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**RATIONALE AND REALITY:
THE PERSONAL AND PROFESSIONAL
CAPITAL OF MASTERS LEVEL STUDY
FOR TEACHERS**

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A thesis submitted in partial fulfilment
of the requirements of the
University of Northumbria at Newcastle for
the degree of Professional Doctorate

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and Community Wellbeing*

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Abstract

This study seeks to explore the rationale for Masters level study as part of teacher training in England, the reality as experienced by those students and their perceptions of the value of Masters level to their personal and professional development as early career teachers.

Teacher education has 'consistently been a significant site of social and political struggle' (Menter, 2010) including the aspiration to become a postgraduate teaching profession, of Masters level in initial teacher education and top-up programmes for qualified teachers. Yet, development of postgraduate provision has been haphazard and reactionary, leaving the University provider in the sector with the burden of promoting its importance and defending its relevance. In a sector where training of teachers has moved from higher education to schools led, there has become a palpable separation between theory and practice (Hargreaves and Fullen, 2012). This research pursues the value of the Masters level elements in teacher education and also to the development of a teacher's own personal and professional attributes.

This qualitative study uses a constructivist grounded theory (CGT) methodology from a practitioner researcher perspective, in order to explore the student teachers perception and experience to develop a substantive theory outlining the value and use they make of their Masters level study. An early literature review, conducted to sensitise and inform the interview schedule was used within semi-structured interviews, undertaken with fifteen participants. Participants were purposively and then theoretically sampled to support the emerging theory until saturation of categories was achieved. Data was analysed using the CGT process outlined by Charmaz (2014).

Core categories emerged describing qualities and characteristics that students earned, achieved and received while studying at Masters level that included professional capital (combined human, social and decisional capital) and personal capital. In addition, participants described the optimal educational environment for the promotion of these capitals; that of constructivist forms of teaching, learning and assessment (TLA). Furthermore, participants stated that the value and qualities of a challenging learning journey were enhanced when provided by an overall structure of transformative programme design.

In the final theoretical rendering of the data, a conceptual model of programme design was formed, demonstrating the importance of transformative programme design, delivered through constructivist modes of TLA. Approaches found to provide a robust start to a teacher's career, offer longevity in the field, promote effective and reflective teaching and critical but co-operative teachers.

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Glossary of Terms and Abbreviations

BERA	British Educational Research Association
CATE	Council for the Accreditation of Teacher Education
CoP	Community of Practice
DCSF	Department for Children, Schools and Families
DFE	Department for Education (Government)
FHEQ	Framework for Higher Education Qualifications
GTCE	General Teaching Council for England
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
INSET	In Service Training
ITE	Initial Teacher Education
ITT	Initial Teacher Training
LAs	Local authorities
M Level	Masters Level
MTL	Master in Teaching and Learning
NCTL	National College for Teaching and Leadership
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Co-operation and Development
PGCE	Postgraduate Certificate in Education (with Level 7) or Professional Graduate Certificate in Education (Level 6)
PISA	Programme for International Student Assessment
QTS	Qualified Teacher Status
RSA	Royal Society for the encouragement of Arts, Manufactures and Commerce
RQT	Recently Qualified Teacher

SCITT	School Centred Initial Teacher Training
SWF	School Work Force of England
TA	Teaching Agency
TSE	Teacher Self-Efficacy
TTA	Teacher Training Agency
TDA	Training and Development Agency for Schools
UCET	Universities Council for the Education of Teachers
UDE	University Department of Education
UKRIO	UK Research Integrity Office

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Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the Faculty Ethics Committee / University Ethics Committee on 29/07/14.

I declare that the word count of this thesis is 56349 words.

Name: Sophie Elizabeth Jessie Cole.

Signature:

Date: 30th June 2017.

Chapter 1: Introduction and Background to the Study

1.1 Introduction to the chapter

This chapter describes the research context, the aims of the research and the rationale for exploring the personal and professional value of Masters level study to secondary trainee and qualified teachers undertaking a range of programmes in three university settings in the North East of England. This chapter explores the choice of methodology and method via reflections on the assumptions about reality that I bring to this research. In line with my research strategy (which is three stage and sequential) in that findings from the first set of research questions inform the next (see Figure 1 pg. 22), I will introduce the theoretical frameworks initially used to inform my understanding of the research field, justify the use of constructivist grounded theory (CGT) in gathering the empirical data and describe the process of analysis used to generate a detailed understanding of the phenomena grounded in the field under study.

1.2 Research background, context and focus of the study

Given the undoubtable influence of teachers on our society, their initial and continuing education and training is of crucial importance, yet, the related qualifications are in almost constant flux in England. The content, structure and level of programmes of study have altered greatly over the last decade and the status of these qualifications, both with regard to academic context and professional value means they have also become increasingly complex. As explored in Chapter 2, the profession in England has also moved towards Masters level and the spread of provision now includes government regulated content, professional content and unregulated academic content, as well as greater diversity in programme structure

and academic credit worth. The impact of these shifting landscapes in England means that student identity is being re-shaped within the university with professional transferability being of prime importance (Barnett and Di Napoli, 2008: 5). However, research seeking to understand how students make use of Masters level elements and how they support personal and professional development is lacking. Instead, much of the literature explores the aspiration and importance of delivering Masters level education programmes for academics. Thomas's (2012) thesis found that academics superimposed their own academic rationale for Masters level qualifications on top of the statutory professional requirements. Thomas's work was limited however in that although it showed that students thought Masters level elements important, it did not extend to enquiry about how and why it was useful to them.

Anecdotal evidence from my own practice as a Programme Leader in this field, suggests that students perceive this higher level of study as being pivotal to their personal and professional transformation. Consequently, this implies that greater exploration is needed regarding what it is about studying at Masters level that is of personal and professional benefit to students (la Velle, 2013).

1.3 Description of the research field and gap in knowledge

The Bologna Declaration (1999) called for a system of easily readable and comparable qualifications across Europe and the Quality Assurance Agency (QAA) for higher education explains that the UK is a participating country in the 'Bologna Process', to facilitate the mobility of staff and students between member states and to establish comparability and compatibility of European HE systems (QAA, 2009). One of the stipulations of the Declaration was that awards bearing 'postgraduate' in

their title should have a significant amount of work at Masters level. Consequently, the Framework for Higher Education Qualifications (FHEQ) came into effect in England, resulting in HEIs reviewing their awards to be commensurate with this new framework. A range of routes and ITT programmes to Qualified Teacher Status (QTS) are offered in England – the most popular of which is currently the PGCE. PGCEs are well-established ITT programmes, mostly delivered at honours level (H level), given that their role was to provide a professional qualification for those who already had an honours degree (Sewell, 2008). In this case, ‘postgraduate’ in the title of the PGCE related to chronology, rather than to academic level. Most ITT providers therefore reviewed their H level Postgraduate Certificate in Education programmes to ensure that any award with ‘postgraduate’ in the title included Masters level work otherwise it became entitled the Professional Graduate Certificate in Education.

Therefore, the trajectory of the decision to move the profession to Masters level began not because of research or united aspiration, but due to regulatory changes which required alterations to allow the status quo of the ‘title’ to continue (Castle, Peisar *et al.*, 2013:31). However, as Anderson and Gristy (2013:109) state, ‘then began the discussion that was at its height in 2007 to consider whether all teachers should have Masters level qualification. The Labour Government commissioned McKinsey report (2007) considered the relatively low numbers of teachers with a higher degree in the UK to be linked to the inability to close the achievement gap, that being the disparity in academic performance between groups of students with differing demographics such as race, wealth and gender.

This report influenced government policy resulting in the announcement of the development of a Masters level teaching profession in the ‘Children’s Plan– A Ten-

year Strategy' (DCSF, 2007). The principles of the new fully funded 'Masters in Teaching and Learning' (MTL) were later set out in 'Being the best for our children: Releasing talent for teaching and learning' (DCSF, 2008), from which the Teacher Development Agency (TDA) and social partners (such as HEIs, local authorities (LAs), subject associations, the General Teaching Council for England (GTCE), etc.) drew on in order to establish the national framework for the MTL, regarding issues such as the content and delivery of the programme. However, in 2011, the incoming Conservative Liberal Democrat coalition ceased funding the MTL and activity concluded in 2013 (Goddard and Payne, 2013:123).

In 2014, remaining Masters level provision was located in the components within a PGCE that are at Level 7 (ranging from the minimum requirement of 40 credits to the full 120 credits in some institutions) as well as what Bailey and Sorensen (2013:39) describe as 'traditional Masters in Education programmes, that have tended to be seen primarily as developing the knowledge and understanding of the individual teacher rather than professing to have a direct designed impact on teaching and learning in school'.

In addition, the H level professional or QTS elements of PGCE programmes were actively and rapidly integrated into school based programmes, leaving the university (solely in some routes such as Schools Direct provision), with Masters level elements to design, deliver and assess. Some ITT providers are choosing, as Woodhead (2011: 9) alleged 'not to bother with Masters level at all, but to forget the theory and get into the classroom to learn better that way'.

BERA and RSA (2014) published an inquiry into the role of research in teacher education which explored the importance of research, demonstrating the link between effective teaching and professional learning with research based learning and the need for a strategy to implement a framework enabling research informed practice to develop. The report further highlights the distinct lack of knowledge based on research around the value practicing teachers and trainee teachers place on having higher-level degree/Masters level knowledge, a point further explored in Section 2.5.

In 2014, the Universities Council for the Education of Teachers (UCET) stated that a powerful argument was needed to ensure the survival of the Post Graduate Certificate in Education qualification (2014). Although the provision is supported by reports and research from academics focussing on the link with improvement in teaching and learning data, UCET acknowledged the dearth of information about what the students' themselves think about the M Level element of their training in relation to their own personal and professional development. The fact that this is absent from the discussion and literature (*ibid*, 2014) is an omission that I hope to explore here, focussing on the marginalised voice of the trainee teacher regarding the value and currency of Masters level study.

1.4 The meaning and influence of 'capital' as used in the title and its association with teachers

The primary aim of this research is to explore the personal and professional capital of Masters level study to trainee teachers. Hargreaves and Fullen describe the concept of 'capital' as originating from the economic sector, and whether you are Warren Buffett, Adam Smith or Karl Marx, a key concept of capital is that it adds value to net

worth and if you want to get a return, you need to 'make an investment' (2013: 36). Within this research by using the term 'capital' as opposed to 'value', I am allowing for the acknowledgement of the learning process, or student investment, to realise the educational value. Therefore, a key aim will be to understand if trainee teachers feel they are adding professional capital to their identities through their personal and professional investment in the Master level elements of their programme.

In order to promote the level of investment required, Castle and Peisar (2013) argue that a strong characteristic of working at Masters level is the requirement to become an independent learner and as part of that circuit of learning, there is an expectation for the student to be self-crafting. Yet, it could be argued that the professional and regulated sections of teacher education programmes are in opposition to the students self-developing identity; the regulations expect compliance, yet the academic side expects critical analysis and personal philosophy. This positioning of professional demands as separate from academic demands within an intense programme of study create the potential for a dichotomous rather than synonymous experience. However, Michel Foucault offers discussion of the reshaping of the self, under situations where the models of selfhood are imposed from outside, stating 'a certain self-crafting is required... arising out of, and entailing, a crafting of one's relations to others – be they one's superiors, one's pupils, or one's colleagues...' (Rabinow and Nikolas, 2003: xxi).

American anthropologist Clifford Geertz further posits the importance of the personal knowledge and common sense made by people involved in personal development activity: 'science, art, ideology, law, religion, technology, mathematics, even nowadays ethics and epistemology, seem genuine enough genres of cultural

expression to lead us to ask (and ask, and ask) to what degree do other people possess them, and to the degree that they do possess them, what form do they take, and given the form they take what light has that to shed on our own version of them' (Geertz, 1983: 92). Masters level elements, it could be argued, are the only site within the professional development of a teacher offering the space to question, to be independent and develop self-crafting opportunities that 'stimulate the growth of pedagogy that is such a personal cultivation' (Eisner and Peshkin, 1990: 69). Given the complexity of the cognitive and social processes described above it would be highly reductionist to simply seek to explore the value of Masters level study as opposed to undertaking a critical examination of the meaning and influence of capital for trainee teachers.

1.5 The practice-based nature of the research and my dual role in the research process: ethical and reflexive considerations

As an education professional practicing within the context that I hope to research I recognise that I am immersed in and contribute to the social, political and wider factors that influence subject.

In response, I began to formulate this thesis whilst teaching a range of programmes that traditionally and more recently contain Masters level elements within a wider national framework. During this time, students have routinely shared their feelings of how Masters level of study was supporting their self-efficacy in the classroom and made them feel more professional. Many were also proud of achieving this level of study and, while reflecting on their educational backgrounds, felt that studying at Masters level was pivotal to their critical thinking about professional worlds. Some have been motivated to continue to full Masters once professionally qualified and

have increased their professional success. Whilst the above is anecdotal, in this thesis I intend to capture this feedback formally and analyse it to inform and develop programmes for teachers that are responsive to their personal and professional needs.

At this juncture, it is important to highlight that I am the curriculum designer, researcher, lecturer, assessor, guidance tutor and in some ways, role model for some of the participants that I hope to construct data with in this project. In addition, I have recruited students on similar programmes in other regional universities selected purposefully by colleagues from within my professional networks. Therefore, as stated by Costley, Eliot et al (2010), I consider myself an insider or practitioner researcher.

As a practitioner researcher, the importance of being critically reflexive cannot be underestimated and my intention here is to demonstrate what I believe to be a crucial addition, both in relation to the required aspects of the ethical approval process but also to the ongoing rigour of the work. As Norton (2007: 167) states; 'there is a danger that ethical procedures are treated in a rather superficial and pragmatic way', but in my journey, the process of gaining ethical approval was about creating an interval to reflect on my moral obligations as researcher and explore any impact on participants in relation to my various roles (lecturer, assessor, guidance tutor). Overall, the aim of critical reflection is to mitigate such power differentials by full acknowledgement and rigor in achieving informed consent, then ensuring the procedures for data collection adhere to principles within my methodology (Birks and Mills, 2011: 235).

Being critically reflexive is part of my methodological attitude to this constructivist grounded theory inquiry. 'Ontologically relativist and epistemologically subjectivist, constructivist grounded theory re-terms the relationship between researcher and participants' (Mills, Bonner *et al.*, 2006: 31) making it interactive and a partnership. In so doing, it brings the researcher's character, expertise, curiosity and engagement to the forefront of the research. Because of this, I intend to reflect upon my underlying assumptions and heighten awareness of listening to and analysing participants' stories as openly as possible.

1.6 Philosophical considerations and situating the research

In light of the practice-based nature of my research I consider it vital to enunciate my personal philosophical position and signify its potential impact in shaping the research process to ensure the credibility and auditability of the research process (Silverman, 2005). Statements of philosophical position or beliefs are necessary within both qualitative and quantitative studies. Lincoln and Guba (2000: 22) state 'all research is interpretive; guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied'. As such, the researcher must acknowledge a degree of reflexivity so that the reader can understand the multiple lenses through which the research has been created. There is no room for taken for granted, invisible or assumed beliefs and transparency across the research journey serves to ensure dependability and credibility.

Lincoln and Guba (2000), describe how the Interpretivist paradigm grew out of a critique of positivism from the three main fields of social sciences; sociology, phenomenology and anthropology when applied to research concerning individuals, their motivations, perceptions and ideas. 'Naturalism' in relation to this study means

'being true to the nature of the phenomenon being explored' as argued by Bryman (2008: 35). As this research is along the lines of that posited by Lincoln and Guba (2000: 208) in having an 'opposition to positivism and subsequent commitment to study the world from the point of view of the interacting individual', my approach is thoroughly qualitative.

Most qualitative research shares a similar view about the nature of knowing and reality. This links with what Scott and Usher (1996) see as ontology, a particular version of the world and epistemology as a particular way of knowing the world. I hold a relativist ontological viewpoint, assuming 'that reality, as we know it, is constructed intersubjectively through the meanings and understandings developed socially and experientially' (Guba and Lincoln, 1994: 103); this then determines my epistemological belief that we cannot separate ourselves from what we know.

Therefore, I am clear that the structure of this investigation is linked with who I am and, as such, how I understand the world and this will play a role in the construction of the research, understanding the phenomenon and communicating that co-constructed meaning.

As such, my ontological stance has significant implications for the research design and determines my epistemological position – that knowledge is based on multiple truths, experience and insight.

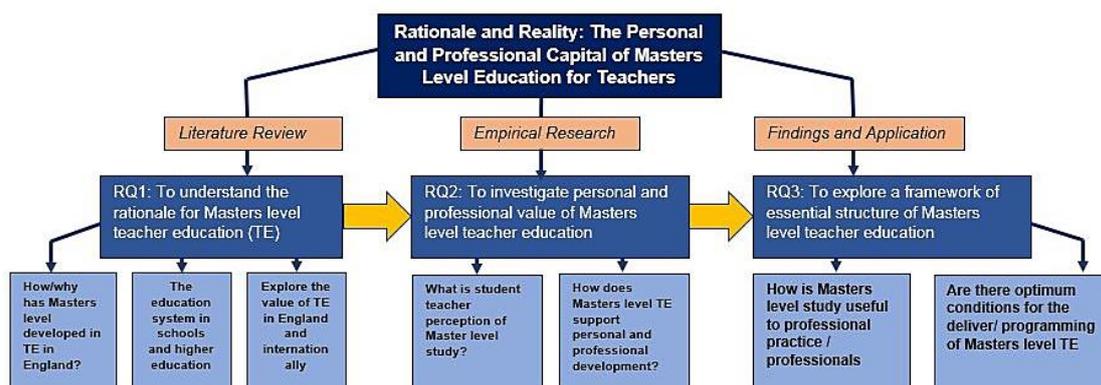
1.7 Research concept, questions and aims

An important contribution of any research project is that it moves on from presenting views based on beliefs, to those derived from exploring a reality or realities (Cohen, Manion *et al.*, 2007: 11) as defined in the title of this thesis. To achieve this, it is

essential to design robust research questions that direct and frame the study and to demonstrate the areas these research questions will address, connected with the appropriate method as well as providing a strategy for dealing with assumptions and beliefs (Andrews, 2003: 3).

In response, the research concept is set out using three sequential stages as illustrated in Figure 1. They are prerequisite and linear, Aim 1 leading to Aim 2 and are designed to be theory generating, yielding recommendations, models and ultimately producing a substantive theory (Charmaz, 2014: 310).

Figure 1: Model of research concept



1.8 Chapter summary

This chapter has provided the introduction and background to the study. It has placed the research in focus and identified the gaps in knowledge. It has further introduced the need to acknowledge the complexity of the learning process, or student investment and the complex cognitive and social processes impacting upon the value of Masters level study for teachers. It has further served as a vehicle to introduce the researcher's role as an insider researcher and the need to be highly reflexive. In

response, my philosophical position has been stated at the outset and its subsequent impact in shaping the research process has been clearly articulated. An early introduction to my ontology and epistemological position has been provided, demonstrating how the research aims have been formulated. As such the research timetable was structured to reflect the sequence and intricate pattern of the constant comparative method (see Appendix 1).

Chapter 2: Review of Literature: The Rationale for Masters Level Programmes for Teachers

In order to situate the research, sensitise my understanding of the field and refine precise concepts, this chapter will address Research Question 1 (RQ1):

- What is the rationale for Masters level teacher education (TE) in England?

It also addresses the sub questions:

- How and why has Masters level developed in TE in England?
- What is the field of education systems in schools and higher education?
- What is the value of TE in England and internationally?

2.1 Introduction to the chapter and literature review strategy

In part, constructivist grounded theory was selected because of the practice and strategy of use and timing of the literature review. Classic grounded theorists Glaser and Strauss advocate a delay in the literature review so that a researcher does not see the data through ‘the lens of earlier ideas’ (1967: 35), often called received theory (Charmaz, 2014: 306). Such theorists argue that delaying the literature review will ‘free scholars from the shackles of old ideas’ (*ibid*: 307) and eliminate subjectivity. However, a research area often comes, as it has in my case, from informed practitioners who research within their own field, termed ‘Insider- Research’ (Costley, Elliot *et al.*, 2010) or ‘Practitioner Based Research’ (Maaranen, 2009, Drake and Heath, 2011). Relatedly, the classic grounded theory strategy of delaying the literature review until after data collection and analysis is problematic within the programme of doctoral study where institutional requirements such as an annual

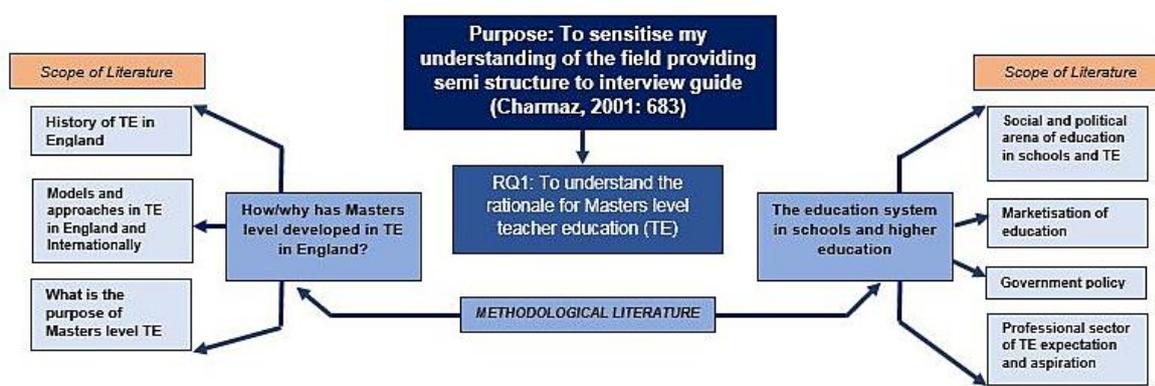
review processes require sight and evidence that literature has been explored as early as the initial project approval stage and certainly before ethical approval can be gained.

In this case I have followed Thornberg's suggestions of adopting an 'informed grounded theory strategy towards literature review', taking a critical and reflective stance with regard to the literature rather than 'naively representing it to prove it has been attended to' (Thornberg, 2012: 245). This is an approach supported by Charmaz, (2014), Clarke (2005) and Dey (1999) who argue that the strategy of undertaking an early literature review is there to sensitise the researcher to the field under study and refine the interview guide. Processes that will support strategic data collection which Charmaz argues, is 'good for the participants (ethically sound to ensure high quality data straight off), good for the research (high quality data to the point) and good for the researcher (allowing enhanced insight for theoretical sampling and to enhance quality)' (Charmaz: 2014: 229) . Consequently, I constructed a 'Critical Review Literature Record' (Law, 2008) for the stage one literature review, to support a rigorous and auditable approach, a copy of which can be found in Appendix 2.

For a doctoral level literature review, a high level of transparency should be demonstrated as to the initial process and strategy. This enables a deep understanding and conceptual linking-in across theories within a chosen methodology (Hart, 2011: 15). Charmaz (2008: 399) states that consistent with Blumer's depiction of sensitising concepts, grounded theorists often begin their studies with certain research interests and a set of general concepts. It provides an indication of the extent of current knowledge and work undertaken in the field and to

justify the need for the study. These concepts give ‘ideas to pursue and sensitise the researcher to ask particular kinds of questions about the topic’ (Charmaz 2006: 16). Therefore, to support the first stage of the literature review for this research, a mind map of the concepts related to Research Question 1 was created (Figure 2) which describes the scope of the literature and its purpose within this constructivist grounded theory study.

Figure 2: Literature review scope linked to research question 1 (RQ1).



Consistent with a constructivist grounded theory method, a further return to the literature will take place in Chapter 6 following data analysis (Corbin and Strauss, 1998: 33). The literature at this stage ‘is viewed as data during analysis’ (Birks and Mills, 2011: 22) so it is important not to assume what those themes might be. As such, a substantial amount of time in the research timetable was set aside to allow the necessary flexibility to pursue analytic topics that my respondents’ data defined as core categories (Appendix 1 Gantt Chart1).

In order to source the literature that contributes to this stage of the thesis, a full range of educational search engines and data bases were accessed, listed in Table 1.

Table 1: Table of search engines and databases for RQ1 literature review.

Search Tool / Data Base Name
Google Scholar
NORA
Zetoc
British Education Index
ERIC
ASSIA: Applied Social Sciences Index and Abstracts
International Bibliography of the Social Sciences (IBSS)
Australian Education Index
IDP Database of Research on International Education
Teacher Reference Centre
CERUK plus (Current Educational Research in the UK)
EPPI Centre
EThOS: British Library Electronic Thesis Online Service
European Association for Grey Literature Exploitation (EAGLE)
ProQuest Dissertations & Theses: UK & Ireland: Social Sciences
Times Educational Supplement
BERA site
UCET Site
Digital Education Resource Archive (DERA)
OFSTED
Hansard

When creating searches, specific inclusion and exclusion criteria was applied to ensure that the searches were synchronous with my research question and methodology. Specific inclusion and exclusion criteria are listed below in Table 2.

Table 2: Inclusion and exclusion criteria for RQ1 literature search.

Criteria	INCLUSION	EXCLUSION
TYPES OF STUDIES	<ul style="list-style-type: none"> ▪ Primary Research Articles: <ul style="list-style-type: none"> ○ Qualitative research ○ Quantitative research ○ Mixed Methods Research ▪ Thesis ▪ Systematic Reviews ▪ Reports ▪ Official Statistics ▪ Commissioned Studies ▪ Policy ▪ Guidelines ▪ Grey literature (conference papers, unpublished papers) 	<ul style="list-style-type: none"> ▪ Studies without explicit methodologies or that cannot be determined ▪ Studies in other professions such as Health or Law (for RQ1 but for RQ3 wider literature from other professions will be explored).

INTERNATIONAL SCOPE	<ul style="list-style-type: none"> ▪ UK ▪ USA ▪ Australia ▪ Europe ▪ Finland, Singapore and Canada (after PISA league table results) 	<ul style="list-style-type: none"> ▪ Studies not published in English language due to lack of resources for translation ▪ Literature from countries not educating teachers to Masters Level
Dates to note of large scale changes research	<ul style="list-style-type: none"> ▪ Literature just before 1999 to capture the Bologna Declaration which effected Masters Level description. ▪ Literature regarding UK Higher Education post 1992: Polytechnics changed to universities and delivered mass higher education (Pre and post 1992 replicated in purposive sample) ▪ Literature just prior to 2006 to capture responses to major reports that made PGCE's in UK considered changing to Masters Level 	<p>Dates define exclusions</p> <p>Significant political developments in ITE in England over the last seventy years up to September 2015. I determined this timeframe as the end point as it is when I complete the data collection from participants</p>
Phase of Education / Training	<ul style="list-style-type: none"> ▪ Literature relating to Initial Teacher Education (PGCEs – Postgrad and Professional Grad ▪ Literature located in the Secondary training phase where a choice is available, but allow use of literature focussing on primary route where appropriate or generic and not focussing on age phase specifics. ▪ Literature regarding EBITT, SCITT, SD (employment/schools based/centred/led ITT) ▪ Literature concerning Teacher Education post qualification ▪ Literature about Professional Learning at Masters Level 	<ul style="list-style-type: none"> ▪ Literature relating to individual event continuing professional development (CPD) and training for teachers ▪ Literature concerning short term continuing professional development (CPD) and training for teachers ▪ Literature about non-accredited CPD for teachers

2.2 Teacher education in the UK: a site of significant social and political struggle

Menter (2010: 13) in a review of teacher education in the UK describes that since the establishment of the state education system in the 1870s, teacher education has 'consistently been a significant site of social and political struggle' Menter (*ibid*: 14) goes on to list the interrelated themes as:

1. Struggles for 'positioning' and the 'ownership' of teacher education;
2. Attempts to define teaching as a profession – and to establish whether teaching has a distinctive intellectual knowledge base;
3. Debate over teachers' terms and conditions, as well as pay, and the role of teachers' unions;
4. The emergence of professional bodies to uphold professional standards and to control entry into the profession;
5. The economics of teacher supply and demand.

My research explores the second of the issues in England; focussing on what a teacher *is* in the twenty first Century and how this is achieved. This section therefore considers the background to Initial Teacher Education (ITE) in England and how this has altered distinctly to the title of Initial Teacher Training (ITT) due to the shifting focus on the role of the provider away from universities to schools led. Additionally of interest is the shift of teacher education firstly into the domain of university departments of education (UDEs) and then the neoliberal politically inspired development of the schools led agenda, key events that serve as a backdrop to illustrate the academic journey of the profession.

This short history of teacher education in Universities in England and the university's role in it begins in the 1870s when, although elementary school teachers had always been educated and gained some sort of certification, the training of secondary school teachers was considered unnecessary. Secondary teachers gained a degree in the subject they taught which was thought more than sufficient (Whitehead, 2015).

However, the idea that secondary teachers needed some sort of additional training

gained momentum (Menter, 2010) and in 1878 Cambridge University set up a Teacher Training Syndicate to discuss the matter. The outcome was that modest agreements were made to offer annual lectures paid for by the university on the theory, history and practice of education (which still forms the contemporary curriculum). Participants were examined and awarded a certificate and led to the setting up of colleges of education elsewhere, of which there were 20 recorded in the early twentieth Century (Whitehead, 2015).

During this time, universities had begun to recognise 'the discipline' (as described by Furlong, 2013b: 6) of education as a legitimate academic area, stemming from the work being done by teacher education colleges who were delivering university validated Bachelor degree programmes of four years from the beginning of the twentieth Century (Dent, 1977). Following the establishment of Chair of Education roles and Education Departments in universities, the discussion about a graduate teaching profession really began (Menter, 2010). Adding to this debate, teachers' trade unions became increasingly active during the first half of the twentieth century, and were not only concerned about pay and conditions but also, relatedly, sought to raise the standing and status of the profession across the country (Beck, 2008).

In post war Britain, the move to change the perspective of teaching in schools to one of a profession, similar in standing to that of law and medicine (Ball, 2013) was propelled by the Beveridge Report (1942) which led the call for the laying of foundations of a welfare state and thus commitment of the state to responsibility for compulsory educational provision. This provided the impetus for providing a basis for standardisation in qualification of all the nation's teachers (Furlong, Barton *et al.*, 2000).

Early patterns of certification set down in the early twentieth Century by colleges of education expected students to study for a main subject to degree level, with classes in method, school management and child psychology run alongside on evenings and weekends with the final fourth year spent in schools apprenticed to and receiving critical feedback from a qualified teacher. This apprenticeship pattern dominated teacher education for the remainder of the twentieth Century (Furlong, 2013b: 16).

Despite the teaching profession's aspirations to resemble other professions requiring graduate level study (Furlong, 2013a: 29), a degree did not become compulsory for all teachers until 1973 (it became compulsory for all state primary teachers to be graduate trained in 1969), and, in 1972, the publication of the James Report (DES) called for all teachers to be graduate trained). Consequently, by the early 1970s colleges of education were closed or subsumed into University Departments of Education (UDE) and the Department of Education and Science directly funded degrees.

Furlong (2013b: 85) outlines early teacher education programmes' use of 'critical engagement' as a guiding principle which involved the integration of theory and practice, similar to that practiced in most teacher education. Teacher educators from the UDEs believed that the value of educational theory lay in its ability to provide knowledge that would give practitioners the tools to reflect on both the process and teaching of their own subject, then through an understanding of the issues involved, to implement best practice for the enhancement of pupil learning. Again, the pattern was one of putting educational theory into practice, using research and developing innovative pedagogies from that evidence base. Education was mainly delivered from

the seminar room, students theorising practice through classroom simulation (Taylor and Walford, 1972).

By the mid-1970s both teachers and students were questioning what they saw as the 'lack of fit' between theory and practice' (Furlong, Barton et al., 2000: 11) with students themselves calling for more emphasis on training taking place in the school (Ball, 2012: 43). UDEs resisted this and Whitty (2014: 466) describes the period prior to 1979 as one of 'uninformed professionalism' in which the unbridled autonomy of the teacher educator reigned in the UDE with little accountability or agreed standard. Perhaps it is in part this attitude that formed the prejudice against UDEs that would arise in the subsequent approach adopted by the impending Conservative government.

In 1979, the Conservative government under Margaret Thatcher began making sweeping cuts to education, effecting all phases including ITT. In addition, UDEs had to contend with attacks from a government deeply suspicious of education positioned in social sciences faculties, due to Conservative concerns about its Marxist underpinnings, and who considered their influence on teacher education to be pernicious. This, Whitty (2014: 470) argues, started 'the story of the heavy hand of government applying uninformed prescription and dubious practice' upon teacher education. The Conservative idea of teacher training became one which looked back to the Victorian model of 'apprentice' aptly described by J. Hornby, headmaster of Eton College in 1878 who said 'practical training is best given by schools, just as we must go into the water to learn to swim' (Whitehead, 2015: 7). It is here that we see the emergence of two conservative attitudes deeply effecting teacher education policy in the 1980s and re-emerging in 2010 with the Conservative-Liberal Democrat

coalition government. These attitudes were anti-UDE, holding the view of teaching as performative and craft-like, capable of being mimicked through apprenticeship models of professional learning. This polarising of past and present was repeatedly employed as a key element in the neo-conservative 'crusade ... to save the future by returning to the past' (Ball, 2008: 27).

There was also a belief in the 1980s political arena 'that the learning of education history, theory and research stood in the way of developing education practice, and that this could occur later in a career and by choice and to the financial burden of the individual' (Ball, 2013: 90). Teacher shortages in the 1990s led the government to offer substantial bursaries to students taking the PGCE route, recruitment strategies targeting students with existing high human capital in the form of a single subject degree. This reduced the government's financial investment to a single year (as opposed to what had been four years of a B.Ed. programme) and got them employed by schools three years earlier, thus being quicker and cheaper (Hargreaves and Fullan, 2012: 12). An intentional strategy which led to the slow decline of the four year B.Ed. programmes and hinted at the reduction of government 'financial and intellectual investment into the professional capital of teachers' (Hargreaves and Fullan, 2012: 102).

The discursive attacks on the pretensions of both the providers and the products of teacher education were, at times, vitriolic (Beck, 2008: 125). Digby Anderson, Director of the New Right think-tank The Social Affairs Unit and a prominent voice of 'business', cheerfully rubbished teachers' professional aspirations and their training:

Teachers with Cert Ed. after their names have studied nonsense for three years. Those with B Ed for three or four years. Those with PGCE have had a rest for one-year studying nonsense after doing a proper subject, and those

with MEd or Adv. DipEd. have returned for super nonsense. (Anderson, 1982: 11, cited in Ball, 1990: 50)

During the eighteen year reign of the Conservative government (1979-1997) there were continued calls to move teacher training out of universities and into schools and despite fierce resistance, UDEs were forced to concede by the Department of Education and they accepted greater involvement with and commitment to schools in the early 1980s (McNamara, 2009).

The devolution of control for education was formalised in 1984 when the government established the Council for the Accreditation of Teacher Education (CATE) which assessed all courses of teacher training against nationally defined requirements and all higher education institutions engaged in teacher education for the schools sector were inspected by Her Majesty's Inspectorate against those requirements (DES, 1984).

By the time that New Labour took office in 1997, the culture of initial teacher education had been completely transformed (Furlong, Barton *et al.*, 2000). Among the most significant changes described by Menter (2010: 16) were:

- The creation of the executive agency sponsored by DEE Teacher Training Agency (TTA) (since renamed in 2005 as the Training and Development Agency for Schools (TDA) and more recently to National College for Teaching and Leadership (NCTL));
- The requirement that all providers of initial teacher training work in partnership with schools;
- That ITT be significantly based in schools (secondary trainees now had to spend sixty six percent of their time in schools and primary trainees fifty percent of their time which rose to sixty six percent in 2013);

- That all courses be regularly inspected and graded by Ofsted (itself created in 1992);
- That providers be resourced with ITT places according to the grades awarded in the inspections;
- That all courses and all trainees be judged by the extent to which they delivered and achieved a range of 'standards' defining the observable behaviours required of beginning teachers;
- That universities were not required to be part of the ITT process – schools, consortia or other agencies could now bid to provide employment based training.

DfE Circular 9/92 (DfE, 1992) required teacher training institutions to set up partnership schemes with schools with two-thirds of student time spent in school rather than in university settings. On completion of training, student teachers were awarded the status of Newly Qualified Teacher (NQT) and the new teacher had to complete one year of teaching in a state school in England to fully confirm Qualified Teacher Status (QTS). Previously, the probationary year in teaching had been overseen (in a very loose sense) by LEAs. In response, funds were transferred to schools to enable them to set aside staff time for the mentoring and support of trainees and the Teacher Training Agency (TTA) was set up to oversee and approve ITT quality nationally. This meant that ITT could be delivered by schools, LEAs and other organisations outside the HE sector. The diversification of routes into teaching (and for mature candidates) was accelerated by the Labour government from 1997 onwards, partly in response to shortages of secondary school teachers.

What has been described so far is echoed by Furlong et al. (2000: 11) who stated that 'the system of ITT in England since the sixties has moved from one of diversity and autonomy to one of unanimity and central government control'. What governments aimed for was a common system with common standards and

procedures no matter who was providing the training, or where and by the end of the 1990s this ambition had been largely achieved (Childs, 2013). Increasing regulation throughout the twentieth and into the twenty-first century, means that education was and continues to be used as a political expression 'in the strongest way with consecutive Secretary Of States for Education pouring political ideology on education policy with rafts of unintended consequence, making practice a real struggle' (Beck, 2008: 129).

Meeting the Professional Standards for QTS became the core requirement of any ITT course in the 1990s rather than the academic qualification of the PGCE and in response the Graduate Teacher Programme (GTP) arose which was almost entirely schools led. Consequently, 'many trainee teachers were concerned only with working through their training and gaining QTS' (Graham-Matheson, 2010: 7). This position was reinforced by Ofsted's role in their inspection focus on how well the provider prepared its trainees to meet the 'Standards for QTS' (this evolved into the 'Teachers Standards' from 2012). In addition, the government office once called the Teacher Training Agency (TTA), increased its remit to become the Training and Development Agency for Schools (TDA), and expanded its role to the wider school workforce. Training Schools were also established in 2000, working under the TTA/TDA to develop ITT and the training of the school workforce. Further, Teach First was founded in 2002 in an attempt to recruit highly qualified graduate subject specialists to schools in challenging circumstances and to shortage subjects with the promise of leadership training and fast track promotion within schools. This route also supported those who subsequently left schools following an agreed period of teaching to pursue alternative careers, providing exceptional references for career starters, for example to the investment banking industry who were seen to value the resilience and

philanthropy candidates displayed through taking part in the scheme. The aim was to join the profession with an already highly developed human capital to share with and influence both pupils and develop their social capital before moving on.

Hopper (2001: 211) recognised the reduced role for HEIs in ITT at the start of the twenty-first century, highlighting that 'with schools assuming ever greater responsibilities for trainees the role of the university tutor in school is diminishing and may even become extinct'. Less than a decade later, Hopper's predictions became policy as the Conservative-Liberal Democrat coalition with Michael Gove as Secretary of State for the new Department for Education (DfE) announced that 'ITT should be moved out of HEIs altogether and into schools' (DfE, 2010).

In 2011 the coalition government introduced Teaching Schools, to replace Training Schools, working under a new government office called the National College for School Leadership (NCTL) with a remit for training teachers, Continuing Professional Development (CPD) and School Leadership (DfE, 2011).

Furlong, Barton *et al* (2000) concluded that the increased amount of school-based training represented a significant change in the balance of ITT responsibilities between schools and HEIs. Although there was a shift in responsibilities, both sectors had important roles in ITT. Maynard (2001: 39) noted the reduced role for HEIs in ITT, stating that 'government reforms over the last three decades had ensured that not only has the amount of time student teachers spend in school been increased but also that the responsibility for 'training' teachers, has gradually been transferred from higher education institutions to schools' and as Noble-Rogers states,

this has huge implications as it means ‘leaving HEIs with the dirty and dangerous role of overall quality assurance’ (UCET, 2014).

This increasing politicisation of teacher training has further resulted in an increasing lack of professional control for training providers and left the beleaguered sector subject to short-termism and the vagaries of political ideology (McNamara, 2009).

The intrusiveness of policy requirements, regulation and accountability has restricted the levels of professional engagement with the training process, engendered a technical–rational approach to outcomes, and created a culture of compliance (Menter, Brisard *et al.*, 2006).

While there were some undoubted success in forging outstanding university-school partnerships, the proliferation of reductionist and task-focused partnership arrangements in which underpinning philosophies, pedagogies and professional trust had not been developed was problematic across the sector as a whole (Childs, 2013). These weaknesses in some partnership arrangements meant that the sector, as it was by 2010, had been unable to capitalise fully on the potential contributions that universities and the teacher educators housed within them could make to the continuing professional learning of teachers and school improvement (Hurd, Jones *et al.*, 2010).

Maynard as noted, had raised concerns about the reduced role for HEIs in ITT as far back as (2001), and taking over quality assurance as noted by UCET (2014) has left them exposed and vulnerable to government and internal Academy pressures as well as compliance pressures from both. Nonetheless, in March 2016, the publication of the Secretary of State for Education, Nicky Morgan’s White Paper, ‘Educational

Excellence Everywhere' (DfE, 2016) outlined government's plans to replace the current QTS with a new accreditation scheme designed to award 'teachers for classroom proficiency, including subject knowledge and behaviour management' (DfE, 2016: 32).

Yet it is interesting to note that at no point have government-regulating organisations outlined requirements for specific academic level of programmes. Their focus, in contrast, was on professional competency standards related to the QTS elements of any training programme. Indeed it was not until 2014 that a suggested or required national 'curriculum' for ITT in England was adhered to when designing programmes, except perhaps the Criteria for ITT which was attached to the Teachers Standards of the time, giving specific programme design requirements such as length of time in expected in placement schools and age phase range of experience required, however, this did not include programme content.

Although intermittently, there were releases of 'National Priority' areas from the government 'teacher agencies' which would contribute to curriculum design; it was not until the Carter Review of ITT (2014) that any clear national outline of curriculum content was suggested. The White Paper Educational Excellence Everywhere (DfE, 2016) further built upon The Carter Review (2014) and included 'an independent working group chaired by Stephen Munday, an executive head teacher, to develop a clear framework for ITT core content to meet the Teachers' Standards at the right level' (DfE, 2016: 28). Consequently, there was a prediction from UCET that the outline for ITT curriculum content would be published as a requirement in 2016 and inspected by OFSTED in the same year, thus becoming a National Curriculum for ITT (UCET, 2014). Although a mandatory curriculum has yet to be implemented,

pressure to comply has been applied through promises to inspect provision with these curriculum preferences and requirements in mind.

As outlined in Chapter 1, section 1.3 (pg. 13-16) all of these developments took place alongside the 1999 Bologna Declaration and the subsequent impact that had upon the delivery and integration of Masters level study for teachers. In addition, the BERA and RSA report (2014) highlights the importance of research, as noted earlier (pg.16), and demonstrates the need for developing understanding around what value practicing teachers and trainee teachers' place on having higher level degree and Masters level knowledge. Described by the Framework for Higher Education Qualifications as including 'a critical awareness of current problems and/ or new insights, much of which is at or informed by the forefront of academic discipline, field of study or area of professional practice' (QAA, 2008: 4).

Thus, we see tensions across the sector resulting from the imposition of ideologically motivated change forcefully applied from successive governments coming into direct conflict with the reflexive practices traditionally adopted within teacher education in UDEs.

2.3 Marketisation of school and higher education and the service industry of teacher education

As described in section 2.2, the predominant influences upon teacher education in England are political, with the authority of the Academy being eroded and systematically marginalised since the nineteen-seventies (Whitty, 2014).

However, this position must be viewed against a backdrop of intense marketisation that has occurred within higher education within the last twenty five years (Newman and Jahdi, 2009). It is this specific agenda, pursued by neoliberal and neoconservative political forces in England (and similarly in other countries such as the United States of America) that have effected attitudes towards teachers, altered concepts of what teachers are and thus what and how teacher education is delivered.

No school is necessarily driven by the usual marketised practices such as:

- shareholders (although Governing Bodies mimic elements of this role)
- profit (while target driven by pupil data)
- market share (though competing for pupils, staff and league table position)
- allocative efficiency (granting parents and students are the consumer voice)
- commodity form (yet human capital is purveyed as enough to deliver social mobility)

However, the language of economics in school education is used intensely and has seemingly become 'marketised in a starkly text book form' (Marginson, 2013: 353). While intensified competition and consumer talk are pervasive, it is not a philosophy that sits well in school-based education. Marginson (2013: 353) argues that 'bona fide market reform in education is constrained by intrinsic limits specific to the sector (public good, equality, status competition), and political factors associated with those limits'. This suggests that education marketisation is utopian in its aim, and this abstract ideal, this adoption of as many marketised qualities as possible and the creation of educational quasi-markets are being encouraged and sustained for exogenous policy reasons such as fiscal reduction, greater state control, ordering of contents and simplification to promote growth.

True capitalist markets are unachievable in school-based education yet their quasi-marketisation has nevertheless impacted heavily on teacher education. Throughout the topography of teacher education set out in the previous section, it is clear that there has been the systematic marginalisation of HEI control of the “quasi-market” of teacher education. It may suggest that this re-balance of control with schools was greatly needed to encourage and develop the partnerships to offer authentic opportunities for taking theory into practice. But, at some point in this reform and reposition, there emerged the notion of ‘business and corporate style *training* as opposed to *education* for teachers’ (Hargreaves and Fullan, 2012: 19). Governments, in their setting of successive ‘Criteria for ITT’ (requirements set out for providers which parallels the Teachers Standards), constantly update and reform which shapes recruitment and creates compliance.

The Criteria ITT requires providers to seek the brightest and best graduates, to pass skills tests, demonstrate attributes commensurate with teaching such as resilience. Teacher trainees therefore bring in high levels of their own, personally invested in, human capital. Gone is the emphasis on transformative notions of a learning journey (Mezirow, 1991) for that individual person, replaced with a standardised route enabling quick and cheap training. This offers solutions towards two fiscal issues connected with schooling; teacher shortages and funding (O'Meara, 2011) .

With what began in 1998 with the introduction of annually increasing tuition fees, Governments now make no capital investment in teacher education in England (Hargreaves and Fullan, 2012: 66) The investment risk is made by the student, in university tuition fees paid, creating personal debt with the student loan repayment

level pinned to an NQT starting salary (Ball, 2013). There is a form of bursary for certain shortage subjects contrasted with explicit under investments in the arts and creative subjects, a biased subject value hierarchy that supports the preparation to drive through policy development, towards for example, the English Baccalaureate even though this curriculum has not to date been formally adopted by government. Political influence on the quasi education market forces through political aims and prevents other options by literally changing culture (Wadham, Pudsey *et al.*, 2007).

Teacher education provided by the HEI must also to contend with the 'deepening reorganisation of the university as a marketised, commodified and financialised entity' (Canaan, 2013: 12). As described by Ball (2012: 17) 'this is a very, very real economic and political dynamic to the reform of Higher Education, a business dynamic which seeks profit from the buying and selling of education 'services' ...the commodification of our academic practice'.

Consequently, there is also impact on the academic and how they relate to students, colleagues and the formation of pedagogy. Shore and Wright (1999: 559) describe what they believe to be 'a systematic call for the re-invention of professionals themselves as units of resource whose performance and productivity must constantly be audited so that it can be enhanced'. Academics are, like schoolteachers, 'governed by numbers, targets and outcomes' (Ozga, 2008: 265) calculated by number visibilities (such as league table position, attrition rates, popularity via social media statistics etc.) within which we, as academics, can be seen to relate to one another, and seek our place, our worth and our needs. It can be argued that the 'technology of statistics imbibes the very opposite world of education with the capacity to relate directly to the field of government policy of business capital

development' (Hunter, 1996: 154) and that there is a 'use of the political magic of misdirection to make everything add up' (Ogza, 2008: 262).

As such, marketisation of higher education reshapes academic freedoms and autonomy by making knowledge production a commodity. As described by Ball (2012) 'knowledge now has its price. Knowledge is now divorced from people, their allegiance to value and their life commitments'. A dichotomous position for the teacher educator and the prospective teacher who enters the profession with a vocation, allegiance and commitment, expecting the knowledge provided to be tacitly bound up with this notion of dedication to the profession and who may be shocked by its shallowness (McNamara and Murray, 2013). As Inglis states (2011: 1) 'knowledge, as Pierre Bourdieu told us years ago, has become capital. The centuries-old and valid tradition that taught the inwardness of knowledge, its pertinence to the deep structure of the self, the defining relation of one's discipline to one's self, is being thinned out to the point of fracture'.

For teachers and lecturers and those in the educational marketplaces of the twenty-first century, Ball argues that in response to this marketisation, 'performativity' in the public sector is an additional mode of state regulation;

'Performativity requires individual practitioners to organize themselves as a response to targets, indicators and evaluations. To set aside personal beliefs and commitments and live an existence of calculation. The new performative worker is a promiscuous self, an enterprising self, with a passion for excellence. For some, this is an opportunity to make a success of themselves, for others it portends inner conflicts, inauthenticity and resistance. It is also suggested that performativity produces opacity rather than transparency as individuals and organizations take ever greater care in the construction and maintenance of fabrications' (2003: 215).

A further fundamental feature of the marketisation of education rests in regulation through quality assurance. However, the 'quality debate in education ... is not so much about quality as about creating the conditions in which knowledge production in the field of education can be managed and steered' (Ozga, 2008: 261). The quality regime in higher education and inspection frameworks in school education work to destabilise the field and promote its closer dependence on, and alignment with policy as ways of 'doing' governing, especially through quantification and comparison (Grek, 2008). Teacher Education in England sits right in the middle of the marketisation of school and higher education. Hargreaves and Fullen (2012: 54) describe teacher education in England as having 'a business or corporate training style about it producing for the school and inspected by Ofsted yet educating through the academy and quality assured by the university'.

Brennan (1996: 22) further states that 'among all countries, teachers' work in England has been, and is, the subject of more intensive and sustained central government intervention than any other'. Brennan claims that such intervention has had the effect of re-defining what is meant by teacher professionalism and how teachers practice it individually and collectively and describes this as a model of 'managerial professionalism' which emphasises 'a professional who clearly meets corporate goals, set elsewhere, manages a range of students well and documents their achievements and problems for public accountability purposes' (*ibid.*: 23). The criteria of the successful professional in this corporate model is of one who works efficiently and effectively in meeting the standardised criteria set for the accomplishment of both students, teachers and academic, as well as contributing to the school and university formal accountability processes (Grek, 2008).

Teacher educators feel required, ‘under government led tightening of criteria and competency standards’ (Furlong, 2013a: 35), to develop in their student teachers’ a performative pedagogy, ‘malleable and responsive when re-instructed by government yet uncritical; to attract those with already high levels of personally invested human capital, young, suggestive and full of depletable resilience’ (Hargreaves and Fullan, 2013: 19). Relatedly, this view is supported by Clark who describes the sector as having ‘a greater emphasis on performativity alongside what might be described as a technician approach to teaching, with teachers uncritically delivering national curricular and prescribed practices’ (2016: 14). However, Philpott (2014) digs deep into the concept of teachers as craft workers to find the complexity and finds some useful aspects such as an emphasis on the practical and iterative processes of praxis, meaning theory into practice.

Additionally, Hoyle and John (1995) describe two forms of professionalism (knowledge, skills and procedures employed by teachers in the process of teaching); restricted and extended. The table below details each and illustrates comparative points that help to contextualise the notion of the two types of professionalism:

Table 3: Comparison of characteristics: restricted & extended professionalism

Restricted Professionalism	Extended Professionalism
Skills derived from experience	Skills derived from a mediation between experience and theory
Perspective limited to the immediate in time and place	Perspective embracing the broader social context of education
Workplace events perceived in isolation	Workplace events perceived in relation to policies and goals
Introspective with regard to methods	Methods compared with those of colleagues and with reports of practice
Value placed on autonomy	Value placed on professional collaboration

Limited involvement in non-immediate professional activities	High involvement in non-immediate professional activities (eg networks, research, professional associations, further academic study)
Infrequent but performative reading of professional and research literature	Regular and critical reading of professional and research literature
Involvement in professional development limited and confined to practical courses	Involvement in professional development considerable and includes learning of theoretical nature
Work seen as an intuitive activity	Work seen as a rational activity

Giroux and McLaren (1999: 213) outline a challenge to this ‘uncritical reception of received wisdom’ which encapsulates the concept of restricted professionalism (Hoyle and John, 1995), teacher ‘performativity’ (Ball, 2012), ‘teacher as craft worker’ (McNamara and Murray, 2013), ‘deliverologist’ (Pring, 2012) or ‘technicist’ (Clarke, 2016). Giroux and McLaren (*ibid.*: 214) advocating that teachers are in a position to be ‘transformative intellectuals’ (Greenman and Dieckmann, 2004: 241) that can reclaim space in schools for the exercise of critical citizenship via an ethical and political discourse that recasts, in emancipatory terms, the relationships between authority and teacher professionalism.

Moreover, Giroux and McLaren (1999:216) outline a teacher education curriculum that links the critical study of power, language, culture, and history to the practice of a critical pedagogy (Freire, 2000), one that values student experience and student voice but challenges through critical reflection the role of the teacher and trainee. This approach stands in opposition to the pedagogy imposed by the current education politic upon which Gove constructed and based his assumption about teacher educator professionalism particularly berating UDEs and teacher educators for Marxist tendencies (Gove, 2013).

In 2008, the then Labour government advocated that the status of the teaching profession would benefit from teachers gaining a Masters degree (DCSF 2008). This was further supported by the 2010 select committee report (DCSF 2010) with the idea of the Masters in Teaching and Learning (MTL) for Newly Qualified Teachers (NQTs) in England born from a political decision and conceived by Gordon Brown taking inspiration from Finland (considered by the OECD to be one of the best educationally performing nations) to achieve an all Masters educated teaching profession.

In response, ITT programmes that embed Masters level accreditation are a relatively recent phenomenon, with credits only becoming available on a wide scale between 2006 and 2008. A development which came alongside the articulation of a New Labour government policy to create a Masters level teaching profession, motivated by a drive to 'achieve world class standards' and 'boost the status of teaching' (DCSF 2007, 83–4).

However, in 2010, as one of the first moves by the coalition government, the newly validated national programme of Master in Teaching and Learning was closed by Secretary of State for Education in England, Michael Gove, who wrote the following in a letter to the TDA:

'I am committed to developing a strong culture of professional development where more teachers acquire postgraduate qualifications like Masters and Doctorates and where teachers are supported to progress further academically and deepen their subject knowledge. However, I also believe that teachers should decide for themselves which Masters level course is the right one for them and that a single Masters degree prescribed by Whitehall is not the right approach'. (Gove, 2010)

This letter added to the collection of policy changes supportive of the performative pedagogy preferred by government. Ball (2000, 2003, 2012), Furlong (2000, 2013a), Fullen (2007) and McNamara (2013) all suggest that there is a clear link between the concept and provision of performative teacher pedagogy and school based teacher education to the exclusion of the HEI and academic elements of teacher education.

Teaching, as Hall states (2004: 1) is a 'complex, caring, moral, cultural, intellectual and emotional endeavour which requires teachers who are not only pedagogically competent and knowledgeable about what they teach, but who are able to enthuse, motivate and engage the learners, who are able to be at their best at all times'. To be at their best, however, requires teachers to be motivated, confident that they can make a positive difference to learning and achievement (self-efficacy) and that they can be trusted to do so (considered a bigger professional issue). Hall argues that a teacher education or training programme that provides the performative, craft or technician approach will deliver none of these personal qualities that endeavour to give longevity to a career teacher. As such, reflecting back to Table 3 which describes the characteristics of Hoyle and John's (1995) model of 'restricted or extended professionalism', it is plain to see which is the more attractive to the prospective teacher.

Tickle (2000: 68) further highlights the differences for initial and new teachers inducted into a 'workforce operating prescribed curriculum content and techniques of instruction' as opposed to a profession committed to self-development and active engagement in educational reform. While the former might involve 'surrender to imposed ideas and the obedient use of method, the latter draws upon values, personal qualities, and professional characteristics of very different kinds' (*ibid*: 69).

Hargreaves and Goodson (1996: 20) in the mid-1990s suggested a qualitatively different conceptualisation of teacher professionalism which rests on a 'commitment to working with colleagues in collaborative cultures of help and support' in order to jointly address ongoing challenges with professional practice 'rather than engaging in joint work as a motivational device to implement the external mandates of others'. More than two decades later, this remains relevant to teacher educators and teacher. For Hargreaves (2003, 2005) 'principled professionalism' is underpinned by strong values, beliefs and moral purpose. Fullan (2007: 265) further describes a 'new professionalism' which is 'collaborative, not autonomous; open rather than closed; outward-looking rather than insular; and authoritative but not controlling'. Teachers, acting as intellectual vanguards' (Harris, 1994) who can 'engage politically, campaign and take an active role in resisting or embracing reform (Lawn, 2005: 9).

In response, Hargreaves (2003: 13) implored teachers to 'reinvent their sense of professionalism' so that they 'engage openly and authoritatively' with others who have a stake in children's learning and well-being; by being involved in the development of the curriculum, materials, and using their professional experience and knowledge to make decisions which are underpinned by sound, considered pedagogy rather than pragmatism. In this way policy may be built from practice (Honig, 2003: 97). More recently, Hargreaves and Fullan (2013) suggest that a teacher education focussed on developing professionalism into a career that continues to build professionalism (as suggested by high performing OECD countries such as Canada and Finland) will raise the status of teaching as a profession and then address the teacher recruitment and retention issues.

As described above, there are a wide range of articles and research examining the political status and the importance of the academic elements of teacher education in support of the professional teacher. However, I have found little research presenting the voice of the trainee or newly qualified teacher as to their perception of teacher professionalism and what contributes or hinders it. While the annual newly qualified teacher survey carried out by the NCTL captures respondents' views about their confidence around aspects of teacher standards at six months into qualified teacher practice, it does not explore the role of academic and Masters level aspects of teacher education and what value teachers themselves place this knowledge acquisition. This begs the question whether teacher professionalism would be developed as effectively if the Masters level elements of a PGCE, or the subsequent top up offered in the early stages of a teacher's career were removed.

2.4 International systems of teacher education

Menter, Murray *et al* (2009: 946) state that given the significance accorded to international comparisons and educational league tables (specifically the OECD Programme for International Student Assessment – PISA) , it should come as no surprise that there is a great concern about how England compares with other countries regarding ITE provision. Gray (2010: 346) presents an international picture of teacher education arguing that across six countries in four continents, accountability linked to increasing professionalism is a noteworthy factor influencing the early phase of a teacher's professional development, yet there are significantly different global strategies to ensure teachers are properly trained. One approach adopted by high achieving countries is to 'deepen knowledge, understand accountability and generate deeper professionalism by ensuring that the good inclinations of candidates are developed and ripened' as well as focussing on

shaping the high status and attractiveness of the role for recruitment (*ibid*: 345).

Another is the offer, or requirement for Masters level study as part of the process of licencing.

In research (Stephens, Tønnessen *et al.*, 2004) comparing English and Norwegian initial teacher preparation programmes, it was found that centrally prescribed initial teacher training in England seeks to induct trainee teachers into the practical skills and willingness necessary for instructing pupils in National Curriculum subjects, managing classroom activities, setting homework to consolidate and extend classroom work and providing pupils with a safe learning environment. Contrastingly, initial teacher education in Norway adopts an educative model whose goal is to help student teachers to reflect and act upon the practical implications of educational theory, instruct pupils in National Curriculum subjects, display leadership in the classroom, act as a member of a caring profession, promote Norwegian values, provide pupils with a safe learning environment and learn to create and translate research evidence for their classrooms. A 2005 review of teacher education in Finland adds further weight to the view that trainees teachers should learn to use evidence in teaching and learning. This position is supported by thirty years of continuous review of teacher education in Finland that has established a framework for the accreditation of teacher education programmes that includes a requirement for research. Teacher candidates in Finland are also required to study qualitative and quantitative research methods as part of their postgraduate programme and are expected to develop an internalised research attitude toward the task of teaching and to learn to apply this knowledge through active processes in schools rather than through passive processes and on-campus study (Niemi and Jakku-Sihvonen, 2006: 50). Tryggvason (2009: 370) states that 'one important reason that Finnish teachers

are generally highly effective is because every teacher must have a Masters degree'.

It could be argued that, as a consequence, Finland has risen from having an undistinguished education system in the 1980s to being one of the top rated OECD countries in educational achievement (OECD, 2008). Sahlberg (2007: 2) states that 'Finns regard teaching as a noble, prestigious profession - akin to medicine, law, or economics - and one driven by moral purpose rather than material interests'. In national surveys, young Finns consistently put teaching as the most admired profession (*ibid*: 22) with access to teacher training programmes being highly competitive. Finland typically draws from the top 30% of university graduates, compared to England which can only recruit from the bottom 40% (Sutton-Trust, 2011: 2) and commit to a four year programme consisting of a mandatory Masters degree focussing on 'research-based professionalism' (Westbury, Hansén *et al.*, 2005: 475) and postgraduate pedagogical studies after a subject specific degree (Conway, Murphy *et al.*, 2009: 60). Particular attention on university based modules focus on building 'pedagogical thinking skills that enable teachers to manage the teaching process in accordance with contemporary educational knowledge and practice' with the university degree constituting the license to teach (Westbury *et al.*, 2005: 484).

This top performing nation also invests in attractive working conditions thus, retention is also strong. Yet, as Sahlberg wrote:

'More important than salaries are such factors as high social prestige, professional autonomy in schools, and the ethos of teaching as a service to society and the public good. Thus, young Finns see teaching as a career on a

par with other professions where people work independently and rely on research knowledge and skills that they gained through university studies' (Sahlberg, 2010: 2)

This ethos proliferates in that there is also an opportunity to work with high performing colleagues at all career stages, 'in short, initial attraction to the profession, continuous learning on the job with others, and government investment trust and recognition' (Hargreaves and Fullan, 2012: 16) with a commonly held sense of purpose and direction combine to systematically foster, strengthen and maintain the profession. As proof, Finnish governments do not feel the need to employ external standardised student testing to drive the performance of schools, neither does it employ a rigorous inspection system. Instead of test-based accountability, the Finnish system relies on the expertise and accountability of teachers who are knowledgeable and committed to their students (Sahlberg, 2007: 147).

Practice in North America, by contrast, sees pupil performance data attributed to individual teachers in the first instance and then back to the departments of education where they trained. When Darling-Hammond, Newton *et al* (2010: 369) conducted research on Stamford University's Teacher Preparation programmes, it was found that although the data suggested that their graduates had strong value-added learning gains the use of student learning data alone as a measure of teacher and their teacher education programmes effectiveness did not help to guide decisions related to programme improvement; concluding that a range of approaches is required.

Particularly important in Darling-Hammond, Newton *et al's* (*ibid*) research, but marginalised in the outcomes, was the student teacher's voice, which when

collected, offered practical and useful ways that programmes of study could be improved, altered or maintained to enhance self-efficacy (Bandura, 1994, Gusky, 1998, Tschannen-Moran and Hoy, 2007) in teacher graduates thus generating the desirable self-determined developing teacher (Deci, Vallerand *et al.*, 1991, Ryan and Deci, 2000). The paper concludes with a recommendation that the student voice be collected through empirical research then applied to programme design alongside school level data of teacher effectiveness. The argument was that this dual approach would be an effective method of continuous improvement rooted in full stakeholder consultation and research.

Consistent with the Bologna model, teacher education in Australia was classified as initial professional preparation and was to be offered only at the postgraduate level from 2009. However, at the time of the development of postgraduate programmes, issues were being raised about the suitability of teacher education in Australia mainly because of the high drop out of teachers after three years. This led to the requirement of postgraduate programmes to include professional resilience to cope with the demands of schools (Ure, 2010: 461) as well as be 'interventionist practitioners, with high-level analytic skills and capable of using data and evidence to identify and address the learning needs of individual learners' (Davies, Anderson *et al.*, 2013: 93). This is an example of a government extolling the virtues of Finland's Masters level teaching profession and emulating it.

In response, other governmental reviews of teacher education in England conducted in 2005 and 2007 indicated that graduate teachers needed to be more 'classroom ready' and more able to address the learning needs of students. In addition, it was stated that the quality of teacher education would be strengthened if universities

established closer partnerships with schools and increased the amount of time teacher candidates spent in schools. The ideal was identified as the development for a new pedagogy for the study of teaching and learning that emulated a clinically based practice model in teacher education, so leading to 'a practice-based profession using evidence-informed decision making processes in a teachers' practice' (Ure, 2010: 462).

The McKinsey Report (2007) was commissioned by the Labour government to consider high quality education systems across the globe. The report stated that Masters level study in Finland had been very successful in improving the quality of 'instruction' in its schools and here too Finland was seen as exemplary, ratified by a number of measures (OECD PISA 2007, 2010, 2013). As previously described, and emphasised in this report, Finland boasted one of the most successful educational systems in the world where teachers' knowledge was enhanced by delivery of Masters level programmes focussing specifically on 'developing pedagogical environments that are sensitive to numerous individual backgrounds in order to support students' social and academic success' rather than mere subject knowledge (Tirri and Ubani, 2013: 21). Teachers' pedagogical knowledge of theory into practice has been emphasised in Finland as an important factor in developing teacher education as it has in the UK (e.g.Gray, 2010, Gholami, 2011, Totterdell, Hathaway *et al.*, 2011, Gray, 2013).

2.5 The value of masters level teacher education

It is evident from the literature review that in England, perceptions of the value of Masters level study in teacher education changes according to political leadership. For example, the Labour administration wanted a focus on pedagogy and generic

teacher knowledge while the Conservative administration saw Masters level study as useful for deepening teacher subject specific knowledge. Yet there is very little empirical understanding of what Masters level study contributes to a student personally, and in relation to their self-confidence, self-efficacy, self-determination and ultimately their wellbeing (Bandura, 1994, Gusky, 1998, Schunk and Ertmer, 2000).

So far, this literature review has shown the impact of the dichotomous and conflicting positions towards the inclusion of Masters level in ITE or level 7 PGCE over many decades. In the current climate of government intervention and unprecedented heavy handedness in relation to introducing schools-led systems of teacher training, it is suggested that 'Masters-levelness' may be the last hook HEIs have in ITT, as the level 7 aspect continues to reside with HEIs (Thomas, 2012: 49, Thomas, 2014). This, at least, ensures some HEI control over the quality assurance and enhancement of ITT and creates a more distinctive role for HEIs in ITT at a time of constant change.

Literature around Masters level in PGCE in England refers mostly to the function and content of programmes and discusses the Masters in Teaching and Learning (MTL) developed by the Labour government (1997-2010) as a means to offer all graduating teachers the opportunity to acquire a full Masters degree. As a concept, the MTL was shelved by the incoming coalition government of 2010, but some programmes of a 'top up' nature are still in operation, successfully offering PGCE graduates the chance to pursue their M level credits and continue towards a full Masters awards.

Yet defining Masters levelness is problematic, as it relates to Masters level pre- and post-qualification and Masters level across different courses, such as the MA and M.Ed. and other professional programmes with a range of different credits.

Consequently, the descriptor for a qualification at Masters level (QAA, 2008) is broad, articulates the intended learning outcomes and wider attributes students are expected to achieve for full Masters degrees (e.g. the MA, MEd and integrated Masters degrees) and is a reference point to be used for other qualifications at the same level – i.e. Postgraduate Diplomas (PGdips), Postgraduate Certificates (PGcerts) and the PGCE.

This descriptor therefore, reflects achievement in Masters level qualifications which are both pre-and post-qualification and reflects a wide range of credits, which essentially demand different volumes of learning and differing levels of intensity, complexity and density of study (la Velle, 2013). As a result, this presents a tension since not all of the qualifications at Masters level will meet all of the expectations of the qualification descriptor, although for the award of full Masters degrees all criteria must obviously be met in full. QAA (2008) guidance further states that the title of Masters should only be used only for qualifications that meet, in full, the expectations of the qualification descriptor at level 7, and, therefore, it may be more appropriate for HEIs to use the term 'level 7 PGCE' and to refrain from the term 'M level PGCE', as this would be more in the spirit of QAA guidance and may assist HEIs in dealing with some of the problematic issues concerning level 7 work in ITT. As stated in the framework, when used with the stem 'postgraduate', 'the title 'certificate' should normally signify learning outcomes which would imply study equivalent to at least one-third of a full-time academic year' (QAA, 2008: 32). Consequently, the PGCE at level 7, which requires students to spend only 34% of the programme on academic

study, represents no more than the minimum level study required to achieve a level 7 qualification. Typically, it is suggested that a PGCE programme at level 7 might have outcomes requiring demonstration of understanding and critical awareness of some current issues at the forefront of an area of professional practice, but not a practical understanding of techniques of research, which could come later following greater professional experience as part of progression to a full Masters degree. Therefore, although the PGCE at level 7 indicates a smaller volume of learning than a PGDip or full Masters degree and an associated differentiation in the range of learning outcomes, HEIs can reasonably determine that PGCE programmes where most outcomes are assessed at level 7 should be at level 7 (Bailey and Sorensen, 2013, Castle, Peisar *et al.*, 2013, Davies, Anderson *et al.*, 2013, Goddard and Payne, 2013).

However, it is also suggested that some of those studying at level 7 within an ITT programme may not have sufficient professional experience upon which to base their research and that, consequently, richer and more meaningful research may be more likely to be produced by teachers working at level 7 post – qualification (Brooks, Brant *et al.*, 2012, Goddard and Payne, 2013).

As the PGCE is ‘an academic programme providing both professional training leading to QTS and a course of academic study leading to an academic qualification’ (QAA, 2008: 9) , HEIs are responsible for trainees ’ professional training and academic education. This is significant and sometimes problematic, since HEIs have a dual role and also a greater academic role since the introduction of the level 7 PGCE (Thomas, 2014).

The QAA (2008) defines this dual quality assurance through a series of bullet points that are criteria for a 'standard'. These criteria are in themselves made up of a similar raft of signifiers and make reference to sets of behaviours which, when collectively observed and moreover evidenced, can be said to be of Masters level. In a recent thesis about student teachers' decision-making when working at Masters Level on their PGCE courses, Brook (2012) argues that it is all about criticality and that it appears to be a set of activities and behaviours based around criticality. Therefore, the effective demonstration and execution of criticality leads to Masters level activity.

The UK QAA also explicitly states that Masters courses in England, Wales and Northern Ireland are expected to meet a 'generic statement of outcomes' as laid out in the 'qualification descriptors' (QAA, 2010). Therefore, the issue of 'criticality' is highlighted in relation to Masters level work both explicitly and implicitly by QAA as follows: 'Masters degrees are awarded to students who have demonstrated ... a systematic understanding of knowledge, and a critical awareness ...' and further: '... conceptual understanding that enables the student ... to evaluate critically current research and advanced scholarship in the discipline...' (QAA, 2010: 6).

Yet, it is interesting to note Carr and Kemmis's (2003: 179) definition of criticality which makes reference to it as an act. This act involves making a judgement within context based on both contextual information and theoretical knowledge. Clearly underpinning criticality in this sense is that the decision or judgement must be located contextually. In this sense, criticality cannot be exercised purely theoretically.

Therefore, this context-based practicality driven decision mechanism appears to be closely aligned to the QAA standards (2008) which go further by defining the nature of decision making which adds an extra dimension to criticality as defined above. The QAA refer to decisions being made in 'complex and unpredictable situations' (2008: 21). The QAA in this sense are defining the skills and attributes that Master qualifications should have and not have, explicitly defining criticality. In education contexts, specifically classroom contexts, judgements made with recourse to a theoretical knowledge base and contextual information can be seen to be acts of criticality as the environment itself is complex. By further extending criticality to be an act of judgement within a complex and unpredictable context based on both contextual information and theoretical knowledge a fuller more rounded definition begins to emerge. Criticality as a behaviour can therefore be seen as a key practice in Master level practice.

Goddard and Payne (2013: 123) also focus on criticality as an essential component of 'masterliness' and consider ways in which critique might be construed and practised, before going on to argue that a certain idea of critique, which draws upon historical conceptions of education's role in serving the social good, is essential to educational practice and to claims of mastery in education. Criticality they argue, is 'a tradition of thought that does not subject itself to governmental imperatives, a disposition to interrogate explicit claims to truth, to expose and examine the assumptions that underlie argument and, importantly, a commitment to the notion that education is concerned with the fostering of liberty and civility' (*ibid*: 126). These are essential aspects of the professional identity of the educational researcher and practitioner and, therefore, should be at the heart of any course aiming to shape teachers as Masters of their profession. With this in mind, it could be argued that the

curriculum design as set out by government as part of the MTL, provided the perfect dichotomy.

Additionally and relatedly, the notion of reflection has long been considered crucial in the field of teaching and teacher education and specifically as a quality within 'masterliness' (la Velle, 2013). Although the great majority of approaches to reflection are grounded on the same theoretical sources, the meaning of this notion is unanimously recognized in the field to be ambiguous. Only by revisiting the seminal works of Dewey, Schön, and Wertheimer will the original intention be clear. This may be a theme that emerges from the categories in my data and therefore a concept I return to in Chapter 5. For the sake of surveying the literature on characteristics believed to be part of masterly preparation of teachers, it is argued that reflection is a descriptive notion - not a prescriptive one - and that it refers to the thinking process engaged in giving coherence to an initially unclear situation (Korthagen, 1985, Calderhead, 1989, Gore and Zeichner, 1991, Korthagen, 1992, Hatton and Smith, 1995, Clarà, 2014).

2.6 Chapter summary

This summary sets out the significant and disruptive effect of social and political reform on teacher education. With the marketisation of education in all phases, teacher education sits between two sectors aiming for dichotomous quality assurance measure. Additionally, the eroded status of the HEI and academy in the role of teacher education only serves to make stark the political preferences. That there are clearly identifiable international models of teacher education that could be emulated but are not, has put a spotlight on the damage that marketisation of

education has inflicted with that damage beginning to emerge (such as teacher shortages, financial competition and data driven cultures).

This literature review has shown that there is a great deal of discord in relation to Masters level programmes for teachers, largely in response to social and political reform. Whatever a government political agenda demands, whether that be delivering competencies, standards, professionalism, international performance or classroom reflective enquiry, it will ultimately decide what is done and make those changes rapidly. Unintendedly, this has also created a very flexible and adaptable sector; however, it also describes one in constant flux, reaction and reform based on requirement rather than any research into stakeholder benefit to impact upon curriculum development.

It is also acknowledged that there is a dearth of information about what teachers in training think about the Masters level element of their training in relation to their own personal and professional development. It is this central voice that is absent from the discussion and literature (UCET Committee, 2014). It is this that I hope to explore through this research project, focussing on the marginalised voice of the trainee teacher in this debate about value and currency of Masters level study in the professions, and particularly ITT, and how to best implement it in programme design and structure.

Chapter 3: Methodology and Method

The introduction to this thesis explored what it was that I was researching; the second chapter discussed where the research was located within the current field of study. The purpose of this chapter is to describe in detail how I planned each aspect of the research process in relation to the chosen methodology.

3.1 Introduction to the chapter

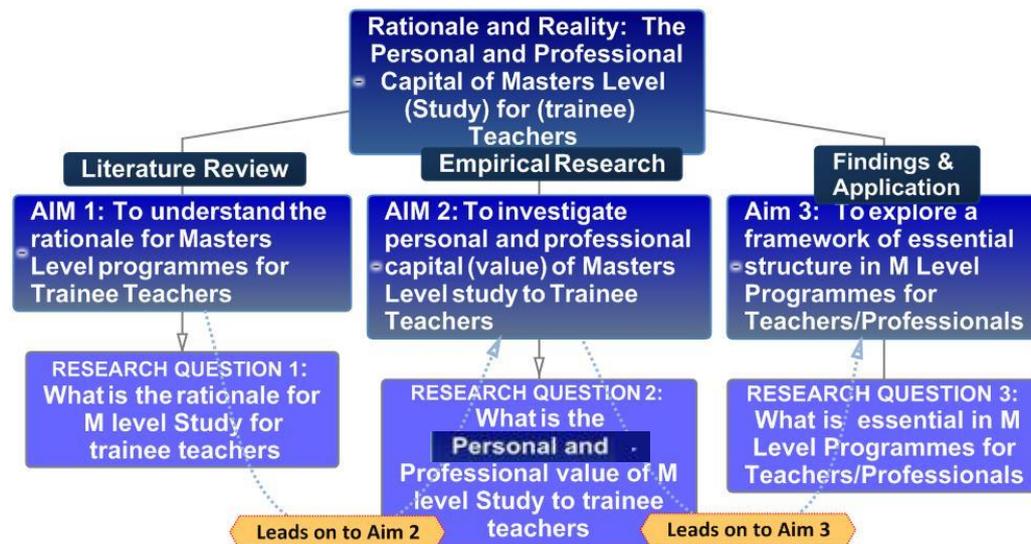
When selecting the chosen methodology, I began with careful consideration of the research aim, alignment with my ontological and epistemological beliefs and a desire to achieve a 'methodological fit' (Chapter 1) In addition, I wanted an approach that could fully illuminate the participants' viewpoints and capture their often-marginalised perspectives (Chapter 2). I also sought a methodology that would allow me to utilise my expertise within the field as an emic (from the perspective of the researched as discussed in more detail on page 95) researcher and practitioner, as the closeness of this relationship brings added value to the research process and allows a deeper meaning to be reached. As a teacher, I am very interested in understanding the students I work with and have a desire to see the world from their perspective. The practical intention is to translate their views and improve our shared world by making amendments to the quality of the teaching and learning provided. However, I understand the ethical tensions that this closeness entails, where bias or assumption could be implied, therefore methodological coherence and auditability of decision-making process became a substantial factor in the research design.

3.2 Nature of the research question

Trede and Higgs (2009: 18) argue that ‘research questions embed the values, world views and directions of inquiry’ held by the researcher and as such are highly influential on the type of knowledge that the research aims to generate. They further posit that the framing of research questions should harmonise with the ontological and epistemological stance of the researcher, but openness and transparency about the subjectivity is key. Given the potential risks posed by researcher subjectivity, such as bias and assumption, I have clearly presented the drivers behind the formulation of the research question and been fully transparent at each stage of the research process.

As my aim is to gain an in-depth understanding of participant’s perspectives, I intend to honour the participant language in the coding stages rather than render it into academic speak and will demonstrate auditability, transparency and accountability within the research process, respecting participants as experts and co-producers of knowledge. In order to facilitate auditability across the research journey, the research aim has been divided into three research questions, each one designed to be sequentially answered and so to feed forward (Andrews, 2003: 13). Figure 3 describes this sequence revealing a rhythm of emerging (not forced) understanding.

Figure 3: Model of sequential research question design.



As this research project sits within the academic framework of a Professional Doctorate, there is an additional requirement to apply the work to the researcher's field. Therefore, Research Aim 3: is practical and applicable in nature and could lead to the development of a conceptual model for dissemination, so making an original contribution to the field under study.

3.3 Philosophical assumptions

When considering my research design a number of other Doctoral thesis were reviewed within the field of teacher education, including Brook (2012); Thomas (2012) and Hughes (2013). Although all utilised a grounded theory approach as the chosen methodology, little discussion was evident in relation to how the approach was chosen. Crotty describes this as 'plucking a research approach off the shelf then selecting established research paradigms to follow' (2003: 216). In comparison, this project started with a critical reflection on my own ontological beliefs (beliefs about the nature of reality or being) and examination of my epistemological beliefs (of what can be known, what constitutes knowledge). This was then compared and

contrasted with the research aims in order to establish a research paradigm capable of answering the questions under study whilst sitting comfortably with my own beliefs and values as a researcher practitioner.

As a teacher, my ontological beliefs centre upon interpreting meaning and eliciting understanding of an individual's social construction of reality, and I often seek out theories that can explain complex and challenging practice situations. In relation to this research, I am interested in how individuals have developed coping mechanisms as trainee teachers and new professionals and how it affects their individual lives. This can be seen against a background in which expectations of trainee teachers in their initial year has increased, but also growing attrition rates in the first three years (NCTL, 2016) showing a dissatisfaction with, or inability to cope with, the reality of becoming and being a teacher.

Due to my professional background in the arts, and endless anecdotal experiences of knowing more than we can tell (Polanyi, 1966), my epistemological beliefs include an understanding of knowledge being tacit; deeper and wider than the merely observable truth (universal ontology), as well as propositional knowledge (knowledge that can be cast into language forms). Polanyi's (1966) pamphlet 'The Tacit Dimension', written at the end of a long academic career in Chemistry and at a similar time as Thomas Kuhn's (1962) 'The Structure of Scientific Revolutions', resonates deeply when exploring paradigms and research methodologies. Polanyi presents the 'impossibility of depersonalising knowledge and the difficulty of seeking objectivity in the form of personal detachment, or a series of strictly explicit operations' (1966: xviii). Furthermore, Polanyi argues for a creative handling of data, believing that the researcher has valid ideas that can be inserted into the process,

thus steering and shaping the research by using imagination and responding as data emerges rather than hypothesis testing. Lincoln and Guba further describe this process of immersion:

'the naturalist [as opposed to the positivist researcher] is intent upon the use of the human as the prime data collection instrument wishing to utilise the capabilities of that instrument to the fullest, also admits and builds upon tacit knowledge; intuitions, apprehensions, "vibes" which, although not expressible at any given moment, nevertheless occur to inquirers by virtue of their training and, especially, their experience (1982: 245).

Because a naturalist researcher's work commonly sits within the field of social sciences, there is a tradition of communicating using text based language (not arts based) so 'naturalists seek to recast their tacit knowledge into propositional form as soon as possible, since, without so doing, they cannot communicate with others, and probably not even with themselves, about their findings' (ibid: 245). Yet to confine the investigations only to those things that can be stated propositionally is unduly and insensibly limiting from the naturalist's viewpoint, since it largely eliminates the predominant characteristic affirming the use of 'human-as-instrument' and grounding the work in the whole perspective of the participant. This is an example of why it is crucial that research is transparent, and research processes are auditable, so that conceptual leaps can be seen and how reactions to data have changed the researcher's course. The project design does not aim to be replicable, but the path taken is diligently recorded, shared and can be understood thus audible and rigorous in stated process.

Yet, despite my leaning towards a naturalistic approach, it is crucial to be cognisant of alternative research paradigms and Table 4 synthesises the qualities and characteristics of the two main modes of enquiry:

Table 4: Characteristics of quantitative and qualitative modes of enquiry.

	Quantitative (Positivist) Mode	Qualitative (Naturalist) mode
Assumptions	<ul style="list-style-type: none"> ▪ Social reality is external to individuals, imposed from without ▪ Knowledge is universal, hard, tangible, and fragmentable ▪ Social facts have an objective reality ▪ Knower and known are independent, a dualism ▪ Primacy of method ▪ Variables can be identified, aim to be controlled and relationships measured ▪ Inquiry is objective, value-free 	<ul style="list-style-type: none"> ▪ Social realities are multiple, constructed, and holistic ▪ Knowledge is personal, changeable, subjective and unique to the individual ▪ Knower and known are interactive, inseparable ▪ Primacy of subject matter ▪ Variables are complex, interwoven, and difficult to measure. ▪ Inquiry is subjective, value-bound.
Purposes	<ul style="list-style-type: none"> ▪ Generalisability (time and context free generalisations through nomothetic or generalised statements) ▪ Prediction ▪ Causal explanations ▪ Reductionist approach to events 	<ul style="list-style-type: none"> ▪ Contextualisation (only time and context bound working hypotheses through idiographic statements) ▪ Interpretation ▪ Understanding participant’s perspectives ▪ Thick description (Geertz, 1973) representing complexity of events (Cohen, Manion <i>et al.</i>, 2007)

Approach	<ul style="list-style-type: none"> ▪ Begins with hypotheses, prediction and theories ▪ Manipulation and control of variables ▪ Uses formal, structured instruments ▪ Experimentation and intervention ▪ Deductive ▪ Component analysis ▪ Seeks consensus, the norm ▪ Reduces data to numerical indices ▪ Abstract language in write-up ▪ Reliability and validity through consistency and replicable process ▪ Generalizable outcomes 	<ul style="list-style-type: none"> ▪ Ends with hypotheses or grounded theory ▪ Each enquiry raises more questions than it answers though 'verstehen' is achieved (Guba and Lincoln, 1982: 238) ▪ Emergence and portrayal ▪ Researcher as the instrument ▪ Naturalistic or non-intervention ▪ Inductive ▪ Searches for patterns ▪ Seeks pluralism, complexity ▪ Makes minor use of numerical indices ▪ Descriptive write-up ▪ Audible and transparent explanation of researcher approach, methodology, process, analysis and discussion ▪ Outcomes are not aiming to be generalizable but trustworthy
Researcher Role	<ul style="list-style-type: none"> ▪ Detachment and impartiality ▪ Objective portrayal ▪ Etic (outsider's point of view) ▪ Observer 	<ul style="list-style-type: none"> ▪ Personal involvement and partiality ▪ Empathic understanding grounded in participant language ▪ Emic (insider's point of view) ▪ Engaged

Adapted from (Guba and Lincoln, 1982, Guba and Lincoln, 1994, Lincoln and Guba, 2000, Crotty, 2003, Cohen, Manion et al., 2007, Willis, Jost et al., 2007, Yilmaz, 2013).

Having read extensively it is my understanding that quantitative research is largely informed by objectivist epistemology, and thus seeks to develop explanatory universal laws using grand narratives of social behaviours by statistically measuring what it assumes to be a static reality. It emphasises the measurement and analysis of causal relationships between isolated variables within a framework, which is value-free, logical, reductionist, and deterministic, based on a priori theories. A quantitative approach endorses the view that psychological and social phenomena have an objective reality that is independent of the subjects being studied, i.e. the knower or the researcher, and the known or subjects, are viewed as relatively separate and independent. Hence, reality should be studied objectively by the researchers who

should put a distance between themselves and what is being studied (Yilmaz, 2013: 312).

Qualitative research, on the other hand, is based on a constructionist epistemology and explores what it assumes to be a socially constructed and dynamic reality through a framework that is value-laden, flexible, descriptive, holistic, and context sensitive; i.e. an in-depth description of the phenomenon from the perspectives of the people involved. It tries to understand how social experience is created and gives meaning. From a qualitative perspective, reality or knowledge is socially and psychologically constructed and the qualitative research paradigm views the relationship between the knower and the known, as inextricably connected. Therefore, the researcher is able to develop a close, empathic relationship with the subjects being studied (Denzin and Lincoln, 2000, Lincoln and Guba, 2000, Cohen, Manion *et al.*, 2007, Bryman, 2008, Creswell, 2013, Yilmaz, 2013).

Given my original research questions, the needs of my participants and my own beliefs a qualitative methodological approach was most logical. However, the next stage in my investigation was to develop an understanding of how the paradigm aligns with the other seminal characteristics of research (see Table 5), thus avoiding Crotty's 'picking off the shelf' approach discussed earlier.

Table 5: Philosophical assumptions: characteristics of qualitative research.

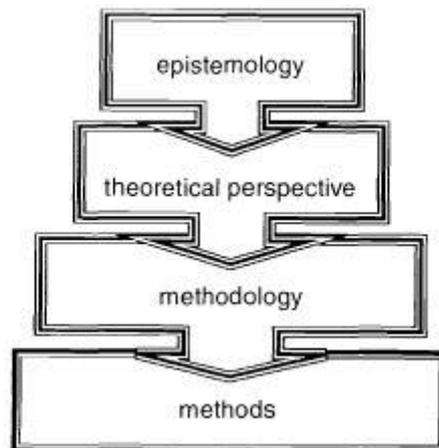
Basic Set of Beliefs or Philosophical Assumptions about Characteristics of Qualitative Research			
Assumptions	Questions	Characteristics	Examples in Practice
Ontological	What is the nature of the reality of the phenomena being studied?	Reality is subjective, multiple and socially constructed by participants in the study.	Researcher uses quotes and themes in words of participants and provides evidence of different perspectives
Epistemological	What is the relationship between the researcher and that being researched?	Researcher attempts to lessen distance between themselves and that being researched	Researcher collaborates, spends time in field with participants, and becomes an 'insider'
Axiological	What is the role of values?	Researcher acknowledges that research is value laden and that biases are present	Researcher openly discusses values that shape the narrative and includes their own interpretation in conjunction with the interpretations of participants
Rhetorical	What is the language of research?	Researcher writes in a literary, informal style using the personal voice and uses qualitative terms and limited definitions	Researcher uses a narrative style, may use first-person pronoun, and employs the language of qualitative research
Methodological	What is the process of research?	Researcher uses inductive logic, studies the topic within its context, and uses an emerging design	Researcher works with particulars (details) before generalisations, describes in detail the context of the study, and continually revises questions from experiences in the field

Adapted from (Creswell, Hanson et al., 2007, Creswell, 2013, Yilmaz, 2013)

3.4 Epistemology

Having aligned the research question to the qualitative paradigm, Crotty (2003: 2) further argues that a research proposal should substantiate and explain decisions made using 'four basic elements' (*ibid*).

Figure 4: Crotty's four basic elements of the research process.



Epistemologically, within the qualitative research paradigm, constructionism and subjectivism are metatheories commonly used for grounding research. The constructionist lens sees meaning as constructed not discovered, as opposed to objectivism (from the positivist stance); meaning does not inhere to the object merely waiting for the meaning to be seen. Merleau-Ponty (1996: 98) describes the world and objects as indeterminate, 'they may be pregnant with potential meaning, but actual meaning emerges only when consciousness engages with them', hence there can be no meaning without a mind (Crotty, 2003: 43).

This lens requires application to concrete ideas. For example, envisage that before us is a tree - the common sense view is that the tree would be a tree whether anyone knew of its existence or not. However, it is human beings that have construed it as a tree and attributed to it the name *tree*. Further, there are many differing associations humans make with trees; even within a small society, a tree is likely to have very different connotations to a lumberjack, an artist or a child who has never left an urban setting. Constructionism claims that meanings are constructed by human beings as

they engage with the world they are interpreting. It is, therefore, the case that a constructionist stance is that there is no true or valid interpretation, only understanding of meaning through questioning, sharing, exploring and creating (Holstein and Gubrium, 2013: 11).

Under a subjectivist lens (linked to structuralist, poststructuralist and postmodernist forms of thought) and in contrast to a constructivist lens, meaning does not come out of an interplay between subject and object. In subjectivism, the object alone does not contribute to the generation of meaning, which may come from a collective unconscious, dreams or religious belief. As Crotty states 'in subjectivism, meaning comes from anything but an interaction between the subject and the object which it is ascribed' (2003: 9). The difference between them perhaps appears more clearly when moving from methodology to method; constructivist researchers co-construct meaning alongside participants, subjectivist researchers see meaning as the object and observe the phenomena as it is.

This research has a 'constructivist', epistemologically focussed aim. The term 'constructivism', overtly acknowledges subjectivity and the researchers' involvement in the construction and interpretation of the data. Vygotsky (1962) Lincoln (2013) and Charmaz (2014) stress the importance of the social context, interaction, sharing viewpoints, and developing an interpretative understanding to explore meaning with the phenomena in a researcher structured interaction (i.e. the interview) and the subsequent co-construction of that response into a theory for application taking fully into account the social origin and character of meaning. Therefore, in this research, subjectivity is inseparable from social existence.

3.5 Theoretical perspective: symbolic interactionism

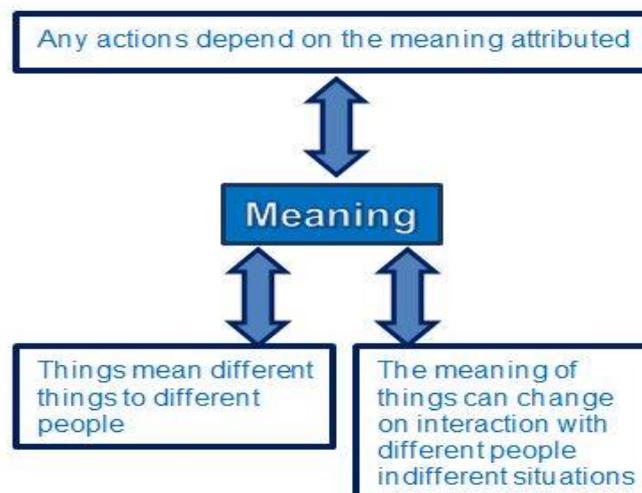
Here, theoretical perspectives are being taken to mean the philosophical stance lying behind a methodology, providing the basis for and 'grounding its logic and its criteria' (Crotty, 2003: 66). Within the qualitative research tradition, symbolic interactionism as a theoretical perspective and a branch of Interpretivism informs a range of methodologies, including some constructivist grounded theory. As a theoretical perspective, symbolic interactionism is an acknowledged way of explaining and understanding society and the human world. It grounds the set of assumptions as a constructionist epistemology that I bring to my methodology of choice.

The use of symbolic interactionism in this research is a small-scale perspective on the interaction between small groups and individuals (my sample of postgraduate student participants) rather than large-scale groups, organisations or sectors (such as teachers, lawyers or politicians). Symbolic interactionism helps us to understand and to focus a lens on the individual and their interaction with others within society through which, social order and social change can be understood. Mead (1934) highlights that individual development is a social process and the meaning that individuals assign to things develops as part of that process. People change as they interact with objects, ideas, events and other people, assigning meaning to things as they decide how to act or respond. Blumer (1969: 2), a student of Mead, coined the term symbolic interactionism in a posthumous thesis of Mead's ideas and established three principles of symbolic interactionism:

- (i) Interpreting the meaning of social situations is a central aspect of human behaviour, and humans act towards each other in certain social circumstances on the basis that these meanings have for them.

- (ii) Language gives people the means by which interpreted meaning is negotiated within particular social settings.
- (iii) Reflecting on one's own action is central to embedding the interpretations of the meaning of particular circumstances and the development of the self.

Figure 5: Symbolic interactionism.



Criticisms of symbolic interaction relevant to this study rest largely on the focus leaning towards microstructures which can overlook the impact of macro social structures (Fine, 1993: 72). However, within this intended research I will counter this limitation by examining aspects of role theory as they emerge from the participants via the utilisation of constructivist grounded theory. It is anticipated that issues such as gender, class and social role theory may emerge from data analysis, concepts that will be explored accordingly and form the basis of a substantive theory.

As such, symbolic interactionism as a theoretical perspective aligns very well with my research aims which seek to explore the reactions and responses of individual

trainee teachers and how they interpret their variable learning environments (the placement and school, the university, in groups and following engagement within literature and in response, how these interactions contribute to their journey, progress and educational process. In my role as researcher, my assumption is that the participants will be able to reflect upon the meaning of the ‘symbolic interactions’ which will be captured via interviews.

3.6 Research methodology and method

It is well recognised that qualitative research encompasses a range of methods and concepts due to the influence of differing epistemological and theoretical frameworks, the impact of different researchers and the array of qualitative approaches adopted in relation to data analysis techniques (Cohen, Manion *et al.*, 2007: 19). Given the many different methods adopted, it was important that I critically appraised the ‘fit’ of the qualitative approaches and methods within my research aims (Table 5.).

Table 6: Comparison of qualitative enquiry.

	Narratives	Phenomenology	Grounded Theory	Ethnographic	Case Study
Defining Features of the Qualitative Method	Stories collected from an individual via open/non-structured interviews focussing upon the lived experience (Clandinin and Caine, 2008)	Attempts to suspend researcher judgements in order to grasp the very nature of a phenomena rather than focus upon an individual (Groenewald, 2004, Van Manen, 2007)	An investigative approach with no preconceived hypothesis using a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon (Strauss and Corbin, 1990)	First hand study of a culture and its activities over a period of time, specifically their behaviours, beliefs and social relations (Hammersley, 2006: 4).	Using a case or cases to specifically illustrate or explore issues or problems in real life contemporary settings or contexts over time (Yin, 2013)

<p style="text-align: center;">Best for ...</p>	<p>Research that highlights identities and how participants see themselves. Capturing life experiences of a single individual, accessible and distinctive</p>	<p>Providing a deep understanding of phenomena as experienced by several individuals with common experiences</p>	<p>Moving beyond description of a phenomena and generating a theory grounded in the views of multiple individuals who have responded to, or participated in a process or central phenomenon (Corbin and Strauss, 2014)</p>	<p>The study of a culture and its activities, behaviours, beliefs and social relations over a period of time; learning about people from observing people (Duffy, 2012: 45)</p>	<p>Exploring an issue, or problem using cases or a case as a specific illustration or example</p>
<p style="text-align: center;">Issues for me as researcher</p>	<p>Analysis searches for taxonomies across a plot line usually. Longitudinal Time consuming for participant and researcher – data collected in multiple ways – journal, repeat interviews, diaries etc.</p>	<p>Researchers' attempts to bracket themselves from the process to rise above the subjective-objective perspective. Creating a heterogeneous group by finding participants that have all had the same experience of the phenomenon under study</p>	<p>Although classic grounded theory has 'positivist underpinnings' (Clark, 2005: xxii) there are recent developments in this perspective that acknowledge the reflexivity of the researcher and supports a constructivist epistemology.</p>	<p>Although participant in the observation and immersed in the ethnographic landscape, my view as an emic researcher may clash with the need to filter the findings through an etic perspective as required (Wolcott, 2008)</p>	<p>Predominantly explores a bounded system developing a description and themes. This research is not identifying a unified 'case' to explore, rather it is seeking the examples of multiple individuals and there is no pre-supposition that there is anything that will 'bind them' (Stake, 1995: 59)</p>

Cont..	Narratives	Phenomenology	Grounded Theory	Ethnographic	Case Study
Appropriateness for this study	<p>This research is examining the effect and impact on a specific part of the lived experience. To sift the useful data from a rich life experience interview is very time consuming.</p> <p>The data collection method of open interview is too broad.</p> <p>Too much is asked / required of participants.</p> <p>The sample for this research are characteristically busy so unethical to compel commitment.</p> <p>This method does not offer the ability to theoretically sample ideas as they emerge.</p>	<p>While it would be an appropriate method to explore the experiences of participants, it is the effect of the experience on the individual that is this research focus.</p> <p>Due to the subjective-objective continuum on which this method lies, it does not allow my philosophical belief of constructivism to be active – e.g. to co-construct data alongside the participants.</p> <p>Creswell describes this method as perhaps the most complex of the five and one that benefits from researcher experience.</p>	<p>As this research aims to develop a theory or framework for practical application grounded in the student voice and subsequently relevant theory this approach aligns well with the desired aims.</p> <p>It also provides an excellent foundation for the beginner researcher due to its detailed analysis techniques planning</p>	<p>Extensive and prolonged time in the field is both untenable as a part-time researcher and unethical for my participant group most who have characteristics of working full time and studying part-time.</p> <p>Aim of this research is to understand the personal and professional impacts of masters level study on the phenomena as uncovered with and told by that individual, not seeking observable cultural workings (Creswell, 2013: 97).</p>	<p>The outcome of case study research is to collect and present an in-depth understanding of the case.</p> <p>In this research each individual could be considered a case and as stated by Creswell, ‘that would be too many cases and the outcome would be diluted’ (2013: 102)</p>
Accept / Reject	Reject	Reject	Accept but seek constructivist stance	Reject	Reject

Adapted from (Duffy, 2012, Creswell, 2013)

When comparing the fit of qualitative research two key questions were initially considered. The first being the consideration of ‘what methodologies and methods will be employed in the research we propose to do? Secondly, how do we justify the use of those methodologies and methods?’ (Crotty, 2003: 2). Silverman (2005: 22) continues that ‘justification of our choice and particular use of methodology and methods is something that reaches into the assumptions about reality that we bring to our work’.

Grounded Theory methods consist of guidelines that assist the researcher to:

- i. To study social processes;
- ii. To direct data collection rigorously;
- iii. To manage data analysis;
- iv. To develop an abstract theoretical framework that explains the studied process.

It is a systematic inductive set of guidelines for collecting and analysing data to build theoretical frameworks that explain the data collected.

Grounded theory method is considered most appropriate for use in a study when:

- i. Little is known about the area of study;
- ii. Knowledge is created through the interaction of the researcher and the researched and the generation of theory with explanatory power is a desirable outcome;
- iii. The research seeks to represent participants' views and voices as integral to the analysis.

3.7 Diversity in grounded theory methodology: positivist, postmodern and constructivist

As described in Table 5, grounded theory as a qualitative research methodology, pledges to keep the exploration 'grounded' in the participants actions, processes and perceptions' (Saldaña, 2013: 61). As a method it provides detailed guidance for conducting qualitative enquiry using a transparent, structured and systematic method

for data collection, processing and analysis (Charmaz, 2014: 14). An inductive process of data collection, in that the researcher has no preconceived ideas to prove or disprove (Morse, 2001), rather, issues of importance emerge from the stories that participants relate (Ghezeljeh and Emami, 2009: 15).

Having critically compared the ability of each mode of enquiry, it is evident that grounded theory chimes with the research project's aims and my desire to produce an emerging theory grounded in the respondents' perspectives. However, on deeper exploration, I found tensions between the classic approach adopted within formal grounded theory in relation to my ontological and epistemological stance. I felt that ontologically, it was an historic approach, designed in response to a time and place in the research history of the early 1960's when tensions between qualitative and quantitative research in social scientific enquiry were uppermost (Charmaz, 2014: 5), where positivist thought and practice was dominant and qualitative research was perceived as lacking in rigour, unsystematic in technique, lacking transparency, replicability and not generalizable (Creswell, 2013: 23). This means that classic grounded theory feels almost apologist, a technique bent on using qualitative method but with positivist aims, for example, in the technique of attempting impartiality and fostering objectivism by postponing the literature review.

As early as 1962, Kuhn in his book 'Structure of Scientific Revolutions', showed doubt regarding objectivist research and the search for a single truth found only through observable data. As argued in section 3.3, the construction of reality lies with an individual; truth is, therefore, down to that individual and the implication that the 'researcher can remain impartial in the research process is relegated to a naive point in history' (Eisner, 1992: 9). It is now widely recognised that a researcher does affect

the research process and impact upon the participants (Toulmin, 1982, Eisner, 1992, Guba and Lincoln, 1994, Denzin and Lincoln, 2000, Cohen, Manion *et al.*, 2007, Bryman, 2008, Creswell, 2013, Hammersley, 2013). In fact, constructivism takes this impact a step further by promoting and valuing the impact and fully putting it to work by the researcher co-constructing data alongside the participant.

I then needed to look at other options within the grounded theory framework. This led me to compare the classic grounded theory approach as first advocated by Glaser (1978) and subsequently Strauss and Corbin (1990); with the postmodern situational analysis undertaken by Clark (2005), and the constructivist grounded theory approach developed by Charmaz (2006). To further illustrate the thought processes underpinning my research, in Table 7, I compare and contrasted their ontological, epistemological and theoretical positions, prior to synthesising my findings onto a decision-making framework. Thereby, maintaining transparency with regard to the reasoning behind the selection of a constructivist grounded theory approach.

Table 7: Grounded theory strategies: characteristics for selection and application to this study.

Grounded Theory Strategy				
Point of comparison	Objectivist or Classic Grounded Theory		Situational Analysis	Constructivist Grounded Theory
Theorist/s	Glaser	Strauss and Corbin	Clark	Charmaz
Ontology	Realist		Relativist	Social Constructionist

Epistemology	Positivist based on the supposition that the social world can be investigated in the same way as the natural world – tested with reality existing externally	Post-positivist paradigm claims that although reality exists and can be uncovered by inquiry, it is never perfectly apprehensible (Guba and Lincoln, 1994)	Constructivism proposes that our view of reality is merely something constructed in our heads and invented by us. We can never know reality; we can only ever have views of reality, and therefore our ideas determine what we know. Knowledge is created through the interaction of the researcher and the researched
Theoretical Perspective	Positivist	Post positivist	Postmodernist 'a series of fragments in continuous flux ... abandoning overarching paradigms and theoretical and methodological meta-systems' (Fontana, 2002: 162) Symbolic Interactionist
Aims	To achieve context free generalizations that transcend historical and situational locations and analysis of a core concern – focus on the powerful.	An objective external reality, aiming toward unbiased data collection	To construct research as opposed to discover meaning Aims interpretative understanding of historically situated data Rather than focussing on a core concern, constructivists ask <i>how</i> and sometimes <i>why</i> . This allows focus on underrepresented / marginalised voice.
Methods	Adopts similar strategies as classic or objectivist grounded theory without the foundational assumptions. Recognises researcher impact. Allows initial literature review to sensitise researcher to the field. <ul style="list-style-type: none"> ▪ Simultaneous data collection and analysis. ▪ Data coding begins as soon as there is data ▪ Constant comparative methods. ▪ Memo writing – construction of conceptual analyses and developing ideas. ▪ Sampling to refine emerging theoretical ideas and integration of the theoretical framework. 		

<p>Coding</p>	<p>Initial Coding then describe open coding categories</p> <p>Axial coding that organises the data into categories incorporating conditions, interactions consequences etc.</p> <p>Central concern developed into a substantive area using theoretical coding – specifying possible relationships between categories based on coding families (e.g. causes, contexts, ordering etc), emphasising explanation and a ‘story’ rather than understanding (Creswell, 2013: 191)</p>	<p>Initial Coding through open coding</p> <p>Axial coding that organises the data into conditions, interactions consequences etc.</p>	<p>Situational maps that lay out the major human, non-human, discursive, and other elements in the research process</p> <p>Social worlds/arenas maps that lay out the collective actors, key non-human elements, and the arena(s) of commitment</p> <p>Positional maps that lay out the major positions taken, and <i>not</i> taken, in the data vis-à-vis particular discursive axes of variation and difference, concern, and controversy surrounding complicated issues in the situation (Clarke, 2003: 554)</p>	<ul style="list-style-type: none"> ▪ Initial phase of coding each word, line or segment of data for action and process. ▪ Focussed coding follows; analysing for synthesis into larger theoretical categories ▪ Theoretical coding emphasising understanding rather than explanation
<p>Data Analysis</p>	<p>Views data analysis as an objective process</p> <p>Sees emergent categories as forming the analysis</p> <p>Sees reflexivity as one possible form of data source</p> <p>Gives priority to the researcher’s analytic categories and voice</p>	<p>Focussed on elucidating complexity of key elements and conditions that characterize the situation of concern in the research project</p> <p>The unit of analysis should be social situations</p> <p>Analysis is contextually situated in time, place, culture and situation of data collection.</p>	<p>Sees data and analysis as created from shared experiences and relationships with participants and other sources of data</p> <p>Because facts and values are linked, researchers attempt to become aware of their presuppositions and how these affect the research through highly audible project outlines – engaging in reflexivity throughout all stages of the research process.</p> <p>Seeks and represents participant’ views and voices as integral to the analysis</p>	
<p>Theory objectives</p>	<p>To create theory that fits, works, has relevance and is modifiable/generalizable into a ‘substantive theory’ (Strauss, 1995)</p>	<p>To create theory that has credibility, originality, resonance and usefulness / practical application</p> <p>The researcher’s interpretative understanding of how participants create their understanding and meaning of reality is the intended result of the analysis</p>		

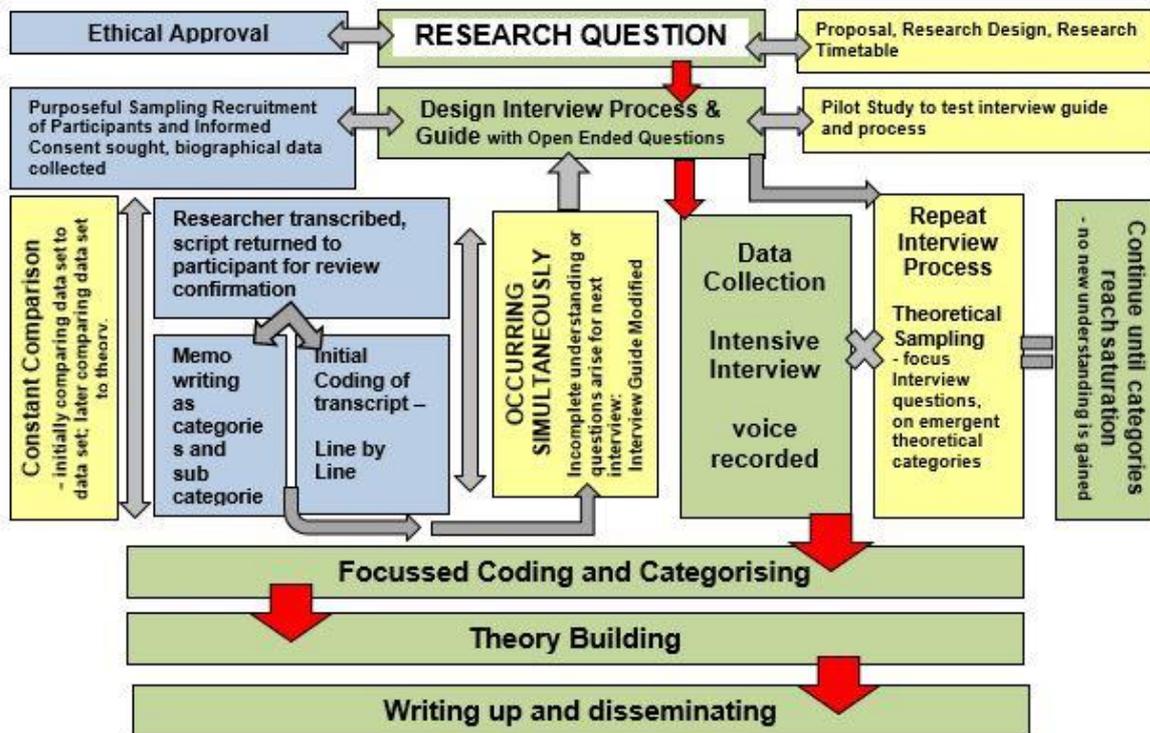
Accept/ 'Reject	<p>The positivist underpinnings to this approach are consistent throughout the research process and as such reject the notion of the benefits an 'insider researcher' can bring to understanding meaning of the participants. There is no methodological fit with the research aims, although the process of research is attractive because of its systematic structure which supports a detailed research timetable</p> <p>Decision: Reject</p>	<p>Clark does approach the issue of representation and the ongoing 'crisis of representation' question of the legitimacy and authority of both research and the researcher which is characterised as the postmodern turn. However, this approach is underpinned by that of specifically the Straussian grounded theory and as Clark states, her approach aims to 'sustain and extend the methodological contribution of classic 'grounded theory' (Clarke, 2003: 554)</p> <p>Decision: Reject</p>	<p>The philosophical assumptions of the constructivist are consistently enhanced throughout this research process, using the co-construction of data as a benefit, acknowledging the insider research stance using the intersubjectivity of the researcher as a plus.</p> <p>Constructivist grounded theory shares the systematic and structured process designed by the objectivist grounded theorists, but without the assumptions.</p> <p>This will support a clear research timetable enabling completion of the project within an expected timely manner as well as offering clear guidelines on how to conduct the research, code and analyse; crucial for the beginner researcher and its popularity provides plenty of high quality comparative studies to support evaluation.</p> <p>Decision: Accept</p>
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Adapted from (Glaser, 1992, Clarke, 2003, Bryant and Charmaz, 2007, Corbin and Strauss, 2008, Ghezaljah and Emami, 2009, Creswell, 2013, Charmaz, 2014)

It is evident from this appraisal that constructivist grounded theory would provide the best fit and was chosen.

Illustrated in Figure 6 is a model describing the broad phases my constructivist grounded theory processes will encompass.

Figure 6: A visual model of my constructivist grounded theory method and process.



Adapted from (Dick, 2007, Charmaz, 2014: 18)

As described in Figure 6, a pilot study for this research developed my researcher profile and helped me to take part in the reflexive process with a lens focused on my techniques. For this pilot study/interview trial (see Gantt chart in Appendix 1 for schedule), I set up the process to ensure that all ethical considerations were in place, in case, as has been experienced by other constructivist grounded theory researchers (Thomas, 2012, Hughes, 2013), the data was useful and subsequently incorporated in to the overall sample.

3.8 The interview as data collection method

Creswell states that qualitative researchers 'often opt for conducting interviews only' (2013: 145) and that the tradition is on first glance, asymmetrical in that the

respondent is relatively passive in a process that is designed, coordinated and structured by the researcher (Gubrium and Holstein, 2001: 3). Hammersley further argues that there have long been debates and 'discussions among qualitative researchers about the value and use of interview data' (2013: 69) and within those debates, three main questions are raised about the interview as a useful method of data collection. The first question is how researchers can know that the participants are telling the truth (Johnson and Weller, 2001, Adler and Adler, 2002). The second focusses on the difference between what people say, and what they actually do, and the third on 'incompleteness' of interview data because it focusses only on what is said in the immediate context (Hammersley, 2003: 119). These common criticisms of the use of interview as data collection method all connect and have been seen as located in research where there is a tendency to 'under-describe the methodology' and focus solely on the method (Clegg and Stevenson, 2013: 5). If a research project's methodology is clearly stated and justified leading up to the interview as method of data collection, then the criticisms of the weaknesses of interview method can be diminished.

Interviewing, as with any research method, is constrained by and makes visible methodological and epistemic choices. As Carter and Little assert,

'if we define good quality qualitative research as research in the first place, that attends to all three elements (epistemologies, methodologies and methods) and demonstrate internal consistency between them, standardized checklists can be transcended and innovation and diversity in qualitative research practice facilitated' (2007: 1316).

Let me then address the three main questions raised above, in the context of this research. The first critique in relation to whether the researcher can believe if a respondent is telling the truth, presupposes that truth is singular and is going to be

agreed upon by both the interviewer and interviewee. Furthermore, it assumes that the researcher aims for objectivity in that they have asked the respondent a question that requires affirmation, or denial in response. Both objectivity and a belief in a singular truth are characteristic of positivistic, scientific styles of research and not applicable in this qualitative research.

Additionally, because this research acknowledges both the expertise of the purposefully recruited sample group and the insider perspective of the researcher, so the intention of the interview as a method becomes bound within the methodology. In constructivist grounded theory interviewing, the intensiveness of the style of interviewing is designed to co-construct data, positioning the researcher *alongside* the participant. The constructivist grounded theory notion is that 'discourse accomplishes things...people use interviews to find, construct, reconstruct or understand what is happening in their world' (Charmaz, 2014: 85). In the case of this research, I intend to ask the interviewees to discuss things that they had not discussed before, in a specific structured sequence. Therefore, the structure of the interview will lead the topic of conversation, but the flexibility of the intensive interview schedule will allow them to go back to earlier disclosures, clarify or rethink ideas based on emerging insights later in interview.

From the beginning of this research I have aimed to 'learn what is happening' to my respondents in the research situation. The use of interview supports the strategy to collect an emergence of information in the field and pursue themes during an interview, thus co-constructing data. This promotes the emergence of rich and detailed data reflective of the participant's everyday reality. To ensure this, the interviews were recorded using a digital recorder, helping me to focus on the

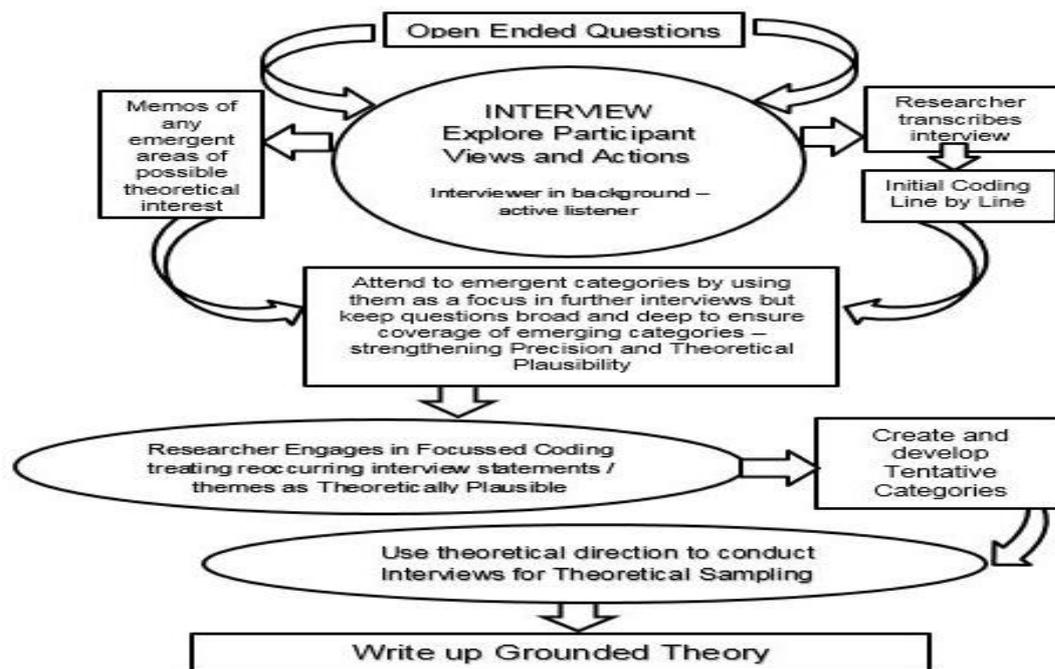
interview and the discussion with the participants, allowing me to fully transcribe, verbatim, what participants said, thus facilitating the coding processes required.

The relevance of the literature in the design of the qualitative interview is confined to the early stages and gives a semi-structure to the set of 'main questions' that begin and guide the conversation with flexible open-ended questions to probe for clarification or request further examples (Rubin and Rubin, 1995: 145). An open stance is required so that 'the researcher is alert to developing meaning that may render previously designed questions irrelevant in the light of changing contexts of meaning' (Warren , 2001: 87).

3.9 Constructivist grounded theory interview strategies

As shown in Table 7, constructivist grounded theory adopts similar stages and strategies to classic or objectivist grounded theory but with different foundational assumptions. These assumptions alter some aspects of the process, although the phases of the process and the iterative rhythm are similar. Figure 6 provides an outline view of the constructivist grounded theory approach used in this project, but Figure 7 provides a closer examination of the activity around the interview process and how I intend to use the distinct practices of constructivist grounded theory to move from purposive sampling and initial coding, through to theoretical sampling and coding and finally to develop the theoretical categories used to design the substantive conceptual model.

Figure 7: Model of constructing grounded theory through interview strategy.



Adapted from (Charmaz, 2014: 88)

Theoretical sampling relies on building interpretive theories from emerging data as the grounded theory process proceeds, and, then, based on the analysis of previous phase findings, selecting a new sample to examine and elaborate on if deemed necessary. Corbin and Strauss describe the process as:

‘data gathering driven by concepts derived from evolving theory, and based on concepts of making comparisons, whose purpose is to go to places, people or events which maximise opportunities to discover variations amongst categories in terms of properties and dimensions’ (2008: 320).

Charmaz further outlines that ‘that theoretical sampling is best used when some key concepts have been discovered’ (2014: 89) with initial data collection commencing with participants who have some experience of the phenomenon under examination. However, purposeful selection of sample is then guided by the emerging theoretical direction.

In the context of this study, theoretical sampling is a suitable method for exploring fresh data sources, and sampling will be driven by the emergence of tentative categories drawn from initial coding and memoing. The sample will be built up in such a way as to increase the diversity of research understanding in line with Charmaz's comments that 'theoretical sampling helps fill out categories, discover variation within them and to define gaps between them' (2014: 90). Charmaz (2014: 90) further suggests that after the first analysis, the research process should aim to attach more specific and complex meanings to the general questions or concepts that provided a focus when the field was initially entered.

3.10 Purposive and theoretical sampling

Purposive sampling is a process by which the researcher handpicks cases to access from those who have in-depth knowledge and experience of the issues being explored (Cohen and Manion, 2007: 115), or indeed the most productive sample to contribute research. As a practitioner researcher, there are clear implications for the selection of participants that are both ethical in nature and affect the quality of the data to be collected. Therefore, I purposefully sampled with three main criteria in mind;

1. Selecting participants from institutions in addition to my own using my professional networks and their practitioner knowledge to access participants who meet the inclusion criteria set out within the participant Recruitment Strategy (Appendix 5).

2. Selection of participants that can purposefully inform the understanding of the research problem as central phenomenon in the study aimed at theory construction not population representativeness (Charmaz, 2006:6).

3. Plan a sample size of fifteen (based on a review of comparable and good quality grounded theory studies and their sample sizes) for project management (research timetable) purposes but also ensuring flexibility and further access to a bigger sample should theoretical sampling require further data to saturate a category, or when theoretical saturation is achieved, meaning 'no new properties of the category emerge during data collection' (Charmaz, 2014: 12).

As described in Figure 3 and hinted in the third point above, once the simultaneous data collection and analysis is underway, I will switch my approach to theoretical sampling to lead the sampling, the purpose being to develop categories and explore emerging themes, designed to saturate the area under study adapting the interview guide in response to this dynamic processes (Charmaz, 2014)

3.11 Reflexivity: practitioner researcher

In addition to the typical ethical considerations considered above and embedded within the research design, the power dynamic that my professional role elicits and its potential impact upon participants was explored, acknowledged and if not diminished then utilised to best support the research aims. This is where the technique of co-construction of data between the researcher and participant within the constructivist grounded theory approach became such a purposeful fit. Considering participants as 'experts in the research' (Charmaz, 2014: 73) helps to diminish the power differential

by reducing inequality and allowing reciprocity through collecting rich and high quality data. As Edgar and Fingerson state;

'by raising the status of those you are collecting data from, you are providing *something* in response for the data they give you and this transaction or reciprocity can help to reduce potential power inequality between the authoritative academic researcher and student participant' (2002: 185).

It is impossible for people operating in organisation such as an HEI to ignore the dominant practices and ideologies that pervade them. For teacher educators, this means governmental prescription, review and quality assurance. While, of course, there are differences between individuals in professional settings, many behave in a way that Foucault disconcertingly describes as 'docile subjects' (in Ball, 2013: 109), conditioned to behave and practice in the interest of the prevailing paradigm.

As a practitioner researching the field in which I also practice as a professional, there is a need to not just acknowledge assumptions to alleviate bias (particularly within ITT and the highly political arena in which it operates), but also a recognition that the researcher's contribution can be harnessed and transformed into additional data, thus incorporated into the academic discourse. This process was captured by adopting a reflexive stance on my own professional position as a teacher educator whilst carrying out this research and evaluated via the process of memoing, recorded in annual appraisals and discussed during my regular supervision meetings.

I am also fascinated by and cognisant of, as Ball (2012: 4) describes it, an 'unconscious acceptance of pervasive ideology, and the effusive practice of it' commonly evident within educational organisations, even though the players are, as Foucault describes (in Hutton, 1988: 10) 'freer than they think'. This is an area that

may emerge from the empirical data and subsequent data analysis within this study, and I raise this issue now so as to underline the need to maintain a reflexive stance.

I am also conscious of the processes that Foucault describes as 'surveillance'; the ways by which institutions apply social regulation of professionals to ensure, and assure performance and point out where in an institution power lies. Regulation often passed down from academic to student, whether conscious or unconscious of that knowledge cascade, the students (and participants in this study) will also be operating within that institutional social regulation.

Thus, as a practitioner researcher, I am not only affected by the professional power relations in my professional setting, but also by the prevailing ideologies of knowledge production within my university. These forces which combine to ensure that I am neither objective or neutral in the research process as a practitioner or researcher. As such, my methodological approach takes necessary account of this to support navigation of these challenging and fluid boundaries (Drake and Heath, 2011: 23).

It is evident that undertaking the role of an insider research may be problematic, due to the immersion of the researcher in the field she is researching. As Clegg (2013: 7) states 'she is a fish *in* the water, part of the habitus, with a feel for the rules of the game'. In response, Maton (2005) has taken insider researchers to task for failing to properly acknowledge the autonomy of the field with its own unique powers and Bourdieu argues there is a failure to break with our common sense insider knowledge:

'In choosing to study the social world in which we are involved, we are obliged to confront, in dramatized form as it were, a certain number of fundamental epistemological problems, all related to the question of the difference between practical knowledge and scholarly knowledge, and particularly to the special difficulties involved first in breaking with inside experience and then reconstituting the knowledge that has been obtained by the means of this break' (1988: 1).

To confront these challenges a reflective research log will be maintained to capture my responses and approaches to ensure critical reflexivity, helping in 'reconstituting knowledge' after the acknowledgment of personal assumptions. This captures my thoughts, feelings and reflections *during* the research process, at each stage of the process including writing up; to inform my language, insert *my* reality of being situated in the process and to ensure that the lens of reflection is directional on the methodological congruence of the process not the method.

In a piece of meta-research exploring the insider researcher's use of critical reflexivity and its impact on interview research, Clegg and Stevenson (2013: 5) critique the use of reflective journals as 'on the whole too focussed on method', but argue that where the reflexive process (with a particular focus on the insider researcher interview method) focusses on methodology, the research had a high quality that was truthful, honest and audible on its multi-faceted layers.

In reviewing the benefits of my reflective research log, I have identified the following practical, creative and self- purposes in Table 8:

Table 8: Table of collected main themes and uses of reflective research log.

Practical Purposes	Creative Purposes	Self-Purposes
To record a concept during the journey and explore how I reached an understanding of it	A place to reflect on my writing process and how my ideas/concepts have altered during that process	A map of my state of mind during the various processes of studying (challenges and triumphs)
To record personal opinions' (bias and assumptions) on literature I have read so that I can 'double take' and reflexively explore it.	A record of grappling with the 'methodological mess' found in the literature, raising questions to be answered, aimed at achieving some clarity	A place to reflect on time remaining to develop realistic deadlines and manage the project
A 'to Do' list for a particular task linking in my research timetable	Record of my raw responses and thoughts, used as a 'drawing board' to shape and finish ideas for transfer to the thesis document.	As a junior researcher, this provides me with a low stakes site to practice confidence in my researcher voice
As first port of call - a way of disciplining myself back into academic writing mode	A place to think about concepts multi-dimensionally and as a mechanism to capture thinking and theoretical concepts for subsequent analysis for possible inclusion when elevating codes into substantive theory	A place to develop personal metaphors (or models and visuals) for difficult concepts to support commitment to memory
To support my part time students status - as a diary of thought process on a particular task so that on return, I can jump back in at the same conceptual point		

Maintaining a 'sense of methodological fit' further supports the research practitioner as the intuitive or creative dimension that Polanyi (1966) saw as a crucial tool in research. This, I believe, is embedded in the constructivist grounded theory methodology, where being an 'insider researcher' gives credibility and unforeseeable depth to the research. The rhythm of 'exploration', as the research unfolds using the 'constant comparative method' (Charmaz, 2014: 18) raises questions and requires

imagination, tacit understandings (shared and captured in the memoing technique) and subjective reasoning.

Constructivist grounded theory reshapes and expounds the interactive relationship between researcher and participants and provides the reader with a sense of the analytical views through which the researcher examines the data (Ghezeljeh and Emami, 2009: 15). Yet, key to this analytical process are the principles of emic and etic perspectives. Emic has come to denote a general orientation in research centred on the participant, that is, the insider's view of reality. Thus, the emic approach emphasises respondents' categories and meanings in general and respondents' rules and behaviour. In contrast, the term etic designates the orientation of outside researchers, who have their own categories by which the participants' world is organised. The analytical descriptive categories of the outside researcher are generally organised with a view to explanation in the broader and generalizable sense. What the emic-etic distinction produces, in its most extreme instances, is the type of division in methodological approach that has been described already within this chapter.

Extreme adherents of the emic viewpoint insist that the participant (not the researcher) is the best judge of the adequacy of the research and analysis. The subject's acceptance of the results of the research is the only necessary and sufficient validation. In contrast, extreme adherents of the etic approach believe that the researcher is the best judge of the adequacy of the description or analysis and the subject's opinion although interesting, is not really relevant.

This research uses an emic approach to complete the research and inform its analytical design in that it seeks the perspective of the researched. As Bianchini and Colburn (2000: 179) indicate from analysis of their own educational research, there is an 'imbedded emicism' in all research at the fieldwork level, in which participants' viewpoints, interpretations, and so on are given great importance for understanding meaning and actions. Therefore, when moving inductively up the levels of analysis, I have consciously kept the emic at the heart of the work and avoided becoming etic in my approach; interestingly, this has been noticeably harder as possible universal categories for comparison emerge and suggest temptingly generalizable concepts in the various stages of coding.

A further risk when undertaking emic research, extends to the researcher importing preconceived notions into the theory derived from their discipline or the literature (Creswell, 2013). Therefore, to ensure each phase of the data analysis process was transparently conducted and additionally tested, data was collected using theoretical sampling and confirmed by grounding it directly within the interview transcripts. Adherence to this method allows the research to remain with the participants, illuminating their perspective and capturing what it means to be a trainee teacher.

3.12 Ethical considerations for this study

At the initial proposal stage this project considered the ethical issues that could arise and was supported by the Northumbria University Research Ethics and Governance procedures (NUREC, 2012). Fully compliant with the UK Research Integrity Office (UKRIO) it utilised a traffic light system to determine project risk and ensure an appropriate level of ethical scrutiny. Because this research project was identified as 'amber' within the guidance (as it involved individual people), I produced a

submission for ethical scrutiny which was undertaken by the University's School Research Ethics (Appendix 4).

To ensure a high standard of ethical conduct from the beginning, Ethical Guidelines for Educational Research were referenced throughout the planning and designing of the research and then applied throughout all phases (BERA, 2011). The Association 'recognizes the legitimacy of the diverse educational research philosophies, theories and methodologies that exist' and states that through its guidelines it 'seeks to ensure that they do not selectively judge or constrain, directly or indirectly, the methodological distinctions or the research processes that emanate from them' (*ibid*: 4).

Anonymity was a key feature of the research planning and great care was taken to ensure that no undue pressure was exerted on the participants who took part. As Murray and Lawrence (2000) stress, the interests and welfare of pupils, students and other research subjects should take precedence over the self-interest of the researcher. In addition, Hammersley and Traianu (2012: 17) emphasise that educational research is concerned with ensuring that the interests and well-being of participants are not harmed as a result of the work. To ensure protection in this study, all transcripts are anonymised and stored in a password protected digital cloud storage location. Although some demographic data was collected and can be viewed in in Appendix 9, any defining characteristics have been removed or redacted.

During the study, I made every effort to ensure that ethical considerations were an integral part of the methodology. Ethical issues were considered at every stage of research design and analysis. This included the methods used, data gathering

procedures and how the work would be written up and communicated. This ethical stance involved respecting the rights of participants and attempting to report findings in a full and honest way.

All participants taking part in the study were volunteers, and were informed of its purpose beforehand. Prior to the start of the work, permission to carry out the research was also sought from those responsible for their student journey and they too were fully informed of the purpose of the study. Respondents therefore knew the purpose of the work, how their data would be collected and used, plus how findings would be disseminated. It was also made clear that work would be confidential and individuals and institutions would remain anonymous (Appendix 6 Information sheet and informed consent form).

Particular care was taken during interviewing process, and the following principles were followed:

- i. Respondents were personally contacted and the purpose of the interview explained to each invitee;
- ii. There was a guarantee of anonymity and confidentiality consistently communicated through both the recruitment letter and the consent form;
- iii. There was the promise to stop the interview at any time if the participant thought questions were inappropriate or too taxing;
- iv. Data would not be used if respondents did not wish it;
- v. In line with a disseminated debriefing strategy, respondents received the transcribed interview to read and edit to ensure congruence with their intended meaning. Email confirmations were elicited for each transcription before any data was coded;
- vi. The post interview dissemination brief stated that to stop the data being used after email confirmation of transcript was received would be very difficult to

extract, due to its assimilation with other data, therefore, only once email confirmations had been received could the data start to be initial coded.

From the outset, I ensured that my ontological and epistemological beliefs were clear and I used them to help identify my motivation behind the research process.

Transparency and openness in the research process has been recorded during meetings with my research supervisor and have in turn acted as evidence of this characteristic when presenting audits at the annual review of research process.

3.13 Ensuring research quality

Seale (1999: 466) outlines the debate within the literature about how to judge or evaluate the quality of qualitative research. It is suggested that initially it involves substituting new terms for quantitative criteria such as validity and reliability to reflect Interpretivist conceptions while retaining a sense that social researchers in both traditions shared similar scientific orientations. LeCompte and Goertz's (1982: 31) schema intended as 'qualitative parallel' (*ibid*: 467) further invents new concepts such as internal and external reliability to legitimate a degree of difference. Lincoln and Guba (1986) argue that establishing the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability. They introduce 'four major criteria for rigor in qualitative inquiry' (Lincoln and Guba, 1986: 75) as key concepts for measurement:

- a) credibility (in preference to internal validity);
- b) transferability (in preference to external validity/generalisability);
- c) dependability (in preference to reliability);
- d) confirmability (in preference to objectivity)

These four questions areas focus on their truth-value, applicability, consistency and neutrality with Lincoln and Guba proposing their own counter four-point to positivistic criteria for naturalistic inquirers.

However, other researchers such Creswell (2013: 257); Davies & Dodd (2002: 280) and Seale (1999: 472) have argued that determining the quality of qualitative studies via quantitative-led counter concepts or measures such as reliability and validity, is not only irrelevant but also misleading. Headings like validity and reliability no longer seem adequate to encapsulate the range of issues that a concern for quality must encompass.

Quality is an elusive phenomenon that cannot necessarily be pre-specified by methodological rules. Instead, I am coming to see these as guidelines to be followed with integrity and knowledge and this is assisting me in move towards good quality work that I am learning from a variety of examples. When I believe I have found good quality qualitative research, it is noticeable that the research is enhanced by researchers presenting their philosophical and methodological debate. This usually points to congruence throughout the work and that the pursuit of quality has become a 'fertile obsession' (Lather, 1993: 673) as methodological awareness develops and feeds into practice thus clarifying and making transparent any conceptual leaps.

Charmaz (2014) defines a set of criteria for evaluating quality of research but makes the point that the criteria is dependent on who forms it and what purpose it invokes. As I am using constructivist grounded theory, I have adopted Charmaz's criteria for evaluating the quality of a grounded theory study as set out below in Table 8 using

the set at checkpoints throughout the work, which offers a ‘pulse’ reading to steer the work.

Table 9: Criteria for evaluating the quality of a constructivist grounded theory study.

Credibility	▪ Has the research achieved intimate familiarity with the setting or topic?
	▪ Are the data sufficient to merit the claims? Consider the range, number, and depth of observations contained within the data.
	▪ Have systematic comparisons between observations and categories been made?
	▪ Do the categories cover a wide range of empirical observations?
	▪ Are there strong logical links between the gathered data and the argument and analysis?
	▪ Has the research provided enough evidence for your claims to allow the reader to form an independent assessment and <i>agree</i> with your claims?
Originality	▪ Are the categories fresh? Do they offer new insights?
	▪ Does your analysis provide a new conceptual rendering of the data?
	▪ What is the social and theoretical significance of the work?
	▪ How does the grounded theory challenge, extend, or refine current ideas, concepts and practice?
Resonance	▪ Have you revealed both liminal and unstable taken for granted meanings?
	▪ Have you drawn links between larger collectivities and institutions and individual lives, when the data so indicate?
	▪ Does your grounded theory make sense to your participants or people who share their circumstances? Does your analysis offer them deeper insights about their lives and worlds?
Usefulness	▪ Does your analysis offer interpretations that people can use in their everyday worlds?
	▪ Do your analytical categories suggest any generic processes?
	▪ Can the analysis spark further research in other substantive areas?
	▪ How does your work contribute to knowledge? How does it contribute to making a better world?

Adapted from Charmaz (2014: 338)

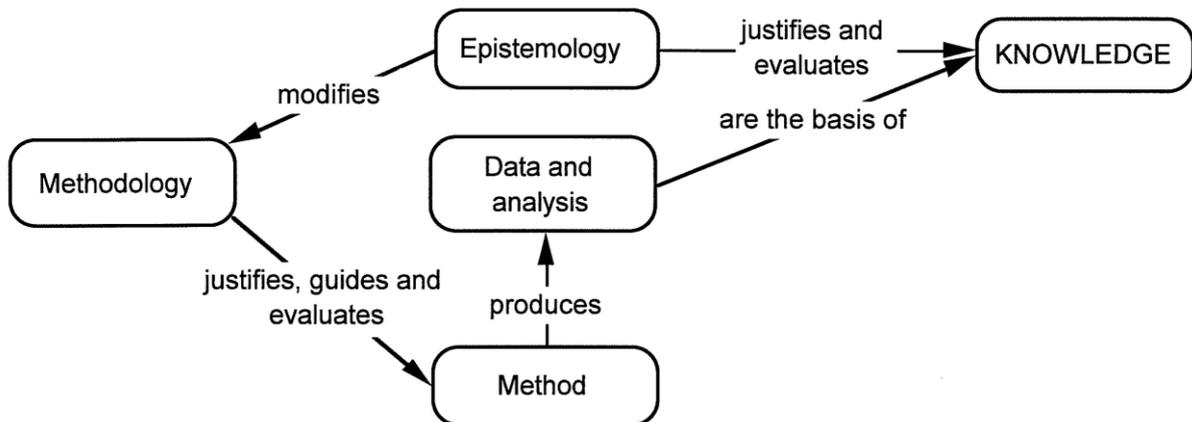
Once the grounded theory is written, I will apply Charmaz’s criteria and record the evaluation of quality within the conclusions and reflection in Section 7.3.

3.14 Chapter summary

Throughout this chapter, I have carefully mapped out each stage of my research planning and ensured that all decisions made are explicit, transparent and defensible. I have also shown how the research aim has directed all subsequent

decisions in relation to the chosen epistemology, methodology and research methods ensuring the best methodological fit for the research question and for honouring my participants' voice (Figure 8).

Figure 8: Relationship between epistemology, methodology, and method.



(Carter and Little, 2007: 1317)

These three facets identified above also show my emerging confidence as a researcher having grappled with the complexities at the foundation stage of this project.

As discussed in the first two chapters, there is currently little research exploring or understanding the student teacher perspective of Masters level study and its usefulness, value and power. Therefore, the use of a constructivist grounded theory approach designed to ground the data in their words and meanings, will present a hitherto unknown perspective that will be useful in improving programmes of study for those of us who design, deliver and quality assure them, as we cannot hope to guess what it feels like to journey through ITT and post qualification master programmes

whilst operating within a school today. As the literature review shows, the development of current Masters level programmes for teachers has long been driven by imposition from government and is not responsive to student need, informed by their experiences or opinions. I hope therefore, to uncover knowledge and understanding grounded in my participants' data and relevant to the wider field of professional programme developers, knowledge that can be applied to understand their own audience and develop better educational provision to support professionals studying at Masters level.

Table 10 is a summary of the theoretical frameworks used throughout each stage and layer, declaring the methodological congruence of the project as described in Chapter 3.

Table 10: Summary of theoretical framework used for the study.

Philosophical Paradigm	Interpretivism
Ontological Basis	Social Constructionism
Epistemological Basis	Constructivist
Underpinning Theoretical Perspectives	Symbolic Interactionism
Research Methodology	Constructivist Grounded Theory
Research Methods	Sampling-Purposive and Theoretical Data Collection- Semi structured interviews Data Analysis-Initial and Focused Coding, Theoretical Memos, Theoretical Sorting, Theoretical Sensitivity and Theoretical Saturation

Chapter 4: Data Coding and Analysis

4.1 Introduction to the chapter

In order to fully articulate the coding processes in relation to this research, key milestones will be signposted in each section of this chapter. Firstly, a summary of the data collection methods used for this project will be described. Then the characteristics of the sample will be provided allowing the reader to judge, not population representativeness, but resonance with their own student cohorts. The challenging processes of data analysis will then be discussed, highlighting how the interview process was adapted and refined as theoretical sampling affected the data collection journey in order to fully explore the emergent theory. Examples will be presented to show how each of the three stages of coding rendered the data up the theoretical ladder to make fully auditable the coding process (Charmaz, 2014: 16). Finally, the findings will be presented and categorised, showing how I came to develop a deep understanding of my participants' perspectives, meaning and language shown in the articulation of personal insights through memoing and their influence upon the research process.

4.2 Synopsis of the data collection method and analysis process

The interview guide was used to direct all the open-ended intensive interviews (Appendix 3 Sample interview guide). As described in Section 3.10 the questions within the interview guide were originally directed by Research Aim 2 which, underpinned by the findings of the literature review, were designed to explore and understand the personal and professional value of Masters level study to my participants. In total, I interviewed fifteen participants including one pilot interview. All interviews were digitally audio recorded and securely stored, fully transcribed and

analysed line by line with initial coding being carried out before moving on to the next interview cycle (Figure 7). The systematic researcher driven processes and rhythm of data collection and analysis allowed me to develop analytical confidence, identify emerging categories, contour the interview questions accordingly and allow exploration of those emerging ideas prior to returning to the field to gather more focused data, a process I have previously described as theoretical sampling.

As described in section 3.13, I built the sample through harnessing professional networks against a Participant recruitment and inclusion criteria (Appendix 8), a process designed to broadly give the sample the characteristics of a typical student cohort of teachers in training and similar to that of the teaching population.

Contact with participants was made via heads of department in three universities in North East England (Appendix 8 Participant recruitment strategy inclusion criteria.) who made initial contact with student cohorts that met the inclusion criteria.

Information was then emailed to interested participants and interviews scheduled at a venue, date and time to suit the individual.

Data collection continued until theoretical saturation of data occurred at the fifteenth participant's interview. As Charmaz describes, theoretical saturation 'refers to the point at which gathering more data about a theoretical category reveals no new properties nor yields any further theoretical insights about the emerging grounded theory' (2014: 345).

4.3 Characteristics of the sample

When building the sample group, the aim was not to ensure population representativeness, but to support the structure of building a good quality sample group, and where choice was offered, selection occurred with a strategy of balancing the characteristics such as gender. Although the priority was to theoretically sample to advantage the emerging theory (Section 3.13), this sub layer of sample tactics was more an intellectual strategy than the simple demographic stratification of the sample and built a robustness, creating the potential for wider interrogation of the data during the research process and in the future.

The institutions providing Masters level study were evenly spread across pre and post 1992 universities, with a balance working in each type of institution. The aim was to broaden the sample outside of my own institution, although there was plenty of provision to satisfy selection from a broad range of programmes within Northumbria University. The sample indicates a cluster within North East England, largely dependent upon my access to existing academic and professional networks and the geographical location of volunteers. Details of the participating institutions can be found in Appendix 8 and their characteristics illustrated below in Table 11.

Table 11: Sample demographics.

Age Range	Career Stage	Type of university attended for undergraduate degree	Type of university attending for Masters level study
47% under 25	47% participants in or just completed ITE (gaining QTS)	53% Post 1992	47% Post 1992
53% over 25s	53% participant studying post ITT – full Masters	47% Red Brick	53% Red Brick

In addition to the specialist characteristics specified above, there are also certain characteristics collected through the School Work Force (SWF) census that are commonly used in the field. The SWF census was introduced in November 2010 and the statistics cited here contain the results of the fifth collection that took place in November 2014, a date range aligning with my data collection period (Appendix 1). The SWF collects information on school staff from all state-funded schools in England; including local authority (LA) maintained schools, academy schools (including free schools) and City Technology Colleges and Pupil Referral Units (PRU) (Ross, 2014: 14). Table 12 demonstrates that my sample was broadly representational of the wider workforce in relation to gender, ethnicity and those with SEND.

Table 12: Characteristic of the secondary teacher SWF and the research sample group.

Characteristic	Secondary SWF 2013-14	Research Sample
Gender	62% female 48% Male	60% Female 40% Male
Ethnicity	88% White British 12% BME	87% White British 13% BME
SEND	Less than 1% with a declared disability	13% declared disability

The age of the research sample was not compared or indeed aligned with that found in the secondary teacher SWF, because the research participants were predominantly selected for their status as new, or recently qualified teachers and their younger age relates to their early career stage, however the spread of age is included in Table 11 where the relevance is more specific to what is classified in a university institution as a mature student (over 25s).

The decision to include a sample group with these characteristics was an attempt to take the opportunity to create a high quality sample, to allow for audit of any bias or pattern and to identify any participant that disagreed with, or showed divergence varied from any emerging category, exploring whether the characteristics could be used to offer explanation or simply know the participant more deeply. Anonymised individual participant details for the characteristics described and analysed in this section for the sample group can be seen in Appendix 9.

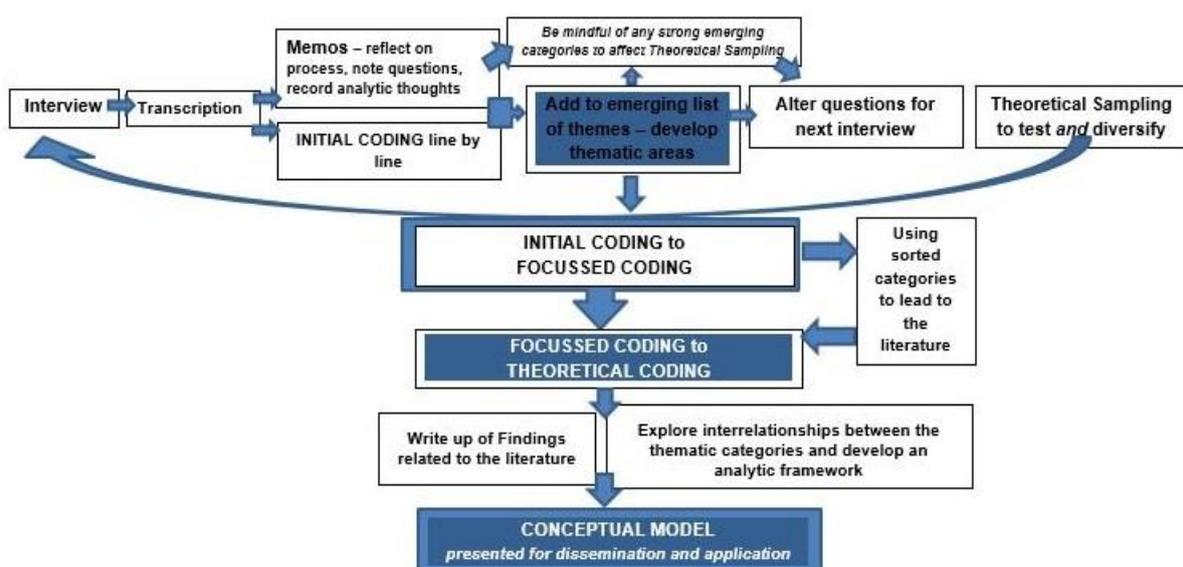
4.4 Data analysis

Data analysis began after the first pilot interview took place and feedback from participants was sought in relation to the processes of recruitment, information provided, informed consent and interview style. The transcribed commentary indicated that the research questions were framed appropriately to explore the participant's views, experiences and actions. Within the interview schedule, I made time for participants to discuss the research process, focussing on how it felt to be interviewed, whether the questioning style was useful, whether they had received enough information about the process and if they wanted to change anything they had said. Perhaps because it was a very different stage from the reflective and deep questioning before, most of the participants wanted to voice their opinion about the high quality and depth of the discussion they had had, their pleasure at having the student perspective captured and that they were interested in any publishable outcomes. Seven of the fifteen spoke of the therapeutic quality of the process exploring their experience in review. These were the participants who had just completed a PGCE with QTS and were about to become NQTs. Interestingly of the seven, six suggested that this reflective style of interview would be a useful way for

all PGCE graduates to explore practices in review, particularly those with challenging experiences, because in review and with a knowledgeable coach, these troublesome and challenging experiences could be recognised as important, formative and having a purpose. This section of the interview had been planned, for ethical purposes, to ensure the wellbeing of my participants and that no adverse or emotional reactions occurred. However, because of the surprising depth of the responses to this section, I returned to the transcripts and recoded this section of the interviews which added to the wealth of subcategories presented later.

In keeping with grounded theory a sequential approach to data collection and analysis was undertaken, allowing identification of relevant concepts and adherence to the process of theoretical sampling (Corbin and Strauss, 2014). As illustrated in Figure 9, three phases of coding were undertaken during the data analysis phase.

Figure 9: Model of coding journey.



Firstly, each individual audio-recorded interview was transcribed verbatim and analysed line-by-line. This first stage process was titled 'Initial Coding'. Early grounded theory proponents refer to this early coding as 'Open Coding' (Glaser and Strauss, 1967). However, Charmaz's use of the term (2006: 100) 'Initial Coding' implies an initiating procedural step in harmony with first cycle coding processes. Initial coding in this project identified implicit and explicit concepts and emerging ideas which were used as the basis for subsequent exploration in later interviews. In the example in Table 13, the codes are short and stick closely to the data. They indicate progression of events, feelings, actions and provide codes of explanation.

Aligned with the research aims, the objective of the coding is to *define* what is *happening* in the data and begin to grapple with what is *means*, then develop an emergent theory to explain it. As Charmaz (2014: 113) explains, codes in a grounded theory, form 'elements of a nascent theory that explains these data and directs further data gathering'. By being careful at initial coding stage, two major threads in the fabric of a grounded theory were emerging; generalizable theoretical statements that transcend specific times and places; and contextual analysis of actions and events. Within my initial coding strategy I used the coding methods of 'Process Coding' that code gerunds ("...ing" words) to connote simple actions (such as talking, observing, speaking, sharing etc) in the data, but also conceptual actions (for example struggling, experiencing, surpassing, negotiating etc). The techniques of process coding helping to denote the human actions intertwined with the dynamics of time, in sequence, that emerge, change, or become strategic over time. For this research question, I am asking participants to share their experience of being part of a process over a period of time, and so, process coding offers methodological

congruence. If used as the sole coding method, process coding would not provide enough to deeply ground the analysis in the participant’s actual words.

In addition to process coding, an ‘In Vivo’ coding method was also applied. In Vivo coding has also been labelled as ‘literal coding’ (Pandit, 1996), ‘verbatim coding’ (Eaves, 2001), and ‘emic coding’ (Gough and Scott, 2000), and refers to coding using a word or short phrase from the actual language of the data set, for example, in Table 13 use of In Vivo codes are captured in quotation marks. Saldana (2013: 91 and 100) states that these two methods of ‘Process’ and ‘In Vivo’ coding are particularly appropriate for beginner researchers because the output can be easily shared with and confirmed by supervisors but are also appropriate for studies that prioritise and honour the participants’ voices, thus giving a good ‘fit’ to the coding method choice.

Table 13: Example of a page of line by line initial coding of transcript No 2 170714.

Transcription	Line by Line Initial Coding
<p>P2: I didn’t feel like I was any higher but in terms of levels and knowledge, I felt proud that I was doing them and probably wanted to show off a little bit about the grade, but I don’t think that I was better, on the contrary, if you see any other teachers in the school I automatically think that they are better than I am, so I don’t think I ever thought or felt that I was better than anyone else in practice because I was young.</p>	<p>Not feeling ‘higher’ Personally knowing more Experiencing personal rewards Wanting to share success publically Pride in achieving good feedback Respecting practice experience Placing experience first ‘Automatically’ attaching status to practice Comparing self to others through stereotyped means Responding to competitive environment</p>

<p>SC: There is a hierarchy in school, but lots of young teachers in higher positions...</p> <p>P2: Yeah, well M Level is definitely an advantage from others that didn't do it in that it made me feel more confident from what I have learnt from it. Even if no-one knew I had done it, I know that I know a lot more than I would of if I hadn't done masters. I probably feel that I am either on the same level as others or possibly past their knowledge of ... especially doing it on a certain subject. I feel like I have expedited my knowledge by a couple of years on certain subjects. So, thinking about it in that way, it certainly has given me an advantage.</p>	<p>'Advantage' gained</p> <p>Qualified others hadn't achieved it</p> <p>M Level gave confidence</p> <p>Personal knowledge feeds confidence</p> <p>M Level answered personal questions</p> <p>Benchmarking self against qualified others</p> <p>Surpassing 'level' of qualified others</p> <p>Acknowledging depth of knowledge</p> <p>Feeling M level accelerated own learning by two years</p> <p>Deeper knowledge on subjects</p> <p>Acknowledging growing authority</p> <p>'Advantage' over qualified others</p>
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Additionally at the first cycle stage, they are useful as a way of demonstrating accuracy of intention in the initial coding and two transcripts were initially coded by my supervision panel then the transcripts compared for intercoder agreement. The outcome was remarkably similar, with the same events, feelings and processes being highlighted. This process was recorded in supervision minutes submitted each month and collated for annual review panels. In addition, the coding examples were submitted to the midpoint annual review panel of research experts who offered consensus on the coding, confirming the high quality of this stage. As an additional layer of auditability, I undertook to deliver a seminar to the Department of Education and Life Long Learning at Northumbria University, exploring the complexity of the

coding processes and again shared examples for an exercise in initial coding, practice responses demonstrating further congruency. This triangulation approach tested the quality, transparency and trustworthiness of the data processing as well as my knowledge of the acceptable procedures within the field.

Emerging data was then used to shape the selection criteria of the next participant (theoretical sampling). For example, if a rich seam of codes were emerging from participant three about the value of face-to-face access to a similar cohort of students, participant four might be from a campus-based programme rather than a distance-learning programme. Furthermore, with this example, I then explored this issue with a distance learner to sensitise the theme from a participant with a non-campus based programme to see if other sites for communities of practice (e.g. using social media) were being grown.

In the construction of a grounded theory, it is necessary to progress to second cycle coding to ensure that the complexity of the corpus is explored. 'Focussed Coding', as a second cycle analytic process, is described by Saldana (2013: 213), as a streamlined adaptation of the classic grounded theory's 'Axial Coding' and is an advanced way of reorganising and reanalysing the initial codes produced during the first cycle of analysis. Focussed coding searches initial codes for the most frequent or significant codes to develop 'the most salient categories' in the data corpus and 'requires decisions about which initial codes make the most analytic sense' Charmaz: 46, 57). The focussed goal of this stage is to develop categories without directing attention away towards their properties and dimensions.

Focussed coding was, therefore, carried out, categorising the large amounts of initial codes into more substantive conceptual codes. Constant comparison across the codes and interview transcripts highlighted similarities and differences, leading to sampling of new data, stimulation of new ideas and further insights. Table 14 below shows a small section of a full focussed coded transcript (see Appendix 10 for full example), again using transcript 2 to allow the reader to track the coherence of the technique through the process and illustrating how the initial codes were rendered to focussed codes becoming subcategories.

Table 14: Example of focussed coding using transcript No 2 170714.

Page	Line by Line Initial Codes	Focussed Codes and Subcategory
9	Identifying characteristics to aspire to as a teacher from praxis (theory into practice)	16 Developing coherence between theory and practice
9	Concerned will not meet what they perceive to be a rounded teacher as identified within the literature	20 Personal and professional resilience
9	Views masters level as worthwhile burden	20 Personal and professional resilience
9	Enjoys wisdom gained from multi-tasks and multi-modes	22 Accelerates maturing into practice
9	Valuing the importance of both theory and praxis to aid reflection but recognising possible multi-task fatigue	23 Programme balance of praxis avoiding multi task fatigue
10	Managing confidence levels through planning to achieve successes	39 Knowing and planning for successful practice
10	Careful management of confidence served by planning	40 Acquiring confidence by planning for opportunities to build it
11	Using experience in practice and CoP to develop intuitive sense to differentiate knowledge	24 Consider and apply appropriate knowledge to right audience
13	A reason to discuss theory with non-academic colleagues	14 Initiating theoretical dialogue
13	Self-increasing understanding	15 Autonomous motivation
14-15	Difficult experiences shaped the teacher they have become	41 Overcoming adversity delivering transformative learning
14-15	Difficult or messy knowledge hastening clarity towards envisioning new version of self / developing pedagogy	42 Challenging conditions shape identity
15	Understanding the theory-practice relationship	16 Articulating a coherence between theory and practice
15	Ability to seek clarity on the high expectations from mentors/tutors	17 Clarity on expectations of mentors and how to meet them
16-17	Moving from 'using' or 'seeking' to 'testing' theory in practice	16 Developing coherence between theory and practice
16-17	Using new level of confidence in practice to test theory	16 Developing coherence between theory and practice
17	Deeply proud of exceeding personal expectations	4 Fulfilment through intrinsic reward

Finally, theoretical coding was undertaken, aimed at conceptualising how the substantive codes related to each other and how they could be categorised into a theory, leading to saturation, when no new insights or interpretations seem to emerge with further coding. Glaser (1992) describes this state as having rendered the data upwards through the coding processes, theoretical coding being the act of the researcher weaving the story back together for the reader as shown in Table 15.

Table 15: Matrix of theoretical coding showing thematic core codes from focussed sub codes.

CORE CATEGORY 1: Human dimensions designed to stimulate a professional identity and develop professional knowledge	
Sub Category	Transcript No. for Participant Responding
1 Complex and enriched professional profile to others	1, 2, 3, 4, 5, 6, 7, 8, 15
2 Recognition from colleagues of value/status in sector	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
3 Qualification expresses rigour and level of ability	1, 2, 3, 4, 6, 12, 13, 14
10 Provides a competitive advantage through up to date knowledge	2, 4, 5, 6, 7, 8, 9, 15
13 Accessible to all teachers but not all do it – marks you out	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
14 Provides status to initiate theoretical dialogue	2, 4, 7, 9, 14, 15
16 Articulates a coherence between theory and practice	2, 4, 5, 6, 7, 9, 11, 13, 14, 15
19 Opportunity for conscious identity formation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
27 Use of milestone moments to reflect on and alter identity	1, 3, 4, 5, 6, 7, 8, 9, 10
29 Interpret and operate political behaviours	1, 2, 4, 5, 7, 8
30 Comparison of own professional identity to esteemed/significant colleagues	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
31 Developing a reputation for developing new practice	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
39 Understanding what successful practice is	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
42 Use of challenging experiences to shape identity	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
46 Use of the status of novice to create reflective space	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
48 Flexibility in knowing that emergent identity is not fixed	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
51 Use of research interests and subject specialism to contribute to identity formation	1, 2, 6, 8, 9, 12, 13, 14
65 Demonstrates ability to maintain steep <i>learning curve</i>	2, 7, 9, 11, 13, 14, 15
72 Use of dual role (teacher and student) to allow investigative questioning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
78 Consciously auditing then developing desired aspects of professional identity	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15
83 Demonstrates commitment for a long term career	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
84 Additional opportunity to mark and shape personal talent	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15

CORE CATEGORY 2: Social dimensions designed to promote professional development and surmount difficulties	
Sub Category	Transcript No. for Participant Responding
26 Consider colleagues as coasting if not at Masters level	1, 2, 3, 4, 5, 6, 7, 8, 15
32 Using academic networks to test and validate new ideas	3, 4, 5, 6, 9, 10, 11, 15
35 CoP provides accelerated understanding of research through dialogic strategies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
44 Knowing different than mentors (not more) and ability to contribute to a debate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
49 Reacting against school based ideologies proactively	1, 6, 9, 12, 13
50 Develop informed resistance to prevalent whole school ideologies	1, 2, 3, 4, 5, 6, 7, 8, 15
52 Creation of CoP (Community of Practice) to test validity of constant changes or problem solve	1, 3, 4, 5, 6, 7, 8, 9, 15
53 Critical analysis of the need for constant change thus proactive in response	3, 4, 7, 8, 9, 10, 15
54 Dialogue with non-assessing low stakes colleagues to test validity of ideas	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
55 Safely benchmarking self against academic CoP	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
56 Needing dialogue with informed colleagues external to placement setting	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
58 Reflection on journey with peers to mark transformation	1, 2, 3, 4, 5, 6, 7, 8, 15
59 Co-articulating the value of Masters level qualification to share with wider community – constructing and disseminating value	3, 4, 5, 6, 7, 8, 9, 10, 11, 15
61 Transitioning beyond cohort after particular threshold reached	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15
64 Co-creating and planning practice from theory	3, 4, 7, 8, 9, 10, 11, 12, 13, 14
78 Benchmarking of self against peers on CoP	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 15
79 Critical disapproval of teachers' personal prejudices	2, 6, 12, 13, 14, 15
80 Using research to influence change of school orthodoxies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
81 Using research to develop ideas of vocation and professional moral imperative	1, 3, 4, 5, 6, 7, 8, 9, 10, 15
85 Level of intellect required to teach well intensifies trust and faith in the profession	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
86 Pride in quality of professional relationships consciously constructed	1, 3, 4, 5, 6, 7, 8, 9, 10, 15
CORE CATEGORY 3: Decisional dimensions designed to develop autonomy and self-efficacy	
Sub Category	Transcript No. for Participant Responding
8 Building personal autonomy through necessity using experience from challenging situations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
11 Personal belief in ability to impact on student learning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
12 Accelerating own development through independent research	1, 3, 4, 5, 6, 7, 15
15 Contribution to autonomous motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
17 Clarity on expectations of mentors and how to meet them	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15
18 Using skills of critical reflection to audit then develop own professionalism	1, 2, 3, 4, 5, 6, 7, 8, 15
20 Demonstrating personal and professional resilience	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
21 Ability to rationalise unattainable illustrations of outstanding teacher in literature/media/politics	1, 2, 3, 4, 5, 11, 15
22 Accelerates 'maturing into practice'	6, 7, 8, 9, 10, 11, 12, 13, 14, 15
24 Consider and apply the appropriate knowledge to the right audience	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15
28 Self-evaluation of own decision	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
40 Acquiring confidence by strategically planning opportunities to be successful	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15

43 Justifying decisions through trusted colleagues in lieu of experience to underpin own judgements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14,
45 Cumulative sense of limitations of placement as status grew	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 15
87 Use of CoP to inform and test decisions	3, 4, 5, 6, 9, 10, 11, 15
CORE CATEGORY 4: Personal dimensions resulting in intrinsic reward and benefits	
Sub Category	Transcript No. for Participant Responding
4 Fulfilment through intrinsic rewards	1, 2, 3, 4, 5, 6, 7, 8, 15
5 Intrinsic rewards gained from success in assessments	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
6 Emotional rewards through transcending personal challenges	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,
7 Self appreciation gained through recognition of social status from family and friends	2, 3, 6, 9, 14, 15
9 Continuous feedback and progression triggers self-belief	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
18 Critically reflective lens turned on own identity to self-regulate/develop	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
47 Emotional regulation skills increase	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
74 Qualification acts as a mark of going beyond own expectations	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15
75 Breakdown of some prior relationships due to changed self and developing independence	1, 4, 5, 6, 7, 8
76 Becoming less impetuous and more thoughtful	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15
77 Taking fewer personal risks as self-respect increases	3, 4, 8, 10, 11, 12, 15
93 Academic qualification acts as a reward and recognition of effort	2, 5, 6, 7, 8, 9, 12, 15
CORE CATEGORY 5: The value of constructivist approaches to teaching learning and assessment	
Sub Category	Transcript No. for Participant Responding
23 Programme design must avoid multitask/multi assessment point fatigue so as to optimise feedforward	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
25 Structured activities and assessments for reflective practice	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
33 Scaffolded assessments give confidence for progression	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
34 Low stakes assessment providing small incremental gains – maintains motivation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
36 Skills to 'think research' when 'doing research' is not possible	2, 3, 4, 5, 6, 7, 15
37 Opportunities to build competency through low risk assessments	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
38 Focus on depth of knowledge as well as breadth	2, 3, 6, 7, 8, 9, 15
60 Recognising progression through reflecting on journey/ using benchmarks	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
62 Importance of the research experience and academic qualification (academic capital) of tutors	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
66 Co-creation of curriculum in response to emerging needs or questions	3, 4, 7, 8, 9, 10, 15
67 Availability of academic learning/study spaces away from professional settings	2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15
68 Acknowledging and including the enjoyment of learning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
69 Using familiarity with subject knowledge as a gateway to next steps / new knowledge	3, 4, 7, 8, 9, 10, 15
70 Accessing a deeper level of reflection on theory into practice by writing (for assignments)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
71 Usefulness of reflecting on assessments from the dual perspective of learner <i>and</i> teacher (metacognition plus)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
88 Activities promote active involvement in learning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
89 Choice offered in learning activity and assessment to address gaps and provide practice in decision making	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

90 Authentic problems, issues, questions and scenarios used	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
91 Democratic environment – student perspective sought and used for immediate effect on flexible responsive curriculum	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
CORE CATEGORY 6: Transformative and academic realisation and personal and professional transformation	
Sub Category	Transcript No. for Participant Responding
41 Recognition that overcoming professional adversity delivers deep learning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
57 Critical reflection on transformation/identity development	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
63 Opportunities for self-regulation of workload	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
73 Surmounting challenging workload and prevailing	1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 15
79 Disorienting and challenging professional experiences alter frames of reference, beliefs and world views	2, 4, 5, 6, 7, 8, 15
82 A learning journey involving liminal space or troublesome knowledge	1, 3, 4, 5, 6, 7, 8, 9, 10, 15
92 The teaching demonstrates critical pedagogy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Out of fifteen interviews emerged 93 subcategories, culminating in six substantive core categories. According to participant data, Master’s level study for teachers in training contributes in value to their:

1. Human dimensions designed to stimulate a professional identity and develop professional knowledge;
2. Social dimensions designed to promote professional development and surmount difficulties;
3. Decisional dimensions designed to develop autonomy and self-efficacy;
4. Personal dimensions resulting in intrinsic reward and benefits

The final two themes refer to the conditions where the construction of the opportunities to earn this value thrived and are:

5. Constructivist approaches to teaching learning and assessment;

6. Transformative and academic realisation and personal and professional transformation.

4.5 Theoretical memos

The auditability of the research process demonstrated within enables the reader to judge the impact of any methodological decisions on the project. In support of both the theoretical sampling and the audibility of the process, memo writing was undertaken, serving to promote analysis of the data and coding, playing a seminal role in demonstrating reflexivity throughout the research process. Memo writing also assisted me in critically reflecting on interpretations by recording insights and questions during the analysis. In addition, memos enabled continuity of conception and contemplation, aiding me to jump back in to the same conceptual place after a break in coding, an important tool when managing analysis and coding as a part-time researcher. The memos created and their influence upon the developing theory also provide a level of critical scrutiny applied to the researcher, as it was applied to the research itself (Birks, Chapman *et al.*, 2008).

As writing memos are a key element of conducting a CGT, a particular strength resting in their ability to help transform the initial codes and data to a more advanced level, aiding the researcher in achieving theoretical abstraction and the development of a substantive theory. In the example of memoing provided for this project (Appendix 11), I as the researcher, stepped away from the data in order to construct and hypothesise relationships between codes and categories, which were then be used to inform subsequent interviews (and support theoretical sampling).

4.6 Chapter summary of process demonstrating the fit of overall findings

Charmaz (2014) further describes the processes of coding as an analytical framework to build analysis, a pivotal link between collecting data and developing emergent theory, necessary to define what is happening and begin to grapple with what it means.

The constant comparative approach adopted within the grounded theory research process provided advantage to the quality of the coding. Firstly, the cyclical and interactive processes of initial coding repeatedly led me back to the data, helping to identify and address any gaps in the research at the first stage of coding. Secondly, the data analysis and coding techniques demonstrated the fit of my findings and how well the codes represented that of the participant group of teachers in training that I was working with. The cyclical process also allowed for very detailed tracking of the emerging theories, helping the reader to judge the degree to which the results are transferrable from one setting to another.

To clearly illustrate how the emergent data was *managed* and categorised an audit trail of data collection and examples of coding have been provided for the reader. However, line-by-line breakdown of each transcript and the full listing of initial coding will not be provided. Justification for this approach is twofold: firstly, the decision was directed by the available word count, which does not facilitate the adoption of this approach. Secondly, the primary intent of this chapter is to illustrate how the conceptual categories were developed, distinct from their meaning and significance as explored in the analysis chapter.

To conclude, initial coding led to focused coding and the identification of 93 subcategories. Later stages of coding synthesised these subcategories into the 6 core theoretical categories which will be explored in Chapter 5 and Chapter 6.

In order to promote auditability a matrix has been produced showing the relationship between the core categories and the sub themes (Table 15). The purpose of this matrix is to allow the reader to judge their *fit* as well as serving to illustrate the *relationship* between the categories. Chapter 5 will now present a full description of the findings illustrated by, and grounded in the participant data for each of the core categories.

Chapter 5: Findings

5.1 Introduction to the chapter

Following on from Chapter 4, where the purpose was to set out the procedures for rendering the data, outlining and illustrating each of the three stages of processing which led to the six core themes, this chapter explores the six core themes in detail by grounding each in a selection of the participants' data that led to the sub theme so contributing to the core category.

This findings chapter focuses on explaining the value of Masters level to those studying it as part of their teacher education and the processes involved. Throughout the data analysis, the intention was to capture the student voice to ensure an understanding of the personal and professional investment made in Masters level study as well as the return value to participants rather than my perspective, or that of the Academy. In addition, rather than get mired in the taught or received content of each participant's individual programmes, there was a keen focus on themes that were then theoretically sampled from the next participant interview. This steered the analytic direction enabling me to gain a depth of understanding which naturally 'rendered out the unneeded detail' (Charmaz, 2014: 125).

The core theoretical categories emerge with two distinct foci. Firstly, I found four different types of 'dimension', 'value' or 'capital' that students invested in via their Masters level work. Secondly, there was focus on how this capital was acquired, the prevailing conditions or arrangements for the acquisition and what optimised the building of the capital. Overall, participants found that Masters level study contributed significantly to their early teacher education and ongoing sustainability in their career.

Their testimony offers support for the stance taken by the sector regarding the continued inclusion of Masters level elements in the education of teachers and provides a detailed answer to the questions around the value of having a Masters level educated teaching profession and the investment in types of capital that should be made through their early and subsequent teacher education.

As outlined in Chapter 2, the term 'capital' is used throughout this thesis to describe what is deeper and richer than mere value, directly related to the field under study and implies a 'return on a learning investment' (Hargreaves and Fullan, 2013: 69) in the embodied self, something that cannot be delegated. Thus, the investment and return is unique to each individual and cannot be replicated by another (Bourdieu, 1986: 83).

Within my study I found four types of capital inherent within the data and I will present them separately to ensure a thorough understanding of each and to assess to what extent each contributes to the reality of the student teacher.

To ensure my data remained within the language of my participants I labelled the core categories accordingly (Table 15). However, to take account of the ever present concept of 'capital' throughout this project, a term that to describe the learning processes that I am discovering and how those took place, is a far more appropriate description of the concept of 'value'. I have therefore, made a conceptual leap that I have made auditable in Table 16 below where I have set out the titles of the original core categories and then the coded and elevated theoretical titles that I will use forthwith and throughout this chapter of findings:

Table 16: Table illustrating conceptual leap from core to theoretical category.

Original core category title	Elevated theoretical category title
1. Human dimensions designed to stimulate a professional identity and develop professional knowledge	1. Human Capital
2. Social dimensions designed to promote professional development and surmount difficulties	2. Social Capital
3. Decisional dimensions designed to develop autonomy and self-efficacy	3. Decisional Capital
4. Personal dimensions resulting in intrinsic reward and benefits	4. Personal Capital
5. The value of constructivist approaches to teaching learning and assessment	5. Constructivist Modes of Teaching Learning and Assessment
6. Transformative and academic realisation and personal and professional transformation	6. Transformative Learning Programmes

Personal capital, the fourth core category, emerged as an additional theme and added a layer of value, firmly linked to academic gains, findings that are perhaps more transferable to wider Masters level provision and its value to students.

Emerging as a strong core category to the participants in this study it suggested that they sought the wider gain of personal capital that would appreciate in a larger social framework rather than just the professional dimension or educational arena.

The fifth core category involved participants commonly describing moments, episodes, scenarios, journeys and endings, accounts of what they had achieved, what promoted and hindered their successes during their educational journey and their apparent preference for constructivist pedagogy underpinned by constructivist learning, teaching and assessment strategies. The sixth core category relates to transformative learning and acknowledges the need for difficulty, challenge, re-making of beliefs, perspectives, ideas, actions and agency.

The following sections are laid out as the themes emerged from the data (see Table 15) and aims to fully explain each core category illustrated by the participants' discussions, revealing the detail and story behind each substantive code. To ensure auditability, each substantive code is numbered (in brackets e.g. (s-c 5)) in the text next to the subsequent discursive finding. It is here that I very much hope readers of this research will identify with, relate to their own student cohorts, and thus support the grounded theory.

5.2 Human capital: human dimensions designed to stimulate a professional identity and develop professional knowledge

This core theme was identified in 22 of the 93 sub categories and is centred on the respondents' sense of investing directly in and consciously 'working on the self, self-improvement that presupposes a personal cost' (Bourdieu, 1986: 83) and the conscious building of a professional identity. In the context of teaching, human capital refers to professional knowledge, professional qualities, professional identity and individual talent, skills, abilities, experience and intelligence held by the trainee teacher.

Professionalism is characterised as possessing self-regulation, autonomy, understanding of quality, specialised knowledge and ethical standards (Evetts, 2006, Svensson, 2006, Nolan and Molla, 2017) and the acquisition of these qualities is a very personal journey for teachers in training, demanding highly conscious and reflective identifications of 'professional gaps' (Participant 2) and then strategic investment designed to fill those gaps.

Participants spoke of the importance of a muse, or significant role model in this process of auditing their human capital, someone they admired and could compare themselves to, to give their personal audits and the identification of 'professional gaps', shape, definition and animation in the field (s-c 30).

Participant No.6 describes the aspects of human capital she observed in others to cultivate for herself:

"I began to think about my outward appearance, how other teachers viewed me as a professional, and also what I wanted people to see. I really began observing and then analysing what aspects of their persona [mentors or significant other teachers] made me admire them and how they had made that happen, was it personality, practice, experience, knowledge, experimentation, sense of humour, calmness, positive outlook... it was about quality of teaching but also quality in professional behaviour"

Participants discussed the role that their Masters level study had in this important and formative process of identification, reflection and strategic development of human capital. Participant 2 outlines how this process worked for her:

"...most of the things I saw and liked in other professionals was beyond good basic teaching as a foundation which was also consistent and there. It was the additions on top of the basics – the quiet sense of purpose because they knew their stuff but weren't phased by not knowing stuff either, they were inquisitive – so, when we talked about something I had learned in a lecture, they didn't know it, but knew how to find out more and also how then to put it into

practice. It was a pattern they knew – raise a question, find theory then put it into practice and then discuss it. Because I was going through this process at uni in my academic stuff I was able to kick start this procedure for myself - actively practice it in assignments and in seminars, extract it from literature then get feedback from reactions of my tutor group as well as from experienced tutors”.

Already, from this quote, it is clear that Masters level study and the (constructivist) climate offered to its students is important for the testing of practices and developing of the traits that contribute towards human capital.

Participants also articulated the powerful effect of seeing their elected role models putting theory into practice, and how their human capital was activated and made practical (s-c 14). For example, participants described that an aspect of professionalism that resonated with them was the notion of seasoned professionals ‘keeping an open mind, not getting stuck in a rut and trying new things, new ideas, new theories’ (Participant 10). Participant 9 links this admired professional attribute with her own ability to enact it after practicing the process during her Master level study:

“...I did it myself away from the fray after watching Mr X weaving a new technique into his classroom routines. Seeing it, actually observing with the focus of someone put a theory into practice, so an idea into a lesson then also observing his reflection and modification of it – all in one small episode expressed the sheer talent of some teachers, wow! But I knew to look for it, I

knew the pattern from my Masters stuff, and because of this I could do it myself”.

As well as applying professional knowledge in praxis, Participant 9 also refers to the benefit of being able to enact this ‘away from the fray’. Other participants also supported this notion that the academic side of their programmes gave them space within which to take, test and reflect on theories and observations (s-c 27) but this will be explored further in Section 5.3 when describing the importance of the academic community of practice to participants’ acquisition of social capital.

Ten respondents spoke of the power of being able to demonstrate coherence between theory and practice alongside or apprenticed to professional colleagues and how this became part of the output of their learning towards human capital (s-c 16).

Participant 14 explains this:

“Taking what I had learned in a seminar or a bit of reading into school felt a bit awkward to start with, but Mr X really liked to talk about theories, so it became normal. It would help me to see added angles to the ideas through his lengthy experience. So, it was like new knowledge meeting experience but it was a leveller. I appreciated how he received new ideas with dignity and openness even if it contradicted something he was doing or had been doing for ages- he liked my inquisitiveness to find out interesting reading. It was like my academic knowledge gave me credibility to talk with one who had lots of experience - a leveller”.

The steady formation of human capital served to initiate participants into the culture of the profession. Part of this construction was about having opportunities to gain recognition from esteemed colleagues as described above where Participant 14 explains how she used aspects of her academic explorations for the subject of discussions. Participants stated that their Masters study provided a great forum for discussion to build their human capital in the eyes of mentors, thus helping to confirm it (s-c 30).

Participants found that the status of their level of study also permitted them to initiate discussion rather than just follow it, particularly within the theoretical arena (s-c 14).

This confidence (and the subsequent rewards) are described by Participant 4:

“I was able to join in department meeting discussions on some points of departure from the agenda – so when a repeatedly challenging child issue was discussed, I mentioned something about attachment disorder and the theories around it and how unwanted behaviours are often encouraged unwittingly by a teachers traditional response – how a child is trapped in a cycle of trying to grab attention when it’s available, any attention by any means they have... no one had heard of this, but it was something we were learning at uni – I was also able to offer a good article about the theories applied in a schools setting which I brought in the next day. Six weeks later, we had a twilight CPD, an external came in to talk about attachment disorder. The whole department turned round and looked at me, winked, patted me on the back and things – basically admitting that I had got there first! It gave me real credibility, I swear my observations were different after that, like deeper, more higher level feedback. My mentor just trusted me a bit more I think”.

By investing in (or taking the risk to take part in) the high stakes discussion at the meeting (or more widely for other participants in situations which were professional-social), Participant 4 gained human capital. This increased her professional stature in the minds of her department with added benefits of an improved, more rewarding engagement in the assessment cycle of her training.

Having human capital includes the notion of having strong regard for professional development and having examples to aspire to and the knowledge and confidence to seek the correct developmental path (s-c 3). Participants discussed the challenges of this in a sector that has very mixed feelings about the perceived value of Master level study for teachers. Even though those who took part in this study were overwhelmingly in favour of Masters level elements within teacher education, they also spoke of the need to be mindful of the resentment that some colleagues could display. This is illustrated by Participant 12 below describing a discussion had with an experienced colleague displaying mixed feelings about the perceived value of Masters level study, expressions of feelings from resentment to admiration abounding:

“Learning styles came up over a coffee break, my mentor asked if I had any information because he hadn’t realised they were so contested. I felt funny because I was laughing, you know, being a bit scathing...forgetting that they were heavily in use still...he said he guessed that this is what you must learn on the Masters’ bits of training that he didn’t get. I asked if he fancied it, being all casual – he said possibly because he saw how much more sophisticated teaching was from me and better for kids, but saw in his good students how

tough it was around assignment times and felt it was for those who didn't have families and other commitments. He then laughed and remembered I was a dad and said, but you are superhuman!".

It was important to the participants that their academic efforts were recognised by colleagues in the sector and this recognition could strengthen their human capital helping them to recognise what successful practice was (s-c 2):

"...other teachers or my mentor who hadn't done Masters totally appreciated that it made PGCE much more difficult than when they did it. She said that if I could manage teaching practice with essays and research, then I should aim high in my career... that it showed I could cope with high levels of stress and demand".

Appreciation of the commitment shown by students studying to complete a full Masters degree, particularly as NQTs (s-c 10), was expressed by eight participants with Participant 6 stating:

"I feel that doing my Masters expresses my ambition without being overly or obviously competitive and going on about it or being exaggerated. It is a given, just a way of getting on with it – it's purposeful".

Human capital is understood to be earned by participants and after the use of their Masters level knowledge provides positive responses from more experienced colleagues, recognition from the sector of the rigour of the process of studying at a higher level, as well as the demonstration of ambitious career aims (s-c 65).

Collectively, participants felt studying at Masters level provided human capital by demonstrating a purposeful or ambitious approach, professional stamina, resilience and competence as qualities for career ambition (s-c 42) as explained by Participant 12:

“Master for me gave me the higher status than just trainee teacher, to discuss things with colleagues – it displayed what I am capable of to others. But behind that, I got the chance to try out new ideas away from practice without displaying more mistakes”.

Masters level offered participants the qualities such as building a clear trajectory, specialist knowledge and independent development skills to support a lifelong career in teaching (s-c 83) as outlined by participant 6:

“I am more seasoned now I have completed my full masters and I do compare myself to others who have not. I have a vision of my future direction because I have had reason to reflect on it; I have really specialist knowledge in teaching and learning because I have argued and debated about it and tried to seek out new areas to research; and I have been pushed so close to breaking point that I am capable of serving my own professional development”.

Participants also talked about how Masters study and the achievement of the qualification at postgraduate level contributed to the retention of teachers in the profession so that they reach maturity and optimise human capital (s-c 48) as Participant 2 explains:

“I don’t see an end to my career, I certainly don’t want to go elsewhere – I have travelled too far intellectually, emotionally, and mentally into the foundations of the profession that I couldn’t start again in something else. It’s now time to benefit from what I have done so far and use it to self-propel myself onwards and inwards!”.

Previous research has established a link between the development of a teacher’s professional identity and their effectiveness, with a litany of literature documenting the link between the development of teachers’ professional identity and their human capital (Beijaard, Verloop *et al.*, 2000, White and Moss, 2003, Alsup, 2006, Chong and Low, 2009). However, in this core category, the relationship between the participants’ Masters level study and how and what it offers to the early career teacher was discussed with participants as an explicit area within the data and serves as a complex but distinct theme within that of human capital (s-c 46).

The majority (twelve of the fifteen) participants had explored the academic field of teacher identity as part of their studies, that being professional identity development as the process of integrating personal knowledge, beliefs, attitudes, norms and values on the one hand, and professional demands from teacher education institutes and schools, including broadly accepted values and standards about teaching, on the other (Beijaard *et al.*, 2004).

Professional identity, when discussed was not only influenced by teachers’ personal characteristics, learning history and prior experiences, but also by their professional contexts, including colleagues, knowledge, skills and educational attitudes (Beijaard,

Verloop *et al.*, 2000, Beauchamp and Thomas, 2009, Schepens, Aelterman *et al.*, 2009, Hong, 2010, Meijer, Kuijpers *et al.*, 2016).

The theme here is about participant's conscious application of their knowledge and then reflection on the impact on their professional identity; so in other words, they led a conscious manipulation or shaping of their teacher identities rather than professional identity just happening to them (s-c 78). Participants spoke of how Masters level study contributed to that development of professional identity with Participant 1 explaining how literature and the discussion of that literature during academic sessions offered an aspirational design of teacher identity. It offered models and examples of best practice which were particularly important if the participant had no example within practice to follow:

“...it might be a feeling out of something I had read about someone who was doing really great stuff, or in response to maybe something bad I had seen in the school like the ignoring of children's views and opinions or something. I would think about my principles that I believed in pupil voice and then how I was going to embody that – so how I was going to ensure I actively listened and was seen by kids to be a listening teacher – so through my lesson choices and also consulting children in my lessons. This means to me that I am becoming the teacher I want to be, according to my growing definition. I keep finding more and more examples of the teacher I would like to become from my reading and the discussion we have at uni”.

The conscious translation of principles found through study, debate and research into pedagogy affecting an identity (s-c 51) is a common theme shared by 14 of the 15

participants. Participant 15 (along with eleven others) deepens this sub theme by stating that there is an auditing process that takes place:

“...like you do with the Teachers Standards, audit what evidence you have for experiencing what strand, I am like that with my teaching persona. A good chunk of my ideals as a teacher comes from watching reality in schools – I think I’ve moved on from the picture I had at the beginning. But I have in my ideal now, after checking off those teachers that do and those that don’t have Masters quals, a facet of my teacher persona to include continuing to educating myself. I want the self-assurance I see in those that have better quals, and I am growing it too which only proves to me that it’s the Masters stuff – I also believe that teaching is intellectual so that also needs feeding, it isn’t all practice. I have to understand practice to develop it...”.

Reflective and analytic skills learnt and practiced through research and writing during Masters level study, emerged here as a key element of professional identity development. Nine participants discussed how their analysis at key points in their initial training process allowed a reflective stance on their developing professional identity (s-c 78) and where aspects could be developed and crucially, how.

Participant 3 describes this:

“I didn’t realise much of it until I kind of took a pause. It was during a solo hike I was doing on my weekend. I was in the middle of module 3 essay reflection stuff and I turned my analytical skills to me as a teacher at that moment based on all the feedback I had from mentors, other trainees and tutors etcetera. I felt I had come a long way but really pin pointed several bits of my behaviour

that needed eradicating – like weaknesses in my planning and feedback cycle and developing my voice and stopping being such a yes man! It was a rite of passage moment in that I thought that I now need to grow up, show I am confident and then move my status on – become teacher not trainee – and I know how to do that really cool”.

The development of confidence was acknowledged by all participants as being an important component in their development, however I also found that because they knew this they were also creating or planning episodes in their practice that when successful (s-c 39) , would yield confidence and reward. Participant 5 explains this and how she linked it to the development of her professional identity:

“I planned the episode to work, be observed and then bag the successful evidence. But also, even more important than the observation assessment evidence was the success I felt – successful feelings are like currency. If you know from thinking about yourself, that you need some confidence then you need to earn a bit of success and use that to develop confidence which is more enduring.... That’s what I saw Ms C do, when things were slow for her, or when she needed to feel on top of things again, she would do something visible or high profile and away she went again... I think she did it for the reasons I do it – to feel confident, but also as part of her professional identity outwardly and inwardly. She is known for researching and doing new things and knows she can do new things ... and she has a Masters!”.

This conscious development, adding to or building a professional identity is a theme that almost all participants explored with me (s-c 19). In addition, there was a

consensus that their emergent identity was not fixed and would continue to develop within each career phase. This fluidity is described by Participant 8:

“...it’s my right to change, I will add to my professional self and take away as new research emerges throughout my career line. I know a teacher who feels it’s flippant to change – so she still speaks of herself as a behaviourist teacher – fine about some of the applications, but in contemporary life the common understanding of behaviourism is that it was based on poor science in the dark ages...I want to be known for having a confident and passionate core with ability to understand new ideas, use or chuck ‘em out as I see fit. And, I might one day be the one to generate the research too rather than just apply it...”.

There was some conflict in the participant’s comments regarding the value of their identity as both teacher and student. Fourteen of the fifteen participants were growing out of the ‘continuous status of novice’ that they felt had been applied to them throughout their teaching practice in their initial teacher year and as a result felt ready to burst into fully qualified teacher status (s-c 72) as described by Participant 14:

“...even though I felt, sorry I know this sounds arrogant, but I was better in most ways than her. The feedback I was getting towards the end was mechanical and repetitive – it was like they wanted to keep you within your status as trainee. I never felt like that with my academic work though, it’s like an unspoken understanding that you will never get to the end so feedback is actually feed forward to the next and the next – I am comfortable to have the status of a continuous novice or rookie in academia”.

This comparison between academic and practice elements within a programme of teacher training shows the level of complexity faced by new teachers, in relation to rationalising their professional status and what is acceptable to them. Although almost all felt the need to be seen as moving on from trainee status, the same number also, in some ways contradicted this (s-c 48). Participant 7 outlines this contradiction:

“Sometimes it is useful to remind yourself and others around you that you are not yet qualified! I have used this as a device when I see an opportunity is a bit beyond me at the moment, or if I simply can’t be bothered! I will use my status as student as needed”.

Participant 7 returning to this theme:

“...I will use that status as a student to remind colleagues that I have studying to do – it’s a bit more powerful if you remind them that you are still a student, I like it too as it helps to separate things in my head too. I like that my colleagues see me as having wider responsibilities than just the teaching, being the teacher-student is useful and gives credibility”.

Participants’ use of their ‘lower status of trainee teacher or NQT’ (Participant 7) as a device when needed, indicates a keen sense of political behaviour operating within the workplace (s-c 29). Participants carefully discussed how they noticed political behaviours in significant people in their professional lives. In other words, political behaviours were interpreted by participants as demonstrations of power through

attempts to influence others. Examples given were the careful release or curtailed release of information and the withholding of communication or knowledge with the general consensus that political behaviours in schools were self-interested and mainly about the advancement of personal goals.

All participants discussed their experience of being on the end of political behaviours. However, a small but significant theme in six participants' data was the acknowledgement of both understanding political behaviours and also operating them. All of the six participants whose data created this sub category (s-c 29) outlined the shape that political behaviours gave to their professional identity.

Participant 4 stated that:

“...its funny but your status as trainee and newly qualified allows you to be all about yourself, so actually self-interest is fine – not so when you move on, then it's got to be all about the kids and the school and self-interested people are seen as selfish and promotion hungry. I kind of twigged this so made sure that I was openly operating as ambitious, researching and experimenting and making sure all the important people knew and doing the Masters was part of that outward identity on show. In my second year I can already feel this changing, but still have the space to be like this and I think this space is being prolonged by the formal bubble of my studying”.

As discussed in the next Section 5.3, the importance of the mentor or muse was raised as a subcategory (s-c 30) here too. All participants discussed the importance of comparing their own professional identity to that of esteemed or significant colleagues and not just drawn from a school context. Participant 2 describes:

“...it was pedagogy but working within a university, with adults and I liked the respect he picked up because he explained not only *why*, but *how* – so perhaps by talking about theory while at the same time actively practicing it – so like picking apart the session he had planned and was delivering and getting us to understand the component parts while being in it – to encourage metacognition I suppose. Anyway, I want some of that, the only way is to better educate myself, so I am going to continue with my Masters once qualified, it’s one way of getting some respect from colleagues”.

It is clear from the participant feedback that the development of a professional identity is a conscious activity (s-c 19) and a priority for the early career teacher. Significant or esteemed colleagues around them influence their agency (s-c 2). However, it is also clear that early career teachers offer human capital to, are also influenced by and have influence upon, the organisation and school within which they operate (s-c 31).

5.3 Social capital: social dimensions designed to promote professional learning, development and surmount difficulties

In the profession of teaching, social capital is a way of describing collective capacity of the work force. The social capital of teachers refers specifically to ‘how the quality and quantity of interactions and social relationships amongst themselves and others affects their access to knowledge and information, their sense of expectation, obligation and trust and how far they are likely to adhere to the same codes of behaviour’ (Hargreaves and Fullen, 2012, 90). In addition, but connected to shared codes of conduct, social capital enables a critical pedagogy or sense of right and

wrong within the field (Dika and Singh, 2002: 33), thus disapproval and wanting to effect change or improvements also develops which contribute to 'group solidarity and advancing the group position and preserving the collectively owned capital' (Coleman, 1988: 97).

In this theme, participants focussed on their Masters level contribution to the acquisition of social capital particularly through their academic communities of practice (CoP) and networks, relationships with colleagues, shared principles and reciprocity and developing a critical or moral angle to their pedagogy to preserve or add to the profession (s-c 52).

Community of Practice (CoP) emerged as a sub category after themes from participants' data referred to episodes of social learning, situations where learning took place linked to formally aligned groups, or networks consciously built where their academic and teaching practice was discussed. Wenger describes communities of practice as 'groups formed by people who engage in a process of collective learning in a shared domain of human endeavour ... they are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly' (2011: 1). Wenger suggests that learning in communities of practice can be intentional or incidental but the connection is in the *practice*. Whilst all members may practice alone or away from the group, they regroup and discuss their developing practice together. Participants in this study shared their ideas about how such groups were formed, worked, disbanded or endured. The majority attributed their important CoP with their academic cohort rather than a group in their practice or school setting. Participant 3 describes the importance of his cohort group, how it was formed and how the CoP supports his activity:

“As such it is my student group, those who essentially started this journey with me and so dealing with similar obstacles from the same standpoint like working full time and studying part time as well as being either an NQT or recently qualified. Having access to a group of people like that is really so so valuable – you couldn’t form it yourself, the Masters forms it. That means we have dimensions to discussions that are so relevant to me now, it makes it all feel so vital and tailored to me. I wish we made more of it, I could get so much more from it”.

Using the opportunities of the formal Masters cohort more strategically for social learning is a theme that also emerges in the 5th core category however here, Participant 1 outlines how she used her CoP to support her development and validity of professional ideas (s-c 54):

“...really important to me because I hear theory from lecturers or in a reading group, discuss it using my own or our own language which seemed to cement my understanding, then, and this was the really good bit, then we would shape it into something practical as well as bringing real kids’ issues that we were dealing with to the ideas to challenge them and make them reality. And quickly as well ... it was all really rather efficient”.

Participant 8 added to this further by outlining how she used her CoP for co-creating praxis in a safe, supportive and non-censorious arena (s-c 64):

“I could test out ideas and create practical activities without thinking that anyone was assessing my ability to do it (laughs), it felt unobserved, natural, fun and creative.... Like it should be... perhaps this is what it will be like next year once all the excessive observations and checking is over, that I will work with my new department in the same way...at least I really know what I want now from a supportive team after being part of this cohort”.

For Participant 8, as well as all the participants (as a saturated category), the perception of group membership of their academic CoP was as ‘low stakes’ and offered a sense of openness, trust and creativity that was not on offer in groups put together in placement or practice based settings (s-c 55). Participant 5 expands on this, arguing that there was more control to be had over what the group was utilised for:

“...because you can kind of select what you discuss and bring to the table, as opposed to placement school groups where we all heard if there had been problems or issues. It all felt a bit more kind of allowing of generalisations rather than harsh specifics! This was good because you took experiences you had had time to reflect on them perhaps in relation to the theme we were discussing, so ideas were already concentrated or extracted. I could then compare myself and my ability more authentically to my cohort, as I want to come across, rather than immediately, in the raw or stressed!”.

Nine of the participants felt that they used their academic CoP to test the validity of the constant changes that they were facing in the profession or to problem solve common issues (s-c 52). Participant 7 explains how in her CoP they group-solved

questions or pooled information they had found to answer challenging questions(s-c 35):

“The changes that you pick up on are sometimes confusing – like where do they come from and are they valid? This would form an interesting discussion at uni when say someone’s head teacher was saying that you need to ditch that approach and include this instead, we would be like, right that’s come straight from government, or that’s her interpretation of the new OFSTED framework or that research came from Sutton Trust or whatever. We would problem solve the origin of it and feel like we were making some sense of the constant changes...this had the effect of giving us the chance of making light of it, or say embracing it if we liked the source...it’s a funny thing, when you bring something that initially panics you to this group, you build up your understanding together and exit left with informed ...ness! I don’t know, panic to enthusiasm in minutes”.

In addition to the use of a CoP for problem solving, all participants referred to the need for a dialogue with informed colleagues or fellow students who were at similar stages in their academic journeys (s-c 56) as Participant 2 describes:

“...when there was nothing else for it but to discuss it. No one but another group of students, effectively working full time and studying part-time, with higher-level knowledge, with the same subject knowledge and view of the world will do! It’s like you can save so much time because everyone speaks the same language spoken and unspoken. You save so much time and can literally jump straight back in there where you left off...”.

Another important role of the CoP was the discussion of milestones moments, thus mapping and reflecting on the learning journey and so marking transformation (s-c 58). The milestones were not always those that were formally delineated (such as assignment submissions or passing through exit points). Ten participants described a theory explored then applied and reflected upon as a rite of passage, as Participant 4 explains:

“...so it really *does* work then! That’s a great moment when you really *get* it now that you have *tried* it...revives your interest in all the fields that contribute to educational research and you hunger for more to try out...when I shared it with my tutor group in seminar, they all cheered! I loved that feeling I got, that I was in the right place, the right time and it would only get better if I kept on learning and applying, learning and applying. Next year I am going with my Masters, to keep on and maybe do the research that others might learn from and apply!”.

Discussion around of the value of the Masters level qualification and its shape also became a theme of discussion within some CoPs (s-c 59). This meant that reflected on their status while embodying it and interpreting its reception within a wider professional field. Participant 10 reveals the process that ten other participants referred to:

“I had only just noticed that there were actually loads of teachers who hadn’t reached Masters level and was a bit shocked by it! Only because I was so embroiled in it all that I hadn’t thought that some others hadn’t gone through

what I had. I brought this up at a tutorial and some were surprised saying wow, this is really good and sets us apart, others within the sector were ignoring it and therefore it held little value... our tutor encouraged us to talk about its value...we highlighted all the good things we had learned, I spoke about how could we do this without reading and writing about it, X spoke about how her mentor said it was the one thing that marked out the next generation of teachers... basically, we were adding the context to it, negotiating its qualities and agreeing on its value together...I pretty much wrote it up for my letter of application!”.

The importance of a CoP to the participants was a strong theme, with the final sub category coming as an interesting twist. Twelve of the fifteen participants spoke of the time limited nature of the CoPs that they were involved with (s-c 61) and how, as Participant 14 stated:

“...there was a time limit on it...when I grew out of my PGCE cohort after I had reached the end of the programme. I knew I was embarking on the next step of Masters, there weren't that many who were and I needed that next level up of support so didn't really keep contact going...”.

Participant 8 continues:

“That's when I realised that this wasn't a natural friendship group, it had an important function and purpose, but once the common goals were diluted by everyone going off to their new jobs, or not, there was more to divide us than bring us together...”

CoP emerged as an important stratagem to enhance the learning of early career teachers. Specifically, CoP's constructed through cohorts on academic or formal programmes proved successful (s-c 78), a conclusion that has implications for conscious curriculum design.

The social relationships that existed in their academic CoPs and used as resource by participants, describe various elements of social capital. The descriptions of the CoP in this study talk overwhelmingly about trust and trustworthiness, and as Coleman (1988: 101) outlined in his extensive study, groups with purpose that have a high degree of trust also learn more, thus becoming more productive, a description that supports the findings in this study.

As well as social or group relationships, relationships with established professionals were also a key factor of the social capital development of participants found within this study. Many spoke of the complications that Masters level knowledge made to relationships with school based mentors, effected by participants using new knowledge or theory to challenge the status quo of a classroom or school setting. Interestingly, this was described as both unsettling and useful, again pointing to the importance of transformative learning journeys in troubling or unsettling situations and relationships, which promote deep professional learning from these experiences.

Social capital also points to the collective capacity to be disapproving if they do not 'come up to the wider professional expectations, duties, moral code or standards of the group' (Dika and Singh, 2002: 35). All participants described situations or scenarios where they felt they knew better than the person in authority about a

particular field because of the Masters level work they had completed (s-c 44). Whether or not the scenario described by participants spoke of subjective, or research based interpretations, this participant behaviour declares a confidence to be critical, judicious or feel superior. Participant 12 describes this in more detail:

“She hadn’t heard of Blooms, or Gardner or even Maslow. I bet she had but maybe forgotten? Anyway, we were talking about scaling up the questioning and I found she didn’t really understand this, and it was only because she hadn’t gone back to the literature, or actually read anything much – I mean you find this stuff in TES. I think she did know it, but just didn’t know where it had all come from – the original ideas or authors.... I am not sure that’s acceptable for a deputy head – not leading by example. I knew better than her and I was only an NQT. It made me feel good, but then a bit unstable all at once”.

Participants felt that leaders should know more than subordinates within the profession and this emerged as important in the data particularly when it arose that they felt they knew more or had better or more up to date knowledge, they felt it to be fleetingly gratifying but also that it resulted in a personally destabilising, reflecting badly on the collective profession (s-c 26). Participant 14 felt that:

“...he should have known this; I had just read an article that was six years old about it. I am left wondering if the feedback he is giving isn’t just gut instinct. Laziness really because it is out there as understanding in the profession because I see it in practice even in our little school. It isn’t good enough as this

kind of attitude lets us all down, makes us all look weak to the outside like parents, the press and government...”.

This sense of ‘knowing more’ than some colleagues in school based settings also stretches to knowledge of current and up to date policy, prejudices and values.

Participant 6 discussed how a senior leader had responded weakly to parental intervention based on prejudices (s-s 79). Again she felt this brought the profession into disrepute and it personally effected her ability to rationalise the prejudice within a profession that she believes should have higher standards:

“It was pure and simply down to islamophobia. They demanded their child be removed from class because they didn’t want their child learning about the Muslim religion. The parent downloaded some National Front letter from their website and sent it in to school. The deputy head folded immediately and said OK fine. How is that British Values? In fact it isn’t even legal. What if they had said I don’t want my child to learn music or about science because my god doesn’t allow it.... they would have been sent off sharply I just know it. As part of my research for my final assignment I am now looking at institutional racism in schools – I think this is a classic case study”.

The disapproval the participant felt points to feelings of knowing better than those seen as in authority. Again, the destabilising effect is clear; whilst she continues outlining the importance of her Masters assignment to her developing rationalisation of the status quo in her school, she states:

“I voiced my opinion, I was ignored very overtly. It was like, stop making trouble, this is too tricky. All the emotions of unfairness, ignorance, undermining teacher values and principles etcetera arose in me and I really really struggled ... it was like this is in total opposition to how teaching should be and also a total prejudice towards my subject.... but then I am venting these feelings through research, I am trying to be impartial while I try and understand these issues in the community and how they transfer to school life.... To be frank, if I didn't have the vent of studying these issues I would have left the school in protest and gone to the press in total outrage”.

This is the strongest example of challenging dominant ideologies within the six participants' data that made up this sub category (s-c 49). However, it is thematically similar to that where participants who experienced an injustice perpetrated by colleagues rationalised their reactions through accessing related research or using the topic as a focus for written studies, informing themselves with a view to challenging it throughout their career (s-c 50).

Many schools discussed within the range of experience of the participants, harnessed some kind of ideology, theoretical framework, initiative or pedagogic style. Participants discussed these 'ideologies' (participants 1, 2, 3, 4, 5, 6, 7, 8, 15) as prevalent and pervasive and often counter to their own beliefs and what they judge to be the philosophy of the profession (s-c 53). Participant 15 describes her identification, interpretation and response to outdated methods:

“I distinctly remember a Masters session where the tutor was showing the debate around learning styles and essentially how debunked the ideas were

now in some fields, how things had moved on – what struck me was that whole scale, some schools had embedded their use – changed everything including their logo to include reference to learning styles...now felt really out of date and where fluidly other practitioners would alter and accept theoretical developments and changes, these schools had to whole scale change everything Much more effort and clumsy, clunky and heavy”.

Participant 4 describes her recognition of the continuing need for constant change in education systems, when practicing in a school that had adopted a whole school theoretical approach, she demonstrates an understanding and need for critical pedagogy that firstly diagnoses then counters prevalent ideologies (s-c 80):

“I called it the cult of Kagan! It wasn't that there was much wrong with the intentions of the approach which are underpinned by the four PIES principles – it was more that there was a mantra style in the management, who kind of used it as a stick to beat teachers with. Like, because it was research, they just took it to be true, whereas I think once you really explore research, you see how imperfect it all is, how flawed ... and how you need to be quite lithe and supple in your pedagogy– so, as things invariably change then so can you. I really hate these corporate whole school style ideologies which they believe are backed up by research – it's not the research but the naivety of heads who implement them that disturbs me!”.

Participant 13 (along with five others) also recognised and critiqued whole school ideologies, but rather than finding them useful to sharpen critical analysis and

develop a critical pedagogy, they actually found them to be an additional challenge that had to be surmounted:

“in academic work I pick up a sense of freedom to explore, so when a theory is looked at, we are clear that it is contested, has limitations and stuff... when my school took on some theory translated into principles then it became, no, this is the way it is done here. If you don't believe it, tough. So if you didn't believe that your nurture group, who could hardly stay in the room or keep from throttling each other, would learn better if you designed independent and co-learning episodes then you were made to feel like you were failing...rather than supporting, it just felt like another box to tick”.

All participants discussed how they had come across or been subject to stale, routine or 'orthodox' (Participant 2) practice, whether part of the academic or practice sections of their teacher education (s-c 80); Participant 11 outlined her view that her research, shared in a post lesson observation coaching session, changed procedure in a school:

“...and it had gone well. But comments he made about my planning for differentiation by task rather than by outcome were just too orthodox, too run of the mill and basic - issues were much deeper than this typical debate - I introduced them to an article on some research by Blatchford and Webster about statemented children's experience of differentiation which took it beyond just four declared levels of differentiation and makes the case for planning separately for SEND children to support the TAs who in this research were shown to be differentiating for the teacher. To cut a long story short, after this

discussion there were quick changes in our department's planning to ensure that all the TAs who came through the door no longer had to interpret the already differentiated tasks for the pupil in their charge – sure they still did that through differentiated talk as that's often the issue – needing to repeat instructions and stuff – but the task was personalised beyond the usual three levels of higher, middle and lower ability”.

The research quoted by Participant 11 (Webster and Blatchford, 2015) was newly published when the interview was recorded, therefore, Participant 11 was introducing this research to her department afresh, without wider practice having yet been operationalised. She qualified this intrepidity as:

“...my status as newly qualified really helped – I couldn't step on toes, I just did the I'm new here and everyone was a bit more forgiving. But, because they knew I was continuing with my Masters study, they seemed to listen to anything I said quoting research – they allowed me to just undercut all the orthodox or unsaid patterns of hierarchy because I didn't know them – and the message got through quickly without hierarchy getting in the way...”.

All participants felt that at some level they had inspired change in established teacher behaviour and practice by being a conduit for new teaching practice or pedagogy resultant from theories explored in literature and research (s-c 81).

The profession has need of its members to have the confidence to voice disapproval of the group, thus influencing change, calling out bad practice and systematically contributing to the development of the profession (s-c 86). Participants found that

their Masters level study gave them critical voice via having wider example of practice to import so promoting personal status (s-c 85) and developing professional identity.

5.4 Decisional capital: decisional dimensions designed to develop autonomy and self-efficacy

The essence of teacher professionalism as described by Hargreaves and Fullen (2012: 93) is the 'ability to make discretionary judgements'. While they argue that this form of teacher capital needs longevity in the profession to emerge, time and experience to develop; here I present findings that suggest that Masters level studying offers participants many opportunities to develop and reflect on their capacity to practice making quality judgements and decisions. Decisional capital is also about the teachers' freedom to make sound judgements in their practice, 'teachers with decisional capital practice their decision making with collective responsibility, openness to feedback and willing transparency' (Nolan and Molla, 2017: 11).

The Masters level arena allowed participants in this study to practice and model decisions and exercise judgement. Here academic freedoms abound and decisions can authentically be practiced compared to the school setting where the decision making capacity might be curtailed due to their status as trainee or early career teacher.

Decisional capital includes the teachers capacity to 'exercise discretion or judgement, be critically self-reflective, self-regulating and proactive in their behaviour' (Bray-Clark

and Bates, 2003: 14). In addition, self-efficacy, as a task specific belief gives a level of empowerment, voice and autonomy which is fundamental to activating professional agency (or decisional capital).

A level of confidence is needed to make decisions, but for teachers that confidence needs to be bound up with practice as simple confidence is not enough to be effective. Bandura defined self-efficacy as 'one's belief in one's ability to succeed in specific situations or accomplish a task' (1977: 191) and it plays a major role in how goals, tasks, and challenges are approached (Tschannen-Moran and Hoy, 2007: 193). Bandura (1977) theorised that teachers' self-efficacy beliefs were related to the effort they invested in the practice of teaching, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks (Tschannen-Moran, Hoy *et al.*, 1998: 202-203).

Social cognitive theory provides some general guidance about possible sources of teachers' sense of efficacy (Labone, 2004) and Bandura (1986, 1997) proposed four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal, with mastery experiences postulated as the most potent source. As the participants in this project were early career teachers, the experiences contributing to mastery were more limited. However, feelings of successful command or competence linked to their developing academic knowledge did emerge as a theme.

In addition, the expectations held towards Masters level study regarding understanding their feelings, had led six of the fifteen participants to explore and then mention the theories of teacher self-efficacy explicitly in their discussions (both as a theory related to their own development and as an approach within their pedagogy). The remaining nine participants outlined their developing personal belief in their ability to impact on student learning (s-c 11) – this being the definition of self-efficacy. Therefore, I judged this subcategory to be saturated by all participants' responses. Participant 13 states the importance of self-belief:

“Self-confidence and belief I believe can be generated. You get to learn that through the process. You can set up opportunities to feel successful, make your own targets and achieve them, ask mentors to record this success and then this all feeds your confidence and progress, on paper too. But there is another step and this is where you see the students doing well; so, your confidence feeds your good performance as a teacher, then the pupils doing well feed right back to you, in a way validating or confirming your confidence in your own ability as a teacher. This makes you feel like a real teacher and shows you that you no longer need all that mentor judgement on your teaching, actually, you can get all you need from little signals and pointers from your class as to how well you are doing over time as a teacher”.

This rich statement also relates to the notion of developing autonomous motivation over time, another saturated sub category (s-c 15) within this core category and which contributes to self-efficacy. The idea that, sometimes out of necessity because of a poor mentor, a student might need to develop their own sources of motivation (s-

c 8), understand personal performance and routes of success was an additional sub category popular with all participants. Most participants linked this with reflective skills developed through practice, but also through applying critical and analytical skills. They described developing skills through applying them to literature they had read and then translating them into use for practice or in academic assignments (s-c 12). Participant 2 describes her route to developing autonomous motivation in response to adverse circumstances:

“...there seemed nothing to use as inspiration, except the kids. They wanted me to teach like they did and I didn’t want to, I didn’t agree with that. Also, it really flew in the face of the stuff we had been doing on our taught stuff at uni, where we were exploring our own epistemologies and pedagogies – why then would I just mimic another’s style particularly if I didn’t believe in, for example, just *telling* them stuff – I believe in planning lessons where the pupils discover things and build on their own learning with me more as facilitator...they would have laughed their heads off at that and said no way will it work in this school – but when I wasn’t being assessed by them or observed, that’s how I taught, and it worked for me”.

Conscious low stakes experimentation, rebelling from a school’s house style of teaching and making informed decisions, is an important theme explored in the core category of decisional capital. Here, participant 2 explains her motivation to develop her own pedagogy connected to her own development of knowledge in response to a lack of inspiration from her placement setting (s-c 8):

“...inspiration? No, there was nothing that I saw where I thought, OK, yes that’s similar to the literature, clearly that’s theory into practice. And I say that as a means of me checking to see if the practice is up-to-date not being all academic – it was all didactic stand at the front and tell, then tell off, then reward...no, I found my inspiration and examples of the teacher I wanted to be, and to find out what was happening now through my Masters reading, talking in my group and assessments where I did my own research, and then of course back with the kids where my methods worked, they loved that I made an effort. This autonomy was really motivating but quite stressful battling against mentors, carefully, sensitively and subtly. Strangely in hindsight, just what I would have wished for early on – don’t try and tell me what to do now!”.

So, out of necessity, she finds her motivation and inspiration in the theories she explored in her academic field, as well as from the original source; her pupils. In addition, Participant 2 demonstrates her personal and professional resilience (s-c-20). She has given herself permission to think and practice differently whilst functioning in a high stakes political situation. She decided what she believed was for the good of her own development and that of her pupils (s-c 28), now that practice has become pattern, the situation that demanded she develop autonomy has delivered decisional capital, she has become elevated to a valuable resource rather than being treated as or consider herself as a student or trainee (s-c 22).

In twelve of the fifteen participants' data I found the sub theme of having developed the ability, skills and confidence to surpass the expectations of significant personnel in their academic or professional worlds (s-c 17). Reaching the point of surpassing mentoring is detailed in Social Capital as well, however, here it was specifically about reaching the point where participants either recognised a formula, a particular performance, or having reached the threshold where they had achieved a professional level of practice (s-c 45)). Participant 6 describes this:

“...when I got *there* I used the reflective tools that I had shaped and developed over my M-level stuff to recognise the situation and my level of development. So, by '*there*' I mean I kind of started getting everything right in my practice— I didn't really need or seek the feedback anymore and it was no longer an incredibly complex thing, the placing together tiny aspects for one lesson, it became more that those tiny pieces attached to each other to make one big practice and it all became more fluid, more intuitive. I could break it all to pieces again if needed, but at that point I knew I had gone over or through a milestone and in future I could trust myself to make lessons constantly successful overall...”.

This relates to the notion of self-efficacy through the recognition of having achieved self-awareness through critical reflection, enough to stabilise her own trajectory of development and where this stalls, knowledge of how to find support to generate personal and professional development (s-c 43). Participants credit these powerful initial recognitions of mastery within practice to critical reflection practiced in their Masters level studying. Using critically reflective skills to recognise self-efficacy

beliefs are enhanced if they perceive their teaching performance to be a success that then contributed to the expectations that future performances will likely be proficient.

Another angle within this theme of decisional capital was again the importance of having a significant role model, described earlier in section 5.3. Here, participants discussed that if the role model, mentor or muse had successful performances, this tended to add to the participant's self-efficacy beliefs. Participant 2 describes this:

“Ms B allowed me to observe whenever I had a non-contact period. It became the chance to see in advance if something I wanted to do would work – so kind of teaching vicariously then I could critically reflect before I did the same. Sounds great, but at the same time, if it didn't go great I would feel a tiny but destroyed. This sounds strange, but I remember having a discussion with my tutor group about it and others that were lucky enough to have a great mentor felt the same. One week though I had to sever the connection as my mentor was having a really bad week and it really affected me!”.

The vicarious effect of a mentor performance on a trainee is perhaps understood more significantly by the discussion of seven of the fifteen participants who outlined that powerful feelings negatively affected their growing self-efficacy when observing high quality professional practice that felt unobtainable. This was felt either because of the level of subject knowledge observed or indeed high levels of displayed self-efficacy of the observed teacher. Participant 12 describes this in practice:

“it was like the perfect performance. So good that I couldn't get a hook in to it to take examples – it felt inaccessible almost. I gave up notetaking and

watched. I had mixed feelings including inspiration and awe....but overwhelmingly I had that feeling of how far I had to go, and how little I had achieved to date in comparison...I took a real dip that week”.

Similarly, participants outlined that when accessing research that portrayed an ideal, or suggested combinations of skills that they felt they did not possess, that a reduction in confidence occurred. Participant 5 explains:

“Sometimes it is the literature you read which makes you feel like, I know absolutely nothing and now I don’t know where to start! So for example, an article talks might describe what outstanding teaching is without translating that into practice – you know, examples or suggestions of applications or techniques etcetera. On one hand, I don’t want to be told how to teach, rather suggestions of how to take theory into practice would be good; but on the other hand, I think well, I could never do all that”.

This theme points to the need to recognise that confidence may be affected by too much presentation of the highest quality examples in practice. Similarly, expectations set out in literature may have a similar impact early on a teachers career (s-c 21). Perhaps this is a good reminder for programme leaders to be mindful of the vulnerability of early teacher confidence and self-efficacy. This can be countered by scaffolding a range of examples, not merely the topmost tier.

For thirteen of the fifteen participants, their Masters level study allowed them a platform to proactively use the process of theorising their practice. Once the reflective process had been initiated, both practiced as part of their lesson evaluations and as

part of the research process in their Masters level study, this circuit or formula could then be applied to many aspects of their lives. Participant 14 explains how he used these aspects to support his developing reflective skills :

“My approach to reflection was essentially becoming a process of thinking about my lessons from lots of differing angles – so theorising my practice. I found this became almost natural, but that the theorising became quite complex and needed more deeper and intellectual guidance and so my Masters and the tutors became a really important part of this – it was like I needed higher level guidance on my emerging theories from my practice”.

Participants also felt that studying at Masters level allowed their maturity as a professional to exceed the practice experience they were provided with (s-c 22). Participant 11 describes this through a comparison with others colleagues within her school who were not educated to Masters level:

“You could tell, and then I asked, that they hadn’t done a Masters or worked at that level. Although good teachers they were not, like established or mature in their demeanour – it was like they were a bit one dimensional if you like. My studying for my Masters is important because I think I know how to find out the underlying issues, what’s the right approach for me and perhaps when that changes, why. It serves to make my practice mature, multi-dimensional and have legs!”.

The notion that professional practice development provides longevity to a career through higher level studying is a theme that ten of the fifteen participants disclosed.

They also shared feelings of a developing maturity in their practice, having more stability with greater depths to their experience (s-c 22). They felt this was a change from the maturity that had developed through placement or their first appointment alone.

5.5 Personal capital: personal dimensions resulting in intrinsic reward and benefits

Encompassing twelve of the subcategories, in this theme the term 'capital' retains a similar meaning to the above category, that if a return is desired then an investment needs to be made. Here, capital has been connected to 'personal' because it refers to personal returns on a learning investment, effects that benefit an individual more widely than just in the professional environment but will also have an impact on professional practice (such as self-confidence or developing a formula for intrinsic motivation to complete a task). Personal capital, linked to individual capital or individual social capital is the economic description of talent, encompassing personal traits of a person, embodied and available only through their own autonomy, such as skill, creativity, innovativeness, courage, capacity for ethical or moral example, resilience, wisdom, invention or empathy, personal trust and leadership. In this field of teacher education, the competencies in England by which teachers are measured (Teachers Standards) are divided into 'personal' and professional'. Therefore, this combination terminology or phraseology is significant in the minds of participants. It is judicious to bring this understanding to participants' data and perhaps interpret that as why this category emerged as distinct from professional capital.

The data contained re-occurring references to the personal effects Masters level had on the individual, what characteristics altered in them, what traits they saw in 'muses'

and wanted for themselves then acquired through investment in a learning opportunity. Participant 8 describes the dual benefits that the Masters level assessment opportunities provide (s-c 5):

“Yes the assignments are hard because of timing but mainly because it’s alongside placement work. Each time I remind myself just how much reward I feel when I get a result from an essay, I was buzzing for days on my first Masters essay. I used this to motivate me for the next one; I wanted that feeling of success again because it was like an energy drink for my confidence! It stepped it up and I think everything is about personal confidence so anything that can boost that will benefit placement performance...”

Seeing academic work as having a multitude of benefits was important to the whole participant group, but the notion is an academic process with the designed outcome can develop a personal aspect of a participants’ life, which, in turn, affects professional performance and intrinsic motivation for next academic task (s-c 4). This also relates to the notion of endurance in adverse situations or rewarding feelings once a challenge is surmounted (s-c 6). However, feelings of fulfilment as intrinsic reward were described by Participant 5 as emotional rewards:

“Embarrassingly, I cried when I got my last essay result, not my first! Because of the basics of assessment, I could visualise how far I had come on. It was emotional because when I started I didn’t think I was academic and I didn’t think I could think or write at M level, so this has plugged that bit of self-doubt and then a bit more too”.

Participant 10 suggests that the rewards from Masters level study provided a pattern or formula to successful intrinsic reward making (s-c 9):

“It has provided a lesson that really for me it is not about intellectually not being able to work at an academic higher level, more about the work that goes into it, well I mean that it is effort and time rather than intellectual climbs that are the trouble in future, which I can work out. I know now that I can do it if I want to, and that’s something, like a permanent imprint or groove on my expectations, that I have given to myself”.

Participant 10 (along with six others) deepened this theme and described how the development of self-belief from achieving academically developed self-respect (s-c9):

“I simply feel more connected to my profession. Maybe it has made me grow up, feel like I have experience with the academic bit behaving like wisdom. Whatever it is I feel more connected to myself and want to provide better for myself – I mean health, work-life balance, I am not as chaotic in my personal life now, I am a bit more calculated....I just connect this with being better educated, not just more experienced...”.

The development of self-belief was discussed by all participants. This strong theme was most recorded in relation to participants’ discussing their experience of the challenging times when academic assignments ran alongside placement practice (s-c 6). Participant 15 states:

“I have now worked and achieved at M level so no denying the proof. I use that confidence quite a lot in my personal life – if I can do that I can ... I don't know, pass my driving test or deal with that problem or even consider a move to another country or something similarly needing self-confidence. I believe I can do it so I do. My barriers are falling!”.

All participants discussed the emotional journey that training to be a teacher had provided. This was an important theme that often provided structure to scenarios or vignettes illustrating development away from reactive or unproductive behaviours (s-c 47). Here, Participant 5 outlines how her Masters level studying developed her emotional regulation:

“She [mentor] was always trying to be sharply critical of any teaching so as to help me to separate any emotion so we could reflect on how to move forward – I really needed that with my placement practice, but with my studying, mainly for my Masters stuff, I found that emotionally I was stronger. So the feedback I got from essays or in seminars was easier to accept, it was private, I dealt with it in my own time more naturally, and in the improving of my work, I got stronger. I know it's the same in my teaching, but it just felt harsher and more public. I used this more dignified emotional handling technique in my teaching, and I think I was less of a wreck!”.

As well as practicing emotional regulation, all participants referred to using reflective skills developed and extended during practice and academic study (s-c 77). These enabled them to self-reflect and identify personal weaknesses and target them (s-c 18). Participant 7 states that:

“I am so bound up with my studying, it has become more acute since qualifying and doing this while working and earning. So, it has an impact on everything, or I think it has! So, when I was training I was so chaotic, my flat was a mess and I didn’t plan forward very much which I began to realise didn’t allow me to live in the moment, but really not get as much as I could out of the moments I valued....now I plan and realise I have as much time as I make. I stick to my plans, I have developed a real stubbornness to see things through in all parts of my life”.

This reflective comment was made during the closing of the interview, when participants were asked to reflect on what impact Masters level study had had on them (s-c 76). Participant 1 simply stated:

“Looking back, I can see I have become more thoughtful. I now, more widely in my personal life and my professional working, think things through in a ‘critically analytical’ way [citing own previous reference made earlier in interview to assessment criteria], like I do for my essays!”.

Six of the fifteen participants also described how their status within their friend and family group changed (s-c 7). Unfortunately, I am unable to suggest a connection to first generation Masters level students, as this was not a demographic data collection criterion, but some of the context around the discussion suggests this. Participant 9 explains that his Masters level is personally valuable because:

“It feels like it is something tangible for my family and friends to see how far I have come – compared to themselves. I am moving in a different and new direction than them and a clear path is before me”.

This status shift with friends and family also had another impact, not always negative, often described as ‘for the best eventually’, but seven of the fifteen participants (and all female) described a relationship breakdown that they connected in some way to their acquisition of the higher-level qualification (s-c 75). Participant 4 outlined that:

“...he didn’t like to play second fiddle to my studying. I didn’t like it to begin with, then used it as part of feeling virtuous when I had to go to the library rather than go out. I began to see too many weaknesses in his thought processes – mean really, but I was seeing things so differently, making new pathways in my brain – I couldn’t go backwards to what I had been...”.

This also relates to the core category of transformative learning (section 5.7) but is placed here in this core category because of the propositions that participants gained personal capital and the permanent impact it had on their personal lives as they moved forward (s-c 74).

5.6 The value of constructivist approaches to teaching, learning and assessment

In addition to the emergence of the core categories focussing on types of capital acquired through participant investment in various aspects of the programmes of Masters level study, participant accounts identified *how* those learning opportunities were delivered and structured, *what* conditions made the experiences engaging and

why they were successful (or not). There emerged a constructivist theme in the discussed programme design, pedagogy and associated assessments of successful Masters level experiences to support the acquisition of personal and professional capital described in sections 5.2 to 5.5.

Characteristics of successful modes of learning, teaching and assessment discussed by participants were; that learners were actively involved in all aspects; that the environment was democratic (s-c 91) and harnessed reflective skills on knowledge gaps as they emerge to ensure personalisation (s-c 89); that activities were interactive and student-centred (s-c 88); that a qualified or credible leader designed and facilitated the process of learning; and that students were encouraged to be responsible, autonomous, flexible, adaptable.

The participants' descriptions of the characteristics listed above have a strong relationship with constructivist learning, teaching and assessment. At the heart of the constructivist philosophy is the belief that knowledge is not given but gained through authentic experiences that have purpose and meaning to the learner (s-c 90), that learners undertake to achieve metacognition and make strategic decisions on their own learning, and that they exchange perspectives about the experience with others (Vygotsky, 1962, Piaget and Inhelder, 1969).

Many of the characteristics described above can be seen explicitly in the data presented so far and are connected to other themes, but here I have collected them together to form a core category entitled Constructivist Modes of Teaching Learning and Assessment. Many of the subcategories are practical, reflecting the impact of certain modes of assessments, tasks or pedagogies. Others are about developing

creative environments, climates or conditions to allow certain behaviours or learning to thrive, take effect or have an impact.

As a saturated subcategory, all participants discussed how their academic programmes explicitly structured time for reflective practice (s-c 25). Participant 15 described the importance of this to his development as a teacher:

“...and so the uni timetable put in specific time for reflective practice where we needed to bring an issue or point for discussion from an article that was set. We worked in small groups to discuss and try and offer solutions to the issue and then we had to present that to the group. That little circuit of learning was for practicing reflective skills. Also it showed me just how differently people think on a single issue....”.

Participant 2 discussed the same theme, arguing that reflective opportunities provided by or structured into a Masters level programme are prioritised;

“...you hear the time honoured excuses about teachers not having the time to reflect, well that’s quite true I think, particularly once the mentoring requirement is gone after the NQT year...the Masters course schedule capitalises on this and literally carves out time to satisfy the reflective time-starved teacher!”.

The issue of being able to use time efficiently to self-regulate and self-determine work schedules surfaced and was connected to the efficient communication, in a timely manner, of programme information so that students could plan their time and

think about research when busy teaching schedules forbade actual research.

Participant 6 states:

“It was so important, while I admit I perhaps shouldn’t have done it! But if for example a meeting was pointless for me, but my face needed to be seen there, I could sit and think, plan and organise my Masters year ahead because we had been given the course design and curriculum including all module assignment titles and submission dates from the beginning... its basic organisation I know, but didn’t happen on my BA...when I didn’t have time to be in the library I was thinking about my study, doing all the other stuff like admin and planning in time. Being a professional I see how important it is to be organised with your admin and that goes for my formal studying as well...I’m a planner!”.

Assessments designed to scaffold confidence had a useful effect on teaching practice (s-c 33). In this core category, a collection of sub themes discussed additional elements of successful curriculum design. Participant 13, along with all participants in this saturated sub category, noted how he interpreted the programme as building his competency through low risk assessment opportunities (s-c 37):

“I was cutting and pasting stuff for my teachers’ standards evidence log from my uni timetable and noticed how the tutors had increased the independence given to us – so I saw this in the research - initially they provided it, then suggested it, then just the framework of a field ... we were being supported into independent learning, I could see that afterwards. It was exactly the same in the written assignments – first a set questions, then multiple choice, then

negotiated open topic... subtle but it worked for me, I just did it, didn't question whether I couldn't..."

The confidence provided by assessments scaffolded to get progressively more challenging or require more self-direction were a vital quality to assessment design. This was agreed on by all participants, as detailed here by Participant 8:

"I came in to teaching from a geography background where we wrote in a totally different way, and actually thought in a different way because the problems we were looking at were concerned with different things. It was really good that the first assignment was at level 6, knowing that I could successfully write at that level because I had done that in my undergrad dissertation, I remember my tutor saying that. The feedback was really about what specific things I needed to do to write a Masters level essay next time around, really practical stuff like including more quotes, being critical and analytical by looking at the component parts of an issue and all that...I literally did that and I jumped over into Masters level, the next one I managed fine because I had already done it once, I put more of myself and interest into to it as a focus that time round..."

As well as discussing scaffolded assessment in terms of challenge, seven participants also reflected that where a degree of prior expertise, mainly from undergraduate subjects, could be ported into an assessment opportunity, this allowed them to transition more smoothly (s-c 69). Participant 9 stated:

“...obviously secondary teaching you expect it to be all about your subject, but at the moment it’s all teaching and learning which is a totally new field. My first Masters encouraged me to remember that I am a subject expert, I kind of reflected on the nature of my subject, its rhythms, core philosophies and its world views and I got the chance to relive my passion for my subject all over again but in a different way – like make it possible to tell others, kids, how to love it as much. The chance to focus on my subject gave me confidence to write drawing on some prior knowledge and knowledge of the research field at least where to begin, but personally I feel more expert...”.

The use of low stakes or formative assessment opportunities to provide competence and intrinsic motivation was, again, a saturated subcategory (s-c 34). Participant 1 summarises the motivational return for students:

“I am speaking for others here as well, I know, but the group tasks or formative tasks we did always got feedback from our uni programme tutor that had a real bearing on our confidence...that we were on the right intellectual track, but for me it also made me feel successful and that I was still on the right tracks practice wise too. They were small wins; kind of pats on the back, nods and agreements, which accumulated together at the end really helped provide purposeful happy students. There wasn’t a place for this in school were everything, it always feels so judged... it only happened in uni time”.

Another saturated subcategory concerning the assessment opportunities was surprising in that that all participants reflected that they felt they had accessed a deeper level of thinking, learning and understanding through reflection on theory into

practice (praxis) through the written mode of assessments (s-c 70). Participant 2 suggests that:

“Perhaps because it was so hard to do it – overcoming procrastination, tiredness, getting your flat spotless, boredom ... I don’t know what it is that makes essay writing so hard, but afterwards and well on from doing it you feel the benefits of what you have written about, what you learned from the writing in teaching practice...definitely endures longer than say what I did for my presentation, I suppose it’s something to do with memory, like if I have to remember something...a phone number or a poem then I write it out... also the difficulty of the task too – the harder to do the harder you learn the lessons, maybe!”.

Another saturated sub category around assessment tasks reflected on the value of the status of being both a student (a learner) and a teacher. Looking at their own assessment climate from the inside but with a teachers lens, helped them gain critical insight into the challenges, feelings, benefits and myths of assessment, consequently influencing and shaping teaching pedagogy and practice (s-c 71). Participant 12 describes this:

“So for the first time I realised why they set a word limit – not only as a planning exercise, but also to limit the workload of staff! Funny because I remember thinking that particular thing and then using the same perspective to view other details, so why referencing was so important to be able to track a research route was actually followed and not cheated, not just to make you work in a formulaic way, another thing was why you had to be so clear about

what prejudices you had so that anyone reading your work would understand how your beliefs skewed your arguments...I started to realise why devices and rules were there... I suppose I analysed the thing that is assessment rather than just being the student which assessment is *done to...*”.

The practical research experience and academic qualification level reached by academic tutors was recorded as a subcategory (s-c 62), with all referring to the reverence with which they regarded tutors with a doctoral degree because it was rare in the field of teacher education. Academic tutors that had academic papers or books attributed to them were valued over those with only school-based experience, showing that participants were separating the relevance of particular profiles with the particular role within their programmes. Participant 11 explains her perspective:

...so she isn't a teacher any more, she was once, but she is an academic who is now a specialist in teaching adults. It's quite different from my PGCE where the tutors would go on about their days when they were a teacher and use anecdotes that were about twelve years old. I mean how can you learn about planning strategies from someone who hasn't done it themselves for ages? So my Masters lecturer has a doctorate, which really shows, she has created research as well as knows about it, she just has confidence in saying she doesn't know something too, but knows how to find out. She isn't a teacher and doesn't pretend to be because her research and qualifications shows she is a university lecturer – which is a different job”.

The notion of celebrating or marking important milestones to support reflection may appear strange as part of a core category. However, participants talked about how

there should be a formal timetabled session to allow cohort reflection of their milestone moments and use certain early assessments to benchmark their progress (s-c 60). This was seen as particularly significant to encourage the continuation onto a full Masters having passed through the ITE year and gained the PGCE Masters level credits. Participant 4 describes how she did this and realised that Masters level study had opened her eyes to a new way of thinking, new worlds and she wanted that to continue:

“When I was brushing up on my final portfolio for presentation, I re-read my pen portrait on entry to ITT. It was so naive, not really even well intentioned, just sycophantic. My whole personal philosophy has altered, sharpened up and become yes a bit cynical, more critical, but also that I know that I will make decisions myself...thinking critically, analytically, reflectively, realistically and politically too, these are all things that have come to me from my academic work. That reflection on my original benchmark was pivotal in me applying to do a full Masters this year. They should make you do it formally, consciously think how far you have come on... and if not then you shouldn't be allowed in!”.

Twelve participants spoke about where they chose to complete their academic study, choosing academically linked learning spaces over professional spaces (s-c (s-c 67)). It became clear that having a choice of venue to complete different work supported them in their dual role as learner and teacher. Participant 3 outlines the qualities of the learning spaces that supported him:

“Creating space for uni studying is not all about silence...quiet helps, but so does the slight hum of activity and its controlled by someone else to ensure a consistent environment that you can rely on being the same....but its also about the fact that I travelled to it, away from work and away from home. Quick access to information and help is at hand and because I was mostly in the library after office hours there was mainly those like me, those combining part-time study with full time work – I didn’t meet anyone but there was a sort of quiet radiating supportive atmosphere, wordless camaraderie”.

Seven participants shared their experiences of co-creating aspects of their curriculum, so further enhancing their dual role of learner and teacher (s-c 66).

Participant 10 describes this:

“...after the first phase placement we audited our experiences and skills then were allowed to sit with the course leader to talk about how we wanted certain things delivered. So the idea was that we were able to make changes to the curriculum in year for our own benefit rather than just at the end through evaluation for others benefit... we did all that too, but we all felt the benefits of this, for our learning and understanding as well as being trusted by our course lead”.

As a final saturated subcategory in this core category, all participants offered the same warning. This was that a programme designer should avoid building in too many episodes where multi-tasking was required (s-c 23). While many spoke of how aspects of multi-tasking were useful to experience, stating how it challenged and pushed them, the participants felt that too many thoughtless assessment points

crossing over cancelled out the benefits described earlier in this section. This created fatigue. Participant 7 described how this came about for her:

“...just come through it barely. It was just too much, I didn’t get to enjoy any of it, and the feedback was coming in too thick and fast that I could not enjoy that either before I had to act upon it...it was too much. It was kind of stuffed in all overlapping placement with module assessments and portfolio stuff without any thought to how all the deadlines would all fall. The quality of my work across the board was lower than it needed to be and I am capable of better, it was just below par because I had to get it done...I feel burnt out and I’ve really lost my enthusiasm to go on with my Masters...my motivation sometimes feels quite fragile so this has damaged it...at the moment I can’t think about it, only that I am needing to avoid that level of work again...shame, I was really keen before this last phase”.

With thirteen of the seventeen categories saturated by all participants, this core category provides powerful practical suggestions for successful professional Masters level programmes for teachers to be constructivist in design, delivery and assessment.

5.7 Transformative learning: academic realisation and personal and professional transformation

In the analysis of the data, subthemes linked to emotions, learning journeys, fundamental shifts in attitudes, growing into the role and feeling changed, emerged strongly. The strong impression from participants was that they were taking part in a process that involved profound and significant personal shifts in beliefs of themselves

and the world around them. Exploring how the Masters level elements of a process contributed to this offered a rich seam of subcategories that I have collected under the core category of transformative learning.

Unlike learning that simply builds skill or knowledge, transformative learning causes an individual to 'come to a new understanding of something that causes a fundamental reordering of the paradigmatic assumptions s/he holds and leads operating in a fundamentally different way.... transformative learning and education entail a fundamental reordering of social relations and practices' (Brookfield, 2000: 142). This fundamental shift in one's world view or 'meaning perspective' (Mezirow, 2003: 59) emerges from intense critical reflection that challenges previously held beliefs and assumptions. An important implication of Transformative Learning is that participation is seen as a process in which the whole person is involved, not only his or her cognition, but also feelings, beliefs, attitudes, values, emotions, volitions, habits, predispositions, and actions (Biesta and Miedema, 2002: 175).

All participants referred to the concept of having taken part in a learning journey that altered them, through the process, but also because of the process. Participant 15 shared his reflections on the process:

"I mean it alters your very self, that's because of what you do each day - as in teach on the front line all day, different from anything else you have ever done before. For me though it was the endurance needed to keep going through the workload, then I am afraid, the emotional stuff that came out regularly and unexpectedly...it was also my academic stuff, my Masters work that made me realise this change... firstly the practicing of analytical, reflective, critical skills

that helped me in doing just that on my own experiences. I remember reading a piece early on about teacher resilience and thinking that it was good that it was expected that you will need resilience and toughness, it kind of justified me feeling it when training and knowing it was something that others felt, so much that it was a researched area! It helped to justify my state of mind, helped to me to pick out what was necessary in my struggle and perhaps what I was imposing on myself”.

This justification of state of mind through research speaks of the importance of researchers capturing marginalised voices. This enables the recognition of the implications of policy and processes upon the individual. Participant 8 describes how she reflected on her workload (s-c 63):

“...so it became a rite of passage, the programme was set out before us on the first day, in fact during pre-induction in July...it was such a tough schedule, but so clear, I could see that others had managed it and then, so could I. In a way, I could already see the light at the end of the tunnel that was so clearly set out...it wasn't until near the end that I realised just how much I'd changed during that what had seemed a straightforward process. I think now that perhaps it wasn't the workload that was the rite of passage, but the emotional rollercoaster and endurance that has marked me! I wrote about these changes in my assignment just gone, around the importance of keeping connecting to your subject which will take you through challenging times, how important passionate pedagogy is to yourself and your pupils”.

All participants referred, in reflection, to how the overcoming of adversity delivered deep learning because of the emotions they experienced (s-c 73). Participant 5 shared this:

“I called it planning block...I took it to a new level of understanding for me, it took a while for me to really get it, but now I understand it from all angles and also have plenty of examples and experiences of how not to do it, again and again! I did it all ways, now I couldn't get it wrong, it's second nature. It did hurt my pride to get there, but now it's not removable!”.

Participant 5, later in her interview, referred back to this statement to link it to her journey with Masters study (s-c 92):

“I was able to think carefully about my planning block journey I told you about earlier, where I chose to present about the intricacy of differentiated planning, the complicatedness of managing a diverse classroom of 30 pupils six times a day and think about why it was so tough for me and, relatedly, for loads of other ITT students I interviewed for my project. I concluded that the struggle was the contrast between the two things we were being asked to do – so the planning of a complex, exciting and diverse process of a lesson for thirty wildly different children funnelled into a mundane, ordered, two dimensional lesson plan. Out of it, for me I got this bravery to retain that excited experimental state by just giving a cursory nod to the writing of plans for others... through this process of actually doing some mini research and I suppose recognising the truth of it and why it was a difficult process because of the contradictions involved, I became more activist not more compliant!”.

Ten participants spoke specifically about how reading educational research had altered their world view and personal beliefs (s-c 79), particularly when applying this to practice to test its validity. Participant 8 relays this:

“As a mathematician I think I probably was looking for general patterns in the data to help me plan, but all I experienced was anomalies and variables. It became really clear after to me, after teaching in the school for a year then picking up the exam results just how flawed all this target setting was, there were too many that were wide of the mark - either way. This helped me to see that it was not actually possible to predict, it was the prediction that was the teaching strategy, you know, the language to express expectations and ambition for pupils, or indeed use it as a stick to encourage more...we know this as teachers but it's odd when others like the DfE and the press use it as a stick to beat us with and make us accountable like it was real, even though we know it isn't and don't use it like that... it's just odd. I no longer believe totally in data – it's just not sophisticated enough to describe kids; part of it, but not the whole. I really enjoyed making sense of this through the literature where many agreed with me and spoke of assessment in the UK as for the purpose of holding teachers to account in the marketisation of education”.

All participants spoke of the journey of being an early career stage teacher as providing them with the ability to self-regulate their personal and professional identity. Some spoke about this as a challenging process that had affected them and about their recognition of it (s-c 41). The majority saw it as how their learning journey

experiences allowed them to recognise a desirable trait and apply it to themselves.

Participant 6 describes an example of this:

“During a seminar this lecturer spoke about your voice and how to look after it, and I found it interesting to think about your voice as an important teacher tool. For a while I watched, or listened to teachers in my school and began to see what was effective, or sounded good to me, I really started to alter my own use of voice, combining voice with body exclamations and stuff, it was fun, it still is. So I kind of watch others doing talks and teaching and think I like that, then why do I like that, how can I do that...”.

Becoming proficient in self-regulating personal and professional behaviours was part of a set of important factors that all participants felt their Masters work allowed them.

This was an opportunity to reflect over their journey, to mark and recognise their transformation (s-c 82). They felt that if the transformation had happened, it was their opportunity to recognise how far they had travelled that was important (s-c 57).

Participant 9 outlines this:

“Teachers always complain about lack of reflection time. My last Masters essay chiselled out that time for me when I had to use my reflective journal to provide material for it, it provided the chance to look back, see how far I had come, see my travels, how, to be blunt, I had grown up. It’s not often people can look in detail at the way they became the person they are. But if you don’t get made to reflect, how do you know you have changed, I say. During this, I can honestly say that all the hard things, moments of feeling totally overwhelmed, genuinely panicked and properly out of control, if those

challenges were not thrown in like *authentically*, like I really really did get emotional because it was real not pretend...it makes a permanent change. That final essay helped me see it and be really proud of myself, I aim to remain open to change and painful learning – I don't see any barriers, just hard work ahead”.

Transformative change may result from dramatic and sudden insight, or may be the product of a longer process of thought and self-scrutiny (Cranton, 2002: 69) involving profound and significant personal shifts (s-c 82). Here, participants describe the Masters level opportunities as a device that not only instigates and contributes to transformative learning, but also form a mode of recognition of those changes in reflection.

5.8 Chapter summary

The data collection and analysis process which enabled me to build a rich and detailed understanding of the participants' lived experiences and perspectives, are evident in the 93 subcategories represented and encompassed within the six core categories. The richness of the data used to illustrate these subcategories gives a clear voice to the participants, eliciting meaning and understanding. Many of the sub codes overlap and are interactive across the core categories. This serves to underline homogeneity based upon my own interpretation of the narrative.

The purpose of this chapter was to demonstrate the narrative of the findings and how they relate to the original aims and objectives. I feel that the coding illustrates and reflects the teacher in training's perspectives and understandings about the personal

and professional capital of Masters level study, representing a highly complex social and political environment in which to operate and navigate.

Having presented the findings of the study the purpose of the next chapter will be to explore and raise the concepts further by locating, evaluating and defending the significance of the findings within the context of the wider literature. In doing so I will develop a conceptual model, outlining the essential characteristics needed when designing and delivering professional programmes containing Masters level elements.

Chapter 6: Discussion of Findings

6.1 Introduction to the chapter

The aim of this study was to examine the personal and professional value of Masters level study as experienced by the participants using a grounded theory approach and ultimately to construct a conceptual model for dissemination and use by academics employed in higher education. This was achieved by exploring the effects of the programme on the personal and professional development of students, to see whether there was value on their investment as well as to see if the additional efforts applied to study provided a return, what that was and if it was practicable and applicable, both personally and professionally.

As detailed in Chapter 5, analysis of the data yielded six substantive core categories that were subsequently theorised and rendered again to produce a practice-focussed solution in the form of a conceptual framework. This work is aligned with Charmaz's notion (2012: 296) that the data analysis requires a scrutiny of the 'power, purpose and pattern of the compelling categories...then a rendering of those most compelling or those that "fit" into concepts for dissemination'.

Therefore, this chapter presents a substantive model of programme design grounded in the participants' lived experiences and opinions. The model further outlines the conditions for the effects to occur within Masters level study as part of teacher education and was designed to provide a research-informed programme structure, rooted in student experience and praxis. Finally, it demonstrates the type of learning investments required to yield personally and professionally relevant returns.

Analysis of participant data highlighted the importance of two key **effects** of their Masters level study, which can be synthesised and captured in the domains of:

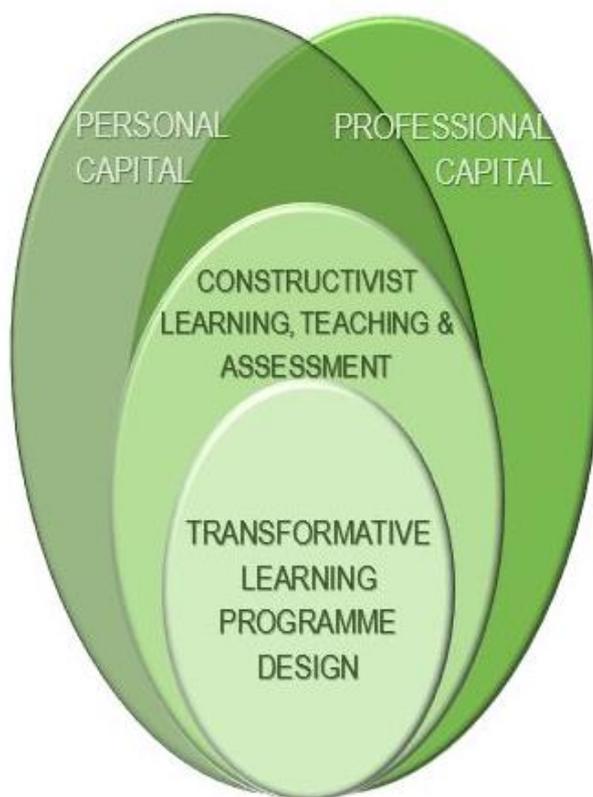
- 1. Human capital
 - 2. Social capital
 - 3. Decisional capital
 - 4. Personal capital
- } Professional capital

The **conditions** that encouraged these **effects** were:

- 5. Constructivist approaches to teaching learning and assessment (TLA)
- 6. Transformative programme design

The model presented in Figure 10 will be discussed in detail in section 6.6, but succinctly interpreted, the illustration demonstrates the key effects flowing from a transformative learning programme design which when supported by constructivist modes of TLA, leads to the acquisition of personal and professional capital from Masters level elements of teacher education.

Figure 10: A Model of participant acquisition of personal and professional capital from Masters level elements of teacher education.



Within the following sections, the key effects of Master’s level study and the conditions for their delivery, as specified by the participants are discussed and located within the current field of study, education and practice. I will also present the outcome of the process of elevating the theoretical categories from the data into a conceptual theory and offer an ‘imaginative theoretical interpretation’ (Charmaz, 2014: 231) of the categories while staying close to and maintaining a strong sense of the studied phenomena.

At this juncture, I need to reflexively raise a methodological lens to examine the assumptions that underpin objectivist GT and constructivist GT to ensure I remain aligned with a constructivist methodology.

Glaser, a proponent of objectivist GT proposes the treatment of theoretical categories as variables, generalizable and context-free aiming for ‘the achievement of parsimony and scope in explanatory power’ (1992: 116) that transcend historical and situational locations (Charmaz, 2014: 236).

In contrast, this constructivist GT conceptual model seeks to represent participants’ views and voice as integral to the analysis. Therefore, congruent throughout the process has been the assumption of mutual construction of data through participant interaction and ensuring that as the researcher I utilise my insider researcher knowledge of participants to inform and construct categories from the data. A process concluding in an interpretation of those categories where generalizability is only partial, ‘conditional, situated in time, space, positions, actions and interactions’ (Charmaz, 2014: 236) and fits with the participants’ experiences, preferences and perspectives. In each section, and where the titles of the effects or conditions have been modified from the titles presented as core categories and grounded in the data, I have explained any conceptual leap or adoption of a modified title to ensure auditability and allow judgements to be made in relation to the fit of the model.

The concept of teacher professional capital is drawn from the work of Hargreaves and Fullen (2013) who shaped the term to include human, social and decisional capital and illustrates the interconnectedness between professional learning, teacher professionalism and teacher agency. Hargreaves and Fullen (2012: 12) argue that each type of capital informs the other and that their functions are weakened when standing alone, but are far more powerful when combined as teacher professional capital.

The professional student experience in the twenty-first Century is one that we as 'university programme designers cannot hope to assume and should not predict the detail of, or rely on our own dated experiences of' (Todd and Clegg, 2004: 341). Therefore, although the conceptual model might appear to be common sense, to me, it confirms and gives validation to the need to retain programming that actively creates conditions that offer challenging learning and pathways that may disrupt or disturb the student or prompt liminal space. Indeed, the participants in this study suggest that with perseverance and following reflection, these challenging episodes in liminal space, prove to be crucial to their personal and professional capital earnings and gain.

The participants in this study suggest that with perseverance and, in reflection, these challenging episodes prove to be crucial to their personal and professional development. In 'a climate of pulse evaluations and surveys of student satisfaction, the affirmative of which are often viewed by managers as indicative of staff performance and capability' (Land, 2015: 19) this finding in itself is disruptive of the current consensus; and if we as programmers only strive make our students comfortable and satisfied, the deep level of learning needed to 're-make students into professionals, happy to work with and in uncertainty' (Neve, Lloyd *et al.*, 2017: 98) would go un-designed. This research makes clear that for professional programmes, a challenging learning journey is transformative. Therefore, teacher educators should not make this learning journey easy or try to pacify students in response to institutional drives to improve student survey results.

In this study, the generic term 'capital' relates to one's own or group worth, particularly concerning assets that can be leveraged to accomplish desired goals and inevitably, have connotations with economics, finance and business. The term capital in the social context is drawn from the work of Bourdieu, who, whilst he did not consider himself a Marxist sociologist, was heavily influenced by Marx's theories. This is perhaps most evident in Bourdieu's theories of capital. Like Marx, Bourdieu argued that capital formed the foundation of social life and dictated one's position within the social order. For Bourdieu and Marx both, the more capital one has, the more powerful a position one occupies in a social 'field'. Bourdieu (1986: 12) identified three core categories of capital:

1. Economic capital: command of economic resources (money, assets, property, financial and human effort investments and returns);
2. Social capital: actual and potential resources linked to the possession of a durable network of institutionalised relationships of mutual acquaintance and recognition;
3. Cultural capital: A person's education (knowledge and intellectual skills) that provides advantage in achieving a higher social-status in society.

Following Bourdieu's work, academics have written about and argued in favour of numerous types of capital, contextualised in many different fields. This study found and focusses on professional capital (Hargreaves and Fullan, 2012), consisting of human, social and decisional capital combined; and personal capital discussed in the next section.

Within this study, the findings coalesce within human, social and decisional capitals, a position clearly auditable in the coding. As such they have been synthesised and will be presented and critiqued under the domain of professional capital.

6.2 Professional capital of teachers (encompassing the core themes of human, social and decisional capital)

In this section I explore why the pursuit of professional capital or more specifically, teacher professional capital, is a desirable aim for the teaching profession in England. I will also examine what professional capital is from a global perspective and how it has been received and practised by researchers and professional communities over many years. This will be achieved by employing examples drawn from international governments and practitioners from the educationally high-achieving nations in the United Kingdom. Finally, I will locate the notion of professional capital as interpreted by the participants in this study and the core of this project within the wider literature in order to demonstrate how my findings add to what is already understood.

Hattie makes strong links between high quality teaching and effective, equitable student learning (2003, 2008, 2012). The *human* capital of teachers; their individual expertise, knowledge, judgement and skills in addressing the individual needs of pupils being crucial to student learning (Pil and Leana, 2009). Yet, of equal importance is how teachers do this together, through trust, collaboration and networking, exercising their *social* capital collectively (Coleman, 1988). In addition, and over time, it is important that teachers become proficient in developing their judgement, autonomy, self-determination and mentoring of others as *decisional*

capital (Shulman and Colbert, 1989). These three capitals together are what Hargreaves and Fullan (2012, 2013) term teacher professional capital.

Other studies linking effective student learning to the professional capital of teachers include Leana and Pil (2009), Sahlberg (2007), Hargreaves and Fullan (2015), Davies, Anderson et al., (2013), Zeichner and Hollar (2016), Nolan and Molla (2017). In the findings of this study, participants pointed not only to the characteristics of the various types of capital, but also how best to acquire them. Additionally, they shared their views of the contributions towards professional capital made by the elements of their Masters level study (as academic elements either of ITE or as post qualifying Masters programmes). These findings demonstrate how the Masters level elements animated and constituted professional capital within each of the three components of human, social and decisional capital, making Masters level elements important constituents of productive and successful teacher professional learning (Nolan and Molla, 2017: 11).

Given the links between the effectiveness of teachers' pedagogic work and their professional growth (Hay-McBer, 2000: 7). I argue that Masters level study should be accessible to all teachers as a suitable way of investing in both teachers' professional capital, and long-term careers in teaching. However, as discussed in the literature review, this call is in contrast to the current education system in England that is firmly focussed on investing in building business capital in teachers and the marketisation of school education within England (Furlong, Cochran-Smith *et al.*, 2013).

Many educators, including myself, directly link the current crisis in the teacher workforce in England, both philosophical and practical, to the current 'business capital' strategy of reforming teachers, teaching and schools (Furlong, Barton *et al.*, 2000, Ball, 2003, Hargreaves and Fullan, 2013, Whitty, 2014). Within this strategy, the primary concerns are to service a market for investment in technology, curriculum and testing materials, and schools themselves as not-for-profit enterprises in direct competition with each other. This results in a predisposition to lower investment and increase the immediate return, teachers being recruited with high existing human capital, often young, flexible, inexpensive to train (trainees taking on the financial investment themselves, thinking it demonstrates part of their vocation) and often replaceable by technology wherever possible. Therefore, seeking out good teachers and rapidly deploying them (for it is not about investing in them) becomes a short-term vision.

Further evidence can be found in the statistics from a recent Education Select Committee report on the retention and recruitment of teachers in England (Carmichael, 2017) which demonstrates the impact of this market model of education and how it is eroding the teaching profession. The first alarming statistic is that only 68% of secondary teacher recruitment targets were met in 2016, a figure that has been relatively consistent for the last five years (*Ibid*: 7) suggesting that fewer potential candidates see the current model of education as something that they want to function within, or contribute towards. The second set of statistical findings shows that more than 10% of new teachers leave within one year of qualifying and 30% of new teachers leave within five years. The reasons cited for leaving include fatigue, overwork and low pay, along with the knowledge that there are better career choices available and that they are young enough to use the experience in another career,

having 'taught first' (*Ibid*: 15). The third is that only 48% of current serving teachers have over 10 years' experience. This points to a very young and inexperienced workforce compared to 68% in other countries (*Ibid*: 8) exacerbating concerns about who will the next generation of teachers learn from. Collectively, these statistics show that at every stage of a teacher's career; entry and training, qualification and first appointment, early to mid-career stage; there are huge challenges that many do not overcome and are lost to the profession.

In direct contrast to England's approach, countries such as Finland and Canada offer explicit examples of government investment into developing the teaching community's professional capital. This includes ongoing CPD, further and higher qualifications, higher pay and better work conditions, networks and collaborative development, professionally derived and agreed codes of conduct, self-evaluation, respect/reward for experience, recognition of continuous self-improvement and practitioner decisions endorsed and consulted by policy makers. Here, the recruitment and retention of teachers are exceptional by comparable standards (Sahlberg, 2007, Tryggvason, 2009, Darling-Hammond and Lieberman, 2013, Tirri and Ubani, 2013).

Finland is a country judged world-leading in teaching and, therefore, in the quality of its teachers (Darling-Hammond and Lieberman, 2013). In Finland no 'government establishment tells the teachers what to think and how to operate. Here they self-regulate and co-develop then the state is informed what resources are needed based on their own practitioner research, ethically and transparently operated and situated in the 21st Century' (Tryggvason, 2009: 370). Countries and communities such as this invest in the professional capital of teachers and recognise that 'educational

spending is a long-term investment in developing human capital from early childhood to adult life. A necessary commitment if they hope to reap the rewards of economic productivity and social cohesion in the next generation' (Hargreaves and Fullan, 2012: 2).

Next, I explore each of the three elements making up professional capital and link them back to the findings from this study, specifically those related to participants' experiences during Masters level study. This in turn shows how they contribute to the beginning of a career long acquisition of teacher professional capital.

Human Capital was a term popularized in the late 1960s by Becker as a collection of traits, economically valuable skills and knowledge that could be developed in people including 'all the talents, abilities, experience, intelligence, training, judgment, and wisdom possessed individually and collectively by individuals in a population' (1994: 20). These resources, Becker argues, are the total capacity of the people and represent a form of wealth, which can be directed to accomplish the goals of a nation or field.

In the field of teaching, human capital is well defined by Odden and Kelly (2008) as knowing your subject, how to teach it, knowing children and understanding how they learn. It moves beyond pedagogic and subject knowledge in that human capital encompasses 'understanding of the diverse cultural and family circumstances that your students come from, being familiar with and able to sift and sort the science of successful and innovative practice' and in addition 'having the emotional capabilities to empathize with diverse groups of children and also adults in and around a school' (Pil and Leana, 2009: 1115). Although there is an expectation that candidates for

teacher education are recruited with already high human capital, in relation to this study, participants described how Masters level study supported their continuing build of human capital. As Hargreaves (2015) describes, human capital is distinctly less powerful alone, but united with social and decisional capital combines as professional capital. This element of professional capital is described in detail in the following subcategories of data in Table 17.

Table 17: Subcategories of data relating to the human capital gained from Masters level study for teachers.

1. Human dimensions designed to stimulate a professional identity and develop professional knowledge
1 Complex and enriched professional profile to others
2 Recognition from colleagues of value/status in sector
3 Qualification expresses rigour and level of ability
10 Provides a competitive advantage through up to date knowledge
16 Articulates a coherence between theory and practice
14 Provides status to initiate theoretical dialogue
13 Accessible to all teachers but not all do it – marks you out
65 Demonstrates ability to maintain steep <i>learning</i> curve
83 Demonstrates commitment for a long term career
19 Opportunity for conscious identity formation
27 Use of milestone moments to reflect on and alter identity
29 Interpret and operate political behaviours
30 Comparison of own professional identity to esteemed/significant colleagues
31 Developing a reputation for developing new practice
39 Understanding what successful practice is
42 Use of challenging experiences to shape identity
46 Use of the status of novice to create reflective space
48 Flexibility in knowing that emergent identity is not fixed
51 Use of research interests and subject specialism to contribute to identity formation
72 Use of dual role (teacher and student) to allow investigative questioning
78 Consciously auditing then developing desired aspects of professional identity
84 Additional opportunity to mark and shape personal talent

The second element social capital has been a term used in relation to schools from as early as 1900, with Dewey referring to it as ‘the keys which will unlock for the child the wealth of social capital which lies beyond the possible range of limited individual experience’ (Dewey, 1900: 77). In the early 1980s, Bourdieu defined it as ‘the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition’ (1986: 251). In the later 1980s, sociologist James Coleman (1988)

again brought the term social capital back into the school arena and researched its existence in the relations amongst teachers, specifically as a resource that could enhance their contribution to productive activity. Teacher social capital refers to how the quantity and quality of interaction and social relationships amongst colleagues affects their access to other teachers' human capital, extends, and shapes their sense of obligation, expectation and trust. This study found that Masters level study was the prime contribution to teacher social capital described in the following subcategories of data in Table 18.

Table 18: Subcategories of data relating to the social capital gained from Masters level study for teachers.

2. Social dimensions designed to promote professional development and surmount difficulties
52 Creation of CoP (Community of Practice) to test validity of constant changes or problem solve
54 Dialogue with non-assessing low stakes colleagues to test validity of ideas
55 Safely benchmarking self against academic CoP
64 Co-creating and planning practice from theory
32 Using academic networks to test and validate new ideas
56 Needing dialogue with informed colleagues external to placement setting
35 CoP provides accelerated understanding of research through dialogic strategies
58 Reflection on journey with peers to mark transformation
59 Co-articulating the value of Masters level qualification to share with wider community – constructing and disseminating value
61 Transitioning beyond cohort after particular threshold reached
78 Benchmarking of self against peers on CoP
26 Consider colleagues as coasting if not at Masters level
44 Knowing different than mentors (not more) and ability to contribute to a debate
49 Reacting against school based ideologies proactively
50 Develop informed resistance to prevalent whole school ideologies
79 Critical disapproval of teachers' personal prejudices
53 Critical analysis of the need for constant change thus proactive in response
80 Using research to influence change of school orthodoxies
81 Using research to develop ideas of vocation and professional moral imperative
85 Level of intellect required to teach well intensifies trust and faith in the profession
86 Pride in quality of professional relationships consciously constructed

Thirdly, the concept of decisional capital is taken from the field of law. Although practitioners in law have case histories to illustrate how judgements have been made and evolved over many exemplars, they also use decisional capital constructed of experience, practice, self-efficacy and reflection, which is brought to bear on any final judgement. This is capital that enables them to make wise judgements in

circumstances where there is no fixed rule, example or incontrovertible evidence to follow. It may be assumed that decisional capital is acquired over time and from longevity in the field, but Judith Schulman (1989) researches the notion of using case analysis in teacher education to practice and develop decisional capital where longevity of experience is not available to the beginner, but where students' professional practice is deeply enhanced by acquiring that trait. In addition, Schulman (*ibid*: 46), Hargreaves and Fullen (2012: 94) suggest decisional capital is greatly enriched by drawing on experiences of colleagues (as social capital) in cases as well as using CoP's to gain wider insight on decisions and judgements in wider or unfamiliar contexts.

Relatedly, in this study, participants spoke of experiences and feelings that enhanced their practicing of decisional capital. Feelings further condensed into the subcategories below in Table 19 and demonstrating the importance of their academic CoP to their development of their decisional capital.

Table 19: Subcategories of data relating to the decisional capital gained from Masters level study for teachers.

3. Decisional dimensions designed to develop autonomy and self-efficacy	
11	Personal belief in ability to impact on student learning
15	Contribution to autonomous motivation
17	Clarity on expectations of mentors and how to meet them
12	Accelerating own development through independent research
8	Building personal autonomy through necessity using experience from challenging situations
18	Using skills of critical reflection to audit then develop own professionalism
20	Demonstrating personal and professional resilience
21	Ability to rationalise unattainable illustrations of outstanding teacher in literature/media/politics
22	Accelerates 'maturing into practice'
24	Consider and apply the appropriate knowledge to the right audience
28	Self-evaluation of own decision
40	Acquiring confidence by strategically planning opportunities to be successful
45	Cumulative sense of limitations of placement as status grew
43	Justifying decisions through trusted colleagues in lieu of experience to underpin own judgements
87	Use of CoP to inform and test decisions

As discussed, the three dimensions of human, social and decisional investments were identified separately within the data of this study but have been brought together in this discussion section to collectively form the concept of professional capital. Within the conceptual model however, it is important to note that each of the three capitals of human, social and decisional when practiced individually or inequitably, do not function as powerfully as when they are brought together. For example, more human capital than social capital in the equation means that individual qualities of the teacher are not exercised or updated through developing wisdom by mentoring or sharing for collective impact through networks. In the equation of professional capital, the group effort is far more powerful than the talented individual at provoking change (Odden and Kelly, 2008).

In a large scale, multi-level analytic study of the human and social capital of teachers' impact on pupils' performance in the USA (Pil and Leana, 2009: 1103), it was found that teachers with more social capital than human capital out performed those with more human than social capital. In other words, teachers with less human capital but high social capital outperformed those seen as individual talents, with higher human capital. Therefore, the power of the group or community of practice developed the individual faster than mere human capital gain could. Overall however, those teachers with high human and social capital together prompted the biggest gains in their pupils. However, the limitations of the above study meant that it did not set out to measure the variance in the found capitals, data suggesting that at this early career stage, participants themselves recognised the importance of the community of practice as a site to invest in and increase their social capital.

In this study, the power of the participant's academic communities of practice in forming and strengthening both social and practicing decisional capital was strong. Participants also recognised that they brought their own high levels of human capital to teaching, such as qualifications in their subject, emotional intelligence, communication skills, ambition, commitment and passion for vocation, that needed contextualising into teacher human capital. Principally how to apply their subject knowledge, empathise with diverse groups of children, how to teach and how pupils learn, their moral commitment to serve and their ambition to improve. They described that their teacher human capital developments needed to 'be played out' (Participant 12) or benchmarked against others at their stage within these academic communities of practice, particularly where placement school based social groupings were wide of their stage or needs 'or toxic because they offered nothing but 'pure competition' (Participant 9).

In the data, it is clear that participants found their Masters level study important in contributing to their professional capital, in the immediate career stage, but also in widening their 'field' of practice for the future and seeing longevity in their career, pointing to the multi-dimensional nature of a teacher's career. Participant 2 describes this:

"Although my masters work provided me with workable information that I could test and discuss with my cohort then practice and reflect upon in my writing and research; I know that I have so much more to think through as I become more experienced in my career – I think a lot about coming back in to finish my full masters at some milestone in the near future and this compels me to

see this profession as wide open for me, so many opportunities, so much to do...it helps to see this is a career for my whole life”.

6.3 Personal capital of Masters level study for professionals

Here, capital has been connected to the ‘personal’ because it refers to personal returns on a learning investment, and the intrinsic effects that will benefit an individual in their professional practice but also more widely than the professional environment, such as self-confidence or developing a formula for intrinsic motivation to complete a task. Personal capital, related to individual capital or individual social capital is the economic description of talent, encompassing personal traits of a person, embodied and available only through their own autonomy, skills, creativity, innovativeness, courage, capacity for ethical or moral example, resilience, wisdom, empathy, personal trust and leadership. In the field of teacher education, the competencies by which teachers are measured are divided into ‘Personal’ and ‘Professional’ and these terms were significant in the minds of participants meaning that this category emerged as distinct from professional capital.

Again, referring to Hargreaves and Fullen’s definition of capital in the social sphere as a quality that is acquired from an investment made for a desired goal (2012: 1), this section refers to a set of subcategories that emerged from the data of this study. A collection of experiences discussed by participants that outlined a range of personal effects that came from studying at Masters level while becoming a teacher.

Many of the subcategories were homogeneous with and in many ways overlapped with those of the core categories of teacher human, social and decisional capital, yet gave rise to the title of the substantive core category of personal capital because of

their explicit separation by the participants from their wider teacher professional practice. These qualities translate and contribute to professional capital, yet have a wider meaning to participants as they result in permanent changes to the developing self, earned by the challenging level of study and the intellectual road travelled. The rewards felt by the participants were considered deeply personal and unique to the areas that individuals had themselves targeted for personal development, were hard won and had a permanent effect. Participants referred to experiences that literally altered, changed, shaped and elevated the individual's traits, developing what one participant described as 'features I noticed now in myself that I had always wanted after admiring them in others' (Participant 12).

The term personal capital as defined here has much in common with the field of personal development described in the literature around the value of higher education (Gibbs, 1981, Bowden, Hart *et al.*, 2000, Barrie, 2007, Hunt and Chalmers, 2012). However, it does not quite describe the learning journey that participants described; of conscious auditing and targeting of personal development need, investment in and earning of the trait admired and then held as capital to reinvest (perhaps to share via social capital) and further develop.

Masters programmes in education have the aim of being both 'intellectually challenging and professionally relevant' (Castle, Peisar *et al.*, 2013: 32). Intellectually challenging because students will be asked to address complex issues and come to terms with advanced literature (Stierer, 1998) and professionally relevant because students will be encouraged to constantly identify the significance of their study for professional work and concerns. Therefore, professional Masters level programmes attempt to harmonise the two traditions, or 'orders of discourse' (Eraut, 1994: 15).

The first of these aims places particular value on the traditional intellectual competences of the academy, at least in the humanities and social sciences; the construction of a coherent argument, appropriate uses of evidence, the privileging of analysis and criticism over description, reflection on practice for theorising and so on. The latter professional relevance places particular value on aspects of professional development typically associated with training; the ability to reflect upon the one's practice, and upon the implications of that reflection for changing practice, the ability to demonstrate the professional relevance of one's learning, the need to link the outcomes of study to professional competences, and the importance of professional growth, development and change. These I would argue, are captured within the core theoretical category of this study in the notion of personal capital.

Yet, rarely are the powerful expectations, encoded in these key concepts, unpacked by students for understanding in relation to their own personal gain; their historical, intellectual and ideological underpinnings, or the operationalisation of them in relation to specific challenges. Competing discourses were ultimately reconciled by participants in this study and consequently seen as valuable to them in the form of personal capital.

Personal capital and its meaning in this study approaches the notion of 'generic graduate attributes' that universities have attempted to articulate as broad outcomes of the educational experiences they provide, beyond the content knowledge that is taught (2004, Barrie, 2007). Generic graduate attributes as described by Bowden are 'the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go

beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good and change in an unknown future' (Bowden, Hart *et al.*, 2000: 7). However, these qualities are 'ultimately aimed at achieving employment based transferrable skills (Hunt and Chalmers, 2012: 102).

In this study, participants' spoke of the significant and emancipative personal attributes developed such as emotional intelligence, self-regulation, self-efficacy, self-motivation, metacognitive skills and of tasks initiated to develop self and gain self-respect. The attributes participants spoke of are described as targeting attributes resulting in increased personal capital. Table 20 consolidates participants' descriptions of personal capital gained through their Masters level work.

Table 20: Subcategories of data relating to the personal capital gained from Masters level study for teachers.

4. Personal dimensions resulting in intrinsic reward and benefits
4 Fulfilment through intrinsic rewards
6 Emotional rewards through transcending personal challenges
7 Self appreciation gained through recognition of social status from family and friends
5 Intrinsic rewards gained from success in assessments
9 Continuous feedback and progression triggers self-belief
74 Qualification acts as a mark of going beyond own expectations
75 Breakdown of some prior relationships due to changed self and developing independence
76 Becoming less impetuous and more thoughtful
77 Taking fewer personal risks as self-respect increases
18 Critically reflective lens turned on own identity to self-regulate/develop
47 Emotional regulation skills increase
93 Academic qualification acts as a reward and recognition of effort

A similar study to this, but conducted within the professional field of nursing also explored the relevance of Masters preparation for the professional practice of nursing. This ten-year review of the impact on practitioners focussed on the translation and usefulness of academic skills to the practice based environment. Findings demonstrate 'the concept of personal growth emerged as a distinct entity from that of satisfaction and achievement in professional realms, but related

specifically to the concept of intellectual development, powers of personal reasoning, broadening perspectives and benchmarking the self as well as advanced powers of regulation coming from difficulties and challenges arising during higher level study' (Whyte, Lugton *et al.*, 2000: 1077).

Many of the facets that make up professional capital are transferable in use, but alone this theme describes the qualities, attributes or personal capital as I have titled it, acquired through studying at Masters level within teacher education programmes offering an additional dimension to its value which must be harnessed with space to reflect and capture the learning, built into programmes of study.

6.4 Designing adult learning ensuring constructivist alignment and appropriate modes of teaching, learning and assessment

When asked how they 'learned and earned their professional capital' participants described several situations, scenarios, episodes, feelings, responses, outcomes, emotions, interpretations and achievements. From these I was able to code similarities and began to recognise them as connected and supported through constructivist approaches to teaching, learning and assessment methods.

In Chapter 2, I describe the haphazard development of Masters level provision in teacher education in recent years, much of it responding to shifting government agenda. This pattern of change has felt undiscerning and reactive to policy rather than being grounded in student needs. In this section I enact Dewey's imperative of the need to form 'a theory of experience in order that education may be intelligently conducted upon the basis of experience' (Dewey, 1938: 33) and theorise optimal programming based on the participants' own experience, opinions and requisites.

Firstly, I analyse the theory of constructivism and constructivist instructional methods to outline the general understanding of the theory in the field of teacher education and Masters level education. I will include an exploration of critics of this perspective in practice and delve into the dichotomy of trainee teachers learning the pedagogy and theories of constructivist approaches, yet being taught using 'classic approaches to instruction impacting upon the design of programme modes' (Jonassen and Rohrer-Murphy, 1999: 61). Finally, I will align constructivist modes of teaching, learning and assessment as experienced by participants in this study with the contributions made to their professional and personal capital.

Having already written about constructivism and its place within the governing epistemological tenets of this thesis and the methodology (Chapter 3) I will explore the practical applications of the theory in pedagogical descriptions, techniques and praxis, particularly in the debates around its use in adult and teacher education.

Constructivist philosophy has a longer history of application in education programs for children than in programmes for adults but has recently become a well-researched approach in higher education (Jonassen and Rohrer-Murphy, 1999, Nicol, Thomson *et al.*, 2014, Orsmond and Merry, 2017). Literature about the use of constructivist approaches in teacher education have been increasing since the mid-1990s when there was an imperative to 'find approaches to teaching teachers that model the constant adaptations to pedagogy in the looming '21st century' (Yost, Sentner *et al.*, 2000: 40).

A solution to this quandary come from the constructivist approach, an example of which lies in enabling learners to achieve metacognition and learn how to update their own ideas continuously as well as social constructivism which focuses on the individual learning which occurs because of social interaction (Biggs, 2011). An approach in opposition to the classical didactic and transmission models of learning developed from Shannon and Weaver's communication model (1949) and simple performativity instruction (Ball, 2003) that, even now are still in use in programmes of higher education (HEA, 2014) and in teacher education.

At the heart of constructivist philosophy is the belief that knowledge is not given but gained through real experiences that have purpose and meaning to the learner, and the exchange of perspectives about the experience with others (Piaget and Inhelder, 1969, Vygotsky, 1978). Learning environments for adults based on social constructivist philosophy (Dewey, 1938, Piaget and Inhelder, 1969, Vygotsky, 1978) include opportunities for students to make meaningful connections between new material and previous experience, through discovery and understanding, through group working and 'harnessing the social nature of learning' (Lave, 1996: 149).

Harnessing the social nature of learning was a subcategory within the data of this study, particularly in relation to communities of practice constructions arising from the academic elements of their programmes. Another way that participants suggested making connections with their own prior learning and their new emerging unique experiences was to allow choice and diversity in assessments. Open-ended questioning techniques caused participants to think about how new information, perhaps gleaned from their cohort's experiences and how they might relate to their

own experience or 'as an idea I learned to become comfortable with, that each child is so very different so my approach became equally differentiated' (Participant 4: 16).

The importance of using these types of strategies with adults contributes to what Kolb (2005: 194) noted as critical learning environments where lecturers 'embed the human capital they are encouraging, in authentic tasks that will stimulate curiosity, challenge students to rethink assumptions, examine their mental modes of reality, take risk free decisions in a social context'.

Mezirow (1997: 10) asserts that 'learners practice in recognised frames of reference and benefit from bringing their imaginations to redefine problems from the differing perspectives of their community of practice' and this promotes the constructivist notion of discovery learning, with the lecturer reframing learner questions in terms of the learner's current level of understanding. Learning contracts, group projects, role-play, case studies, and simulations are all methods associated with transformative education and such approaches emphasise that learning is not an all or nothing process but that students learn the new information that is presented to them by building upon knowledge that they already possess. It is, therefore, important that lecturers constantly assess the knowledge their students have gained to make sure that the students' perceptions of the new knowledge are what the lecturer had intended.

Constructivism, as a paradigm and a theory of how people learn is now well established in teacher education, but the literature is conflicted in the consistency of its use. A recent literature review critiquing teacher preparation (Cochran-Smith, Villegas *et al.*, 2015) found that research highlighted a dichotomy arising where

universities were promoting the use of constructivist pedagogy for student teachers but not using it to underpin programme design or instructional methods. Consistency and congruence from underpinning philosophy through to pedagogy and modelling is an important expectation that supports students in their own adoption and use of theory. This contradiction in practice certainly exists and was commented on by participants in this study. Participant 6 explains this from experience and cites it as a missed opportunity:

“It isn’t very easy to be entirely consistent I see that; but as a student it is really important to have your tutors talk the talk but also walk the walk. This is crucial because as a trainee you are in that really unique state as student *and* teacher,— this means that the theories being encouraged through examples also have to be endorsed by the programme organisation and assessment and ethos – then you get to hear it, feel it, make and see practice within it, and also you get to really appraise it. It is so flawed when you see someone spouting off the importance of encouraging autonomy and metacognition one day then the next they set you an assignment that gives no choice of topic and no transparency in what they are marking”.

The issues highlighted by participants in this project regarding the gap between theory and practice, were pointed out nearly a century ago by Dewey (1938). In traditional models of teacher education, teaching practice is usually seen as the opportunity to apply previously learned theories and lecturing appears to be viewed as an appropriate form of teaching about teaching (Korthagen, 2007: 305). But, as Schön (1983: 43) characterises it, the theory-to-practice approach is ‘a technical rationality where problems are not well defined’ and the examples on how to solve

those problems are not based on reflective thinking and group solutions based on authentic situations. Tryggvason (2009) also states that theory to practice leads to a fragmented and mechanistic view of teaching, in which the complexity of the teaching enterprise is not acknowledged. Where constructivist pedagogy is being encouraged, the notion of theory into practice demonstrated through transmission modes (such as a lecture style without participation) is particularly inappropriate where the philosophy is that the learner learns best when constructing or co-constructing knowledge. In a synthesis of research on constructivist teacher education, (Dangel, 2013) further suggests that a congruence of constructivist methods in the instruction of teachers sustained a career-long effect on teachers' own pedagogical beliefs and practices.

This debate is perhaps most recognisable in the wider discussions of pedagogy in higher education as 'constructive alignment', a process that poses the congruence of constructivist theory into practices. The principal components of constructive alignment, which are designed to encourage deep engagement, are outlined by Biggs (2011: 19) as; 'the curriculum that we teach; the teaching methods that we use and the assessment procedures that we impose. He believes that an 'imbalance in the system will lead to poor teaching and surface learning' (*ibid*) with the non-alignment of practices. Within constructed alignment, 'students are entrapped in a web of consistency, optimising the likelihood that they will engage the appropriate learning activities, but paradoxically leaving them free to construct their knowledge their way' (*ibid*).

Table 21 describes characteristics of constructivist teaching, learning and assessment (TLA) elicited from the data in this research which I have presented as a

comparison with the classic or transmission style of TLA to emphasise the dichotomy.

Table 21: Characteristics of constructivist TLA as conveyed by participants in this study, overlaid with classic or transmission styles of TLA for comparison.

Transmission Models of Teaching, Learning and Assessment in HEIs/Teacher Education	Constructivist Modes of Teaching, Learning and Assessment in HEIs/Teacher Education
Curriculum begins with the parts of the whole. Emphasises basic skills.	Curriculum emphasises big concepts, beginning with the whole and expanding to include the parts (usually differentiated by the students' needs, their practice settings and personal targets).
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions, interests, experiences, perspectives and any reflections from practice experiments are valued.
Materials are primarily textbooks, workbooks, set questions, anecdotal examples	Materials include primary sources, materials from wide sources, authentic problems, challenges experienced, questions arising from the cohort, gaps in knowledge, targets from feedback.
Learning is based on transmission and repetition.	Learning is interactive, building on what the student already knows.
Lecturers disseminate information to students; students are recipients of knowledge.	Lecturers have a dialogue with students, helping students construct their own knowledge and find their own sources of information, patterns to support independent learning.
Lecturers role is directive, rooted in authority and hierarchy of knowledge	Lecturer's role is interactive, rooted in negotiation and responsive to feedback/evaluation, equality of knowledge but hierarchy of understanding process.
Assessment is through set question responses, testing, and correct answers of overt curriculum	Assessment includes negotiated questions based on own knowledge gaps (AfL), observations of practice, self-evaluation, practitioner research, presentations of perspectives. Process is as important as product. Assessment is transparent.
Knowledge seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences (including the lecturer).
Students work primarily alone receiving knowledge. Progress is not based on anyone else in the cohort.	Students work primarily in groups co-constructing knowledge. Community of practice constructed through similar human capital and interests and future ambitions.
Learning environment balances institutional requirements with delivery function. Students informed of programme with no choice or decisions to be made	Environment is democratic flexible to student changing need but also giving responsibility for decisions made.

Overt academic curriculum through taught sessions seen as main role of programme.	Importance of students' learning outside the overt curriculum into areas of personal attribute and personal capital development
Student evaluation responses are surface deep changing difficult or tense situations (such as lecturing style, frequency or word length of assessments etc.) to please or pacify student body. Learning journeys designed for marginal adversity and by the institution.	Programme design is explained to student body so that understanding of transformational learning is accepted and challenging situations/troublesome knowledge is understood to convey deep learning. Lecturers trusted by student cohort to provide bespoke learning journeys.

The purpose of the table above is to share the key constructivist characteristic that my participants experienced in their Masters level study, elements seen as essential in helping them to acquire professional and personal capital and further encapsulated below in Table 22.

Table 22: Subcategories of data relating to constructivist modes of teaching, learning and assessment in Masters level study for teachers.

5. The value of constructivist approaches to teaching learning and assessment
25 Structured activities and assessments for reflective practice
36 Skills to 'think research' when 'doing research' is not possible
37 Opportunities to build competency through low risk assessments
38 Focus on depth of knowledge as well as breadth
33 Scaffolded assessments give confidence for progression
34 Low stakes assessment providing small incremental gains – maintains motivation
23 Programme design must avoid multitask/multi assessment point fatigue so as to optimise feedforward
66 Co-creation of curriculum in response to emerging needs or questions
67 Availability of academic learning/study spaces away from professional settings
68 Acknowledging and including the enjoyment of learning
69 Using familiarity with subject knowledge as a gateway to next steps / new knowledge
60 Recognising progression through reflecting on journey/ using benchmarks
62 Importance of the research experience and academic qualification (academic capital) of tutors
70 Accessing a deeper level of reflection on theory into practice by writing (for assignments)
71 Usefulness of reflecting on assessments from the dual perspective of learner <i>and</i> teacher (metacognition plus)
88 Activities promote active involvement in learning
89 Choice offered in learning activity and assessment to address gaps and provide practice in decision making
90 Authentic problems, issues, questions and scenarios used
91 Democratic environment – student perspective sought and used for immediate effect on flexible responsive curriculum

6.5 The fit of a transformative programme design as a conception of learning for personal and professional capital gain

In this study, transformative programme design has particular significance with constructivist teaching, learning and assessment, or constructivist alignment and the acquisition of personal and professional capital. Transformative programme design offers the structure for understanding the meaning of experience and recognises the critical dimension of learning in adulthood and the structure of assumptions and expectations which frame our thinking, feelings and agency (Mezirow, 2003). These structures of meaning constitute a 'meaning perspective' or frame of reference.

Transformative programme design can be defined as the process by which we convert problematic frames of reference such as mind-sets, habits of mind, meaning perspectives – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change. Such frames are more likely to generate beliefs and opinions that will prove more true or justified to guide action and develop agency (Mezirow, 2006).

In contemporary professional development, and as argued for in section 6.2, professionals must learn to make their own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. Participants in this study argued for the necessity of being allowed to make authentic decisions providing a personal experience of how they responded in challenging circumstances, thus using CoPs to analyse, thence regulate their behaviour. Facilitating such understanding should be the key goal of Masters level elements of teacher education, aiming to develop autonomous thinking into purposeful practice (Mezirow, 1997, Cranton, 2002).

For teacher education, important teaching is that which sees its aim as the transformation of society through the contribution it makes to the formation of human beings who think critically, act ethically and seek justice throughout their lives (Biesta and Miedema, 2002). According to Wang and Sarbo (2004: 208) 'transformational learning occurs when it is integrated with experience. The whole notion of transformative learning is to make sense of experience . . . and can be maximised when self-direction and self-determination is encouraged among adult learners together'. The end results of critical reflection in transformational learning are transformation and critical pedagogy (Freire, 2000) where experience is the key to ongoing critical reflection.

Reflecting about one's experience, that is thinking within the context of what one is doing, leads to new learning, in which the individual learner is in control, and results in the establishment of new patterns (Mockler, 2005: 739). Hence a constructivist alignment in teaching, learning and assessment strategies complements the transformative programme structures (Greenman and Dieckmann, 2004: 242).

Participants strongly communicated that deep and personally transforming learning took place as a result of highly challenging or adversarial situations, difficult or troublesome knowledge and change-inducing programmes of study. Some of the challenges that the participants spoke of were predictably due to workload, combining work or placement with studying and the short time frame within which to complete a programme. However, during analysis, there were reflective accounts of participants looking back over their learning journeys that specifically pointed to the importance of their programme design in creating space for difficulties to occur, when

situations were perhaps at point of endurance but no other method could have been used to convey the necessary deep learning that in hindsight occurred.

There was a clear consensus from a saturated subcategory (sc-82) that the programme design needed to retain the difficult, complex and challenging journey as described by Participant 14:

“...difficult journey was essential and would have been inappropriate for my uni tutor to have made it easier or less painful. My view of the world, how it worked, and myself, my own capabilities, really altered after doing my programme. I am a changed man! But I would have liked more chance to reflect on this and make a bigger deal of my changes, to share them and plan what was to come next, together, as a cohort”.

This liminality and encouragement of troublesome knowledge is further related to the perspective of threshold concepts. The threshold concepts approach to student learning and curriculum design draws extensively on the notion of *troublesomeness* in a liminal space of learning. The latter is a transformative state in the process of learning in which there is a reformulation of the learner’s meaning frame and an accompanying shift in the learner’s ontology or subjectivity (Land, Cousin *et al.*, 2005, Land, Rattray *et al.*, 2014, Land, 2015).

Part of the transformation of student to teacher includes the integration of troublesome knowledge, troublesome for a variety of reasons, not the least of which is that such transformation entails a letting go of earlier, comfortable positions and encountering less familiar and sometimes disconcerting new territory. ‘Threshold

concepts are inherently problematic for learners because they demand an integration of ideas' (Land, Cousin *et al.*, 2005: 54) and this requires the student to accept a transformation of their own understanding. The notion is that within specific disciplines there exist significant 'threshold concepts', leading to new and previously inaccessible ways of thinking about something (Land, Cousin *et al.*, 2005)

As Dewey stated, 'the path of least resistance and least trouble is a mental rut already made. It requires troublesome work to undertake the alteration of old beliefs' (Dewey, 1938: 136). The sentiment Dewey expressed was communicated clearly by my participants and it struck me how inspiring and dedicated they are, deeply understanding the importance of the 'rollercoaster ride of teacher training and the need for this tough training' (Participant 12). There was clear grasp and acceptance of the benefits to them personally and professionally.

Additionally, for programme leaders, this provides a clear currency to deny the pervasive suggestion to make programmes easier and gain more favourable reviews. At points in a trainee teachers' learning journey, there will be tough times. Participants in this study, in hindsight saw those purposefully designed liminal phases as crucial to their overall development.

According to Mezirow (2006: 94), educators (and in this context programmers) 'assist learners to bring this process into awareness and to improve'. Starting from the learner's ability and inclination to engage in transformative learning, In Table 23 I have taken the process of transformative learning for my participants and matched it with possible programme design characteristics to aid designed adherence to and

delivery of, the transformative learning journey (Mezirow, 1991, Cranton and Roy, 2003) as coded from the data in this research and listed in Table 24.

Table 23: Map of programme design characteristics onto student transformative learning processes.

The process of transformative learning for students	Programme Design Action
Reflecting critically on the source, nature and consequences of relevant assumptions – our own and those of others	<ul style="list-style-type: none"> ▪ Increase access to wide range of teachers and other professionals who discuss and share their personal and professional perspectives and assumptions
In instructional learning (classic or transmission), determining that something is true (is as it is purported to be) by using empirical research methods and critical appraisal of own practice	<ul style="list-style-type: none"> ▪ Modelling / demonstrating /making transparent critical researcher practice and process, philosophy and methodology rather than merely a consumer of research output and possible application
In communicative learning (constructivist), arriving at more justified beliefs by participating freely and fully in an informed continuing discourse	<ul style="list-style-type: none"> ▪ Dialogue based sessions ▪ Construction of CoPs and activities with collaborative assessments attached ▪ Constructivist problem based learning approaches to solve authentic issues and develop innovative pedagogies
Taking action on transformed perspective – making decisions to live what we have come to believe but remain open for new encounters, new evidence or a perspective that renders this orientation problematic and requires reassessment;	<ul style="list-style-type: none"> ▪ Episodes or milestone moments designed to reflect on transformed perspective following liminal space achieving ‘threshold moment’; ▪ Reflection coupled with ways of accepting new information, practices, approaches through examples, tasks, CoP exploration and research based assessment
Acquiring a disposition – to become more critically reflective of own assumptions and those of others, to seek validation of transformative insights through more freely and fully participating in discourse and to follow through on our decision to act upon a transformed insight	<ul style="list-style-type: none"> ▪ Role modelling by tutors to show a disposition ▪ Opportunities to demonstrate transformational developments to CoP for validation ▪ Focussed assessment opportunities to demonstrate theory into practice
Develop a flexible and open approach, cognisant of need for challenging episodes, able to offer opinions on opportunities for own and others learning	<ul style="list-style-type: none"> ▪ Share programme philosophy and design with cohort ▪ Harness previous student experience to share learning journey with current cohort ▪ Use ‘in year’ evaluation to make changes to programmes to indicate cohort decision making
Understand the meaning of what is communicated by taking into account the assumptions (intent, truthfulness,	<ul style="list-style-type: none"> ▪ Teacher educators practice critical pedagogy

<p>qualifications) of the person communicating as well as the truth, justification, appropriateness and authenticity of what is being communicated;</p>	<ul style="list-style-type: none"> ▪ Teacher educators share reasoning and decisions on student learning based on evidence ▪ Teacher educators seek human capital gain through qualifications, academic research participation and leadership ▪ Teacher educators develop the disposition required of students – modelling expectations
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Table 24: Subcategories of data relating to transformative learning programme design in Masters level study for teachers.

6. Transformative and academic realisation and personal and professional transformation
63 Opportunities for self-regulation of workload
73 Surmounting challenging workload and prevailing
57 Critical reflection on transformation/identity development
79 Disorienting and challenging professional experiences alter frames of reference, beliefs and world views
41 Recognition that overcoming professional adversity delivers deep learning
82 A learning journey involving liminal space or troublesome knowledge
92 The teaching demonstrates critical pedagogy

Although not explicitly in the coded core category above, the importance of the teacher educator (the university academic or programme leader) to the participant in facilitating transformative learning emerged as a concept. Viewed as a significant role model by participants (implicit in subcategories 53, 55,56, 58, 79, 80, 86,93,) the importance of the teacher educator raises issues around the need for congruence between an educator’s ontology, epistemology, programme design alignment, pedagogy and practice. This highlights the need for teacher educators to demonstrate in themselves the effects of a transformative educational process communicated through, amongst other attributes, practicing a critical pedagogy (Greenman and Dieckmann, 2004, Meijer, Kuijpers *et al.*, 2016).

Mezirow (2006: 103) describes the need for educators to be ‘practiced in identifying additional or missing assumptions in their students work’ requiring revisions and reflections by the student and resilience in the face of feedback but ‘support from the educator to facilitate this difficult process’. In itself, this necessitates educators to be

constantly researching and engaging in wide pedagogical research to be able to raise these questions but also to be courageous and flexible in altering programmes or routes with underpinning philosophies.

This has implications for teacher educators and the imperative for a research active and engaged academic workforce to shape, design and deliver transformative teacher education programmes (Meijer, Kuijpers *et al.*, 2016: 2). Van de Ven describes this as 'Engaged Scholarship' where researchers and educators work together to solve problems and authentic issues in programme design using research-based techniques to analyse and group-develop. According to Meijer, Kuijpers *et al* (2016) this approach supports innovation processes in teaching practice, whilst simultaneously contributing to professional development *and* research. This poses an admirable solution to the lack of systematic professional development training for teacher educators described by Cochran-Smith and Zeichner (2009) as severely lacking or in most cases missing altogether.

Teaching teaching is about thoughtfully engaging with practice beyond the technical; it is about using the cauldron of practice to expose pedagogy (especially one's own) to scrutiny (Dengerink, Lunenberg *et al.*, 2015). In so doing, 'collaborative inquiry into the shared teaching and learning experiences of teacher education practices can begin to bring to the surface the sophisticated thinking, decision making, and pedagogical reasoning that underpins pedagogical expertise so that it might not only be recognized but also be purposefully developed' and the transparency of pedagogy that underpins transformative programmes is evident (Loughran, 2014: 275).

However, as this falls outside of the conceptual model developed from the theoretical

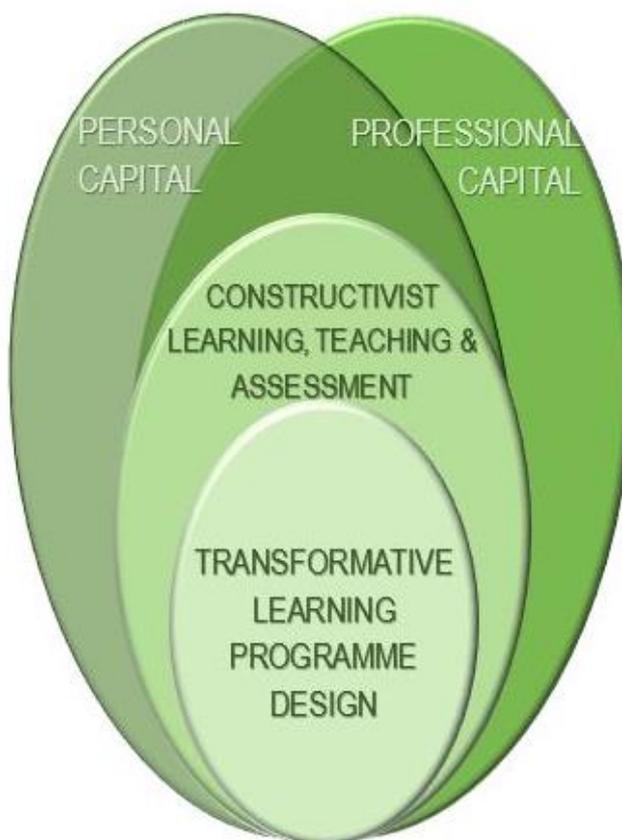
core categories, I will return to this theme in the recommendations for further research in section 7.2.

Transformative programme design is the process by which adults learn how to think critically for themselves rather than take assumptions supporting a point of view for granted. For both the student and teacher educator a constant reappraisal and co-constructivist approach to learning is required and is something that participants in this study valued as providing the personal and professional capital needed for the creation of, arguably, twenty-first century teachers ready to cope and thrive.

6.6 Conceptual model for application

Having identified the four theoretical areas that emerged as core categories from participants' data in sections 6.2 to 6.5, the conceptual model below illustrates their mutuality, set out in the form of a programme design model. The model illustrates the interrelatedness of the themes, starting with the need for a transformative learning programme design, aligned with a constructivist approach to teaching, learning and assessment, resulting in optimal conditions to promote personal and professional capital (Figure 10).

Figure 10: A model of participant acquisition of personal and professional capital from Masters level elements of teacher education.



6.7 Chapter summary

It is clear that Masters level study, as part of professional teacher education, offers opportunities for constructive alignment. This allows students the chance to learn within this approach and observe lecturers manoeuvring T, L and A strategies within the constructivist praxis as well as viewing lecturers shaping their own agency as facilitators of the constructive alignment, constantly changing, altering and making flexible structures to engage in social learning.

University teacher education should be a site for education but also, as I argue here, offer opportunities to acquire personal and personal capital (Biesta and Miedema, 2002). Transformational learning programmes need programme leaders able to support and guide their students through troublesome stages or liminal spaces to ensure reflective accounts can be positively utilised to describe progress and development.

Chapter 7: Conclusion

7.1 Introduction to the chapter

This section begins with exploring and reflecting on the original contribution to knowledge I have made through this research, and for a professional doctorate, my original contribution to practice within the field of teacher education.

In accordance with the original research aims, this project has developed a conceptual model of programme design congruent with participant experience, subsequently influenced, and shaped by current literature, trends in practice and the climate within the field of study of teacher education in England. This conceptual model is capable of being applied in teacher education across the sector in relation to Masters level study and it indicates how programmes could develop excellent teachers of the future, demonstrating additional resilience, adaptation and reflection on enhancing practice. Section 7.2 will summarise any recommendations that have emerged from the study.

In section 3.13, I committed to using Charmaz's 'criteria for evaluating the quality of a constructivist grounded theory study' (Table 9) and here in section 7.3, I complete the evaluation now that the grounded theory has been written.

The process of this constructivist grounded theory has introduced me, as a beginner researcher at the outset of this process to a developing researcher, still with much to learn, but with the personal learning journey having yielded much through the reflexive and iterative process, beyond that which is mere content. In section 7.4, I share some of the personal insights on this process.

Particularly when writing up the grounded theory, I have noted some strengths and limitations to the work that suggest future areas of research and I will share these in sections 7.6 and 7.7.

7.2 Original contribution to knowledge and recommendations

Academic Regulations For Professional Doctorate Programmes at Northumbria University (2016) requires that the 'student formally engages in a planned, approved and supervised research programme, resulting in a submission that makes an original contribution to knowledge and understanding within the student's area of professional practice' (2016: 1). In addition it requires that the doctoral thesis 'contain publishable elements of relevance to the professional areas, since dissemination of ideas, good practice and developments are key features of the objectives of the programme and its outcomes'.

The purpose of this research was to explore, through the views and experiences of a theoretically sampled group of teachers in training, the personal and professional value and use of the Masters level elements within programmes of teacher education. This was to understand good practice and its impact but also develop a programme model of essential characteristics of Masters level study for teachers to share with other programme designers in this field.

Multiple analyses revealed the processes the participants engaged in that earned them personal and professional 'capital', this being a dynamic and multi-dimensional version of 'value' which better describes the investment made in a process of learning with the empowerment to 'spend' that developed agency in a professional field.

The sector ambition for the advocacy of teacher professional capital is supported by this research and strong links between teacher professional capital and effective classroom teacher performance was found in the literature. As discussed (in Section 6.2, 6.3 and 6.4), teacher professional capital encapsulates human, social and decisional capital. Each of these formed core categories within the analysis, which were re-united to articulate the qualities of teacher professional capital. Through the analysis, these categories offer the profession additional support for arguing for the value of Masters level study in teacher education.

Until recently, there has been little literature demonstrating knowledge of teacher professional capital in England, perhaps due to its contrast to the current marketisation model of teacher education, something Hargreaves and Fullen (2012) comment on. Consequently, it has been necessary to explore international literature to support and advocate for the development of teacher professional capital. This too has contributed to this research by identifying strategies used by the top performing of the seventy-two OECD countries that took part in PISA 2015, Singapore, Finland and Canada. It was literature addressing these high achieving nations that had an impact on the conceptual model development in Chapter 6. Identifying comparative studies focussing on the professional development of serving teachers in these high achieving nations as compared to others, seems similar to the focus of this research. For instance, 'developing professional capital in teaching through initial teacher education' which compared strategies in Canada and the USA (Zeichner and Hollar, 2016) indicating the potential for transformative research here. Although the methodology used in this study, where a hypothesis on professional capital used in the Canadian sample confirmed by case study analysis of policy and practice, was

very different to Zeichner and Hollar's (2016) research, where the theoretical framework of professional practice emerged, the conclusion was significantly similar to my study. Their work concluded that this particular comparative analysis of ITE comparing the USA to Canada's more favourable model used:

'...a theoretical framework based on Hargreaves and Fullan's (2012, 2013) discussion of business and professional capital should give pause to the current US trajectory of disinvesting from university and college-based initial teacher preparation in favour of early-entry programs and that further research be conducted into the optimisation qualities of the academic sections that complement the practice based proportions of programmes' (Zeichner and Hollar, 2016: 120).

Although differently experienced in countries, the similarity in the government business capital approach to ITE brings the two studies close. This study is innovative, in that it, in many ways, answers the call by Zeichner and Hollar to explore more closely the factors of academic elements to teacher education programmes and their contributions to the professional capital of teachers.

In the very absence of literature, this research is original work with a possibly significant role in exploring teacher professional capital in England. It offers a potential contribution to the solution to the current teacher recruitment. This crisis is based mainly around two linked factors; that an unequal number of teachers is being recruited to replace, the number of teachers leaving the profession. As discussed in Chapter 2, this is due in part to the business capital model of recruitment with its characteristic lack of investment in the teacher role. This model requires large numbers coming in to replace those leaving the profession at premature stages. This leaves a profession imbalanced towards young inexperienced and transient professionals, with reduced loyalty towards the profession and no imperative to self-develop.

This research has found directly from those who have experienced it, that there are certain factors in Masters level education, forming part of a teachers initial and/or early career, where teacher professional capital acquisition and circulation amongst peers is initiated and thus appreciates in value. The very nature of teacher professional capital offers growth in professional attributes, such as specialist knowledge and imperative to reflect, proactive communion with like-minded individuals, empowerment and self-efficacy; together these attributes speak to the professional need for longevity in practice to allow the shaping, modifying and developing of pedagogy. Participants in this research link the conditions for the acquisition of professional capital with a commitment and loyalty to a career within which a teacher can thrive through transformative learning experiences. In fact, the theoretical congruence between design and delivery of such conditions of learning plays the part of investment in the individual teacher in the absence of such obvious care and investment made by government.

To be clear, participants felt that their Masters level opportunities offered the expectation, respect to needs and also the introduction to the complex and escalating rewards of commitment to a long length career. For these participants, this went some way to filling the lack of investment by government and political processes. When it comes to solving the recruitment and retention issues in England, policy makers face a huge dilemma as Fullen, Rincón-Gallardo et al. state (2015: 3), 'politicians are trying to do at the back end with external accountability what they should have done at the front end with capacity building. But they are where they are and back end accountability with its favourite tools—carrots and sticks—can only make matters worse'. The propagation of teacher professional capital requires a

long-term capital investment in the finance of teacher education but also the will to imbue trust in the value of it.

This is of course a limitation of the application of my findings; for the concept of conditions and effects of personal and professional capital in teacher education at Masters level to be wider spread, a shift in political attitude needs to take place, accepting the benefit and then creating the stimulus for teacher professional capital, but also acknowledging that the immediate effect might be negligible because the model of this theory into practice is one of growth over time. This stands in direct contrast to the 'business capital model' (Furlong, Cochran-Smith *et al.*, 2013: 13) 'and marketisation of education actively currently under transmission in England, where initiatives reflecting under productivity or loss are immediately replaced by the next and so on' (Bridges and Jonathan, 2003: 129).

Directly from those concerned, this research hears and outlines the qualities that Masters level educated teachers can acquire, enhanced through pedagogy of constructivism and the design aim of a transformative learning journey. Although much professional capital, in its three pretexts of human, social and decisional capital, can be acquired through teaching practice, the experience that is gained at Masters level is contributory and supportive of the practice based acquisition but also enhanced through the added acquisition of the personal capital described in this thesis.

That this approach is effective is shown by Finland's teacher population having studied to Masters level for many years, where teacher professional capital is embedded; the profession appears to be thriving and their education is renowned

across the world. They do not suffer from recruitment crisis, they do not suffer premature mass exodus away from the profession, and their effective teaching delivers arguably one of the best educations for young people in the world (Niemi and Jakku-Sihvonen, 2006).

Participants in this research were enthusiastic to define a 'personal' advancement gained from the process of Masters level study while teaching. Again, too protracted to be mere development, participants described epistemological and ontological changes that occurred in their beliefs and behaviours, which emerged through a process of ambition realised as self-efficacy, self-determinism, self-respect and emotional regulation, compassion and wisdom. The term 'capital' was again linked with this process of investment and risk in the process of acquisition of such personal traits that cannot be defined as merely professional, although completely transferable to benefit their chosen professional field.

Hargreaves and Fullen (2012: 196), authors of the approach of professional capital, called for more research of the type that found ways of teachers accessing and distributing professional capital. Their focus is on teachers already established within their careers, yet this research explores the early experiences and importance of professional capital to teachers in training, complementing and extending their work in line with their call.

This is synonymous with the original aim of ascertaining whether or not Masters level study actually had value in the training of professionals and what that value was.

The contribution to knowledge of this research is mainly embedded in the potential of

the work to be transformative through dissemination to programme designers who have a lead in the design and delivery of Masters level programmes for teachers.

This research effectively links constructivist approaches to teaching, learning and assessment supported by and epistemologically congruent with a transformative learning programme design and shows that it has a direct impact on creating the optimum climate designed for acquisition of early teacher professional capital. This research highlights insights into a world where many are too busy to reflect on the true outcomes and impacts of their delivery, and may serve to reassure programme designers that Masters level is a worthwhile component in teacher education, if not an imperative in the national investment in its most crucial of professionals.

7.3 Research quality evaluation

As outlined in section 3.12, I have used to the criteria for evaluating the quality of a constructivist grounded theory study (Charmaz, 2014: 338) as a set of guiding and testing principles throughout this process and as part of the conclusion will explicitly reflecting on the research project’s credibility, originality, resonance and usefulness to support a judgement of quality.

Table 25: Criteria, questions and judgements on the quality of this constructivist grounded theory study.

Credibility	<ul style="list-style-type: none"> ▪ <i>Has the research achieved intimate familiarity with the setting or topic?</i> 	Yes, the initial selection of participants from professional networks ensured a group that was drawn from the appropriate settings with general experiences. Theoretical sampling ongoing provided deeper and intimate familiarity with the topic and beyond.
	<ul style="list-style-type: none"> ▪ <i>Are the data sufficient to merit the claims? Consider the range, number, and depth of</i> 	The number of participants recruited was driven by theoretical sampling, aiming for saturation of core categories. The participant profile was collected and provided a balanced in terms of key classifications of

	<p><i>observations contained within the data.</i></p>	<p>gender, age ethnicity, SEND and career stage (Appendix 9). Comparisons to other CGT studies revealed that 15 was a typical number of participants in each study.</p>
	<ul style="list-style-type: none"> ▪ <i>Have systematic comparisons between observations and categories been made?</i> 	<p>The technique of constant comparison of data during coding as well as coding memos was used throughout the process that is well-documented and shared during supervision.</p>
	<ul style="list-style-type: none"> ▪ <i>Do the categories cover a wide range of empirical observations?</i> 	<p>The categories emerging were new to the researcher and had not been explored in any previous section of the thesis. This demonstrates that the theory was very much led by the data.</p>
	<ul style="list-style-type: none"> ▪ <i>Are there strong logical links between the gathered data and the argument and analysis?</i> 	<p>There is a common sense structure to the work. Conceptual leaps are explained and the conceptual model aims to make the theory useful to both the studied field and those maintaining it.</p>
	<ul style="list-style-type: none"> ▪ <i>Has the research provided enough evidence for your claims to allow the reader to form an independent assessment and agree with your claims?</i> 	<p>At each stage of the work, transparent declaration of process and reasoning is explained and/or examples presented. Another aim in this was to make auditable the process to allow the reader to assess conceptual decisions and judgements.</p> <p>I have approached each annual review and each supervision as an opportunity to reflect on the research process in the presence of more experienced researchers to gather and use feedback to make the process even more auditable. This process has been carefully documented to ensure credibility should it be required.</p>
Originality	<ul style="list-style-type: none"> ▪ <i>Are the categories fresh? Do they offer new insights?</i> 	<p>There is a sense that the categories are new combinations or insights into what anecdotally the sector recognises.</p>
	<ul style="list-style-type: none"> ▪ <i>Does your analysis provide a new conceptual rendering of the data?</i> 	<p>The conceptual modelling of the 'effects and conditions' offer new insight but also a useful and practical translation.</p>
	<ul style="list-style-type: none"> ▪ <i>How does the grounded theory challenge, extend, or refine current ideas, concepts and practice?</i> 	<p>The theory challenges the direction the status quo is travelling and calls for a change in direction from the governance of the sector, however, the epistemological frameworks are adoptable by the individual wanting to make a difference and do not rely on whole sale, unattainable sector wide appreciation of the findings.</p>
Resonance	<ul style="list-style-type: none"> ▪ <i>Have you revealed both liminal and unstable taken for granted meanings?</i> 	<p>Much of the data revealed a new perspective on old or taken for granted assumptions. These are most evident in the subcategory titles where participant language (InVivo) is used.</p>
	<ul style="list-style-type: none"> ▪ <i>Have you drawn links between larger collectivities and institutions and individual lives, when the data so indicate?</i> 	<p>Because the data required it, there has been a wide draw on literature from the appropriate and corresponding international arena to provide insight and example from research with similar objectives.</p>
	<ul style="list-style-type: none"> ▪ <i>Does your grounded theory make sense to your participants</i> 	<p>As a practitioner researcher, I have discussed and shared my findings throughout to enable practice an articulation of the work that is not merely philosophical</p>

	<i>or people who share their circumstances? Does your analysis offer them deeper insights about their lives and worlds?</i>	or theoretical but useable and useful. In this process, I have explored the outcomes with participants and those that fit their profile and observed their interest, understanding and relatability
Usefulness	▪ <i>Does your analysis offer interpretations that people can use in their everyday worlds?</i>	The work aimed to find out what worked for the participants and then sort this into useable code to shape an approach to ensure these benefits were possible for all taking this particular route or learning journey, so useful in its aim.
	▪ <i>Do your analytical categories suggest any generic processes?</i>	There are inferences to wider usefulness or insight through personal capital but also to apply to 'professional learning' of most types.
	▪ <i>Can the analysis spark further research in other substantive areas?</i>	Yes, there are limitations to this study because of the need to manage the size and scope of the work, however substantive areas emerged that were set aside during theoretical sampling that could certainly have been followed and expanded. This is a rich seam of information due in part to the CGT approach of co-construction which imbued the participants with a sense of the expert so yielded rich data that could be further mined for other rich seams of subcategories
	▪ <i>How does your work contribute to knowledge? How does it contribute to making a better world?</i>	This work began with the imperative of exploring the lived experiences from the perspective of the student, which I consider to be a marginalised voice. The faithfully reconstruction of experiences into a model for application should improve those experiences for new professionals coming in their wake.

Adapted from Charmaz (2014: 338)

7.4 Personal insights on research journey

As a practitioner, I have always been concerned to protect my trainee teachers' wellbeing by not putting them through a programme that is unduly arduous or reminiscent of a 'rite of passage' or 'trial by overwork'. A dichotomy arises because I regularly found, through personal and reflective experience, that deep learning, learning that alters the ontology and epistemology of an individual, often takes place when a person is challenged or pushed to point of endurance and moves beyond a threshold. Resolving this point, particularly when the sector is calling for a reduction in workload and a focus on wellbeing, was at the root of this research - to distil, refine, make vital every aspect of the work I was asking my students to carry out and

articulate it for metacognition. When I also found this reflected in the participants' accounts so strongly that it emerged in a subcategory, my anecdotal experience felt confirmed to a point that required translation from a theory into a practice model and clear articulation.

Finding the approach of transformative learning has ensured that I can not only explore this established theory in research practice in wider fields of professional education (particularly in nursing education), but also shape it for dissemination with others in my field of teacher education where the transformative learning pattern will support us in consciously retaining a challenging programme design, and be able to articulate and share this with students undergoing the process. In addition, there is an opportunity to design effective support and programme reflexive interventions at threshold points, thus intensifying the usefulness of a challenging point, justifying it with the student and ensuring their ongoing wellbeing.

The individual nature of transformative learning journeys is exemplified and made possible by constructivist pedagogical congruence in the teaching practiced and assessment tasks. This combination, this conscious congruence in epistemological beliefs demonstrated, I now understand contributes to students' own pedagogy and raises lecturers' credibility through practicing what is taught, all important contributions to personal and professional capital.

In addition, the necessity to continue to consume and practice research was crucial to my own pedagogy and practice as a lecturer. This was the reason that I advocated a validation of my programmes to Masters level before others in my institution. To those who were embarking on it, I *knew* the personal value of the high expectation

embodied within the title of Masters level qualifications and the human capital value to those who acquired it. I wanted to explore and see what was translated from the academic to the professional in this transaction of time, effort and emotional spending by students on their Masters level elements of a programme, to their professional practice. I believe that aiming for a Masters level educated teaching profession will benefit both the teacher, the profession and most importantly, the effective learning of our children.

Being able to challenge and critique my own assumptions, and learn from a small sample of individuals that resemble those I teach, has been a complex, deeply reflexive and transformative process. It has sharpened and motivated what was a flabby and assumptive constructivist stance and I have earned professional capital by exercising the development and reflection of my own human, social and decisional capital effectively. I have also experienced the earning of personal capital by challenging and winning new patterns of self-related and regulated practices.

This incredible process of designing, managing, conducting, reflecting, coding and writing a professional doctorate thesis within a constructivist grounded theory methodology has in itself been a transformative learning journey, deeply beneficial both personally and professionally and I profoundly believe in practicing what I teach.

7.5 Dissemination of knowledge

As a researcher, I am keen to disseminate the findings of this study to professionals who are well positioned to utilise the findings in their everyday practice for the continuing professional development of teachers in training or early career teachers. At every key milestone throughout this process, I have presented to my institution's

academic department, full of colleagues positioned to re-programme their courses and students' learning journeys with transformative structured constructivist pedagogy so that personal and professional capital may thrive. Currently, I am searching for appropriate opportunities to present at conference with a specific focus on:

- The Professional Capital of the Professional Doctorate for the early researcher;
- Methodology of constructivist grounded theory in practice to enhance practitioner enquiry;
- The continuing professional development of teacher educators.

I aim to use planned research time to write up sections of this thesis for publication targeting four journal ranges so that I may continue and deepen my close engagement with each field;

- Policy and practice in teacher education national and international
- Teaching and Teacher Education – CPD and Professional Academic Development
- Higher Education Pedagogy and Programme Design
- Methodology and Method – specifically Constructivist Grounded Theory and Practitioner Based Enquiry

I chose not to pursue writing for publication during the active research phase of this professional doctorate due to balancing part-time study with family commitment to young children as well as a full time academic career. However, knowing the importance of presenting my thesis to an informed audience, I did provide myself with key opportunities to test the field, share my ideas publically and receive wide

feedback. This was experienced through departmental conferences and seminars, postgraduate student researcher conferences in my region's universities and in a more focussed way, preparing for and successfully passing through annual review panels.

7.6 Strengths and limitations of the study

The current study addresses a number of limitations highlighted in the existing research literature, specifically in strengthening the argument for students of teacher education to have access to Masters level study as part of and during their early career.

A key strength of this work is the use of a CGT methodology, utilised only occasionally within similar studies and infrequently in teacher education. This methodology has provided a level of analysis that has helped move from a descriptive process based on assumption towards a highly analytic and then theoretical application of understanding. Additionally, the co-construction of the data alongside participants was beneficial for participant efficacy but also yielded high quality, rich, detailed accounts of their experiences. The current study also ensured that participants were not required to draw upon significant retrospective recall making the data current and dynamic from interviewing participants who had just finished study or were still studying on a programme.

A limitation to the study emerged once the data had been coded and the literature was being explored as directed by the core categories. The discussion explored the proportion of human, social and decisional capital with, Hargreaves and Fullen (2012: 97) stating that all three in equal proportion need to be present to form professional

capital. The literature that came into the research field extended to some studies that were using methods to measure social and human capital (Becker, 1994, Leana and Pil, 2006). A factor that could have strengthened the findings would have been an understanding of which of the capitals; human, social and decisional, Masters level study for teachers was contributing to most with a view to shaping programme design and pedagogical techniques to balance this if disproportionate. For example, there could be an assumption that decisional capital would be lesser than others due to a perceived lack of autonomy for students that is quickly provided to qualified teachers.

To have utilised the measurement of each of the three capitals, the research would have had to pursue professional capital as a theoretical framework from the outset. However, in a CGT studies, meaning emerges and evolves directly from the data, so professional capital was not an assumption and relatively unknown to the researcher at the beginning of this project. Therefore, perhaps this suggests a field of further study rather than a weakness in the work, but certainly a limitation imposed by methodology and the order of process.

An additional limitation to the work was that in coding the work it struck me that in asking participants to look at impact and condition for best possible learning, that participant responses, perhaps, appeared slanted or inadvertently focussed on the positives of what worked rather than what was not worth pursuing or what perhaps even harmed their learning journey. This purposeful and positive approach did not feel forced and at no point did I steer participants away from telling their story.

Another dimension could have been added to interviews to explore negative or damaging experiences, of which some did emerge in the form of surviving challenging or adverse situations, but more focus would have lengthened interviews

and taken the work into realms that were different from the purposeful, powerful and practical outcomes of the work.

With regard to limitations, it is important to highlight that a CGT seeks to develop an understanding of a phenomenon within a given context (Charmaz, 2014), which in this study was an understanding of how these fifteen participants made use of and regarded their Masters level study, therefore as the researcher, I am not seeking to generalise this theory, but I hope the reader will judge the process as being reminiscent of their own cohorts of students studying at Masters level within a professional arena and sense similarity and a 'fit' to the context given.

7.7 Future research

This research has developed a model of programme design linked to beneficial effects drawn and theorised from the experiences and perceptions of students. This could be used by the sector to argue for the value of Masters level elements of teacher education, and to help define the qualities it can offer towards a teacher's career.

Since this study, the political climate has begun to shift somewhat by recognising the value of CPD for teachers and developing schemes and considering programmes to enhance this (Gibb, 2017: 2) although apprenticeships in teaching have also been launched as a way of getting teachers directly into jobs more quickly. Research, perhaps following the students of explicitly declared programme of study, using this programme model with a wider group of students could add to the evidence base within the UK.

Some of my participants were highly motivated and on a natural trajectory to acquire a Masters level qualification and felt very at ease with their choice. However, when we discussed studying at Doctoral level, all had either never considered (even when thinking about next steps on from a Masters degree), or felt it was completely unobtainable. Having experienced the valuable process of studying for a doctorate, gaining highly relevant and transferable skills as well as professional and personal capital growth, I am interested to explore why more teachers do not undertake and complete doctorates. What emerges could help to shape and develop the professional qualification and make it entirely relevant for a professional whilst also addressing any unintended consequences created through programme designs.

Part of the limitations of this work arose from the study of the literature of transformative learning and the need for congruence in programme design, delivery and assessment practices with pedagogical beliefs and practice of the programme leader/tutors. In reality, because in England there is no framework of teacher educator training or professional development, this is a high expectation of a workforce drawn from a different profession.

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The development of their knowledge, skills, and ability is important and the shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices are all under researched areas.

A framework for a better understanding of what it might mean to professionally develop as a teacher educator would focus attention on aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted (Loughran, 2014: 271). In turn, this would provide a more capable workforce able to deliver the model proposed by this study.

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Appendix 2: Research question 1-1st stage critical review of literature record

TYPE OF LITERATURE	
RESEARCH ROUTE	
STORAGE BASE	
FULL CITATION IN HARVARD	<i>Update this to Endnote</i>
RATIONALE FOR INCLUSION	<i>Outline the reason for selection:</i>
STUDY PURPOSE	<i>Outline the purpose of the study:</i>
Was the purpose stated clearly?	<i>How does the study apply to my research question?</i>
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
FOCUS OF THE RESEARCH	
TYPE OF RESEARCH	<i>Qualitative/Quantitative/Mixed Methods:</i>
METHODOLOGY	
LITERATURE	<i>Describe the justification of the need for this study (were gaps described or clear from lit?):</i>
Was relevant background literature reviewed for the work?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
METHOD / BODY OF METHODS	<i>Method used:</i> <i>Was the method appropriate for the methodology?</i> <i>Specify any biases that may have been operating and the direction of influence on results:</i>
ANALYSIS	<i>Type of analysis used: Described and consistent with methodology and methods?</i>
OUTCOMES	
RESULTS	
CONCLUSIONS AND IMPLICATIONS/APPLICATIONS	<i>What did the study conclude? What are the implications of these results for practice? What were the main limitations or biases in the study?</i>
USEABLE REFERENCES	
USEABLE QUOTES	
REFLECTION	<i>My thoughts. Any links with emerging themes? Personal description in my own words.</i>

Adapted from Law, M., Stewart, D., Pollock, N., Letts, L. Bosch, J., & Westmorland, M. (2008) Critical Review Form–Quantitative Studies, McMaster University.

Appendix 3: Sample interview guide

TASK	CONTENT	TIME
Briefing and Informed Consent Stage	<p><i>Use Information Sheet titles as a prompts:</i></p> <ul style="list-style-type: none"> ▪ What the project is about? Introduce research project title and aims: <p>TITLE: Rationale and Reality: The Personal and Professional Capital of Masters Level (Study) for (trainee) Teachers AIM 1: To understand the rationale for Masters Level programmes for Trainee Teachers AIM 2: To investigate personal and professional capital (value) of Masters Level study to Trainee Teachers Aim 3: To explore a framework of essential structure in Masters Level Programmes for Teachers/Professionals</p> <ul style="list-style-type: none"> ▪ What is it going to be used for? Describe the purpose of this interview within the wider research method ▪ How will any data be recorded? Show the use of digital voice recorder, place microphone in optimum place (to get best results so no repeat / Participant's time wasted). Describe that I will make immediate personal reflective notes at the end of the interview in a research diary where no personal information that will identify the participant will be recorded next to the notes, a number will be used that corresponds to a data base kept on the researcher's password encrypted U Drive. ▪ How will the data be stored? Describe how the data will be stored – audio file saved on the researcher's individual University U Drive (accessed by passwords), transcribed by the researcher personally, transcription saved on U Drive. Explain that the interview recording and transcript will be given an identifying number with the database containing full contact information stored on a different U Drive. ▪ How will the interview/data be used? Explain that the interview will be one of up to 15 collected. Briefly explain the process of analysis with the aim of a theory emerging. Explain that direct quotes from the interview may be used but anonymised. Explain that any demographic information (age, gender, ethnicity, disabilities, academic / educational history) may be used in publications, explain the participant's right to waiver anonymity (see 'Ethical Consideration on 'Insider' or 'Practitioner' Research: Critical reflection on my position in the research setting'). ▪ Can the participant ask questions about the research? Explain that at any stage in the process the participant may seek clarification from the researcher and vice versa even during the interview and afterwards. ▪ Why does the researcher need informed consent? Explain that the process of collecting the participant's interview has been scrutinised by a university ethics representative to ensure it places the representative and their needs first. Part of the process requires the participant to fully understand that they can partake or withdraw freely and without feeling coerced, and without any consequences or reason to be provided. ▪ What happens now? Explain the interview process from this point on according to this Interview Plan – show the plan and explain that I will be using it to prompt, move the interview forward, check anything and debrief at the end. 	10 - 15 mins

Interview Stage	<p>Ask for demographic information:</p> <ul style="list-style-type: none"> ○ Gender; Age; Ethnicity; Disabilities. ○ Academic background: <ul style="list-style-type: none"> ▪ School type: ▪ Further ed – quals (A Levels / GNVQ/ BTEC etc) ▪ Higher Ed. (name so I can check pre or post 1992 status) <p>See section 'interview questions' for full set of prompts:</p> <ul style="list-style-type: none"> ▪ Ask introductory and initial open ended research questions. ▪ Ask probing questions. ▪ Ask interpreting questions. ▪ Ask reflective and analytical questions ▪ Ask ending questions (leading into debriefing questions). 	60 mins
Debriefing Stage	<ul style="list-style-type: none"> ▪ Clarify if there is anything else they would like to add / say. ▪ Ask if participant has any further questions. ▪ Ask about their experience of the interview. ▪ Confirm contact details should they wish to discuss anything further, to return the transcript and ask for further interview if necessary ▪ Provide the 'Debrief and Dissemination Strategy Sheet' to take away 	10 – 15 mins
Researcher Personal Reflection Stage <i>(Consciousness raising questions).</i>	<ul style="list-style-type: none"> ▪ Notes on my immediate impressions. ▪ What have I learned as a result of the interview? ▪ Did anything not go to plan? Could the interview process be modified to improve it for the participants and/or for the quality of data? 	10 mins

INTERVIEW QUESTIONS

Research Aims:

AIM 1: To understand the rationale for Masters Level programmes for Trainee Teachers

AIM 2: To investigate personal and professional capital (value) of Masters Level study to Trainee Teachers

Aim 3: To explore a framework of essential structure in Masters Level Programmes for Teachers/Professionals

Researcher Objectives/ Questions	Interview Questions	Question Type / Purpose Reference to RA = research aim Reference to RQ = research question
To collect a database of demographic information to support or confirm any publication requirements in future.	<p>Demographic information:</p> <ul style="list-style-type: none"> ▪ Gender: ▪ Age: ▪ Ethnicity: ▪ Disabilities: ▪ Academic background: <ul style="list-style-type: none"> ▪ School type, Further ed – quals (A Levels / GNVQ/ BTEC etc), Higher Ed. (name so I can check pre or post 1992 status) 	<ul style="list-style-type: none"> ▪ Ask for demographic information
To generate knowledge and understanding about the importance of the Masters Level elements of the participant personally	<ul style="list-style-type: none"> ▪ Tell me about your educational background ▪ When, if at all, did you think an academic route was for you? ▪ Could you describe the events that led up to your decision to study for a PGCE? ▪ What was going on in your life at that point? ▪ How would you describe the person you were before you studied/decided to study on a PGCE? ▪ What if anything did you know about the Postgraduate part of the training programme? ▪ Is it important to you to study at postgraduate level? 	<p>Introductory and Initial Open Ended Questions:</p> <ul style="list-style-type: none"> ▪ Introduce the RA. 2 and establish RQ. 1: 'What are student perceptions of Masters Level Study'? ▪ support the participant in learning to talk about themselves and what they know about; ▪ To introduce the conversational type of interview pattern.
To understand the importance of Masters Level study to the student's professional future	<ul style="list-style-type: none"> ▪ What do you think makes a great teacher? ▪ What makes you feel effective in the classroom? ▪ Describe a lesson where you felt effective as a teacher ▪ How do you meet the needs of such diverse pupil needs? ▪ Describe a wider 'professional' situation where you felt effective and confident. ▪ Tell me about the 'teacher' you are – what contributed most to this identity? ▪ What impact have Masters Level elements had on your professional practice ▪ What impact have Masters Level elements had on your professional identity? 	<p>Intermediate and Probing Questions:</p> <ul style="list-style-type: none"> ▪ To follow up on the RA 2. Focussing on RQ. 1a: 'Do trainee teachers with Masters Level feel better qualified for classroom practice'? ▪ To explore RA 2. focussing on RQ. 2.2 'In what ways does Masters Level Study

	<ul style="list-style-type: none"> ▪ What impact have Masters Level studying had on your professional freedom and autonomy? ▪ Can you describe the most important <i>personal</i> lesson you learned whilst studying for a PGCE? ▪ Can you describe the most important <i>professional</i> lesson you learned whilst studying for a PGCE? 	support trainee teacher personal and professional development'?
To gain insight into how Masters Level Study impacts on teacher identity	<ul style="list-style-type: none"> ▪ How do you/did you balance the demands of placement and university? ▪ Do you feel adequately prepared to undertake the roles expected of you? ▪ What were the biggest challenges to you whilst studying for a PGCE? What were the sources of those challenges? ▪ Have you developed strategies for overcoming challenges? What strategy is the most effective for you? ▪ When discussing Masters Level study with school based colleagues can you describe any feelings you had? ▪ Can you describe a situation where Masters Level knowledge or understanding made you feel different than those you were working with? Did this event effect you in any way? ▪ What has been of most help during your time studying at Masters Level? 	Interpreting Questions: <ul style="list-style-type: none"> ▪ To explore RA 2. focussing on RQ. 2.2 'In what ways does MASTERS Level Study support trainee teacher identity development'?
To generate theory about the personal and professional value of MASTERS Level study to teachers	<ul style="list-style-type: none"> ▪ Do you think all teachers should be educated to Masters Level? ▪ What are your feelings on educating teachers within HEI's and to Masters Level? ▪ What do you feel the purpose of Masters Level study is? ▪ Why do you think Masters Level is in Teacher Training Programmes? ▪ What benefits do you see for practice? ▪ What content should be studied at Masters Level? ▪ Does academic study get in the way of professional practice on the PGCE? 	Reflective and Analytical Questions: <ul style="list-style-type: none"> ▪ To explore RA 3. Focussing on RQ. 3.1 'How are academic programmes useful to professional training?
To consider the opinion of the participant in reflection on their experiences in the wider context.	<ul style="list-style-type: none"> ▪ Are there essential elements of a PGCE? Do you think Masters Level is needed in teacher training? ▪ Where do you see yourself in 5 years? Personally and professionally. ▪ Having just completed, what advice would you offer a new entrant on to the programme? ▪ Is there anything that you might not have thought about before that occurred to you during the interview? ▪ Is there anything you would like to ask me? ▪ How was the interview experience? 	Ending questions (leading into Debriefing Questions): <ul style="list-style-type: none"> ▪ To explore RA 3. Focussing on RQ. 3. 'What is essential in Masters Level Programmes for Teachers/Professionals' ▪ To explore RA 1. Focussing on RQ. 1.1 'Why is Masters Level part of Teacher Training'?

Appendix 4: Research ethics approval



Professor Kathleen McCourt, CBE FRCN
Executive Dean

Jim Clark
Ethics Reviewer
Head of Department of
Education and Life Long
Learning
Faculty of Health and Life
Sciences

Date: 29/07/14

Dear Sophie

Re: Ethical approval for study

I can confirm ethical approval for your study with the following details:

PI	Title	Status	Type	RE Number	Project ID
Sophie Cole	Rationale and Reality: The Personal and Professional Capital of Masters Level Study for Teachers.	Decision: approved, research may begin	Postgraduate research (e.g. MPhil, PhD, EdD)	RE-HLS-13-140424-5358a2942d13f	3274

Yours sincerely,

Jim Clark
Ethics Reviewer
Head of Department of Education and Life Long Learning

Vice-Chancellor and Chief Executive
Professor Andrew Wathey

Northumbria University is the trading name of the University of Northumbria at Newcastle

Appendix 5: Participant recruitment letter



Professor Kathleen McCourt, CBE FRCN
Executive Dean

Sophie Cole
Research Student
Education and Life Long Learning
Faculty of Health & Life Sciences
Room D001
Coach Lane Campus West
Newcastle upon Tyne. NE7 7XA

Tel: 0191 2156447
Mobile: 07971 371682

Date:

Reference: Letter of Recruitment for Professional Doctorate Research Project.

I am writing to ask if you would be willing to participate in a research study currently being undertaken as part of my Professional Doctorate in Education programme at Northumbria University.

The study aims to investigate the personal and professional capital (value) of Masters Level study to Trainee Teachers. A constructivist grounded theory approach is being adopted within the work and a sample group of fifteen trainee teachers across a range of pre 1992 and post 1992 universities within the region is being sought. The data collection method will be by intensive interview recorded digitally and approximately 1 – 1 ½ hrs of your time will be required.

The sample criteria is a secondary (any subject) trainee teacher who is undergoing or who has completed a programme of study which includes M level modules.

Consideration of ethical guidelines has been undertaken and an informed consent form will be used to protect research participants. I am happy to travel to your location and conduct the interviews at a date, time and venue convenient to yourself.

Should you require any further information or wish to discuss any aspects in more depth I would be delighted to answer any questions.

If you agree to be involved please could you respond to this email, I will then forward to you the project information and interview guide. I look forward to your response.

Best wishes

Sophie Cole

Vice-Chancellor and Chief Executive
Professor Andrew Wathey

Northumbria University is the trading name of the University of Northumbria at Newcastle

Appendix 6: Information sheet and Informed Consent Form



Sophie Cole
Northumbria University
Faculty of Health and Life Sciences
Coach lane Campus
Benton
Newcastle upon Tyne
NE7 7XA
Tel: 0191 2156447
Email: sophie.cole@northumbria.ac.uk

Information Sheet and Consent Form for Participants:

Thank you for considering taking part in this research. If you have any questions please ask researcher before you decide whether to take part. You will be given a copy of this Consent Form to keep and refer to at any time.

Research Title: Rationale and Reality: The Personal and Professional Capital of Masters Level Study for trainee Teachers

Information about the Research:

- 1. Invitation to Participate and Description of the Project.** You are being asked to participate in a research project that aims to further understanding of the *personal and professional value of master's level qualifications to students*. Your participation in the research study is voluntary. Before agreeing to be part of this study, please read and/or listen to the following information carefully. Feel free to ask questions if you do not understand something.
- 2. Why have I been asked to take part in this study?** Because you are a student or have recently been a student studying at Master Level as part of your teacher-training programme, you will have thoughts, feelings, perception and ideas that are very relevant to this research. The research also aims to achieve a good mix of men and women; students or graduates from a variety of Universities and with a range of educational backgrounds. You have not been singled out for any other reason or characteristic.
- 3. What will I be asked to do?** If you participate in this study, you will be asked to participate in an audio-recorded 'intensive' interview. The interview will be conducted with the named researcher at a location agreeable to you. The interview is expected to last approximately one hour and will be conducted using an interview guide. It is called an 'intensive' interview because those taking part have been selected for the relevant experiences they have in the research topic and as such will probably permit

the interview to be more in depth and 'intensive' on the research topic than if the participant did not have the relevant experience.

Once the interview has been transcribed by the researcher, the transcript will be emailed to you and may ask for clarification or more depth on specific points. If absolutely necessary, the researcher may ask you to support with a further interview.

- 4. Are there any risks and/or inconveniences?** There is a possibility that some of the questions in the interviews may make you feel uncomfortable. If this happens you can do any of the following; you can choose not to answer certain questions, return to the subject later in the interview, or you can choose to stop the interview. If you wish you can call Sophie Cole to talk about your feelings following the interview.

- 5. Are there any benefits to my taking part in this research?** Although this study was not designed to benefit you directly, there is some possibility that it may impact on educational provision in the future. The aim of this study is to illuminate the personal and professional value of Masters Level to student who study professional programmes such as teacher training and add to the body of knowledge. In addition, what we learn from the study may help us to better understand the content, mode of study and assessments that make up such programmes and how they can be improved.

- 6. Will my taking part in this study be confidential?** Any and all information obtained from you during the study will remain confidential. Your privacy will be protected at all times by the use of coding and security procedures. You will not be identified individually in any way as a result of your participation in this research.

- 7. How will my confidentiality be preserved and the data stored?** The consent form that you sign (if you chose to take part in this research) will be stored in a locked filing cabinet in a secured office. This will be the only 'hardcopy' record as all other data will be digital. The interview will be digitally recorded then transcribed (word-processed) by the researcher. These files will then be assigned a numerical code and stored on the researcher's university based U drive which is password protected. A list of your contact details with the identifying numerical code will be stored on a database on a separate password protected drive. This will ensure that your interview and transcript will not be connected to your identification details. The data collected however, will be used as part of a thesis for doctoral study, publications and papers related to pedagogy and professional training programmes. Any quotes from your interview will be anonymised and in addition those quotes will be reviewed to ensure that they do not inadvertently suggest who the person quoted might be.

There may arise a situation where you might choose to waive your right to anonymity during the dissemination process; if this is something you decide you want to do then please let Sophie Cole know. The researcher will be the main person to have access to your data. In unusual circumstances, it may be necessary for the Principle Supervisor to access the data to check accuracy but permission for this will be sought if the situation arises.

Your data (consent form, interview audio file, interview transcript and database with contact information) will be stored and retained for the duration of completion of the thesis plus five years, then destroyed (this is a requirement set out in the University Research Ethics and Governance Handbook 2014).

- 8. What is voluntary participation?** We are seeking your agreement to take part in this study, but to ensure it is not taking advantage of you or putting you in a difficult or uncomfortable situation, that agreement must be voluntary. Your participation in this study is entirely voluntary meaning that you should not feel coerced, pressured, obliged or required to take part. You may refuse to participate in this research. Such refusal will not have any negative consequences for you. If you begin to participate in the research, you may at any time, for any reason, discontinue your participation without any negative consequences.
- 9. Who has authorised this study?** This study and the collected data will contribute towards a thesis in part submission for a Professional Doctorate in Education. The research proposal has been moderated and confirmed by the Principle Supervisor, and the process of data collection has been reviewed by Northumbria University, Faculty of Health and Life Sciences Research Ethics Committee in *June 2014*. This committee is a group of independent research experts who review research proposals to protect the dignity, rights, safety and well-being of participants and researchers.
- 10. Other considerations and questions.** Please feel free to ask any questions about anything that seems unclear to you and to consider this research and the consent form questions carefully before you sign.

INFORMED CONSENT FORM

Research Title: Rationale and Reality: The Personal and Professional Capital of Masters Level Study for trainee Teachers

Authorisation: I have read or listened to the above information and I have decided that I will participate in the project described. The researcher has explained the study to me and answered my questions. I know what will be asked of me. If I don't participate, there will be no penalty or loss of rights. I can stop participating at any time, even after I have started.

Please tick boxes below to confirm the authorisation statement as applicable:

- I confirm that I have read and understood the information sheet (dated) for the above titled research.
- I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, and there will be no adverse consequences. I need only to let the researcher know via email (see contact details below).
- I understand that if I withdraw from the study the data collected up to that point will be destroyed.
- I agree to the interview being audio recorded so that my comments can be typed up and used as research data.
- I agree that the original audio file and transcript can be stored on a secure password protected drive with a numerical code identifying the material. A list with my contact details with that identifying numerical code will be stored on a database on a separate password protected drive. I understand that this consent form will be stored in a locked filing cabinet within a secure office.
- I agree to take part in the study and my signature below indicates that I have received a copy of this consent form.

Name of Participant (please print):

Email Address:

Signed:

Date:

Name of Researcher: *Sophie Cole*

Signed:

Date:

If you have further questions about this research project, please contact:

Research Student

or

Principal Research Supervisor

Sophie Cole

Dr Richelle Duffy

Northumbria University

Northumbria University

0191 2156447

0191 2156000

sophie.cole@northumbria.ac.uk

richelle.duffy@northumbria.ac.uk

The participant will be given a copy of this consent form. One copy of this form is to be kept by the researcher.

Appendix 7: Post interview debrief strategy



Post Interview Debrief Sheet: Strategy for disseminating of findings from the research study to participants

Thank you for taking part in the interview. Now that you have provided data for this study there may be some additional questions that you have. This sheet provides some more information about what will happen to your data, what to do if you change your mind and wish to withdraw and where to go if you have a complaint about the research procedure.

What happens now to my interview audio recording?

The researcher will personally transcribe the interview. You will be emailed a transcript of the interview within a month of providing it. You will be asked to read the transcript and confirm if it is accurate or detail any alterations or modifications you think need to take place. You may be invited to attend for another interview should some elements of the interview benefit from more discussion. If this is the case, informed consent will be sought and you are under no obligation to take part again.

What will happen to the information I have provided?

The researcher will then use your interview alongside other participant's interviews to explore any themes and issues discussed to generate a theory.

How will the research be disseminated?

The data and subsequent analysis will produce findings that will be presented in a doctoral level thesis. This thesis will be submitted for examination and the researcher will then defend their findings and outcomes during a VIVA – an oral examination. If the thesis is accepted, the work will be collected in the Northumbria University Library and submitted for ETHOS – the British Library online thesis repository. The researcher also aims to use the project to support the writing of scholarly articles with the hope that they may be published in academic journals.

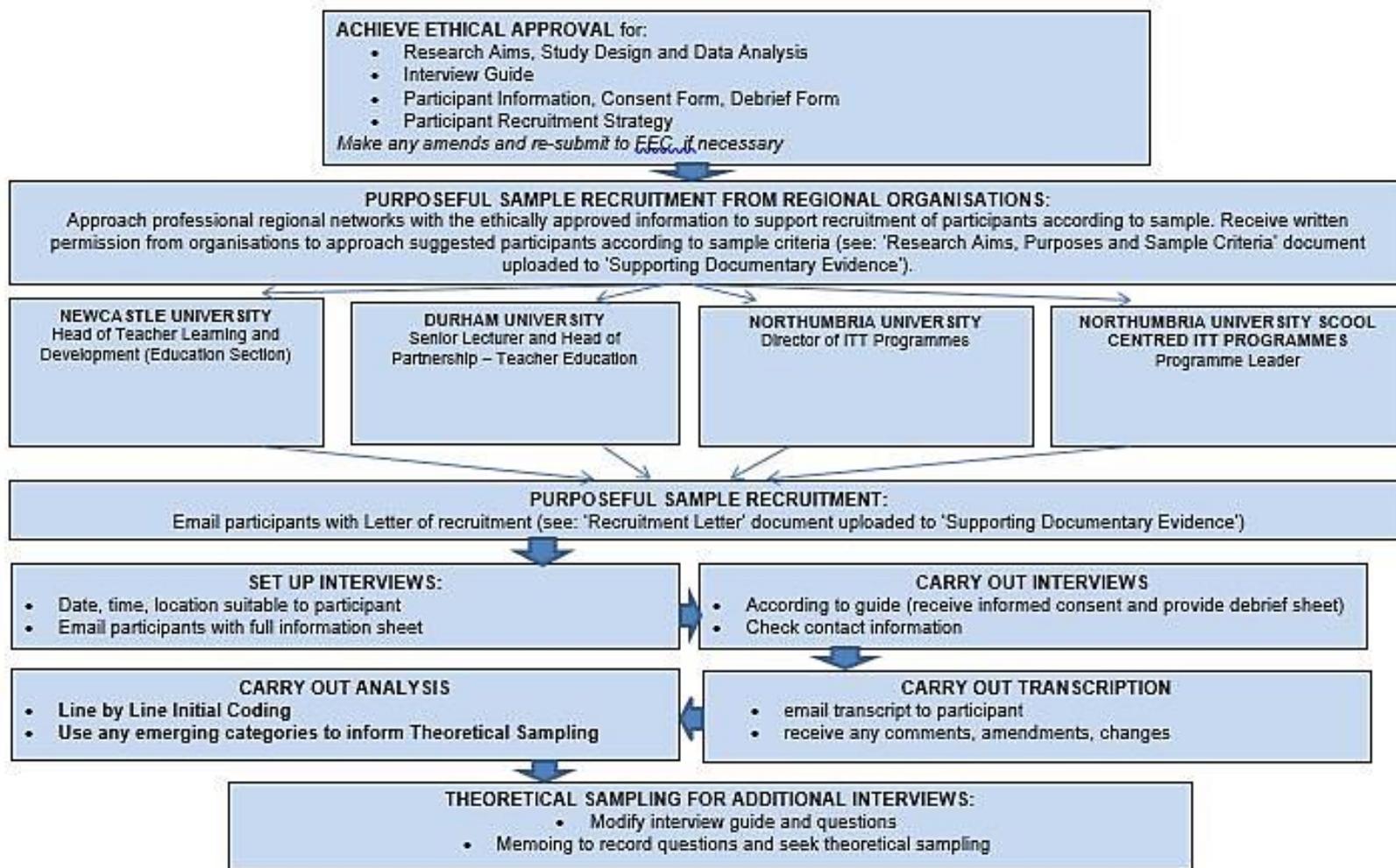
If I change my mind and wish to withdraw the information I have provided, how do I do this?

As described in the information sheet and the consent form, if, for any reason, you wish to withdraw your interview and participation please contact the researcher via email within a month of your participation. After this date, it may not be possible to withdraw your individual data entirely as the analysis may have been combined with other data. As all data are anonymised, your individual contribution will not be identifiable in any way.

Who do I contact if I have any concerns or worries about the way in which this research has been conducted?

Principal Research Supervisor: Dr Richelle Duffy
richelle.duffy@northumbria.ac.uk

Appendix 8: Participant recruitment strategy and inclusion criteria



Appendix 9: Research participant profile

Code	Gender	Age	Ethnicity	SEND	Career Stage	HEI Type		
						Under-graduate	PGCE	MA/Med
1. 080714	Female	27	White British	None	Just completed ITT Pre-NQT	Post-1992 University	Post-1992 University	
2. 170714	Female	36	White British	Dyslexic	Just completed ITT Pre-NQT	Post-1992 University	Post-1992 University	
3. 041214	Male	26	White British	None	NQT	Pre-1992 University	Pre-1992 University	Pre-1992 University
4. 120215	Female	23	White British	None	NQT +1	Pre-1992 University	Pre-1992 University	Pre-1992 University
5. 050315	Female	26	British Pakistan	None	NQT+1	Post-1992 University	Post-1992 University	Post-1992 University
6. 050315	Female	25	White British	None	NQT+1	Pre-1992 University	Pre-1992 University	Post-1992 University
7. 160615	Female	24	white British	None	Just completed ITT Pre-NQT	Pre-1992 University	Pre-1992 University	
8. 160615	Female	22	White British	None	Just completed ITT Pre-NQT	Post-1992 University	Pre-1992 University	
9. 160615	Male	23	White British	None	Just completed ITT Pre-NQT	Pre-1992 University	Pre-1992 University	
10. 160615	Female	23	White British	None	Just completed ITT Pre-NQT	Pre-1992 University	Pre-1992 University	
11. 230615	Female	32	White British	Dyslexic	Just completed ITT Pre-NQT	Post-1992 University	Post-1992 University	Post-1992 University
12. 040715	Male	24	British Chinese	None	NQT+1	Post-1992 University	Post-1992 University	Post-1992 University
13. 070915	Male	23	White British	None	NQT	Post-1992 University	Pre-1992 University	
14. 161015	Male	32	White British	None	NQT +1	Post-1992 University	Pre-1992 University	Pre-1992 University
15. 241115	Male	44	White British	None	NQT	Post-1992 University	Pre-1992 University	

Appendix 10: Transcript 2 initial to focussed coding matrix

Pg. No.	Initial Line by Line Coding	Subcategory identified
9	Identifying characteristics to aspire to as a teacher from praxis (theory into practice)	16 Developing coherence between theory and practice
9	Concerned they will not meet what they perceive to be a rounded teacher as identified within the literature	20 Personal and professional resilience
9	Views masters level as worthwhile burden	20 Personal and professional resilience
9	Enjoys wisdom gained from multi-tasks and multi-modes	22 Accelerates maturing into practice
9	Valuing the importance of both theory and praxis to aid reflection but recognising possible multi-task fatigue	23 Programme balance of praxis avoiding multi task fatigue
10	Managing confidence levels through planning to achieve successes	39 Knowing and planning for successful practice
10	Careful management of confidence served by planning	40 Acquiring confidence by planning for opportunities to build it
11	Using experience in practice and CoP to develop intuitive sense to differentiate knowledge	24 Consider and apply appropriate knowledge to right audience
13	A reason to discuss theory with non-academic colleagues	14 Initiating theoretical dialogue
13	Self-increasing understanding	15 Autonomous motivation
14-15	Difficult experiences shaped the teacher they have become	41 Overcoming adversity delivering transformative learning
14-15	Difficult or messy knowledge hastening clarity towards envisioning new version of self / developing pedagogy	42 Challenging conditions shape identity
15	Understanding the theory-practice relationship	16 Articulating a coherence between theory and practice
15	Ability to seek clarity on the high expectations from mentors/tutors	17 Clarity on expectations of mentors and how to meet them
16-17	Moving from 'using' or 'seeking' to 'testing' theory in practice	16 Developing coherence between theory and practice
16-17	Using new level of confidence in practice to test theory	16 Developing coherence between theory and practice
17	Deeply proud of exceeding personal expectations	4 Fulfilment through intrinsic rewards
17	Feeling an emotional reaction to success	6 Emotional rewards
17	Quiet rebellion - trying experiments in non-assessed time – expected bias so took calculated action	28 Critical reflection
17	'Told' approaches so dissented – demonstrated independence	43 Emerging Independence
17	Knowing 'better' than mentors (not more)	44 Knowing 'better' than mentors (not more)
17	Out growing mentors/placement schools	45 Feeling limitations of placement
18	Teachers not reflecting on their own personal issues effected their teaching and pupils	79 Observing teachers personal prejudices translate and disliking it
18	Using assessments to research and question negative cultures within placement school	80 Using research to undermine prevailing school orthodoxies
18	Present to assessors only what they need to see based on their prejudices	29 Using political behaviours

19	Conscious carefulness with assessors bias	29 Using political behaviours
19	Developing an 'academic' profile rather than only practice based	1 Complex and enriched profile
19	Contributes to a complex, enriched status	1 Complex and enriched profile
20	Needs to go through Masters rite of passage before considering ability for higher level.	27 Progression through process
20	Working beyond school/mentor ideologies	30 Critical reflection
20	In antithesis to 'wrong teaching' experimenting and risk taking with teaching	31 Developing new practice
20	Masters – through literature and cohort (community of practice) validates bigger picture thinking	32 Using networks to validate new ideas
20	Assessment design needs to build on previous – to explicitly show potential for the next stage	33 Scaffolded but linked 52 assessments giving confidence for progression
20	The design process / progression - building and achieving small wins.	34 Low stakes assessment provides small wins
20	Value of qualification widely recognised and understood	2 Recognition of value/status in sector
20	Developed bigger picture teaching through being subversive in ideological/autocratic department / school –	50 Critical Pedagogy
20	Found critical pedagogy through research / lit / cohort on MA study	51 Research contributed to identity
21	Not only relying on experience and wider knowledge	3 Expresses rigour and level of ability
21	Experiencing and observing what works professionally so altering construction of own professional identity	78 Consciously auditing then developing desired aspects of professional identity
22	Having information about research available so can start with 'thinking' while immersed in prof life	35 Time for thinking about research
22	Supporting that stage where thinking only is possible	36 Importance of thinking when doing research isn't possible
22	Able to pull on built reputation to spread over during underperformance	1 Rich profile supports practice
22	Developing a professional 'vener'	18 Professional Identity formation
22	Important places of learning are conventional spaces to learn	67 Choosing academic learning spaces
23	Learning space separate from work space and living space	62 Choosing space for learning
23	Balance between holiday/rest time and study time	63 Self-regulation of personal and professional activity
23	Holiday time used for less taxing things such as proofing	64 Self-regulating learning
24	Too much holiday takes the sharp edge off study attitude – hard climb to return	65 Maintaining steep learning curve
24	Practice and feedback builds confidence for next	66 Understanding and using curriculum design
24	Repeated exposure to new situations	52 Constant change becoming the norm
25	Constancy of new situations was uncomfortable	53 Challenge of constant change
25	Developed confidence consciously and quickly	17 Reflective Skills used on own professional development
27	Training is a year of 'first times' including M level	46 Continuous status of novice
27	Dealing with feelings of being over challenged	47 Emotional regulation
28	Expressing intrinsic reward at assessment return	5 Intrinsic rewards from assessment success
28	Supporting wellbeing and confidence	7 Emotional rewards based on recognition of social status

28	Provides reflection time to see depth of teacher role	25 Provides time for reflective practice
28	Exploring value of masters with non-assessing colleagues	54 Dialogue with low stakes colleagues
28	Benchmarking self against non-threatening/assessing qualified colleagues	55 Benchmarking self against qualified colleagues
29	A permissive, flexible environment is needed to discuss future	56 Needing dialogue with informed colleagues
29	Reflecting that ideas about the future career journey emerged emergent	48 Emergent identity not fixed
29	Understanding personal rewards taken from studying for one's own interests	8 Developing personal autonomy
29	Projecting intrinsic rewards are the value of full M Level – not career acceleration	9 Developing self-belief
30	Wanting to share success publically/in group	7 Gaining recognition as reward
30	Benchmarking self against qualified others	10 Competitive advantage through knowledge
30	Supporting ability to compete	10 Competitive advantage through knowledge
30	Benchmarking self against qualified others and finding M level provides an advantage	10 Competitive advantage through knowledge
30	Internal sense of achievement feeds confidence	11 Self efficacy
30	Feeling that M level has accelerated own learning by two years	12 Accelerated development
30	Feeling that M level has given an advantage over qualified others	10 Competitive advantage through knowledge
30	Realising importance of studying subject for confidence and familiarity	69 Using familiarity of subject knowledge to give confidence
31	Believes that those who haven't done M level are not as good	10 Competitive advantage through knowledge
31	Believes Confidence developed is possible for others	13 Accessible to all teachers
31	Approves of the scaffolding approach to assessment – low risk assessments first	37 Building competency through low risk assessments
32	Level seven feels like it is depth as well as level 6 breadth	38 M Level including depth as well as breadth
32	Expressing the towards self-efficacy	16 Developing coherence between theory and practice
32	Demonstrates resilience and strength to multi task at multi-level	19 Demonstrating personal and Professional Resilience
32	Motivation to do well at essays / M level is strong in cohort if value established	59 Co-creating value of qualification to share
32	Achieving Masters Level in assignment meant having surpassed any level before	74 A recognised milestone of going beyond expectations
33	Approves of the scaffolding approach to assessment – low risk assessments first	37 Building competency through low risk assessments
33	Importance of practical experience to bring to M Level	23 Process of learning throughout career – practice then theory
33	The added challenge of M level pushes through the threshold	49 Additional challenge to surmount
34	Masters completion within 5 years including 2 years N/RQT without studying then three years Part-time Masters	23 Process of learning throughout career – practice then theory
34	Recalling the direct application of theory into practice when essay researching	70 Writing offering new level of reflection on theory into practice
34	In hindsight the academic challenge and the benefits to practice of M level balanced	71 Reflection on usefulness of assessments
37	Studying at L8 had never occurred	25 No route beyond M Level for teachers
37	Doesn't see level 8 as next stage in progression	25 No route beyond M Level for teachers

40	Bringing practical experience to study	23 Process of learning throughout career – practice then theory
40	Noticing complacency connected with coasting teachers (not interested in academia)	26 Reflecting on Qualified Colleagues as coasting if not at M Level
40	Reflection through discussion after the event provided a personal timeline	57 Importance of recognising transformation/identity development
40	Marking transformation	58 Reflection on journey
40	Enjoyment of the activity and process was important	68 Important to enjoy learning
40	Good memories of doing the assignment – doing a good job - satisfaction	72 Enjoyment of academic study
40	Memory of challenge overcome – satisfying	73 Surmounting and prevailing
40-41	Reflecting on successes with cohort – perhaps marking the end of the usefulness of it	60 Celebrating through reflecting on journey though threshold
40-41	Cohort / group has a time span of usefulness – until transformation is complete	61 Growing out of cohort after threshold

Appendix 11: Example of memoing

Themes, ideas, questions, future directions generated from this interview:

Written immediately after the interview during transcription

Status of Masters Level in placement - Participant put a great deal of emphasis on the importance of finding that there was mixed response to Masters level study in her immediate placement environment which contrasted with the acceptance or enthusiasm for the higher level study from fellow students within her academic cohort (or **community of practice**) – the ‘status’ of the qualification was key in that the participant felt that it was respected in the field for the effort students invested in it and therefore the qualification stood for effort/passion for subject, endurance/resilience, understanding/applying theory and research, exercising choice/decisions, working with colleagues/relationships.

- I asked how these ‘showed’ themselves as qualities – this is when she described the idea of status / capital;
- I asked how the right environment occurred to stimulate the activities that offered this capital.

I am interested in how these ‘valuable characteristics’ (not encompassing enough – term ‘capital’ is more descriptive of it as it describes an investment before the return of status) were stimulated.

Masters level profession - The participant spoke of how much she enjoyed talking about her academic journey and ‘extracting this positive’ strand. By ‘strand’, she meant that placements were the other strand. She very much saw the elements as separate, but co-beneficial. There was no question in her mind that Masters level was not useful or that you should be able to become a teacher without Masters level study.

There were themes of

- knowing more and more up to date knowledge than mentors;
- getting to the stage of growing out of mentor feedback with it worked like the academic feedback - her academic assignment design scaffolded decision making progressively towards total independence;

- The adverse and difficult journey of ITT and Masters level within that of introduction of new knowledge / practice, deadlines, reading articles research and understanding them to apply, presenting at and interacting in seminars/workshops and combining this with the placement activity simply in terms of workload offered her a deeper level of learning.

Academic capital of tutors - She used the term inspiration, maturity in practice and wisdom to describe her tutors at university. She spoke of the importance their qualifications had in her trusting their judgement and choices in a constantly shifting world of educational research.

- Suggesting that the tutors academic capital adds to the status of the Masters level they are studying.

Multi-tasking fatigue - She used the words 'so hard' frequently when talking about the two 'strands' of study (placement and academic) which got particularly descriptive during the section where she was describing multi assessments going on in placement and essay deadlines on the academic work. She made the point that if she was to make useful her academic work to placement, then there needed to be a gap between the assessments so that one could feed forward to the other – ensuring links between theory and practice I suppose. Otherwise, she felt, opportunities were missed and the original intention, of having the two 'strands' running in tandem was set aside (this was akin to the 'multi task fatigue' described in the previous 4 interviews).

- Keen to point out that the greater the effort put in gives greater return – translate to 'the greater the investment the greater the return in **capital**'.

Categories emerging:

- Enjoyment of coming back to academic group to learn – trust, same level, academic respect, critical reflection, trying out ideas **community of practice**;
- Masters level increased the self-confidence she had in herself to be able to do a **task/role/activity/essay/lesson plan/evaluate and self-target etc – self-efficacy**;
- The modelling and exercising of research skills during Masters level activity gave her the self-determination to find answer to practice questions – like why that child

misbehaves – is it SEN, is it relationship with me, is it needing info presented differently etc. – **critical analysis.**

Ideas to think about in future interviews:

- Further links between Masters level study offering more than just self-confidence – self efficacy?
- Any wider influence of particular modes of delivery / activity / assessment effecting a student's capital gains? Any participants reporting programme sutural approaches that cultivated or encouraged development of professional knowledge or agency?
- Any practices that increase judgement / decision making capacity that this participant linked with that sense of maturity / wisdom.

Persistent thoughts:

Again, participant reported at the end of the interview, an interest in the research to help articulate to doubters in the sector, that Masters level is very valuable to the individual and the profession. Stating that it really made her develop the attributes of a professional (knowledge) and 'look' like a professional (status) as well as feel like a professional (self-efficacy).