeling embarrassed in front of colleagues.
2. Limited teaching role, choosing to start contribution by teaching the teacher education area she feels most comfortable with.
3. Access to resources created/chosen by existing team members.
4. Link person to liaise with university pre-service trainees on placement.
5. Working one to one with an experienced teacher educator on module planning, re-designing feedback paperwork.
6. Updating the course handbooks.
7. Shadowing a colleague who is going to retire or leave.
8. Library searches for all available texts.
9. Sitting in on current provision to get to know the whole course.
10. Sitting in on guest speakers.
11. An up-to-date list of definitions of acronyms.
12. Start of year tasks: interviews; enrolment.
13. Giving current trainees tutorials.
14. Joint teaching observation with an experienced teacher educator or the trainee's mentor.
15. Solo teaching observations using course pro formas.

This list may be compared to Noel (2006) who found that there is a spectrum of value placed on the types of support most valued initially by new teacher educators. These values are given in Table 1, below:

**Table 1. Types of support most valued initially by new teacher educators—evidence from the questionnaire survey ( $n = 78$ )**

Type of support, listed in order of importance  
Mean score (1 = not important 5 = very important)

1. Joint moderation of students' work 4.79
2. Induction to the role 4.66
3. Detailed guidance in relation to the curriculum 4.64
4. Shared teaching resources 4.58
5. Regular team meetings 4.53
6. Observation of teaching practice assessment 4.49
7. CPD course attendance 4.46
8. A teacher educator mentor 4.36
9. Joint curriculum development opportunities 4.00
10. Regular email contact with other teacher educators 3.99
11. Observation of others teaching ITE 3.95
12. Opportunities to team teach 3.86
13. Work-shadowing of experienced ITE staff 3.85
14. Support with research and scholarly activity 3.84

The emphasis is on mainly informal, collegial development, in keeping with the absence of a nationally recognised framework for professional development of teacher educators.

### **Observation visits**

After the interviews and the focus group a researcher visited each of the NTEs to offer support in their NTE role, as well as finding out more about the role and the issues faced by the NTE.

NTE A identified that she wanted help with marking at the appropriate levels, particularly where the work was very good. She wanted ideas of how to give developmental feedback in these situations. One of the researchers sat in on a full afternoon's teaching. She asked for and was given feedback on her teaching. A second visit was to double mark module assignments.

NTE B wanted guidance with setting up Action Research projects for her trainees. She was observed giving one to one tutorials to two teaching colleagues who are taking DTLLS (Year 2) and who are engaged in action research projects on their own teaching. Teacher A (f) was focussing on improving exam results in Anatomy and Physiology on a Beauty Therapy course. She was very enthusiastic about the project both for the positive effects on her own teaching and also for the way that students have responded positively to taking part in the project. NTE B congratulated the teacher on her enthusiasm and commitment and gave supportive guidance on ways forward, including recommending particular texts to take forward the teacher's ideas.

The second tutorial was with a relatively young motor vehicle teacher (m) who was focussing on differentiation in his teaching. He also had prepared a spreadsheet showing timelines but it was clear that he had not approached the project with a great deal of commitment, other than to get through it to gain his DTLLS. His targets were rather ambitious for the time available and NTE B, in a supportive way, encouraged him to focus in more specific and achievable ways. She recommended specific texts to look at and set a tight dateline for the teacher to move forward.

In general, it appeared that action research projects are very worthwhile in getting teachers to focus on issues of real professional concern and development potential. Through the projects, a range of literature may be engaged with in purposeful ways, and a practice of reflection on teaching encouraged. I was impressed, but the time commitment for projects is great, both for teachers and tutors like B.

NTE B also arranged a brief meeting with teacher educator colleagues to discuss the appointment, induction and professional development of teacher educators on the team. It appeared that the practices at the college closely reflect those found in a national survey of initial teacher education (Harkin *et al*, 2008) – teacher educators are appointed collegially because they are “good” teachers who may be willing (even

enthusiastic) about becoming members of the ITE team, and who, in some cases, may be light on hours. Nothing in the way of formal induction and development is offered, however, the team offers high levels of informal support through the sharing of materials and so on. The Westminster CETT is also a source of development activity.

NTE C wanted guidance on written teaching observation feedback. This was partly given by email and phone when a difficult situation involving a mentor arose. Subsequently the researcher and C met and discussed the feedback given on a range of observations. Ideas were given to develop the formative nature of the feedback, linking this to reading and theory. It was realised that it would be very useful for C to sit in on her colleagues' teaching sessions as much as possible in order to give more insight into the wider aspects of the course. Additionally the focus group activity raised her awareness of her professional development needs and she subsequently used the Model of Teacher Educator Knowledge with her line manager to inform her development.

NTE D was observed teaching a DTLLS year one group in a lively session about equality and diversity, with plenty of opportunity for the participants to talk anecdotally about their experiences. This was followed by a discussion between the researcher and NTE D about the appropriate balance to be struck between participants talking about their current or past experience, and NTE-led input, drawing partly on background literature, to deepen participants' understanding of issues in their own specific area of work and in other areas too, some of which, once qualified, they may move into.

The professional development needs of teacher educators was also discussed and NTE D thought that having a recognised mentor would have been useful, as would have been an entitlement to training of some sort.

## **Conclusions and recommendation**

This small-scale study has highlighted a number of weaknesses in the recruitment, induction and professional development of teacher educators in the learning and skills sector. These include: a lack of succession planning to the role; an understandable reliance on appointing people who are "good" teachers but then offering most of them little or no development to move beyond and build on this so that they develop a firmer grounding in propositional knowledge; an over-reliance on informal and collegial sources of support that may or may not be available; an expectation that newly appointed NTEs will rapidly take on major responsibility for designing and running programmes without sufficient knowledge and experience.

All of these issues became clear in the national report (Harkin *et al*, 2008) *The Developmental Needs of Teacher Educators*. The case studies, and the survey of propositional knowledge used on courses, confirms a need to have a more thorough national debate about the sorts of knowledge that teacher educators should possess, at least as a team; focussed possibly on debate about what may constitute threshold concepts and troublesome knowledge in teacher education, drawing on the ideas of

Meyer and Land (Meyer and Land, 2006). What are the areas of knowledge that teachers can expect to engage with in initial education, led and managed by knowledgeable teacher educators? What ought to constitute good practice in the processes of recruitment to, and induction to the role of teacher educator?

The four volunteer NTEs in this study show clearly that teacher educators are tremendously committed to their role and work very hard to adjust quickly to what for most is a fundamental shift in subject specialism. Most of them do this through personal dedication and enthusiasm despite a marked absence of institutional support. This is a tribute to their professionalism but that very professionalism – the willingness to put great effort into learning new knowledge with little support – may be part of the problem. In a complex sector that has always faced great challenges, willing people who are able to cope may be left to do just that while attention is focussed on the needs of those who are not coping. But, when all members of the sector workforce are supposed to be developed, and much of the development of teachers falls to the task of teacher educators, it is high time that their professional development needs are taken more seriously.

This is not just a matter of the professional development needs of willing individuals. It ought also to be about recruitment to the role of a wider and more representative cross-section of the sector workforce – more men, more people from ethnic minorities, more people with maths, science and vocational backgrounds. If a wider cross-section of the teaching workforce is to become represented in the role of teacher educator, then there will be a more pressing need to pro-actively recruit, rather than relying on self-recruiters and existing networks of colleagues; and for a process of professional formation through induction and on-going development to enable NTEs to grow in the role and work as effectively as possible with new teachers.

The model of teacher educator knowledge shown in Appendix 1 is proving quite robust when interrogated by NTEs and it may be used in future development work. The NTEs in this study supported the principle that there should be forms of professional development available to teacher educators that may not be mandatory, and may be flexible in access and delivery, and may possibly be portfolio based. The Principals' Qualifying Programme (mandatory for all newly appointed college principals) may be an example of the type of professional development model that is needed. However, that programme, with its residential elements and expert speakers, is relatively expensive, and there are far fewer principals than teacher educators. Something similarly flexible and tailored to the needs of individuals may be needed, but in a stripped down and less expensive form.

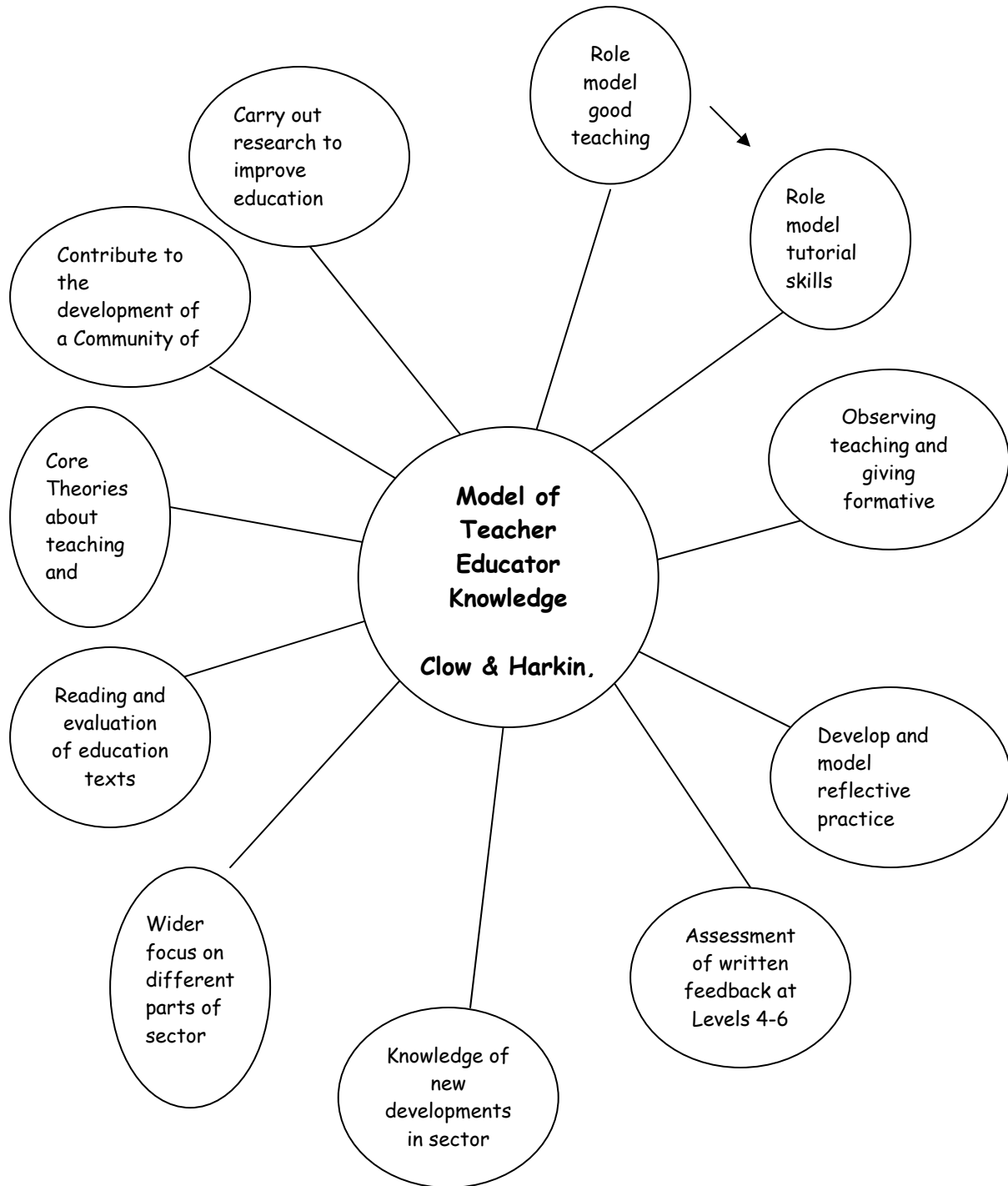
A suitable programme of professional development for teacher educators could reach out to many parts of the sector, beyond further and higher education, and help to provide the staff to develop a skilled and knowledgeable teaching profession, better able to meet the many challenges that the sector has always encountered.

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## Appendix 1

### Model of Teacher Educator knowledge Revised April 2009



## Appendix 2

### The questionnaire of Stage One of the research Theoretical knowledge<sup>2</sup> used in ITE

We are trying to get a handle on what theoretical knowledge is used in further education initial teacher education (ITE). To help us do this, please give a copy of the checklist below (electronically or a hard copy) to each of your **course teams** involved in ITE. We would like each team (ideally during a course team meeting) to tick all theories taught this academic year on their respective courses.

Please then return the checklist either electronically to [raclow@ntlworld.com](mailto:raclow@ntlworld.com) or by post to Ros Clow, 30, Priory Road, Newbury, Berks., RG14 7QN by Friday June 14<sup>th</sup> at the latest. Periodic reminders will be sent but it would be great if you could add it to a team meeting agenda.

The checklist is **not** an exhaustive list of theories of teaching and learning but is based on two small-scale research projects that investigated theories used in further education ITE. In some cases an area of theory was mentioned without attribution to a particular theorist, in other cases a name was given without it being clear which particular idea was valued. Hence gaps in the checklist. Please feel free to fill in any gaps! And, more importantly, to add at the end of the checklist any other theories you teach.

And please don't worry if you do not recognise all the theory – in fact, it would be astonishing if you do.

#### Knowledge checklist

##### Type of course

PTLLS	CTLLS	DTLLS	Pre-service PGCE	Other

##### Awarding body

For each row in the table please indicate its place in your course by ticking either A, B, C, D, or E, according to the definitions below.

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<sup>2</sup> By the term "theoretical knowledge" we mean systematic knowledge of teaching and learning that is usually available in published form.

A	Students are taught about this theory as a key aspect of the course and are expected to apply it
B	One or more tutors use this theory as part of their teaching but it is not central to the course
C	Not taught this year but the theory has been in the past, perhaps to meet the needs of a particular student
D	This theory has never been taught in this ITE
E	Never heard of this theory

**Raw data: ✓ = PTLLS; 1-5 = number of DTLLS/PGCE respondents**

Theory	Author/s	A	B	C	D	E
Reflection in action	Schön	2	2✓	1		1
Experiential learning cycle	Kolb	5✓	1			
Reflective practice model	Moon	1✓	1	1		2
Reflective practice model	Bain et al	1	✓	1	1	2
Reflective cycle	Gibbs	2	✓	1		1
Four lenses for reflection	Brookfield	4			✓	1
Model of epistemological reflection	Baxter Magolda				1	4✓
Cognitive development	Piaget/Donaldson	2	2	✓	1	
Moral development	Kohlberg		1	✓ 1	1	1
Stages of intellectual and ethical development	Perry		1	1✓	1	2
Stages of student learning	Furlong / Maynard	2	✓		1	2
Learning styles	Honey/Mumford	2✓	4			
Learning styles	Kolb	3✓	2			
Learning styles (brain dominance)	Hermann	1	2	✓		2
Learning styles	Dunn /Dunn	1	1	1✓		2
Visual/Auditory/kinaesthetic (VAK)		2✓	4			
Right brain/left brain	Cooper or Buzan	1	2✓			
Holistic/Analytic, Verbal/Imager	Riding/Rayner		2	✓		3
Deep and surface approaches	Entwhistle/Perry	3	✓			2
Learning styles critique	Coffield et al	1	1	1✓		2
Andragogy	Knowles	2	1✓			2
Self-organised learning	Harri-Augstein/Thomas		1✓	2		2
Zone of proximal development	Vygotsky	3	1✓			
Multiple intelligences	Gardner	3	1	1✓		



Emotional intelligence	Goleman	3	1	1✓		
Neuro-linguistic programming (NLP)		1	1✓	1		2
Behaviourism	Thorndike/Skinner	3	3	✓		
Behaviour modification		1	2	✓		
Behaviour management		3	2	✓		
Types and phases of learning	Gagné	3	3	✓		
Integrative model	Taba	3		1✓		1
Scaffolding	Bruner	3		✓		1
Meaningful learning/advance organisers	Ausubel	1	2	✓		1
Taxonomies of learning	Bloom et al	3	3	✓		
Constructivism		3	2	✓		
Social constructivism		3			✓	
Constructive alignment	Biggs		2		1	1✓
Motivational triangle	Maslow	2	3	✓		
Hygiene factors	Herzberg	1	4			
Assessment for learning	Black/Wiliam	2	✓			2
Process curriculum	Stenhouse	2				2✓
Spiral curriculum	Bruner	1	1			1✓
Stages of group formation	Tuckman	2	✓ 1	1		1
Team roles	Belbin	1	2✓	1		1
Roles/role distance	Goffman	1	1✓		1	
Analysis	Bales	1	2✓			
Group dynamics		2✓	1	1		
Transactional analysis	Berne	3	3✓			
Communities of practice	Lave /Wenger	1	✓	1	1	1
Unconditional positive regard	Rogers	2	1✓		1	1
Communication styles	Harkin et al	2	2✓		1	1
Personality inventory	Myers/Briggs		1	3	✓	1
Language and class	Bernstein	2		1✓		2
template	Mansbridge			1	1	3✓
Dual professionalism		2	2		✓	1
Professional development	Eraut	2	✓		1	2
Teaching as a subversive activity	Postman/Weingarten		1		2	2✓
School-based teacher education	McIntyre/Hagger				2	3✓
Consulting pupils	Rudduck			1	1	3✓
Language, culture and power	Bourdieu	1		1		3✓
Differentiation		4✓	2			
Attention span		2✓	3	1		
Inductive/deductive planning		✓	2	2		1
Collaborative learning		2✓	4			

Active learning		4 ✓	2			
Enculturation		1	1		1	3 ✓
Theory in action		1	2		1	✓
Double loop learning			1		2	1 ✓
Learning as social negotiation			1 ✓	1	2	2
Productive reasoning					3	1 ✓
Metacognition		1	2	1	2	✓
Navigating complexity					1	3 ✓
Epistemology and didactics			2	1	2	✓
Evidence based practice		2	3 ✓		1	
<b>PLEASE ADD OTHERS THAT YOU USE IN ITE</b>						
<i>Behaviourism</i>	<i>Pavlov/Watson</i>					
<i>Curriculum models</i>	<i>Taylor</i>					
	<i>Lawton</i>					
	<i>Skilbeck</i>					
<i>Teaching and Learning as an emotional experience</i>	<i>Salzburger/Wittenburg</i>					

Please could you give details of any team members who would be willing to talk to us in more depth about the choice of theory taught on your course?

Name	email	telephone

## Appendix 3

### Westminster Partnership CETT Case Studies

Ros Clow and Joe Harkin

#### The professional knowledge and Skills needed by *new* teacher trainers in the Learning and Skills sector

##### Interview schedule (c one hour)

1. Welcome/read notes
2. Roughly what percentage of your time is spent as a teacher educator (TE)?
3. Are you happy with this or would you like more/less?
4. What do you think were the reasons for your appointment to the TE role?
5. What were your major areas of knowledge and attributes, do you think?
6. Had you already had experience of observing and making judgements about other people's teaching?
7. How were you inducted into the TE role?

From now on cover A) pre-existing knowledge

B) induction/CPD so far

C) Future needs

8. Had you assessed written work at levels 4-6?
9. Which parts of the sector had you had experience of?
10. How do you keep up to date with new developments in the sector?
11. How wide has your reading been in educational literature?
12. How are reading lists for your ITE students put together?
13. Roughly, what proportion of the books on the list have you read?
14. What educational literature do you draw upon in your own teaching?
15. Are you comfortable with the core theories that you are asked to teach?
16. Had you come across them before?
17. Which models of Reflective Practice do you draw upon in your work?
18. Do you actually teach Reflective Practice as part of your TE role?
19. Do you carry out any research as part of your TE role?
20. Do you have any responsibility for the professional development of staff beyond the TE role in your institution?