

TOWARDS PARTNERSHIP IN TEACHER EDUCATION:
THE DEVELOPMENT OF STRUCTURE AND PROCESS IN A
POSTGRADUATE INITIAL TEACHER EDUCATION COURSE

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ABSTRACT

The focus of the thesis is research carried out in 1981-82 into the structure and process of an innovative form of teacher education, the Alternative Course, in the London University Institute of Education. Four themes are emphasised:

- i) the responsiveness of PGCE course structures;
- ii) the pedagogy which informs them and the extent to which it enables active learning to take place.
- iii) the extent to which the PGCE is receptive to students' past experience and future expectations;
- iv) the nature of reflection and theorising in initial teacher education.

The themes are analysed and developed from the transcripts of fifteen discussions which took place in three School Groups throughout the year. The data is presented sequentially to allow examination of the salience of themes during each phase of the course.

The nature of the research and the mode of analysis was developed during a pilot phase 1979-80 when a group of PGCE Alternative Course students met as the Research Group to discuss their experience. These findings are presented on microfiche and are referred to throughout the empirical chapters.

The basis of the Alternative Course and the research on it is the development of partnership between the training institution and the school. The importance of understanding new modes of working as well as new structures is emphasised as an essential precursor to any fundamental change in teacher education. Recent research upon the PGCE is examined to enable an understanding of the situation faced by teacher educators in Universities who face the necessity for changes which are distinct from their present practice. Attention is drawn to the relationship of research to the requirements of a professional audience who are involved in change and development.

The conclusion considers the applicability of the findings presented to the development of teacher education based upon partnership.

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INTRODUCTION

This thesis contains an account of an innovation in initial teacher education which began in the early '70's and which now, in the mid '80's, is consolidating its achievements as an established course with its own identity, its own forms of organisation, pedagogy and assessment. This course, now known as the Alternative Course, began in the London University Institute of Education as the Experimental Course (Jones 1981) in 1974. Its structure and processes, whose study forms the substance of this thesis, are based upon this development of the practice of partnership between schools and training institutions which are now central to official statements which will shape and inform the future of teacher education. Whilst Teaching Quality (1983) contains much that is both desirable and sensible there is little as to actual possibility and to the structures and processes through which change may occur. Nor is there focus upon critical changes in personal and professional orientation that will require more than public exhortation and professional acquiescence. Recent research into the Structures and Processes of Initial Teacher Education within universities in England and Wales by Patrick, Bernbaum and Reid (1982), which is discussed in Chapter One, has demonstrated clearly that the courses they described were the outcome of the nature of the departments themselves, their student populations, their staffing and their commitments at other levels.

The importance of institutional characteristics in shaping the character of courses is reflected in current research into School-Based Training in the Postgraduate Certificate in Education, funded by the Department of Education and Science in the University of

Cambridge Department of Education by a team under the direction of Paul Hirst and Viv Furlong (1985). This work may be seen as a significant contribution to what Patrick et al report as

..... a concerted attempt in recent years to study the structure and processes of teacher education in England and Wales in an effort to inform the discussions which have arisen out of the widespread reorganisation of teacher education in the last decade. (1982)

But in 1982, with the exception of their own research, this was hardly the case in relation to the PGCE and Wragg (1982) gives a more accurate picture when he quotes Taylor's (1969) summary of the situation in the '60's.

Until very recently few people have shown much interest in the activities of the Colleges and Departments of Education, and even today much of the best work in the field is on questions of numbers and supply; with very few exceptions, the rest of the available research does not amount to much, and its impact seems to have been negligible. (1982 P8)

Wragg points out that much of this research consisted of

mainly small scale enquiries into particular groups of students or individual college or University programmes. As teacher education seemed to fall between the major funding agencies at that time, there were few expensive projects or enquiries sustained by teams over a period of years. (1982 P8)

However, despite this, reorganisation has proceeded and continues unabated.

Reorganisation and change within the public sector led Ashton et al (1983) to indicate a raising of academic standards to the point 'where from the early 1980's, all new entrants to the profession will have a degree qualification'. Within primarily the BEd framework they point to the nature of the developments.

Most new entrants are now more likely to have followed a training with a far greater professional orientation. This involves more practice of teaching and a greater understanding of theory which can inform practice Furthermore, serving professionals are increasingly involved in the planning, validation, operation, assessment and evaluation of training courses. (1983 P10)

These are basic elements contained in recent proposals for teacher education via the PGCE route (UCET 79 and 82 DES '83 HMI '80 & '81). But they are proposals, not established practice in the university sector where much of this change will have to come about.

The planned intake for secondary training assumes a greater proportionate reduction in BEd provision than in PGCE and a proportionately greater contribution to provision by the universities. The Government is determined to strengthen subject expertise in secondary teaching and believes that in general this aim points to the PGCE route. (Teaching Quality 1983 Para 48)

This raises fundamental questions about the potentiality for improvement and change that exists within the university sector generally as well as within particular institutions. The Council for the Accreditation of Teacher education is intended

to advise the Secretaries of State for Education and Science and for Wales on the approval of initial teacher training courses in England and Wales. (1983)

In the university sector the locus for change is firmly anchored at the institutional level and will remain there for the present, legitimated by the Concordat of 1960. As Taylor (1983) states, what is critical is "creating forms of evaluation and professional accreditation that enable the Secretary of State properly to discharge his responsibilities under legislation whilst at the same time preserving that degree of academic and professional freedom for teachers, and for institutions, without which the potentialities for the improvement

of teacher education will remain underdeveloped".

Patrick et al (1982) emphasise the diversity that presently exists and indeed it was this interpretation of the situation that shaped their research.

As a result of our preliminary work, it became clear that there was such variety among the courses that it would have been impossible to select a representative sample. (1982 P4)

Their conclusion equally focusses on this diversity which formed its major finding.

Indeed, it is possible to argue that what characterises the PGCE in universities in England and Wales is its diversity. A wide range of departmental structures and personal interests are further diversified, as far as the individual student is concerned by options and choices as well as by the inevitably kaleidoscopic experience of teaching practice. (1982 Pxiii)

It will be argued in Chapter One that this diversity may be held within firm and fixed parameters which operate at the level of both structures and process which are continuous across institutions. Drastic revisions in them will be required to accomplish the specifications of the new recommended criteria (DES '83). Particular attention will be drawn to the general weakness of links between training institutions and schools for the existing links cannot be characterised as the "close working partnership" (1983 Para 3) called for in the criteria. It is not clear that the educational and professional elements within the courses are "closely related to the professional development of the students and to the working life of schools and pupils" (1983 Para 11). The reported diversity of courses casts doubt on whether all the areas emphasised in the criteria as central to the students' learning are adequately covered in many of them.

A further critical consideration, referring directly to pedagogy rather than to content, concerns the "wider skills and understandings" (1983 Para 12) that the criteria indicate. The recommendation that "Opportunities should be provided for students to reflect on and learn from their own classroom experience, and to place their role as a teacher within the broader context of educational ~~purposes~~" (1983 Para 12) is one that probably receives general assent from those concerned with teacher education. Yet such opportunities are not widespread in the university courses which were the subject of the Leicester research.

Taylor has drawn attention to the contradictions between exhortation, accounts and practices in teacher education in his emphasis upon the place of rhetoric in the discourse of the subject.

Thus rhetoric inevitably plays an important part in the discourse of our subject. A great deal of what is written and said is not meant to inform, or to facilitate analysis, or to encourage critical discrimination, but to exhort, to inspire, to motivate, to enthuse. (1983)

Inspiration, motivation, enthusiasm may on occasion be in short supply in teacher education but of equal if not more importance teacher educators require knowledge on which to base changes and extensions of their existing practices. And as Taylor suggests:

..... not only is our knowledge and understanding of what can and should be done limited, but we are not terribly good at bringing what knowledge we do possess to bear on the solution of problems. (1983)

Considering that

the need for a better relation between training institutions and the schools has been ubiquitous in the rhetoric of teacher education for as long as people have been writing and uttering in this field (1983)

he suggests why it is that the much hoped for changes do not come about. Rationally he points out it is impossible not to accede to the view that

when everyone agrees that something needs to be done, and it doesn't happen, structural and motivational impediments have to be looked for. (1983)

It is easier to locate blame than it is to understand the real personal and structural problems of change. Official interventions at present tend to lay blame with the training institutions but on the whole as Taylor puts it the preferred "solution is seen to be subject-expertise and practical experience - a parcel of prescriptions that may make for a reactionary and limiting pragmatism". (1983)

It is here that teacher educators must pause asking themselves what they do know, what they should do, where they want to go and how they should get there. Taylor puts it succinctly.

So the improvement of the knowledge base of teacher education is for me one of the chief priorities for the remainder of the '80's. And this points to the practice of teacher education, research upon it and theorizing about it more has to be done to draw together, organise and disseminate what is known about process and product, to stimulate research activity and to provide institutional focus for the interest and activity of both scholars and practitioners. (1983)

Taylor points here to the shortcomings of

devising, implementing and the evaluation of alternative and experimental programmes

and emphasises the importance of

how we conceptualise the process, of the degree of understanding we can achieve concerning what we are about and the fit of our programmes and institutional arrangements with worthwhile conceptions of learning and teaching. (1983)

This requires teacher educators themselves to initiate change in their courses with awareness of the personal and structural changes involved. This would create new opportunities for drawing together the work of research and practice which run the risk of being drawn apart if past policies of research are pursued. Paul Hirst's recent contribution is most timely here. (1983) In his discussion of the relationship between education theory and practice which is at the very centre of any initial teacher-education worthy of that name he indicates the direction which has to be followed to gain and develop knowledge of ways of proceeding.

But we must accept further that our understanding of action is in large measure necessarily derived from an analysis of what is judged to be successful action before we understand, let alone formulate explicitly the rules or principles that it embodies. (Hirst 83 P15/16)

Hirst goes on to attend to the modification and extension of such practice.

We can endeavour to improve on a system of order by articulating and revising the general rules on which it rests but this can only be done at a general level and improvement cannot be obtained if individuals are deprived of the use of their own understanding of particular circumstances both explicit and tacit.

Polanyi, on whose work Hirst draws here, makes quite clear the relationship between tacit and explicit knowledge.

While tacit knowledge can be possessed by itself, explicit knowledge must rely on being tacitly understood and applied. Hence all knowledge is either tacit or rooted in tacit knowledge. A wholly explicit knowledge is unthinkable. (Polanyi '64)

This work draws attention to the programme which needs to be followed in order to implement and extend changes in professional practice. First the identification of action which may be deemed successful

presents the first dilemma for by what criteria is action judged successful and by whom should the judgment be made. If, as Polanyi implies, successful action is rooted in tacit action then the actors themselves constitute an essential element in rendering the tacit explicit. Furthermore, such rendering, to become widely understood or effective requires an audience who understand and can apply such knowledge by virtue of their commitment to professional and personal development. So tacit and explicit knowledge will be essential in obtaining the improvement of the knowledge base emphasised by Taylor. It is acceptance of the interrelationship that provides the link between the experimental programmes and the conceptualisation. Both activities are vital and the point made by Hirst in his discussion of Habermas underlines their inseparability.

..... it certainly suggests self-critical, reflective and reconstructive analysis and judgment by different groups of practitioners, operating at different and professionally more deep and wide-ranging levels of presupposition, using the disciplines to a maximum degree And if practice does indeed precede theory in this area as in others, perhaps this will in due course bring us further understanding of educational theory. (1983)

This is the position that underlies the research procedures and the account presented in this thesis which accepts that lying beneath experimental programmes and projects are conceptions of teaching and of learning. The exploration of the practices and the explicit consideration of the conceptualisation can be undertaken by practitioners whose interest is professional, which implies a commitment both to a theory and a practice of teacher education.

The nature of available and acceptable research in education in the early '70's sat uneasily with a commitment to developing practice.

Even with the decline of a commitment to a positivistic stance and methodology, much research, whilst within education, saw its audience and sought its inspiration within its founding discipline. This is likely to have had important consequences for a professional audience who moved to it for illumination and guidance in their professional practices. This somewhat uncomfortable duality of function is expressed in the Sussex research (Lacey et al 1973), considered in Chapter Two. There, researchers assumed that as sociologists and social psychologists they could pursue their interest in the professional socialization of teachers whilst at the same time their work would have direct influence upon and be useful to educationists.

Educational research activity frequently focused upon schools, teachers and pupils, yet teachers and educationists often became disenchanted with the lack of influence of research upon practice. This disenchantment, in part, fuelled the development of new forms of research and evaluation which have been claimed as 'illuminative' by both their advocates and their recipients, and indeed these distinctions have themselves been blurred by the ideas and practices of the teacher as researcher. (Stenhouse 1975)

An added complication when the focus is teacher education is that which comes from the role of teacher educator. Frequently teacher educators involved in the development and teaching of the experimental programmes may themselves be involved in educational research sensitive to the paradigm shifts and their consequences in a direct way. In an important sense a basis of their involvement in changing their own practices is a concern to "bring what knowledge we do possess

on the solution of problems" (Taylor '83) and through that activity and reflection upon it to become more knowledgeable. This may go some way to explaining why the more experimental the programme the more likely it is to generate an account or series of accounts. Gwyneth Dow's account (1979) is a most worthy example in teacher education. When a basic if unexplicated concern of the programme is with the "conceptualisations of the process", and the associated metaphors and theories referred to by Taylor, then evaluation is less of a concern than illumination, for at a basic level an illuminative stance is required to serve the internal needs of the development. If the development is to break new ground then its guiding aims and images must constantly be observed within the reality of, for example, institute, seminar, school, classroom and course assessment procedures. Whilst that reality offers constraints and pressures back to the usual and the expected, the practitioner's concern is not that per se but how this occurs and how far they can be transcended. Reflection and recollection have a key place in all of this. Additionally for teacher educators there is their own place in the teacher education debate whether this is at institutional or wider levels. Personal experience suggests that a commitment to changes in teacher education out of time and tune with one's own institution can become the opportunity to be involved in experiment. Subsequent involvement then has two major aspects. The first to the development, improvement and understanding of the experiment and the second to its wider implications for change in teacher education more generally.

Perhaps a distinction should be made between the stages of development with the experimental phase being concerned with what Taylor calls "devising and implementing experimental and alternative programmes",

studying them with the emphasis upon what the implications are of the new modes. Only at a later stage, if decisions are taken to incorporate features of the innovation into normal practices, might controlled evaluation become appropriate. This stage will be reflected in the Cambridge research for those courses they study which are established features of their institutions. For new and experimental programmes the development of ways of working should go hand in hand with the conceptualisation of the process and the development of worthwhile conceptions of teaching and learning emphasised by Taylor.

The recent models for curriculum development and research are nearer to this conception with their sensitivity to the institutional and personal factors involved in change as well as their commitment to an illuminative stance for evaluation (Hamilton and Parlett 1972). Nevertheless other models and traditions die hard having an established place that is influential both in research upon, as well as discussions of teacher education. Surrounding both discussions of teacher educators and research upon their practice various stances exist each with their own discourse. Teacher educators who try to develop new forms of practice must be concerned with this and with the knowledge base within which they themselves operate. In trying to change practice they must be aware of the commonsense which surrounds them as well as that which they themselves are developing. Otherwise there may be relatively isolated forms of experimental practice and there may be alternative voices competing within the discourse but fundamentally the knowledge base and the practice from which it emanates will remain unchanged and unchallenged.

To move beyond this there should be careful delineation of the stages and the status of the change that is being initiated in teacher education. Experiments and alternatives are now vital in relation to the necessary changes in teacher education. The linking together of schools and training institutions and the exploration of partnership in teacher education, should produce diverse forms and structures in teacher education and this will be the situation faced by the new validating council. Uniformity and the art of the possible should not be practised at the expense of what is desirable and there is little sound experience on which to base new conceptions of practice. Central to the Alternative Course and to the research reported here is the practice of partnership but the links that were basic to the work were forged a decade before Partnership received official sanctioning and encouragement at all levels. Undoubtedly the change in the official climate is encouraging but from the evidence of Patrick et al (1982) the changes that have occurred in both schools and training institutions over the period are much less so.

The learners in schools are the pupils and schools are under pressure to raise standards. They are becoming both more and more publicly accountable at a time when their products in some schools are of declining significance for a sizeable majority of their pupils. Unemployment is becoming linked with educational failure in an official view that demoralises schools and their pupils. At the same time the group of pupils for whom school may be visibly successful - the VI Form is undergoing re-organisation and re-location. Shrinking secondary roles, staffing cuts and re-deployment affect curriculum organisation and the opportunities for innovation and change. Such

pressures do not create a propitious climate for the establishment of partnership.

Training institutions are not unaffected by changes in schools but recognition of problems bears no necessary relation to their resolution, and courses at all levels in teacher education often appear to trail hesitantly in the wake of far reaching changes in schools that could have profound implications for their content, organisation and assessment. During recent years university staff have observed the fate of innovation in the colleges and may have justifiably drawn the conclusion that quality is no guarantee of permanence or even survival. Teacher education in university departments has had its share of the cuts imposed upon the universities. It has lost staff and courses in the contraction consequent upon the projected needs for teachers. These are factors which do not support innovation and change but it is within this climate that the new partnership has to be forged. Its nature and its success will depend not only upon the commitment of those involved, but with their knowledge of new forms of practice. The commitment is both personal and general. For teacher educators and for teachers to work together in educating beginning teachers is to be involved in their own learning and that is to serve the more general purposes of education as an active, creative and unfinished process. That is a continuing possibility for all centres of learning that enables those within them to move beyond the limitations of the present.

Such learning will not be achieved by the requirements of the White Paper (1983), which advocate an increased role in initial education for practising teachers as well as a requirement for recent classroom

experiences for education staff concerned with pedagogy. (1983)

Taylor summarises the present position

..... the requirement for recent classroom experience increases and resonates with the experience of many of those involved in teacher education - university tutors, school teachers and students and the rhetoric rapidly becoming official policy makes little acknowledgment of its limitations or its consequences.

External pressures and institutional commitments both impinge on patterns of staffing and as Taylor observes

..... we must avoid the simple assumption that each and every member of staff in a College, Faculty or Department of Education must have had recent classroom experience and the fact that not every excellent classroom teacher is by definition an excellent teacher educator (or vice versa) must temper our recognition of the priority of recent classroom experience. (1983)

What is essential for teacher educators is a sound professional identity grounded within relevant knowledge and experience but the conditions in the university under which teacher education occurs ensures neither of these and indeed too often works against their construction. Once again Taylor indicates the direction of concern.

Fragmentation might be less of a problem if those working with intending teachers within multi-purpose institutions had a clear professional identity and saw status and promotion deriving from their commitment to the education of teachers, rather than their expertise and standing in one of the social sciences relevant to Education, or in a teaching subject, but this involves potential costs in isolation from the rest of the institution's work. (1983)

This isolation may not only be the foregoing of active and continuous participation in other important areas of the institution's work but that which derives from commitment to new and potentially threatening forms of curriculum pedagogy and assessment. Institutions of higher education come reluctantly to innovation and may utilise

the limited varieties that exist to excuse or explain an unwillingness to commit themselves to a more thoroughgoing experience of change. Change, however, is no longer an institutional prerogative but for the moment at least in the universities it remains an institutional possibility, albeit one that will be shaped by existing practices and attitudes and the research that reflects them. The research at present being conducted at the University of Cambridge under Professor Hirst is particularly timely. Its focus is upon "school-based training in the PGCE and consists of an evaluation of school-based work within four experimental training programmes". It uses a case study methodology to explore "the strengths and weaknesses of the school-based element of each training course". (1983 P1)

For the researchers the concept of 'partnership' has emerged as central (1983 P17) and this informs the enquiry and its intended audience who are regarded as those with a professional and practical concern in patterns of teacher education. Whilst taking serious note of Wraggs' (1982) concern that commitment to "particular innovative or experimental training programmes on the part of the investigator or tutor especially when they are the same person is not generally conducive to good research" (1982 P42), those concerned with change can learn from practitioners' accounts. Gwyneth Dows' admirable account (1979) of an innovatory programmes introduced at the University of Melbourne in 1973 demonstrates this point.

For the Alternative Course her work alerted staff to the possibilities of self-assessment and in detailing a practice that went beyond what they were attempting she gave directions for course practice and for theory. The description of her account

All that is being suggested is that what we learned, what our students taught us, has relevance beyond the course itself (1979 p2).

is perhaps too modest. Rather it conveys to an interested audience that learning

to teach, teaching to learn is as applicable to university teachers of teachers as it is to their students. For practitioners in teacher education, no matter at what level they theorise and seek to conceptualise their own practice, their future practice is an important and rightful concern. When the pressure for re-consideration and change is imminent as it is now this becomes central.

Change needs to be informed by the knowledge that is possessed about the present practice of teacher education and particularly when this derives from a practice which attempts to link schools and training institutions. It is not enough for teacher education to uncritically move to schools. As Reid (1984) points out

Fundamentally, there has been very little experimentation with alternative teacher training models.

He cautions against the uncritical swing to more school-based PGCE courses

..... merely to transfer the weight of initial training from an antiquated pedagogic base to a so-called enlightened practical school-focussed approach, as is currently fashionable, is no answer.

What is required is careful attention to developed practice which is both school-focused and education centred.

Whilst the school base is essential the PGCE must have a firm focus and commitment to the student's future career as a teacher. Given the pressures for change in schools their career is likely to be located in schools that are not identical with those of the training year.

This has to be stressed for the temptation of school-based work is a misplaced faith in the value of immediacy and a narrow definition

of student competence as against the equally important and distinct task of defining long term aims and developing a clarity about the student's stance as a teacher. This requires the development of a reflective practice and this was basic to the Alternative Course. The Alternative Course had the advantage of being developed without the formidable pressures and constraints that face teacher educators today. The most singular of these advantages was time to propose, to develop and to reflect, in other words, to be involved in change as an organic and long term process. At no time was the course or its participants under pressure to go too far, too fast or in directions which staff themselves lacked clarity about or confidence in. The problems that faced the course too frequently came from opposing pressures to remain where they were or to move more slowly. At the time such opposition and conflict was not welcome but reflected upon it has the advantage of showing clearly where the boundaries lie and how they constitute structural sources of opposition. And beyond structures, which may direct attention away from teacher educators themselves are those more intangible but equally real sources of opposition and resistance that exist within the professional knowledge and practices of teacher educators themselves. The professional knowledge and personal practice of teacher educators is the dual focus of this thesis and in presenting the conclusions of the research it puts the same question that was put at the beginning of the Alternative Course and that hopefully will continue to inform its future development. Is your theory your practice? (Burgess 1975)

The emphasis is put upon the personal and professional consequences of structural changes for those who work within them because over

time this has been a critical if unanticipated dimension of the Alternative Course. As the students on the course appeared from its early days to be qualitatively different from those of their previous experiences so its staff were similarly liable to be affected. University tutors and teacher tutors like any learners exposed to new sets of critical circumstances, incorporate new skills, attitudes and conceptions into their way of seeing, and fail to apprehend that they themselves are no longer as they were. Philida Salmon (1980) puts the emphasis on this process of becoming and its importance in the growth and development of personality. In the following comment she expresses the relationship between personal changes and knowledge.

..... the personal nature of knowledge is its most fundamental aspect. What one knows, in a final sense, one knows about oneself. Who one is, is inextricably bound up with who one is known to be. Still other features of the personal nature of knowing are the facts that people learn through relationships with other people, that knowledge is never independent of personal meanings and values, and that it is embedded in social structures and groupings. (1980 P5)

This is perhaps nowhere more true than in its reference to professional knowledge which is necessarily generated from within and with reference to particular patterns of organisation and of practice. Working within the different structures both in schools and in the training institutions developed by the Alternative Course has necessitated change in the professional practice of university school group tutors. The research has suggested that far reaching changes are required in their roles and has indicated that resistances and blocks to further progress might be seen as both personal and institutional matters.

Whilst it is possible to draw out dimensions of changes and point to sources of resistance it is also important to look back to the

time when the pressures for change were new and the consequences were both exhilarating and exhausting. Since a dynamic within the model comes from the school and the group within it the pressures upon the tutors are specific and individual. This is quite different from the planned change within department or course that are familiar within the university setting. Support and dialogue with colleagues similarly placed is important. Allowing for time to talk, plan and evaluate informally is vital. It is out of this contact that a new notion of 'course' emerges.

What is also important in the early stage of change is a place where personal change and professional development can be focused upon. Neither the Alternative Course itself nor the research enabled this to happen for staff but the need in the early days certainly existed and it is not one which is met by the imperatives of day to day teaching and future planning. In any situation where personal and professional change is an aim or a consequence there will be needs for personal support and professional development.

The personal and professional learning of teacher educators often seems to be unintentionally neglected and their needs are sadly misinterpreted by notions of re-training or short, sharp immersions in the classroom. The university sector, where so much PGCE work is conducted is lamentably under-resourced when it comes to the provision of pre- and in-service education for its own staff. Essentially provision is required on an institutional level for this is the focus and base for change. Teacher educators have within themselves the capacity to learn and both official and institutional concern should be with the provision of conditions in which that

learning may be optimised. If they do not have the personal commitment to change then no amount of re-training will have the desired effect. In respect of both university and teacher tutors, training or re-training is not the most helpful conception for it brings with it the conviction that someone knows precisely what is required and how it may be achieved. If Taylor's analysis of the paucity of the knowledge base is accepted then the corollary must be that such knowledge, organised, accessible and transmittable, is not available. The challenge of being involved in change is to remedy this situation by the longer process of development, research, evaluation and dissemination. The research that is presented here attempts to reflect an alternative form of practice and of research upon it. It began from a professional judgment by participants that the Alternative Course constituted a form of successful practice (Jones 1981). The research is based upon a commitment to the use of the participant's own understanding at both the explicit and tacit level. The rendering explicit via research and reflection of the presuppositions and the problems of new structures and processes serves a dual function. First that of focusing and refining the practice itself which is the tacit application of explicit understanding. The importance of this process in the life of the course will become apparent in the references made throughout the text to the incorporation of findings from the pilot stage of the research (Jones 1985)* into the structure and process of the course which is the subject of this research. Second there is the commitment to improving the knowledge base of teacher education and to strengthening and directing the construction of the professional identity which will ensure development and change.

* See microfiche.

The research took as its focus the school group which was the structure established within the Alternative Course, which would be responsive to schools, to students and to the generality of PGCE work. From there it moved to pedagogy and examined responsiveness to the learning experience of students as central to the process of PGCE work. Once close attention is paid to the nature of learning then the place of that learning in the process of becoming a teacher needs to be examined for professional learning and personal change are inseparable and vital concerns of teacher education. Finally and continually providing the dynamic was the concern with reflection and with theorising.

These concerns were developed in the late 1960's and early 1970's by a group of staff whose experience covered all areas of PGCE work in their own institution. Staff had experience of method and education work, curriculum and foundation options. The course that was developed whilst increasingly it came to exist uncomfortably within those structures/^{as} institutionally organised undoubtedly incorporated many of their features. The first chapter considers those features as they exist in university PGCE courses. Knowledge of these is essential for it provides the base line for any changes pointing both to likely directions as well as barriers to change.

CHAPTER ONE

The PGCE in the University

This chapter explores how far the key concerns of the Alternative Course, exemplified both in its practices and the research on it, are represented in the normal practices of PGCE in the university sector. Its emphasis is upon research carried out in the university of Leicester and reported by Patrick, Bernbaum and Reid in The Structure and Process of Initial Teacher Education within Universities in England and Wales (1982).

Structure of PGCE

The establishment of responsive structures was seen in the Alternative Course as the essential first step in enabling a realistic engagement of theory with practice. This had several immediate practical requirements for course organisation.

First that a small number of inner city schools should be identified as the base for teaching practice and experience throughout the year. Second that students should be placed in school in groups throughout the year which could then be the focus for institute and school-based work and facilitate their integration. The pattern was one day a week in school, in addition to two periods of block practice. Third that the generality of PGCE work in the Institute should be capable of being linked with the school, thus method and education work was to be represented in the school group, which could also by virtue of its size reflect other courses and interest shared

by its students. Fourth that the school group tutor should be prepared to work in non-specialist areas and so far as possible contribute across the conventionally separate method and education areas of the PGCE. Whilst this was seen as essential specialist interests were preserved through the tutor's contribution to specialist method work, discipline-based or other professional courses within the generality of PGCE work in the Institute. Collaboration between Alternative Course staff was obviously essential amongst themselves to enable diverse method components to be represented in school groups, and with other colleagues to enable elements of their courses and ways of working to find their place in Alternative Course work. Fifth the necessity for close collaboration with the school made it apparent that the establishment of teacher tutors with some responsibility to the student group was desirable.

By themselves such practical shifts might have had limited consequences. Here they were introduced specifically to encourage the relationship of theory and practice, but it is proposed that without such shifts that relationship itself cannot change. Patrick et al showed how little structural modification has occurred in the university sector and without this recent official initiatives (Teaching Quality 1983) may meet with well established patterns of resistance.

Pattern of School Experience

Patrick et al showed how little diversity there was amongst the patterns of school experience (Table 4.1 P40). Whilst the school experiences occupied about a third of the time of the PGCE course its most usual form was one of two periods of block practice, a

pattern which accounted for over two thirds of departments in the sample. To a limited extent the school experience here was responsive to the students' own educational background, although the limitation may be occasioned more by the re-organisation of secondary schooling than by the educational persuasion of students or departments. They report that

an extremely high proportion of PGCE students in universities, 81.2% do undertake part of their teaching in comprehensive schools. (1982 P42)

When they examined those students whose teaching practice reflected their educational background they concluded

There is a suggestion in the data that there was a disproportionately high number of language students whose experience was confined only to independent schools, of scientists who had undertaken teaching practice exclusively in grammar schools and of social scientists who had been only to colleges of further or higher education. (1982 P42)

This suggests that to some extent enclosed routes exist within the PGCE which may not be explained by the explicit professional direction of the course.

Whilst comprehensive school experience is to a large extent unavoidable for teaching practice the experiences of inner city comprehensives is a different matter. They report the decline in proportions of students making a positive choice of inner city as the place to begin their teaching career, 70.7% willing at the beginning and at the end 46.2% with social scientists and primary students more likely to be willing than science, language and PE students. (1982 P155) Few students themselves are likely to have attended inner city comprehensive schools, a factor which might influence their choice in favour of teaching there. Further the

research suggests that this area of schooling may be underrepresented in the teaching practice and the orientation of PGCE courses. The teaching of multi-racial classes on teaching practice may be taken as indications of an inner city school experience. Despite the fact that 30% of students overall report such experience the percentages vary from 52.5% of social science students and 50.0% of FE students to 30.8% language students, 27.4% of PE and 26.7% of primary (Table 4.24 P76). Method department is an influential factor here but the university department itself is significant, for 70% of London students report such experiences compared with 19.2% from Oxbridge and 15.6% from Wales (Table 4.25 P75). Even allowing for the non-random location of multi-racial classes throughout the country such proportions cannot be explained by availability. Whilst, for example, London has perforce to make available teaching practice in inner city schools to its students, it does so in such a way as to control the experience differentially among its student population which as the research shows is already distinctive as to age and experience (1982 P30).

Their findings point to the degree of control that is exerted by method departments in the location of school experience and additional data reveals them as potential sources of resistance to change. Findings on the organisation of teaching practice are perhaps revealing of the extent to which university tutors are influenced by their own socialisation "when the responses were examined by department it was clear that most people in most departments thought the best pattern was the one in which they currently worked" (Ch 9 P196).

It may well be that it is this habituation factor that not only supports the status quo but equally underlines the impossibility

and undesirability of change.

Although some tutors said they would be in favour of students spending more time in schools in properly supervised and structured conditions, there was general agreement that such conditions were not usually available in schools. (Ch 9 P196)

This attitude is as influential in the organisation and structure of courses as it is in the organisation of the research itself where the PGCE is seen as clearly divided into school and department based components which refer to the physical location of that part of the course. Thus 'school-based' refers to the school experience which consists essentially of teaching practice. The separation of work in school from that in the university suggests an underlying uniformity of PGCE structures in the university that militates against overall course integration and coherence. This factor is likely to affect the nature of the pedagogy as well as the content of the curriculum.

Subject Method Work

Noting the degree of separation, an examination of the university-based components reveals the overwhelming importance of the subject method component. The range of method courses is wide although the availability of courses, both main and second method, varies across the departments. They show how few students have any experience in certain areas of the curriculum. The representation given in Tables 5.1 and 5.3 show only 3% following a politics course and that in second method, Environmental Studies have less than 1% in main and Humanities .5% in main method and .8% in second subject. The content of method courses when related to student experience in school is surprising. Not only do approximately half the students claim

not to have covered the preparation of pupils for examinations but almost one third claim not to have considered the teaching of children of below average ability and 44% to have no experience of project work (Table 5.10 P91). Whilst specific preparation of pupils for examinations may not be seen as an appropriate teaching practice experience for a student 77% claimed experience of mixed ability classes which presumably contained children of below average ability and over 69% taught pupils who were being prepared for O-levels and CSE (Table 4.2 P75). Thirty-four percent claimed that the use of 'prepared school materials' was not covered. Even given the possibility of a margin of error in the data these findings demonstrate a mismatch between school experience and requirements in that area of the course that might be expected to match most closely.

Roles of University and Teacher Tutors

Almost 85% of students are allocated to a teacher tutor in school for at least one teaching practice (1982 Piv). The nature of this allocation conceals an enormous variety of arrangements and practices. They do not however appear to emphasise the value of a consistent, continuous, shared classroom experience of students and experienced teacher. Here diversity is underpinned by a uniformity created by a basic element in the definition of the role of the university tutor. This is the importance attributed to observation seen as integral to the process of assessment. The uniformity is underlined by the fact that the university staff who have the greatest contact with students are specialist subject method tutors. Their attention in the task of observation is suggested in the following comment.

It is an expectation that when students are on teaching practice they will be observed in the act of teaching

- university and school staff will watch lessons in order to induct, advise and guide in such matters as class control, level of instruction, use of visual aids, blackboards and the like and personal classroom skill. (1982 P55)

It is not unrealistic to assume that the focus for student, school staff, and university tutor will be the lesson appropriate to the student's subject method and that areas of teaching experience outside this do not receive the same amount of attention. The limitations of the type of attention are apparent in the previous comment. However it does appear that not all tutors accept this definition of their task. Some may favour support rather than criticism as a basis for their role. Criticism, albeit positive, is emphasised in the following comment on student perceptions of their tutors' comments.

We are forced to the conclusion that either criticisms were not made or more possibly that they were made in such a way that students did not perceive their true nature. (1982 P64)

The expectation that underlies this conclusion conflicts with central elements of the role as seen by tutors themselves but its existence affects school staff in their relationship with PGCE students as well as with university tutors. Important in the tutors' conception of the role appears to be that the relationship between the method tutor and his students was at the hub of the PGCE (1982 P187). The research emphasises how time spent in the method group, the emphasis on subject, shared interest in teaching, assessment and professional recommendations via the reference all combine to emphasise the importance of this relationship. Yet presently at its centre is assessment and it is the definition of this activity tied to the lesson that may explain the conflict. Within their experience tutors

have the basis for building new forms of practice and yet the emphasis on this aspect of the role appears at present to remove the possibility of diversity. The researchers comment that

Tutor were clearly unwilling to give up their teaching practice responsibilities, whatever the problem they had. The disagreed strongly with the proposition that time spent supervising students could be put to better use, and with the suggestion that school staff should take the main responsibility for supervision. (1982 P197)

This view is related to assessment which was shown to be the sole responsibility of the university. Here a matter of established practice appears to have become a firm principle with the research stating that "Two thirds of staff believed that university tutors should make the final assessment of Teaching Practice performance, while taking into account the opinions of their colleagues in the schools" (1982 P197).

The attitudes in relation to school and teaching practice reveal an underlying conservatism despite recognised and familiar problems. Staff reports matched student views in the reporting of distance of schools, cost of visiting, difficulty in finding time to visit and yet the basis for involvement although impossible to realise in all cases continued to be continuity between subject method and school practice. The dislocation between what students perceive as recommended in their PGCE courses and what they experience in practice appears from this data to have made no inroads at the level of professional practice. Some explanation for the particular and limited focus of school-based activity may be sought in the nature and pressures of the departments themselves referred to earlier by Taylor and discussed in the Introduction. The research states

It is clear that university staff members in departments of education were amongst the best qualified and

most active of all who work in the field of education at any level and that with few exceptions they enjoy the support of their students. (1982 P178)

Bearing in mind the considerable work load of PGCE staff - especially subject method tutors the research gives an impression of what staff would like to spend more time on (1982 P178). From 8% naming careers advice and 30% naming pastoral care and marking and assessment the research indicates that 80% mention research and writing and 60% keeping up-to-date. Staff have the field of education in which to keep up and as the research points out

Apart from method work, and supervising students on Teaching Practice, nearly two-thirds of education staff had some teaching responsibilities on the PGCE. (1982 P178)

Given the move to partly or wholly integrated PGCE courses such work may be considerable for method staff who also have not only their subject loyalties but professional responsibilities concerning the place and definition of that subject in the non-university curriculum. These figures alongside the evidence of the commitment of staff to their own further education suggest considerable conflict for staff but a strong commitment to values of higher education that emphasise subject, research and writing. There is also the plethora of advanced and in-service work which increasingly involves those who also have a major role to play within the PGCE. It is likely that within university departments and institutes the PGCE is conducted within a unique and potentially valuable constellation of professional work of many kinds. Such participation may well influence the role of PGCE tutors at the levels of practice and definition of their PGCE work. It may increasingly leave too little time for its change and

extension and further may lead to its containment around an increasingly narrow focus.

The impression from the data and its discussion is at odds with the rhetoric. Staff are under pressure in relation to the performance of their role as university teachers and in PGCE work perform a role which is substantially different from that of creator or transmitter of knowledge. Whilst they recognise that reasonably extensive personal knowledge and contact with students is essential, consideration of a more thoroughgoing re-definition of their role more appropriate to professional education is neglected. The constraints of the assessment role and the choice of pedagogy appear to limit more thoroughgoing re-appraisals. The penetration of initial teacher education by theory although held as desirable appears continually to conflict with what are seen as short term practical exigencies requiring essentially practical solutions.

Nature of Pedagogy

The establishment of an active pedagogy was an essential starting point for the Alternative Course referred to in the title of a paper which described its origins - Teacher Education - is your theory your practice? (Burgess 1975). It was felt by the staff working then that the overall timetable of PGCE constituted a set of boundaries and of limitations to practice that too often restricted innovatory pedagogy to particular courses. The cumulative effect of this was to emphasise the importance of teaching practice and method work at the expense of other essential elements. The direct and active nature of the student's involvement with school could

make a syllabus transmitted via the lecture hall pale into insignificance. The dislocation comes at the level of experience and of pedagogy, not in the inherent value of what comes from school experience or from the PGCE course. Thus the structures created in the Alternative Course were to enable integration and to facilitate the active involvement of students in the experience of their own learning.

Pedagogy in University

The findings presented by Patrick et al (1982) point to a quite different practice and suggest that structural impediments exist within the practice of PGCE that can subvert the best intentions of practitioners. Undoubtedly within the practices of individual courses that make up the PGCE in a particular university alternative pedagogies exist but it is likely that their practical consequences are limited by the pervasiveness of the total pedagogic and organisational climate within which they exist. This is indicated in the research of Patrick et al by the concentration on topics and formal content in the description of courses. They are ubiquitous in the conventions of course descriptions but it is likely that the 'hidden curriculum' formed by the pedagogy that students encounter is of equal if not more significance for them as teachers. The research gives information on this when it deals with student activities in method departments (5.14 P103). They point to the lack of coverage of items such as discussions led by outside speakers which is not experienced by 32.7% of students or by fellow students which is not experienced by 40.3%. This suggests a control of proceedings by tutors which may sort ill with the necessity for

teachers as young professionals to find their own voice. Given that the PGCE allows entry to the professional community, that so few have participated in discussions led by outside speakers, presumably including practising professionals, is disturbing. The research suggests what takes the place of such activities which may be seen as important preparatory activities for students about to enter the teaching profession viz 53.5% of students report that they have regular experience of teaching tips from their tutors, 68.9% report regular experience of tutor led discussion and 39.9% report experience of planning lessons and/or materials for Teaching Practice (Table 5.14 P103). There is little wrong with such activities in themselves but teaching tips abstracted from the concrete situation may offer little to the student beside the sense that someone else has a recipe to avoid disaster that the student does not possess. Tutor led discussion is likely to have been PGCE students' familiar diet as university graduates. Such an emphasis may inhibit the students' development of a personal professional stance which selects, analyses and works upon problems with the support and guidance of experts in the field.

The researchers point to diversity with divergence here between subjects and within subjects when there are different tutors. They comment

Overall, however, these data do suggest a range of diversity and a degree of variation in practice which might require further comment, particularly in the light of other tangential supporting evidence for this diversity. (1982 P108)

Difference exists between departments concerning student participation in decisions about topics to be discussed "in one department 50%

experience a situation where the tutor decided most, in another department the proportion reached 91% (1982 P108). Given that method departments on the whole are staffed so as to give tutors contact with students who they supervise on teaching practice and know well such proportions are surprising. They indicate a pedagogy continuous with that of the undergraduate experience, one which does not see the student as active learner with a contribution to make to his or her own professional education (Ruddock 1978).

The situation is the same outside the method area where they comment

The non-method courses were taught in a variety of ways but it is clear that the lecture method still predominated, though it was frequently supported by seminars or tutorials. (1982 P117)

When this fact is added to findings on course structure the pattern is of 'general education courses' typically integrated through 'topics, issues and themes' but having no apparent structural connection with practice and with schools or with the concerns of method departments.

Nature of School Experience

If active encounters are not basic for the experience of PGCE in the departments then equally neither are those that occur in school. The research reports that 28.6% of students taught subjects for which they did not see themselves as equipped (Table 4.23 P75). This unfortunate experience is spread relatively evenly throughout departments but unevenly as to subjects with 54.9% social scientists, 50.5% primary students and 62.5% middle school students mentioning such a mismatch (Table 4.24 P). The research points out the problems

that this created for students and this is readily understandable in training which is based on subject expertise, a factor reflected in institutional and departmental arrangements. It underlines again that the diversity seen by Patrick et al does not consist of an institutional and organised response to changing and variable conditions in schools and classrooms which however may become the career realities for substantial groups of young teachers.

Despite the claims of the importance of practice there is no indication that this implies or is based upon collaboration with schools. In a sense schools as they are present problems both for staff and for students that are not resolved by the emphasis upon the priority of the university in, for example, selection of schools, and assessment of students. Behind the hesitancy and the reluctance for partnership shown in the research is an awareness that student teachers need a special place in the school and one that schools with their own prior commitment have in the past not always found it possible to create and sustain. But university departments appear to be reluctant to take responsibility for this in the structure of their relationship with schools. Underlying this there may be a more intangible source of dislocation that concerns what university departments see as good schools, a good education, good pupils and good classes. Their traditions stem from the selective secondary sector with the grammar and the independent schools from where substantial numbers of their students have come and where some will return as teachers. It may be that the maintenance of quality, the preservation of standards, legitimate concerns of universities and of teacher education, has within it a logic of separateness that defines the limits of partnership.

PGCE in the Process of Teacher Education

The emphasis upon the PGCE as only one strand, albeit a vital one, in the professional preparation of teachers came about largely as a consequence of developments in the Alternative Course, rather than forming an explicit part of its intentions. The structures of the Alternative Course made possible a continuity and a depth of contact between a group of students and a tutor that increasingly made it possible to include and work with areas of students' prior experience and to relate PGCE work to students' future professional plans. At the point of selection involving Alternative Course tutors the parameters of the total PGCE experience are known and initial explorations of links between past experience and the possibilities of the course can be made. An emphasis upon the personal needs and responses of students can only take place in a structure that is predicated upon responsiveness and this has to be matched by a sensitive and flexible form of assessment. Developments in these areas took place throughout the life of the Alternative Course and made it abundantly clear that the sources of dislocation and separateness referred to above had to be faced and transcended in a professional preparation that purported to be realistic and relevant.

Nature of Postgraduate Population

In the research of Patrick et al (1982) one source of the separateness is seen in the selective nature of the PGCE population which serves largely the university undergraduate population.

The great majority of our postgraduates attended university to obtain their degrees. A small proportion, 8.6%, had been at a polytechnic two-thirds (65.9%) had been awarded single subject degrees, a statistic which has clear implications in the current circumstances, when young teachers are being recommended to teach more than one subject. (1982 P25)

Within the possible homogeneity of the single subject degrees it appears that

..... of 2847 students with a single subject degree, 146 separate named subjects appeared and even when grouped the number is still 74 - with diversity more marked in maths and science. Whilst the bulk of students in English and Maths methods had such degrees there is also a sizeable proportion whose degree subject was only very loosely related. (1982 P26)

The limitations on possible diversity here are such as to restrict the previous educational experience of teachers within a narrow framework of type of degree and institution which may match neither the needs of school populations nor curriculum. Overall the research found a trend towards increasing numbers of women with a preponderance of middle class students who had themselves been to selective schools. Whilst the researchers acknowledge that many were educated before the expansion of comprehensives the position at the time of the research was that 53.6% of the men had received their secondary education in selective schools or the independent sector as had 55.3% of the women (Table 2.9 P23).

Students' social class background was related to institutions for it was found that there were "significant differences between the various institutions in relation to the social class of their intakes" (1982 P82). The difference in student populations are reflected in the following comments "Six of the departments contained at least

a quarter of students with social class 1 backgrounds, whereas three others had less than 10% from similarly placed families" and "Five departments, four of which were in the south of England, did not contain a single student claiming to originate in social class V and six departments had less than 2% of their students from social class IV" (1982 P89). That these differences reflect social class distribution in various parts of Great Britain and undergraduate populations in their universities is underlined by the finding that

Over a third of the students took the easiest of routes, attending departments of education in the same university or university college from which they had graduated. In some cases, however, this figure approached 70% of the total intake." (1982 P89)

These findings indicate that diversity within courses is narrowed and contained by the homogeneity of their student populations. School experience, higher education and social class of their parents constitute powerful socialising influence and where such similarities exist they may work against the consideration of and the acceptance of the need for change by both staff and students.

These groupings of students reflect the choices made by students since the majority claimed to have been offered a place at their first choice department. Undoubtedly there is an interaction between student choice and selection procedure but the implications of these findings are that improvement in selection procedures alone will not make substantial inroads upon the characteristics of the PGCE population. The benefits of previous work experience and maturity are unevenly spread over the departments.

At one large department as many as 42% had worked for a minimum of one year, whilst a further 22% had worked for at least three years. (1982 P35)

London had the smallest proportion of those in their very early 20's and along with the University of Wales and the formers CAT's, the highest proportion of students older than 21 years. (1982 P30)

Taken together these findings on recruitment suggest that the starting points for professional training along with a number of variables that are likely to be significant for the attitudes and performances of teachers differ both between institutions and within them according to subject method department. If such factors go unquestioned, unnoticed or unprovided for in the PGCE year then initial teacher education in many university departments may take place within an unexplicated class and educational homogeneity. It is against factors such as this that the claims for diversity should be seen.

Given the findings on recruitment it is not surprising that career choice shows a clear association with previous educational experiences.

There was a marked association between having been to an independent school and wishing to start teaching in an independent school. The same kind of relationship pertained in further education. (1982 P153)

As the researchers note in discussing the increase in proportion of those willing to teach in a comprehensive school from 40% - 56.2% through the year

..... it is difficult to be certain whether this change represents a particular enthusiasm for comprehensive education or a more informed and realistic view of the teacher labour market by the end of the PGCE year. (1982 P155)

Since amongst those who had jobs at the end of the year only 4.8% were in grammar schools compared with 70% in comprehensives, the labour market would appear to be influential. It may be reasonable

to assume that where the labour market permits the young teacher's own school experience still exerts a strong influence upon choice of course and choice of job. What is implied in these findings is how little effect the PGCE itself has in crucial professional decisions. There is no indication that the courses themselves are receptive to these factors that precede the student's entry to the course and yet may critically effect its outcome. Thus a major source for diversity goes, as it were, unnoticed in the education of young teachers.

If the personal and educational development of young teachers was seen as central to the PGCE years then the pedagogy would have to be very different from that discussed above. Method tutors' supervisory work with students with its continuity throughout the year often including selection prior to the course appeared to make alternative formulations of process possible. Tutors emphasised personal knowledge and contact as basic for their professional work of help, placement and assessment but the latter gave rise to conflict impeding other aspects of the work such as help and guidance. Ideas of care and nurture seem not far away from the role model that is implied and yet the researchers reserve the idea of a 'very time consuming' (1982 P188) pastoral role for those students for whom the PGCE could be traumatic. However the work of Lacey (1977) suggests that the nature of the transformation from student to teacher may be in degree traumatic for all students which implies that such work might constitute a central component of the tutor's role. Here again potential sources of diversity which may be an important element in initial teacher education finds no place. They are ignored in dererence to courses which emphasise practical skills and content

and in so doing ignore what might be vital elements in the acquisition of professional skills and knowledge.

Reflection and Theorising

The belief that theorising is an active process, that it is the prerogative of all professional educationists not only those labelled theorists, and that its achievement involves changes in both theory and practice informed the thinking behind the Alternative Course. It involved firm commitments to the common sense of both student teachers and experienced teachers as they conducted the complex work of teaching and involved themselves in the debates that surrounded this central activity of education.

In the early '70's the notions about the interactions of theoretical views with common sense were as likely to be seen as contamination of the former by the latter than they were to be seen as the task of PGCE work. To encourage a reflective stance could be seen even by a former member of Alternative Course staff as limited and dangerous stuff lacking rigour and educational direction. (Pring 1980)

Explicit procedures did not exist in the sense of how to accomplish the informing and shaping of a professional commonsense. There was concern that theory might be abandoned in the face of realistic and supported access to practice and this was fuelled by interventions such as those of Hirst himself in an influential paper on the PGCE (Hirst 1975). This reflected the considerable doubts about the place of theory in initial teacher education and perhaps also a belief that with the rapid expansion of advanced work, initial training

could afford to concentrate on practice. The dislocation of the two activities was thus made as much by theorists as by sceptical practitioners.

In the Alternative Course the relationship of theory with practice was basic and took for granted the value of an earlier view that theory should be included in teacher education and that it should relate to practice. Taylor (1976) summarises and makes clear both the pervasiveness and the institutional consequences of this stance. There is a particular irony in the concern that he voiced regarding the present situation "We shall not improve teacher education by learning to despise theory" (1983) for it is precisely this attitude which appears to be reflected in the findings of Patrick et al .

Educational Theory and Method Departments

In their consideration of the aims of method tutors they state

Although aims differed from tutor to tutor the aims most frequently mentioned were essentially practical, relating on the one hand to the student, his subject and how to teach it, and on the other to children, how they learn, how to discipline them and how to relate to them. (1982 P203)

Data from both staff and students points to a practical concern that underlies established practice and yet which gives rise to dissatisfaction and ambivalence for both students and staff. Staff were aware that "everyday pressures of working in schools could discourage teachers from experimenting" (1982 P193) and students experiencing such pressures were often inclined to see more practical help as essential for their resolution. The data suggests that within a setting where practice is emphasised and where students

experience difficulty the answer accepted by staff and students is essentially of more practical help. Underlying the perception of the problem and its solution is the structure of the course and what is thereby made realistically available. Educational theory here is likely to be irrelevant to either good or bad practice. The model of teacher education is outlined by Taylor

..... all that good teachers and good teaching require is a severely practical skill based training, rooted in the problems of the classroom as they presently exist, offering unproblematic pedagogic and assessment techniques capable of immediate application.
(Taylor 1983 P16)

For the tutors reported in the research theory in the PGCE is an addition, the concern for which may be occasioned more by the uncertainty surrounding the provision of in-service work than the recognition of its value per se. Despite the report that "there was a general feeling that students should be introduced to various theoretical principles underlying the practice" (1983) the emphasis in method work itself remained practical.

Education in the PGCE

That the responsibility for the teaching of theory is not accepted by the method departments may in part be explained by the established convention in course organisation that separates method departments as distinct from education departments. Patrick et al introduce their chapter in 'Education' first by categorising it as "all the work in the PGCE course that is not obviously method and not obviously teaching practice" (1982 P114). Since they have emphasised throughout their research the primacy of these elements the following comment is hardly surprising.

To write about it in that rather indiscriminate and residual fashion is not entirely inappropriate, for it was in this area of work that the university departments differed most (1982 P114)

They go on to say that

..... the majority of departments offered integrated courses but it does not necessarily mean that a great deal of highly developed conceptual re-organisation has informed its construction. Rather the staff have been concerned to relate the course to practical work and policy related issues in the field of education and classroom work. (1982 P114)

Such work involved

relatively large numbers of staff and particularly method tutors

but generally

the 'holding' power of the non-method courses was very different from that of method work, and student attendance levels, as reported by the students, were considerably lower at non-method than at method classes. (1982 P115)

Despite the fact that 64.6% of students spend over 5 hours a week on educational theory courses (Table 6.2 P118) the proportions of students claiming to have derived little or no insight into critical topics is surprising. Sixty point four per cent claimed no insight into the administration and organisation of the education system, 43.6% none into its history and 38.8% none into the theory and practice of the curriculum. A further 35.9% claimed no insight into social class and educational opportunity and 29.5% into mixed ability teaching (Table 6.5 P122). Given that such topics are offered by many departments (Table 6.1 P118) and given that they are well developed areas in the academic field of education this gives cause for concern.

The data from staff and students casts severe doubt on the capacity of the PGCE course to fulfil such modest ambitions as those listed

in the research (1982 P204) and they indicate the low priority accorded to theory and the limited nature of its potential contribution. Aims listed were "to find out what was meant by being a professional; to consider what schools were for; to discover where the power lay in education; to discuss the merits and demerits of alternative policy options. Theory courses were also felt to be valuable because they enable subject specialisms to meet students from other disciplines in mixed seminars". (1982 P204)

Theory, Reading and Reflection

Further confirmation of the declining value of theory came when students were asked to list those books they had found interesting and stimulating and the research comments

..... the students responded best to books dealing with various aspects of behaviour problems, remedial and special education and disadvantage Relatively few students seem to have had their interest caught by books on subjects such as the history of education, evaluation and assessment, reading, the curriculum and race. (1982 P121)

These indications of areas of interest show severe limitations especially when seen alongside the prevalence of practical concerns in subject method courses. But they do perhaps suggest that students themselves are prepared to illuminate problematic aspects of their practice with educational writing. What is disturbing if this is the case is the limited definition of problems that is thereby made available. Is this a consequence of strong boundaries between theory and practice which exist for most students and some staff at the level of course structures and of pedagogy and it follows at the level of assessment? Here generalisation was difficult but

the following are indicative.

The 460 students in the sub-sample appeared to have done an average of just over three essays each related to non-method work while on their PGCE courses, but they seemed to have had much less experience of giving papers or talks. Only about a third claimed to have undertaken this activity when dissertations or extended essays are considered the proportions were reversed. About a third of students were not required by their departments to undertake that kind of exercises. (1982 P120)

Despite diversity the impression is of the continuity with undergraduate modes of teaching, learning and assessment where what the student has to contribute, the sense he or she makes of what they are taught, and the professional and personal need for students to illuminate practice with theory are notably absent. Within what appears as a prevalent and pervasive inadequacy the students tended 'to place low value on what they have little interest in or experience of' (P124). That this is critically related to their total experience of the course is indicated in the following comments.

Students at institution 5 spent least time attending their courses (on education theory) and came second lowest in terms of length of time spent preparing for them, yet half the students at this institution said that too much time was spent on educational theory - a sentiment influenced by the views of one set of particular subject specialists The course at institution 7 superficially at least was organised along similar lines (an integrated course and additional optional courses) yet students there spent most time attending educational theory, most time preparing for it and were least likely to say they had spent too much time on it. (1982 P125)

Where the emphasis in PGCE courses moves away from theory the value placed on what theory remains appears to decrease. Areas that may be deemed professionally essential as, for example, politics and education, may be taught by few departments (Table 6.1 P118) or whilst being taught by many singularly fail to influence/ students. The

researchers take up the dislocation between rhetoric and reality when they say

In recent years much has been made in teacher education of the value of the study of language in the classroom, yet here again there was substantial departmental differences with respect to perceived insight. (1982 P129)

But is it mainly diversity of content and time allocation that are responsible and is the conclusion, as the researchers suggest

After making all the due allowances, the overall conclusions are supportive of the arguments which claim less rather than more benefit for the virtues of choice and diversity. (1982 P130)

A common curriculum and external control sound in this context attractive and they are canvassed by those who have the power to shape the future patterns of teacher education. There are other conclusions that might emphasise diversity of initial professional education when the diversity may arise from student needs and characteristics. Equally diversity may arise in relation to schools or to areas of professional practice within them. It is not diversity itself which is wrong but diversity which appears to have too little professional justification. The next chapter examines an example of diversity in teacher education which has made a significant contribution to knowledge and thinking about teacher education.

CHAPTER TWO

A School-based PGCE Practice

In the first chapter recent research into the present pattern of PGCE in the university sector was examined to see how far its structures and processes corresponded to those of the Alternative PGCE course, which is the focus of detailed exploration in this thesis. Although the findings presented by Patrick et al (1982) were not collected, or presented, to give detailed accounts of the structures and processes of particular courses it appeared that the shifts in practice and conceptualisation that mark the Alternative Course are neither typical nor widespread in initial teacher education. This is particularly a cause for concern given the current direction urged upon teacher education in the universities (White Paper Teaching Quality Cmnd 8836 March 1983). That change can be encompassed more readily at the rhetorical than at the practical level would imply that professional attention should be paid to accounts of changes that attempt to substitute the hard questions that arise from reality for the easy conviction that informs the rhetoric. It is in pursuit of these ends that this chapter turns to a detailed account of the practice of the Tutorial Schools Research Project (Lacey et al 1973).

Nature of the Research

The account that forms the basis for this chapter was the outcome of a research project funded by the SSRC from 1969-73 which, from its outset, had a dual commitment.

..... there were two major aims in this research project - that of description and that of assessment. The first aim of the research team was to describe the professional socialisation of students into the teaching profession as a process occurring over time. The second aim of the research project was specifically to assess the Sussex method of teacher training, as far as this was possible (Lacey et al 1973, Ch1 P1).

Whilst its achievements were considerable it is also the case that there are very real limitations in research of this kind for professionally concerned practitioners.

First there is the constraint of the time scale which influences what can be attempted and what therefore can be achieved. The research makes the point clearly.

Fairly early on in the design stage of the research we realized, from the point of view of both approaches that the time span of the training year was insufficient for either an adequate description or an adequate assessment to be made of teacher socialisation or that of Sussex students in particular (1973 Ch3 P2)

The solution which was adopted moved the focus away from structural elements and their part in the process of teacher socialisation. This was a natural consequence of the design which in adopting the device of a follow-up of the students after a year shifted the focus from course structures to individual responses. Such a focus was also emphasised by the commitment to a substantial comparative element in the research which was seen as central to the evaluation of the Sussex scheme. Here the requirements of the contributory disciplines may be seen to be more influential in the shaping of the research than the possibly more mundane requirements of participants whose voice is absent at this stage. They remain the objects of the researchers attention. In discussing professional socialisation processes they say

..... we wanted to be able to describe the socialisation processes occurring in student teachers insofar as those processes were similar across different types of course - that is independent of institutional characteristics. (1973 Ch3 P7)

Whilst such a focus is a legitimate concern for the professional researcher it may produce outcomes that are less useful for the professionally concerned practitioner. For the latter as for those concerned with the overall shaping of teacher education it is institutional characteristics themselves that may be amenable to change. The researchers may have been over-optimistic in their assumptions that the dual approach of the research could be considered complementary from the point of view of theoretical orientation and methodology. The complementarity may have had more to do with the orientation of the distinct social scientific disciplines that shaped the research than with their relationship to the illumination of practices by theoretically informed research. The time when the research was undertaken, its structure and its funding were probably more influential than the needs of practitioners, whether administrators, teacher trainers, teachers or students.

This raises a second limitation which may be inherent in this form of research and this is its relationship with a professional audience. When the research is substantially discipline-based members of that academic and research community constitute the unseen audience that is so influential in determining the focus, the methodology and the shape of the output. Disciplines differ amongst themselves and show significant changes over time in their conception of the desirability of informing the conceptions and actions of a predominantly lay audience - professional or otherwise.

Lacey himself perhaps comes nearest to this concern and in so doing represents a strand of thinking and approach emerging within sociology and particularly taken up in the sociology of education at that time. In introducing his uses of Grounded Theory (Glazer and Strauss 1968) he says "For it is only through an understanding of and eventually control of the interaction between sociology and society, or, put differently, between sociological ideas and concerns and the concerns of actors in the area of society in which sociologists make their studies that sociology will come of age as a mature and distinctive discipline" (1973 Ch7 P2).

For Lacey his account "represents one stage in the development of a dialogue and the construction of a common language and understanding". But it does not follow as he suggests "that if this account fails to communicate to other sociologists or interested educationists, then it can be deemed a failure" (1973 Ch7 P2). Such a stance is indicative of the underlying optimism that informed areas of thinking about the relationship of theory and practice and which underestimated both what stood in the way of such an endeavour and of equal importance the enormous changes in orientation and in effort that such a relationship would require.

What is not recognised is the contribution that practice itself can make here which was underlined in the Introduction to this thesis. In a sense all practice contains within itself its own directions and limitations and these are not necessarily revealed in the process of critical analysis. Failures in communicating and the lack of application of findings to practice may point to the inherent difficulty of the endeavour. The concerns of interested practitioners

change over time and may now be further from those of the sociologists Lacey refers to than they were at that time. The late 60's and early '70's contained a degree of optimism seen in this research in relation to the possibilities of both sociology and of teacher education that have undergone serious changes during the last decade. From the research considered in Chapter One it is quite clear that the Sussex experiment was not generally replicated in teacher education. The lack of institutional commitment to the exploration of the relationships of theory and practice that is seen there suggests that this may have been one isolated attempt at dialogue rather than an early stage in a developing process.

The somewhat peripheral engagement of theorists of education in the initial education of young teachers may go some way to accounting for this state of affairs. Lacey comments on the existence of two opposed views before the new Sussex PGCE Scheme began in the early '70's.

One view was that the scheme should involve schools which were themselves in need of help and displayed some of the more extreme problems in teaching. Associated with this view (in the minds of the proponents) was the idea that the scheme should radically re-orient students and give them a view of the world through the eyes of the pupil and the underprivileged. (1973 Ch1 P16)

This was not the view that prevailed and Lacey comments "At the same time, the social scientists moved to having a more peripheral interest (in the teaching of the course) and in the main research year this disengagement was most marked"(1973 Ch1 P15/16).

Retreat and retrenchment may be an affective and cognitive reality as much as it is now an economic and political fact of life. From

within such a climate the research findings to be discussed need to be seen as the result of a progressive and innovatory commitment whose further development now has to occur in a very different educational climate. Despite this, critical feature of change such as the conflict and dissent which precedes any movement continue to be apparent. Once again it is a limitation of this form of research that it glosses over such features in its adherence to a restricted time span. The researchers approach an institution in its contemporaneity. They are unlikely to be familiar with, or be a part of its history or indeed necessarily of its future. For practitioners how that actuality became and where it sees itself as going are as important as what presently exists. The nature of both the conflicts and the participants is therefore of concern to them for the details given suggest that what was represented were divergencies that have continuously had an influence in both the theory and practice of teacher education. The practical resolution that was adopted was seen to contain the view "that the student should be protected from, rather than exposed to, some of the more difficult problems in teaching and that relations between the university and the school should be harmonious rather than challenging" (1973 Ch1 P3).

This appears to be a view that underpins the practice described by Patrick et al (1982) that exists generally throughout the university sector but which is not reflected in the reality of the PGCE as experienced by students. In the Sussex scheme this view was associated with the newly appointed course tutors with actual responsibility for the conduct of the course and thereby became its policy. The reported 'resolution' appears premature and necessitated by the exigencies of research as much as of practice which must often contain and work with incompatibility and conflict.

Research and Aims of the Course

The research itself required an early specification of aims to enable the establishment of the features of the innovation as objectives amenable to measurement and thus to assessment and evaluation. Despite the qualifications that are made concerning the use of the term evaluation "..... evaluation is used in the narrow sense of 'ascertaining the amount of' various characteristics or outcomes" (1973 Ch1 P21 Note 7). The constraint was quite apparent in the problem of expressing the structural dimensions of the innovation as objectives which could be operationalised and measured. The aims are presented below:

- a) To provide a more realistic teaching practice period - showing the students the teaching situation as it really is.
- b) To produce a situation where the students were accepted by the other teachers as colleagues, present over a long time period and gradually taking a larger share of the workload, rather than as alien intruders adding to the burden of work.
- c) To produce a situation where the student teachers were gradually accepted by the pupils as being real teachers and not 'just students', and thus it was hoped reducing the discipline problems met by all beginner teachers.
- d) By having university and teaching practice training running concurrently, and in particular by introducing combined seminars, it was hoped to avoid the compartmentalisation process by which it was assumed that student teachers managed to avoid facing and sorting out any conflict in views between the theoretical and practical part of their training. (Ch4 P12/13)

Such aims do not necessarily follow from the statements referring to the extent of the innovations which eventually are to do with the structure of the course.

1. The development of new roles within schools - the teacher-tutor and the general supervisory tutor. Paid by the university to conduct seminars on topics closely related to the students' teaching and school experience. The teacher-tutor also has an important role in the assessment of teaching practice. He attends seminars at the university during the spring term.
2. The development of a new role within the university - the Education tutor. Visits schools and liaises with the teacher-tutor about the students' performance in the school. He runs a workshop seminar on a teaching subject basis to which the teacher-tutors are invited in the spring term. He spends over half his time in the university teaching his subject to undergraduates.
3. The concurrent association of teaching practice at school and theory at the university. The student splits each week between the two institutions.
4. The teaching practice accounts for well over half the total course since three out of five days per week are spent in the school throughout the year. It is normal for somewhere between a third and a half of the course to be spent in schools.
5. A final implication of the year -long association with one school is that the students' experience is confined to this one school. This is one area in which the block practice appears more flexible and some universities in our control sample allowed a small minority of students to switch schools. (Ch1 P16/17)

Whilst the first three aims may be impossible to achieve without the development of new roles within schools where students have prolonged contact such provisions of themselves do not ensure their fulfillment. For course members such aims may serve as guiding principles in their attempts to work within new structures and sets of relationships. Within the research model adopted they were accorded different significance as a set of achievable outcomes.

Here they served directly the requirements of that part of the research which studied role conflict and role ambiguity in students' training in different universities. This required a tight specification of hypotheses which could be expected to differentiate between students trained under different 'experimental' or 'training conditions' (Ch5 P13). The measurement of this becomes the research problem which is quite distinct from the practitioners' questions which might relate to the relationship of the innovatory features with the stated objectives and the appropriateness or likelihood of attaining such objectives in the short or the long term. The finding that "items a), b) and c) of the primary objectives of the innovation were found in the research not to have occurred in practice" (Ch5 P14) may have come of little surprise to practitioners. They are more likely to be aware of the differences both within and between institutions and more importantly aware of the time which is required for change to occur in well-established practices however much they are deemed to be in need of such change.

Importance of Course-focussed Research

The summary of the Sussex innovation indicates the extent to which it made inroads upon established practices and it points to the necessity for an institutionally based research approach. It was Lacey who came nearest to such an institutional focus with his concern with the professional socialisation of young teachers. The focus was essentially upon groups of students and upon the varieties of social strategy which they employ in their career through the institution. This work illuminates the emergence and development of professional styles and ways of behaving. But the lack of detailed information

on structure and process means that the practitioner has little indication of the situations within which these responses arise, are articulated and sedimented and thereby little on which to base changed structures which might more closely articulate with the underlying processes. A member of the Research team, Peter Hoad, makes this point in the discussion of his work on adjustment when he says "The methods used placed considerable constraints on which aspects of the model could be followed up in the empirical research. The model is concerned with processes, but for them to have been studied in any detail would have made demands which our research resources could not meet" (1973 Ch6 P3). The concern of the interested observer be he or she educationist or sociologist, is not the same as that of the committed practitioner caught up in the process of change. For the latter the documentation of the cycles of 'honeymoon', 'crisis', 'getting by' is not the excitement of the discovery of professional 'rites of passage' but of energies and commitments that are available to participants in the process of professional education.

Fortunately the preferred methodology for Lacey was that of participant observation and this brought into focus an element that is essentially related to structure, "the radically different preoccupations and orientations of the different groups of students" (1973 Ch7 P5). The segregation of the different subject groups in the PGCE population is a basic aspect of the reality of the PGCE in universities that was revealed in that research and was basic to the structures discussed in Chapter One. As such it is an essential concern for practitioners of teacher education.

Also of concern to practitioners is knowledge of developments within the course over time and here this is provided for beyond the confines of the research itself. They are made available by a later account of the Sussex course presented by course staff, one of whom had been a member of the research team (Lacey and Lamont 1978). The shifts in focus illustrate the distinctiveness of the practitioner's concern and insight. It is the practitioners themselves who had to grapple with the problems revealed by the research and it is that engagement which produced an account for a professional audience of practitioners. Professional knowledge is knowledge intimately related to action, it arises from it, reflects it and enables its development. It is with the requirements of professional knowledge firmly in mind that critical findings of the research have been selected for discussion.

PGCE in the Process of Teacher Education

Recruitment to the PGCE

First the differentiation of the PGCE population which the research indicates occurs along two major axes, the first social and institutional and the second motivational. The differentiation of the total population of PGCE students along sex and social class lines was shown quite clearly in the research of Patrick et al (1983) discussed in Chapter One. That it was apparent in this earlier research suggests the persistence of trends which, whilst arguably of considerable significance for both the process of teacher education and its outcomes are consistently ignored and unchallenged by those involved in teacher education. Lacey emphasised that professional socialisation itself was socially and institutionally patterned and that understanding of this patterning could lead to institutional changes and modifi-

cation. The effects of this upon patterns of recruitment finds no representation in the current concern about changing and improving methods of selection. The research showed that the intake into the five university departments that were the subject of the research consisted largely of "the sons and daughters of the middle class" (1973 Ch4 P5). This group was more narrowly defined by its limited age range and similar findings were repeated ten years later by Patrick et al. Interestingly in 1973 it was found that in the Sussex PGCE course compared with that university's general undergraduate population, "the PGCE students exaggerate an already existing tendency" (Ch4 P5).

When this information is combined with that on selection the conclusions appear reasonable (although the study of the selection process was confined to Sussex). "It would seem likely, therefore, that in the main, both the 'select' and 'the selected' parts of the recruitment process work in the same direction to produce groups of students who reflect in the character they possess some of the characteristics of the university departments to which they are recruited (1973 Ch4 P6). Given the findings that regional origins, educational backgrounds and educational achievements all show differences it becomes quite clear that prospective teachers are, before they begin their professional education, differentiated according to factors which are likely to affect them when they become teachers. The institutional separation of relatively homogeneous populations is important not only for the professional educator but more generally for the profession implying the possibility of stratification whose effects may be far reaching.

Differentiation of PGCE Population

Examination of the factors along which the departmental populations were differentiated reveals that a seemingly straightforward notion such as 'commitment to teaching' may mean something different both on entry to and on completion of the course. Here the analysis was made on Sussex and Kings. 'The two universities most different from each other in our original paradigm.' (Ch 4, P77)

The research showed that the courses existed within different traditions of teacher education with Kings' students recruited from, experiencing what teaching practice is and finally obtaining teaching posts in the independent and direct grant system in significant numbers. this led the research to conclude that "the differences are in fact so large that 'commitment to teaching' means something rather different in the two contexts". (Ch 4, P77 1973)

The forms of commitment they suggest are differentiated according to their specificity.

The first, more obvious form of commitment was to a career in teaching (a subject) and schools, which was similar in many ways to commitment in the older professions, for example, medicine and law. The second, less obvious form of commitment was to education in its broadest form and to a set of ideals which might be realised through education (Ch 4, P86 1973)

Further they state that 'the implications of their findings are far-reaching for the design of postgraduate certificate courses'. Whether or not one shares their view that PGCE courses should most appropriately be seen as 'dual or multi-purpose qualifications' professional educators certainly need to be aware of the finding

that states that their courses

..... are already seen very differently by the broad streams of 'radical' and 'professionally committed' students. (1973 Ch4 P8)

The seeming opposition here of the two forms raised questions of the extent to which and the method by which the two forms of commitment may be made part of a professional consciousness which is appropriate to the schools into which young teachers will move at the end of their courses. Vital questions of change and continuity within the profession are raised which potentially at least are within the control of teacher education. This underlines the need for the debate about the form and content of teacher education to be more widespread throughout the profession.

Role Conflict in PGCE Population

The institutional factors combining to produce the effects reported above critically influenced another section of the research in an unexpected fashion. This is the study of role conflict where the conclusion was that "the difference between old and new universities remain the proper finding of the report". (1983 Ch4 P5/6)

It was in the older universities that "a significantly greater decrease in role conflict " (1983 Ch5 P62) was found. This was explained by the likelihood that students there were "directly taught or somehow absorb values and standards that are continuous with the schools whilst in the newer universities they are different".

(1973 Ch5 P61) Decrease in role conflict was however seen as a measure of one aim of the course ie to produce a harmonious relation-

ship between school and university. There is little opportunity for practitioners to explore the processes that might underpin both the production of and maintenance of role conflict. Such an exploration might enable a re-evaluation of such conflict whereby it may be seen as an integral element of teacher education that is concerned with educational change.

Student Attitudes on PGCE Course

The work which was done on student attitudes at five universities showed that the differences observed were not produced by initial observed differences in the student body. They suggest that "there is evidence of an institutional effect over and above the social climate effect" (1973 Ch4 P17) where institutional refers to characteristics of the course, types of teaching practice etc. With particular reference to Sussex they conclude that the "Sussex teaching scheme produces changes in the attitudes to education of the student cohort which are consistently different from those produced by the universities most similar to Sussex" (1973 Ch4 P68). This was a most important finding for it suggests the scope which exists within the PGCE to work clearsightedly in relation to its own specific intake and to its schools.

The practitioner here requires details of structure and process within the individual course to try to establish what the critical elements are. An example of this may be seen in a particularly important 'finding' that a higher proportion of Sussex students perceived differences between their university tutor (E-tutor) and teacher-tutors on their ideas relating to five aspects of education

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** Not only did they perceive differences more frequently but they dealt with this differently by selectively agreeing or disagreeing according to which tutors they were with. It was suggested that the 'split week' and 'concurrent theory and practice' led to the students being more critically aware of differences. The research also suggested that the course structure constrained them to maintain this tension. This was associated both to 'gains in Radicalism' during the course (Ch 8, P26 1973) and possibly to 'the development of autonomy and discernment' in the Sussex students.

than did students from the other universities (Table 31 Ch4 P42). These were a) general views of aims of education b) acceptance of new ideas c) the curriculum d) relationship with pupils e) the appearance of the teacher ^{**It} may go some way towards explaining why Sussex students do not perceive themselves as more accepted in their school" (1973 Ch4 P43).

Whilst such conclusions remain speculative they are of considerable importance in that they suggest that in certain ways, albeit unforeseen, the Sussex scheme was working with elements of the socialisation process of professionals that can so frequently be ignored in teacher education. Interestingly here they comment that 'critical awareness of the school and university was stated as an objective of the scheme by a number of university tutors' (Ch8 P26) which raise the question of the place of this awareness in the aims as interpreted and used as a basis for the evaluation. Given that at the outset of a radically innovative scheme dissension is more likely than consensus it may be the case that individual members of staff brought different attitudes and ways of proceeding into the pattern of professional action that contributed to these outcomes. The emphases of the research may have failed to bring this into focus.

A group of findings relate to factors that are particular to the training institution itself. These are the importance of the subject method grouping and its relationship to sub-cultural elements developed informally within groups and the importance of this in the personal development of students. Then there is the appearance of distinct patterns of social strategy related to the location of the PGCE in the university as well as the school.

Subject Method Groups in the PGCE

The research emphasised that within the university department differentiations took place in relation to the distinctive subject groupings. The research showed how subject cultures are associated with 'distinctive attitudes in relation to education' as well as to 'reported behaviours within the classroom' (1973 Ch7 P27). It is on these findings that Lacey bases his conclusion that the process of becoming a teacher is a 'multi-stranded process in which subject sub-cultures insulate the various strands from one another' (1973 Ch7 P27). The subject background of students affects not only attitudes, but also classroom behaviour.

He is affected in a number of conscious and unconscious ways by a process of specialisation that began five or even seven years earlier and may even at that stage have been based on special pre-dispositions and abilities that he already possessed. The effect is to equip him with a knowledge of special meanings (language), special preoccupations (view of the world), analytical and conceptual frameworks and ways of posing questions and directions in which to look for answers (a methodology). The power of this special approach is balanced by a weakness in the interpretation of the approaches of others. (1973 Ch4 P13)

When this is combined with the fact that the central experiences of the PGCE year are subject centred, whether in the classroom or in the training institutions, it can be seen that the implications of what Lacey calls the emerging 'subject teacher perspective' are enormous.

Lacey rightly cautions that subject does not carry with it an 'irremedial set of perceptions' (1973 Ch7 P25). Rather it carries a built in set of meanings and ways of behaving and for the

practitioner it is the potential for change which may provide the challenge.

Whilst the subject method group is seen to be pivotal in the emergence of a professional identity its possibilities need to be examined in relation to knowledge of the importance of elements within the PGCE which Lacey refers to as sub-cultural. The idea of sub-culture enables links to be made between the formal and informal aspects of the initial training year as well as to link various aspects of the overall structures of the course. Subject sub-culture is shown as a pervasive reality of teacher education which because it has its effect in contexts which are insulated from each other it may be rendered invisible to practitioners.

Lacey himself reported that he required considerable immersion in the situation as a participant observer to "become aware of the radically different preoccupations and orientations of the different (subject) groups" and to become aware that this was "one of the characteristics that most coloured their early reaction to the course" (1973 Ch7 P9). This became effective over a whole range of structures in which students worked aside from the subject group itself. He mentioned the mixed (education) group noting that they were "generally more formal and tense" than the subject group and also that student behaviours varied between the two (1973 Ch7 P6).

For Lacey, consideration of his data produced the idea of student composition of the seminar becoming a situational determinant of behaviour giving rise to distinct patterns of behaviour which were observed in and out of seminars, in the classroom and in the staffroom.

Thus the picture emerges that attitudes and behaviours are formed during the PGCE year in contexts over which the Course as such exerts differential amounts of control. To a degree what occurs may be accounted for by the sub-cultures in which students participate and if this is the case then practitioners need to be aware of what is happening, in what ways and how far this is congruent with or acceptable within their own overall scheme of teacher education.

Development of Social Strategies in the PGCE

Becker, whose work was important for Lacey, emphasised social strategy as the crucial link between student sub-culture and teacher behaviour (Becker et al 1961). It was through interaction over time that groups of students with 'common purposes' produced a set of strategies that 'acquire a common element'. It is this social strategy repeatedly applied that leads to the development of the subject perspective that, broadened and developed, produces a sub-culture.

The supposition here is, however, that these elements effect changes deep within the personality structure of the individual and are responsible for the richness, complexity, and uniqueness of individual personality.
(Ch7 P10/11)

So the process of becoming a teacher consists in consecutive immersions in situations where elements of previous 'latent cultures' operate to fashion and to limit the range of response and behaviour. This draws attention to the PGCE as only one part of the process of becoming a teacher. It underlines the necessity for professional preparation to involve itself in the past experiences of students and to see such experiences as central to the construction of the professional self which is the purpose of PGCE.

Lacey emphasises varieties of strategy seeing within them a possibility of power for individuals within particular sets of social circumstances. He observes the workings of social strategies such as 'strategic compliance' and 'internalised adjustment', showing how they emerge and are sustained throughout the experiential cycle or spiral which he sees as a feature of becoming a teacher. From the honeymoon period the student emerges caught up in the demands of 'the search for material'. This is followed by most with 'learning to get by' which elicits important social strategies which are differentiated according to institution. "The strategies typical of the university are collectivist whilst those employed within the school tend to be privatised" (1973 Ch7 P49). Strategies developed within the university relating to teaching were dropped within the harsher reality of the school.

However for Sussex students such strategies were consistently challenged by the course structure which brought university and school temporarily close throughout the course. Whilst this led to an increase in the amount of tension experienced it was also linked with the persistence of the perception of differences between the university and the school and they conclude

..... that there were some grounds for associating this unusual feature of the Sussex experience with the unusually high gains in Radicalism etc made by Sussex students. (Ch7 P49)

This finding bears on the practitioner's concern that initial teacher education can indeed be more than mere training although there is little evidence that Lacey's findings have been operationalised in teacher education courses to any significant extent despite his own optimism.

The appreciation of these views of socialisation and the notion of social strategy are central, in my mind, to an understanding of the teacher training process. They can provide, I hope, useful tools in the design of improved and truly educational schemes for the 'training' of teachers. (Ch7 P49)

Structures of the PGCE

The School Experience

A further group of findings have to do with the schools where teaching practice was undertaken by students and here the research takes account of practice in several university departments. They showed the differentiation of experience for students in relation both to workload and to supervision. They noted that "as far as teaching load is concerned, this appears to be a straightforward relationship with types of teaching involved: the less academic, on the whole, the more lessons" (Ch6 P31).

Further they state that "What is important for our study of student's experiences is to note that such differences exist and that they are probably related more to the needs, or self perceptions of the schools than to the educational requirements of the students" (1973 Ch6 P35). Such experience they see as affecting the students' adjustment to teaching. Obviously adjustment to teaching is complex and multi-faceted and this is reflected in the research but certain factors are isolated here as they bear on the tension between school and university.

On the acceptance into the staff room they suggest that being accepted into the staff group "usually involves the student in adopting at least to some extent, these norms" (ie of the staff room) (1973 Ch6

P48). And further that

..... there will be considerable social pressure on the student with different norms to modify his own attitudes and behaviour until they are acceptable to the school. (Ch6 P48)

Where students operate in school as individuals or even in two's as in the Sussex scheme it would seem that this social pressure can meet with little resistance. The seminar which was held regularly in the school by the teacher-tutors might have provided a structural base for consideration of such pressures but this seems not to have occurred. Although the seminars were seen as important by the Sussex students they appeared to be relatively self-contained appearing neither to influence collaborative endeavours in the school nor to affect the university based part of the course. They report that

the spontaneity of many of the discussions meant that practical day-to-day matters were most commonly discussed, rather than more theoretical issues. In many cases teacher-tutors reported that they did not know what the university tutors or, in some cases, their own general tutors, were discussing and were, therefore unable to plan their work around this information. This lack of knowledge reinforced the tendency to move towards topics of day-to-day concern. (Ch2 P18)

Role of Teacher-tutor.

It is fortunate given present pressure in teacher education that the Research was able to focus upon the characteristics of teacher-tutors who had been given very specific roles within the teacher training process. They summarise their findings here through Ideal types seen as "conceptual extremes towards which 'real' tutors may tend" (Ch6 P4). The differentiation of teacher-tutors as Integrators, Allocators and Assessors has implications for the students' experience

as well as for the outcome of the course in terms of their adjustment.

..... The Integrator has the most progressive views on education. His main concern is with the position of the student in the school in relation to both staff and pupils. He is less likely than other tutors to supervise formally and is also likely to give less work, but is more willing to change the timetable if this seems to be required. The tuition he gives tends to be concerned with matters of current concern to the students

..... The Allocator forms part of the largest group and tends to be found in Comprehensive schools. He is moderate in his opinions and his main interest is in getting as wide a range of work covered in an orderly and efficient manner. His students are given more work than other tutors' but only a moderate amount of help. The tutorials, too, tend to be systematic and to go through a pre-arranged set of topics. This approach may lead to the student being treated as a learner and perhaps feeling he has less responsibility

..... The Assessor tends to be found in Secondary Modern schools. His opinions are at the formal ends of the scales tested and his main concern is with evaluating the progress of the student. He gives more help, especially in observation of teaching, than do the other tutors but does not make use of the information acquired to make timetable changes (which might make evaluation difficult). He is not particularly concerned about tutorials, which he might change or even drop (1973 Ch6 P65)

This demonstrates that the variability amongst teacher-tutors within one scheme is considerable and has practical implications for the students as teachers. Whilst selection and use of tutors is of obvious concern to practitioners so might be wider questions of the compatibility or otherwise of the school tutors with the aims and practices of particular courses. This raises questions of course planning and of the relationship of initial with in-service education of teachers for it is arguably unacceptable to have substantial areas of control unacknowledged and beyond the influence of those respon-

sible for the conduct of courses. They examine the nature of the supervisory relationship and comment

One possibility is that supervision is used to counteract the influence of the school, and may therefore help explain the apparent decline in school effect over the year

It is suggested that if the supervising teacher is in sympathy with school norms and sees the acceptance process as inducing them he will play down supervision. If he does not want the student to conform to staff norms, he will supervise quite closely. The effect of this would be that to turn out informally-oriented teachers in a basically formal Grammar school would require a considerable amount of 'countervailing influence' through supervision. (1973 Ch6 P58)

This not only suggests that teachers have a considerable amount of autonomy in their supervision but also that they have considerable power in relation to student attitudes and behaviour (1973 Ch6 P67). Such a finding is critical whether teacher training moves to embrace partnership with schools and hence give an enhanced role to teachers or whether school and university remain relatively separate thus giving to teachers power by default. When the outcome of the Sussex scheme is examined it is noted that the extension of the tutor role into the school produced protective constraints on students regarding the types of teaching they were able to take on. Although students worked with the teacher-tutors this did not influence the amount of joint preparation or teaching nor indeed the degree to which students felt accepted into their teaching practice schools (1973 Ch8 P25).

Here it may be seen that prevailing conceptions of teaching and training as an individual pursuit die hard and that a long apprenticeship and initiation is seen as essential. Equally the structure of the course was at the same time working in ways unanticipated in its design to heighten and prolong tension between the institutions.

Alongside these findings are those which suggest that there was, for students, a more flexible and responsive relationship with the school and that students had more teaching experience. Despite the restrictions of practice which centred around responsible (ie VI Form) and difficult (ie bottom stream) pupils teacher-tutors were seen as feeling greater responsibility for their students because of their formal role and this resulted in higher rates of classroom observation by tutors. However despite this form of support Sussex students felt no more accepted by staff and pupils than did students in other university departments. Interestingly given the stated aims of the course, findings showed that confusion existed among tutors concerning the importance of 'integration into school' as one aspect of their role. This may be influenced by the finding that 25% see assessments of tutees as among their most important activities.

Role of University Tutor

Earlier Lacey comments that implementation of the in-service element of the Sussex scheme might have changed the results and this is apparent throughout this section and perhaps nowhere is it more pertinent than in relation to assessment. The finding needs to be placed in the context of the position in which Sussex teacher-tutors found themselves. Despite friendly relationships between university staff and teacher-tutors no evidence was found of close working relationships either of university staff in the school nor of teacher-tutors in the university (1973 Ch8 P25). Such findings suggest that the good intentions which undoubtedly existed needed to be underpinned by changes in structure and in roles that require conscious planning and determined implementation.

This did not appear to happen, rather there was a see-saw movement with aspects of the supervisory role moving from the university to the teacher-tutors. The teacher-tutors, it could be argued, were simply taking over that most visible and obvious aspect of the university tutor's role, assessment, which was in any case the subject of confusion and of considerable differences in practice. The method of assessment whilst seen as 'in keeping with the devolved responsibility in training' and therefore relying to a large extent on teacher-tutors' assessment of the student's teaching ability appears to have had an important influence. Tutors from the university whilst consequently freed from classroom observation of students for assessment purposes experienced difficulty in developing a new role and for some, school visits received low priority. Tutors found themselves tugged by the dual commitments that the nature of their university appointment gave them. Within the vacuum created the teacher-tutors could be seen to be carrying out a role that traditionally was central to initial teacher education. It is essential to be aware in looking at these findings that the research coincided with the beginning of the new course - with developments and consolidation of earlier procedures and new staff appointments in both university and school. It is likely that confusion existed both in conception and in practice and, moreover, that, at this stage, a degree of dislocation between intentions and outcomes was an inevitable part of the process of change. Strategies would not yet have developed to deal with occurrences that may later become visible as patterned regularities in the established course.

The research pointed to the significance of the under resourcing of the scheme "..... at the levels of encouraging further developments as well as initiating, supporting and evaluating through in-service

work" particularly in relation to the school-based area of the innovation. Whilst this is of crucial significance it is also apparent that changes of conception and of behaviour are also essentials otherwise the consequence of increased funding may be to support an extension of present practice albeit in an apparently different guise. Here the logical next development, as seen by the Research team, was stated in the general conclusions.

It would seem that the next important, perhaps crucial test of the situation would be for university staff to involve themselves in the school and in the classroom. It would be their job to test the notion that the open collectivising, radical strategies of the university could take root in the school and be appropriate to the classroom and its problems. Without this development the full implications of the school-based method of teacher education remains untested.
(Ch8 P43/44)

Whilst such involvement was obviously intended to prevent the two parts of the course from becoming quite distinct it is also apparent that the complexity of the process of professional change is avoided in the simplistic assumption that university tutors could accomplish far reaching change and that this was to constitute the basic test of the school-based method. Possibilities other than this are quite clearly suggested by the findings that have to do with the students' evaluation of their PGCE course.

Reflection and Teacher Learning - The Importance of Pedagogy

Despite the problems in the school-based side of the work, the research suggested that these were less apparent to students than aspects of the university-based part of the course. Their comments may be

quoted in full with the proviso that for the Sussex students their course "retains for its students an attractiveness well in excess of that exercised by other courses". Generally they point out

The overall pattern of change is also clear. After experiencing their course, including the teaching practice with its exposure to the classroom situation, their reassessment of the elements of the course is striking. The three theoretical aspects of the course, psychology, sociology and philosophy all decline in importance. They apparently fail to achieve their promise. They do not assist in the practical job of becoming a teacher in anything like the degree that was hoped. On the other hand the practical aspects of the course either retain their importance (teaching methods and the day-to-day running of schools) or, like educational administration, increase in importance. The most remarkable change is in those items relating to knowledge of 'self' and of individual children. The stresses of the classroom situation and their first contacts with children cause these to be uprated in practically all universities. The dedication to their teaching subject remains practically unchanged. (Ch4 P46)

The concurrent theory and practice element in the Sussex scheme did little to establish the importance of theoretical aspects of the course and Lacey's conclusion is important.

It would seem that in those aspects of the course that are not dealt with formally but spring out of the main concerns of the student, the classroom situation and his relationship with individual children, that increase enormously in importance. (Ch4 P48)

That the 'university-based' side of the Sussex course had no formal mode of response indicates the extent to which the separateness of university and school were built from the beginning into this innovation. At this stage it had more to do with changing PGCE practices in school than in bringing the disparate elements together.

What the research suggests here is how important it is in PGCE for students to be able to develop a personally active and useful

knowledge. Further it should be grounded in an understanding of the developing professional self as well as of the individual children who the student works with in classrooms. It is against this background that understanding ones subject, evaluating the latest teaching methods and becoming familiar with the day-to-day running of schools should take place. These are all activities which the students at the end of their course see as important but which too frequently are presented as separate elements linked neither amongst themselves, with the school, nor within an overall awareness of their relationship to the students. The research recommendations on the future role of the university tutor appear to miss out ways of working in these areas. Subsequent developments of the course, however, reported in the Sussex University Occasional Paper (Lacey and Lamont 1978) suggest that the university seminars themselves could bear upon action taken by the students within the schools. This is the beginning of the exploration of the possibility of a theoretically informed practice which has to be located within the pattern of relationships established by the course. Throughout the course this relational element had been seen as critical, posing a challenge to the conventions of course planning. They emphasise how far such conventions influenced the selection and organisation of content leading to a narrow focus on 'what' or 'how' to cover the areas of technical knowledge seen as appropriate to initial training courses. After the period of the research Lacey and Lamont (1978) report how official requests for reviews of provision in initial teacher education once more pulled them towards the established conventions of course planning and presentation.

Fortunately perhaps change appears to develop its own logic and momentum and one critical development appears to be the importance of course members in the future design of the course. It is not possible to ascertain from the account given in the paper how far various groupings of course members became active precisely because they saw change as possible. But should this be the case the innovation can be seen as important precisely because it encourages active student participation in the planning, conduct and evaluation of courses. These are professional activities that should be within the grasp of all teachers. Staff were aware of the necessity to give students an active role in the PGCE year and indeed did so but at the point of writing appeared very aware of criticism of their approach. This is understandable for their practice was now moving beyond what was originally a part of the innovation and even further away from established PGCE practice. In so doing it may have been laying the basis for a practice that moves beyond the isolation of the PGCE, linking pre-PGCE experience with initial course experience, connecting this to later in-service needs.

This is linked with a development of the course that emphasised the student as a partner in the assessment process. The assessment became minimal and located within the school which appears to allow for new roles to develop that were formally constrained by the centrality of assessment. The move to giving students a more active role in their own professional education was paralleled by that given to teacher-tutors in the school. The paper points quite clearly to the unanticipated consequences of such changes. Individuals given new responsibilities develop new skills and ways of working and this leads to changes in attitude to both old and new areas of expertise (Lacey and Lamont 1978 P27).

Careers in teaching change over time and the education of teachers cannot operate in a vacuum. By bringing school and university together the Sussex scheme created and maintained the possibility of mutuality of influence that is so noticeably absent in much initial teacher education a decade later. A final reported development shows that staff were prepared to modify elements of their scheme to allow student groups to vary the pattern of their school commitment. It is a move such as this which begins to open up the possibility that the requirements and practices of the school might become critical factors in shaping the students' course experience. The Research itself had emphasised that distinct and recognisable groupings of students might require different patterns of experience in and relationship with schools (1973 Ch8 P28). Here the schools themselves were enabled to generate and work within their own priorities and concerns. The spur to this development was the developing conception and role of the teacher-tutor.

Since the main research year the director of the Sussex course had moved the course away from the idea of teaching practice towards school experience. By involving the General Supervisory Tutor, who is usually the Headmaster, to a greater extent a wider range of activities became possible, and have developed within the school-based part of the course. In addition, a proposal being actively considered would involve a university teacher in the activities of the school for up to one day a week. It is hoped that this degree of involvement will activate the school - university link in a way that it has been impossible to achieve up to this point. (Ch8 P30 Note 5)

Such proposals and developments show that it is possible at an institutional level to work with structural tensions which are generated by innovations which span institutions. Moreover they should indeed contain the message that no change or innovation can persist without a capacity that has to be at the same time personal

CHAPTER THREE

The Alternative Course

This chapter compares the Alternative Course with the Sussex scheme, which was the subject of the previous chapter, the purpose is both to introduce aspects of the Alternative Course, and to draw attention to important dimensions along which courses which may be described as 'school-based' may differ. Differences of organisation, focus and assessment may be expected and related to the diversity of PGCE courses emphasised by Patrick (1982) discussed in Chapter One. There it was argued that the differences were not of underlying and critical elements of approach that constitute distinct models of professional socialisation. Here the underlying model is the focus for it will be argued that radical shifts in the practice of teacher education and in theoretical paradigm which surrounds it are necessitated by a commitment to partnership. Without such shifts teacher education and schools may embrace a rhetoric of partnership which will be predicated upon continuation and extensions of forms of practice that may themselves subvert the real possibilities for change that presently exist.

Emphasis will be placed upon the process of change in teacher education for unlike most university courses where change is constituted by modification in syllabus, here it involves distinct institutions, and relationships within and between them. Changes are not only structural and organisational, for intimately related to these are personal and professional orientations that may be more difficult to achieve and maintain and which ultimately will be critical in

determining the possibility and the shape of partnership. An adequate time dimension is important to inaugurate, consolidate and develop such work. The role of research is stressed for the contribution which it can and should make to the whole process. Research gives the possibility for reflection and learning which is an essential precursor of further development, providing the means by which participants can influence the processes of which they are part.

The chapter considers the findings of the Sussex Research in an attempt to compare and contrast two innovations in teacher education that developed quite distinctly. The Sussex scheme preceded the Alternative Course, beginning in the late '60's whilst the Alternative Course began in the early '70's. Now in the mid '80's teacher education needs to attend to the problems and to the possibilities that existed in such innovations for it may be aspects of their realities that will find a place in teacher education in the universities of the late '80's, if they accept the practice of partnership.

Lacey (1983) emphasised the social and institutional patterning of the PGCE population and this was noted nearly a decade later by Patrick (1982). In part this may be accounted for by its invisibility to those staff in the university departments who select students for the PGCE. In the institution where the Alternative Course was developed recruitment was into subject method departments and selection was the responsibility of those staff as it is in most university departments. Given the predominant features of PGCE organisation outlined by Patrick et al (1982) any particular features of method groups would be largely unavailable to other staff and for staff in the particular departments their students constitute the normal and the expected. These features of what constitutes

a typical student in the institution would, over time, equally affect expectations in departments of schools where students were placed for teaching practice. Thus the participation of practising teachers in the selection process might itself effect little change.

The population of recruits available to any institution and department within it shows considerable variation not only in their social and educational background but also in their motivations and the nature of their commitment to teaching. One subject method group - Social Studies - that was a part of the Alternative Course from its beginning is a group that, according to Patrick et al (1982), has particular and distinct qualities. Familiarity with such a group over the time preceding the Alternative Course may dull one's perceptions of their particularity but teaching across a range of PGCE courses provided a reminder. With roughly half the intake in any year considering or committed to careers in Further Education, many students had previous work experience, were older than other PGCE students and showed a pattern of commitment to education as a part of a process of social change that was of the sort typified by Lacey et al as 'radical' (1973). Working regularly with a population such as this the limitations of a 'professionally' subject-based PGCE were repeatedly made apparent. Their commitment to education and particularly to its possibilities in the inner city may be seen as a response to the physical location of the particular PGCE course but of more significance might be the nature and focus of an emerging radicalism in young teachers in the 60's (Grace 1978 and 1984).

Forms of commitment existing in relatively segregated circumstances could, however, present particular and recurrent problems, amongst

them being the strength and persistence of what Lacey called the subject sub-culture. The mode of course organisation with its strong boundaries between subjects insulated Social Studies students from the influence of different interpretations of school experience and regularly constituted a secure home base from which to view, often critically, what for other students were taken for granted realities. Whilst these may have been important factors underlying the participation of the Social Studies group, for the English group factors which pertained to the desirability of developing particular ways of working with schools were undoubtedly influential. (See Burgess

1975) In the early years of the Alternative Course its population comprised the Social Studies students and a group of English students. For the English students there was, from the beginning, the possibility of choosing the Alternative Course with its emphasis on inner city schools, continuity of contact with the school and its commitment to a change in the PGCE. Not surprisingly from the beginning there was a substantial degree of 'radical' commitment from mature students who tended to value experience highly. The extension of the course later to include Mathematics students (1979) and later, for the year of the research, a small number of RE and Humanities students (1981) made apparent the varieties of commitment and the necessity for their professional development throughout the year. So, in 1981 staff were reported as seeing one advantage of the course as its capacity to be "responsive to students' abilities, requirements and needs" (Jones 1981 P20).

Undoubtedly this feature had emerged in response to staff's experience of working with students who displayed socially patterned regularities that could be anticipated and thus responded to. It is

important to emphasise that such features do not necessarily remain constant for, once subject method departments regularly commit a group of students to the Alternative Course and their staff become familiar with it, then this itself influences the selection and recruitment process. There are indications that it also affects some students' prior selection of the course in the first place.

The extent to which this occurs has not been measured and indeed is difficult to estimate given the influence of other factors discussed by Patrick (1982). However the nature of student commitment, their previous experience and background and, equally important, their career intentions become influential in the course itself. Teaching in the inner city is not its exclusive focus and indeed given the declining opportunities here for probationary teachers it could not become so. Rather a willingness to accept the relevance of such experience at this stage in one's career is important and has to be negotiated either at the point of entry or earlier during selection.

Any partnership must be based upon the characteristics of its members and the linking of university departments with specific schools requires a degree of explicitness about the nature and direction of the particular course. This must cover the whole PGCE course as experience by students rather than specific method courses within it. Only if this occurs can prospective student teachers be helped to make informed professional decisions about where to undertake their initial teacher education. An awareness of these factors has developed in the practices of both the Sussex and Alternative Course. They were highlighted in the Sussex research as the "..... institutional effect over and above the social climate effect" which referred

to the effect of the totality of the course upon the students' attitudes to education. The "Sussex teaching scheme produces changes in the attitudes to education of the student cohort which are consistently different from those produced by the universities most similar to Sussex" (1973 Ch4 P68).

These attitudes were associated with gains in 'Radicalism' as well as the development of 'autonomy and discernment' and involved the students in the experience of a degree of 'role conflict' throughout the course. Both students and staff were shown to be involved in this process for students were able to identify differences between their university and their teacher tutors and to perceive themselves reacting to these differences. The organisation of the course with its week split between school and university department and thus its concurrent experience of theory and practice meant that these processes were continuous throughout the course.

For Alternative Course students the situation was similar. Whilst experiencing two blocks of teaching practice they also spend one day a week in school throughout the year. This was an aspect of the organisation of the course which was central to its aims stated formally in 1974 (Jones 1981 P6). They included 'to find means of developing theory from systematic reflection upon shared practice'. The school-based day for each school group of Alternative Course students included a seminar in pursuit of this aim. Further, each group was re-convened in the training institution later in the week. The following comment suggests the importance staff attributed to these 'school-based' activities as well as their particular interpretation in the Alternative Course.

When we began the Alternative Course we were well aware of the 'theoretical' strengths of the Institute. We were equally and more painfully aware that in our view these strengths, whether emanating from the so-called disciplines or subject method departments, did not guarantee their productive relation with practice - and this we felt to be equally the case applied to ourselves, our students, or schools more generally. (Jones 1981 P21)

Staff were familiar with the departmentally patterned response that students developed both to theory and to practical experience. It is likely that to a significant extent they remained unaware of the extent to which they themselves worked within the patterning of these accommodations. Indeed it is probably the case that the PGCE itself contributes both to the nature and to the style of the accommodations and that they become an expected feature of its reality. The research on the Alternative Course pointed to the persistence of this feature particularly in the subject method work. But the school group itself created a space where both university tutors and students and sometimes teachers and teacher-tutors had to confront the very real differences between them, their ideas and their institutions.

A further aim of the course was "to develop a working relationship between the schools and the Institute" (Jones 1981 P6) but from the outset hopes for harmony have had to be balanced with the reality in which this had to be worked for. The following extract refers to this reality.

At the outset we should make the point that the status of teacher education is not high in schools and whilst a most undesirable fact of life for teacher education, this is a mixed blessing for any innovation. Welcomes along the lines of 'It can't be any worse than' or downright cynicism about the capacity of any innovation to solve the problems are probably as common as is ready acceptance of co-partnership in an ongoing enterprise. The

location of the Alternative Course in a school rather than in individual departments makes this situation all the more visible and relating to schools as they are rather than as we might have them be has become a strength of the course. (Jones 1981 P6)

Equally no partnership could persist without affording some satisfaction to both partners and these are suggested here.

Just as with students considering courses, so for schools the description of the Course meets that initial requirement for relevance - it sounds sensible. This is a not insignificant point, for it is by no means clear how long initial patterns of training should persist in operating in a mode which seems sensible to neither of the main consumers of that pattern - the students - nor the schools. The Alternative Course provides the basis for a working arrangement with schools. Charges of irrelevance, isolation or downright absence of interest in the affairs of schools may be part of the mythology of teacher education. Their dismantling needs to be part of our practice. (Jones 1981 P56)

In this area then the Alternative Course developed ways of dealing with the role conflict and the tension indicated in the Sussex Research. Indeed working with the tensions began to harness staff and student energies in the professional learning process. Modes of working and patterns of assessment became critical in enabling this to take place. As the course continued it became apparent that changes throughout were essential. For example, work needed to change in response to school experiences and a mode of assessment needed to be developed that fitted the new structures and ways of working. Not all students developed along radical lines but gains in professional and personal understanding appeared to characterise repeated cohorts. Whilst the following comment is not presented as typical it points to the context in which partnership is forged having its own requirements which in the mid '80's are distinct from those

of the early '70's. A young teacher and ex-student wrote

In the current political climate I think the Alternative Course is vital in producing teachers strong enough to take what is going on out there. (Jones 1981 P33)

This indicates that school-based should not mean ready acceptance of the values and ways of behaving that inform education in schools. Nor should teacher education with or without partnership work to promulgate educational paradigms more suitable to quite distinct economic and political climates. Either might produce easy solutions to the experience of role conflict and tension but the necessity is to accord it recognition in professional education.

A third group of findings of the Sussex Research pointed to institutional factors which require recognition in the structures and processes of teacher education. They are the importance of the subject method department ^{and} of the student sub-culture that underlies formal PGCE structures ie. the different social strategies employed by students in the school and in the university.

In ^{the} Sussex research as for Patrick a decade later the subject method department was seen as pivotal in the structure of the university based PGCE and the students' experience of it. This was no less the case for the Alternative Course which involved separate subject method departments but retained their distinctiveness, keeping the subject department as a major teaching base for students and making the students' subject the main criterion for teaching practice experience. The thrust of the innovation was linking quite distinct method departments through their experience of school-based work.

The first point to note is that the Experimental Group accepted the idea of a Core Group as the organising framework:

- i) to incorporate the traditionally separated concerns of methods and education work within a single framework;
- ii) to allow for this integrated framework to be directly linked to a student's experience in school (From Long term Working Party Report) (Jones 1981 P6)

It was the possibility of relationships which extended the method base that was seen as important and the effect that this could have upon the students' school experience.

Some broadening of the base of the practice made increased numbers of students a possibility and the mixed-subject school group became the second base of the course (Jones 1981 P7).

This is a factor which is seen very positively by most students. Students comment again and again on the importance of the 'mix' in making you think and re-think and express your own positions. So the confrontation and engagement with other perspectives is ongoing and held in the course structures. Repeatedly, student comment was in favour of widening the subject base. (Jones 1981 P30 3.4.6)

The effect of the mixed subject groupings which constituted the school groups not only made a dialogue between the subjects possible but perhaps more importantly, it allowed a challenge to the implicit features of subject and identity characterised by Lacey as the sub-culture. By creating a group directly comparable in importance to the method group the Alternative Course presented quite distinct settings in which students could develop their professional identity. Not only the nature but the size of the school groups is important for with an average of eight members the groups were small enough to provide personal support and cohesion and thus themselves develop sub-cultural elements. This is indicated in the following extracts from students' comments on the course. They are partial, but may, nonetheless, be valuable for the insight they give into the Alternative Course as a working entity.

For me the most important aspect of the Alternative Course has been the school group. It has been the pivot on which the year turned - the crucial factor in transforming the course from an uneasy juxtaposition of teaching practice and education theories into a framework which has been able to provide an organising link between the two

As real experiences in school began to replace vague notions of what a practical situation might be like, the school group began to take on a better defined function and this process was supported by the strengthening of social relationships within the group.

..... in general the group functioned as a welcome sanctuary from which to re-arm and battle with renewed conviction. Without it I think more of us would have ended the year bedraggled and disillusioned and unconvinced of our sanity. Through the school group our opposition in itself became institutionalised and this sustained our confidence in our own beliefs. On an equally important level it meant a sympathetic listener was usually available.

The weekly sessions at school, and the school group seminars at the Institute were the high points of my own theorising! The fact of going into a school every week, working with other people and sharing experiences meant that discussions occurred in a way that I find difficult to believe would happen on a normal PGCE course.

The main thing about the experience of relationships on the Alternative Course is that it is safe experience.

There was real friendship - a real spirit, a real sense of unity between student and teacher to solve the problem of the teaching situation.

Retrospectively, I feel that the School Group is the key to the success of the Alternative Course.
(Jones 1981 P32)

Such views and the experience of working with groups of students as both a teacher and researcher led to the following summary which points to the potential of such groups in harnessing the strengths of the sub-culture in professional and personal learning.

Throughout the year the School Group was highly valued by the students. They found its size congenial, the mix of students supportive and stimulating, its function as a bridge between school and Institute necessary and effective. For them it had a good working atmosphere, responsive to them as individuals, while at the same time providing a place where new ideas could be introduced and thought through. They were inclined to feel that work in the Core could be more effectively located in the smaller groups A substantial part of the rationale here was that subject tutorial groups provided a forum for the concerns of the different schools

School Groups were obviously operating differently but students were quite happy about this. The capacity of the group to respond and change during the year was approved of, and individuals took considerable responsibility here. Continuity throughout the year is understandably a key factor, for within the fragmentation, of which students were very aware, the School Group remained as it began, the base of the Alternative Course. (Jones 1981 P31)

The School Group facilitated the formation of sub-cultural groupings that were wider than those of subject although these could also have their place within the School Group. It is likely that much of the work of professional socialisation is accomplished informally within the networks that the PGCE makes available. Too often it is the case that these networks are mutually subversive thus institutionalising contradictions and conflicts that, given other networks, might be worked with. The emphasis in the Sussex Research upon the existence of diverse social strategies provided an example of how this occurs.

They pointed to the collectivist strategies of the university compared with the privatised strategies employed within the school. Further they emphasised^{that}/for Sussex students the tension between the two settings "cannot easily be resolved by internalised adjustment" and therefore "learning to get by for many Sussex students therefore

contains a large element of strategic compliance." Whilst student strategies have not been a focus of the research into the Alternative Course nevertheless both research and experience suggest that whilst strategic compliance may exist there are other possibilities.

Once again to quote from a student comment

The debate about the relation between theory and practice on the course raged heavily from the beginning and I would argue strongly against those who suggested that our theoretical discussions were not practical at the start. It seems strange but may I quote myself, Research Group, 26 October - "I think this conflict between theory and practice or the real world and the ideal world, I think it's quite important. You see, at the Institute you look at reality and the real world as something you can manipulate. I mean you talk about theories and well you can put them in a real context but what teachers at school are concerned with is how their school is, you know, what their rooms are like in school, what sort of conditions they actually have to work under, now they don't see that as changeable.

.....

I found that I constantly needed to be able to defend any theoretical standpoint with actual experience - gradually throughout the year, the enormous structural barriers that we faced in trying to forge a sound educational approach became increasingly apparent. (Jones 1981 P33)

From the outset the practice of the course had challenged the isolated patterns of school experiences that appear to lead to privatised strategies. The perspectives of school staff as well as students were available for comment and development throughout the year. In the place of privatised strategies there was an attempt to develop collaborative modes of working and to move theory and theorising close to the experience of school and classroom. The following statement summarises staff opinion on the outcomes of the Alternative Course as a pattern of professional education..

On the whole, students seem more confident, assertive

and self-assured - not insignificant as attributes given the employment situation many of them face. They are more aware of themselves as teachers - of their own directions, strengths and weaknesses than one might otherwise expect. For considerable numbers their definition of themselves is quite wide: they are keen to take on a range of duties in school. Obviously many PGCE students arrive with commitment and high ideals. Staff on the Alternative Course feel that perhaps fewer lose these qualities, while more gain a realistic and tested stance with which to continue their work on first appointment

The early establishment of confidence can be related both to the nature of school experience and to the small-group setting for much of the work. In their groups students from the beginning develop ways of working which establish and extend their autonomy. They prepare papers on their reading, introduce detailed analyses of their classroom experiences, reflect together on difficult problems, chair sessions which may be attended by headteachers and so on - the range is very wide. We continually emphasise the students' role as active in relation both to the outcome and the mode of their learning.

Central to the mode of learning is collaborative work. Through experience the relevance and value of this way of working are put to the test, which becomes a model of what such work involves for practising teachers. This should not imply uncritical acceptance of group over individual. Both have their place in the student's professional experience. (Jones 1981 P18)

This emphasises the importance of making adequate provision for the development of collectivist strategies. In the Alternative Course the school group itself with its tutors is of central importance.

The Sussex Research drew attention to the significant differences between schools as they affected the practice and experiences and acceptance of students within them. They emphasised how critical the role of the teacher-tutor was and indicated how that role was influenced by the allocation to the teacher-tutors of a key place in the assessment of the students. This constituted a radical departure from PGCE practice as reported by Patrick (1982) and at

----- the period of the research made the role of the university tutor vague and ill defined. There are distinct differences here in the two forms of practice which may to a large degree be explained by the roles of the two types of tutors in the patterns of partnership adopted. From the outset the Alternative Course tried directly to respond to differences within schools themselves as well as to find areas within them that could provide elements of common experiences for students. Certain aspects of school experiences were seen as essential by staff.

Preserving the Method component of practical teaching experience, the course provides other experiences which we consider essential for students in Initial Training. The first of these is working with children who have learning difficulties and the second is work on some part of the curriculum to which more than one department contributes. Integrated Humanities and Social Education are examples, and all of our schools are involved in such work.

Not only does such experience widen the range of individual students' competence - a not inconsiderable factor given the present employment situation - also makes available a wider definition of what it is to be a teacher. In doing this the course follows developments in many schools which require skills and confidence and attitudes that are more difficult to acquire in a single subject centred practice. (Jones 1981 P14/15 3.2.3)

Such developments affected the pattern of relationship with the schools.

Here there are qualitative and quantitative changes. Staff undoubtedly spend more time in school now, with approximately half of the so-called Education time and Method time school-based. This means that they have a working knowledge of the school, which is both generated through the work of the school group and through the tutor's responsibility for organising this work. Relations with the tutor's own particular subject department fit into this wider framework. That these relations are ongoing from year to year is important. Students' teaching practice may be as affected by local tensions or changes as by major changes in the school, and tutors are much more likely to have knowledge of these

and be able to use them. There now exists in our schools a supportive and informative network which works positively for tutors, staff and students, and is a simple consequence of regular and sustained contact.

The nature of the contact with the school is vital for the tutor's personal learning - new issues and problems are continually presented 'live', and this is a dynamic which gives depth and relevance to the work. (Jones 1981 P13)

The organisation of the course was predicated on the differences between schools whilst also attempting to find common areas of concern beyond those of subject method. It was seen that students could be given a status and a recognised place in the school and in the staffroom thus making their acceptance into school less a personal than a professional matter. The school group seminar held once a week throughout the year in school was important here. It was organised in the first place by the university tutor and later in schools where the course had access first to visiting tutors and later to teacher-tutors they participated in their conduct and organisation.

In the early years of the course school group tutors did not have a role in the assessment of students.

Formal responsibility for teaching practice assessment lies with method tutors, and for most of one's School Group students (except those for whom one is also a Method tutor) one does not have this role, and this is significant. Much as we might wish to extend our role as helpers, students are under considerable pressure to see Method tutors as assessors. The establishment of the School Group tutor in the Alternative Course makes realistically available to students a tutor who is not first and foremost an assessor. (Jones 1981 P15)

Whilst visiting or teacher-tutors if members of appropriate subject departments participated in the assessment this aspect of their role was not given a central focus. In the early years of the course the Report stressed the exploratory nature of relationships with teachers and underlined very real differences.

It takes time to establish but makes possible course growth and development, which were originally mere good intentions. Participation of staff in school seminars or other work in the Institute underlines the dual responsibility of school and Institute in Initial training. Again, flexibility is the key, for particular teachers' relationships to the Alternative Course are affected by so many factors. Some teachers value the possibility the Course offers for continuing aspects of their own professional development - for reflecting on their own procedures with students newly experiencing them. Others see the course as a way of transmitting to students knowledge based on their own considerable experience. Still others want to learn from students how their school appears. (Jones 1981 P36)

Unlike the Sussex scheme the Alternative Course came late to the formal inclusion of teacher-tutors throughout the course. In its early years it was concerned with the development and exploration of existing possibilities and worked within the limitations of an already existing visiting tutor scheme. Its central thrust was to change the role of the university tutor. It is change in this role that is critical in each of its stated aims

- to provide a tutorial relationship that would give greater coherence to different parts of the students' work;
- to develop a collaborative and supportive relationship between tutor and student on teaching practice;
- to develop a working relationship between the schools and the Institute;
- to find means of developing theory from systematic reflection upon shared practice. (Jones 1981 P6)

The developments that stemmed from these aims form a substantial part of the research to be presented in the thesis but here attention is drawn to the radical and substantial nature of the change. In an important sense the Sussex scheme and the Alternative Course emphasise a crucial dimension of partnership - the necessity for it to be able to develop and grow.

The change is multi-dimensional and cannot take place for one institution or set of participants and not the other. At least as crucial is time to plan, to develop, to experiment and to evaluate and none of these stages should be omitted in the professional haste to meet imposed timetables.

The study of the Sussex scheme concluded with reference to significant developments in the course after the period of the research. Here they are referred to in relation to the Alternative Course for it is likely that they refer to dimensions of change and development that are a part of partnership.

They emphasised the under-resourcing of the school-based part of the scheme and this is related to the finding that the proposed in-service elements of the scheme did not come into being during the time of the research. This points to a dual aspect of funding both to establish new modes of professional practice and to support their establishment and development. Awareness of the limitations of any scheme that relies on the funding of only one of the partners underpinned a recent development in Alternative Course practice with regard to the Establishment of a Teacher-Tutor Scheme. With no guarantee of continued satisfactory funding its aims are suitably

modest but they emphasise the strength of developing different patterns, and the importance of maintaining flexibility. The following extracts from the proposal which operated in 1984-85 show the way in which practice in this area has developed.

..... work and development is likely to centre in the following areas:

- i) participation with Institute school-based tutor(s) in the planning, organisation and running of a weekly school-based seminar which is part of student groups' timetabled activities;
- ii) participation with Institute school-based tutors, students and colleagues in the planning of the school-based day;
- iii) participation with Institute school-based tutors, students, subject department staff and Institute method tutors in the planning, supervision and assessment of the students' teaching practice;

In addition, consideration to be given to:

- iv) participation in the planning and teaching of non-school located parts of the course;
- v) participation in the selection of students for the course;
- vi) participation in the general assessment of students including the development of self-assessment.

The role of the teacher-tutor is envisaged as working with student teacher, Institute staff, and school staff, establishing together collaborative modes of working which are based on shared knowledge and understanding rather than sectional interest. (Jones 1984)

Just as in the Sussex scheme so in the Alternative Course, revision of the roles of both teacher-tutor and university tutor were seen as logical consequences of previous developments.

In the Sussex scheme the increased participation of the students in the planning and evaluation of the course was noted and this

was a feature of the Alternative Course. Small group work stressed the part to be played by students in constructing their agenda and this is represented in the research on the Course. But the research itself especially its pilot phase gave the students a unique position from which to comment on and influence the course. The students' experience of the course is obviously not that of the staff and the PGCE needs to find ways in which it can constantly be receptive to the nature of the experience it affords to its participants. Without this and however well intentioned the members of the partnership may be, the course is likely to institutionalise as a part of its organisation features which constitute problems for its members.

The Sussex scheme moved towards minimal assessment and the Alternative Course substantially changed its pattern of assessment during the decade of its existence. The proposal for the present form of assessment was made when the Report on the Alternative Course was presented to the University in 1981. The research reported in the thesis as well as that in the ^{Microfiche} / . was conducted before this proposal became part of the practice and this underlines the significances of forms of assessment in school-based courses. Alongside changes in structures and changes in roles and in pedagogy, assessment must also change. Once it does then new possibilities become apparent for an assessment which adequately meets the professional needs of students and contributes to their professional development in a quite unique way. It then becomes necessary to ask if such work should most appropriately be seen as serving the needs of a formal assessment system or rather those of the students themselves. If the latter were accepted then student self-

assessment would be seen as an integral part of the process of professional education and university and teacher-tutors would become partners in this process. This is to anticipate new areas of consideration but it illustrates the continuing process of change.

Finally the Sussex developments emphasised the importance of relational elements over content in the planning and representation of the course. This view of the PGCE informs the Alternative Course and the research presented on it. It appears no more accepted and acceptable now than it was a decade ago and yet it is necessitated by the implementation of partnership. To ignore this is to underestimate the nature of the possible changes and to cling to outmoded conventions is to risk jeopardising the new enterprise. Yet it may be at just this point that the rhetoric^{of current practice} is at its most resistant and pervasive. It has been developed over many years of PGCE practice that has emphasised knowledge and skills. This has been at the expense of the consideration of the process whereby such knowledge and skills find their place in the professional attitudes and behaviour of young teachers.

It is this process of becoming a teacher which is the basis of the research presented in the following chapters of the thesis. The focus is upon the work of the school group in both the Institute and school. The school group was selected because previous work with the Research Group₁ had shown that it was the basis of the innovation. Data was transcribed and analysed from the work of three school groups; School A and its tutor were both newcomers to

1 The Research Group (1979-80) consisted of nine students (4 social studies, 3 English, and 2 mathematics) from the four school groups who met together once a week throughout the PGCE to discuss their experience of the course.

the Alternative Course during the year of the research: School B and its tutor had been in the Alternative Course since its formation in 1974; School C had been part of the course since 1978 and its tutor since 1977. During the year of the research English, Mathematics and Social Studies students were joined by small groups of RE and Integrated Humanities students thus widening the subject composition of the groups.

The data is organised to demonstrate key features of the innovation in terms of both structure and process. The basic themes emerged from the analysis of the Research Group which is presented alongside this thesis (Jones 1985).^{*} They are first the creation of responsive structures; second the development of an active pedagogy; third the place of the PGCE in the process of teacher education; and the fourth the nature of reflection and theorising. The data is selected and extracts are presented according to its relevance to these themes. The purpose is to demonstrate what, for example, constitutes a responsive structure or what counts as theorising. Throughout, reference is made to the findings of the analysis of the Research Group.

The presentation takes account of a further factor which was shown to be crucial in the work of the Research Group and this is the rhythm of the course itself. As the year proceeds and the students gain experience so their perspectives change and develop. Details of the data presented are given at the beginning of each chapter - the intention is to indicate briefly what occurs at each stage of the year.

In the first four weeks of the course the emphasis is upon establishing the identity of individual school groups and their ways

of working; extracts are chosen to show students responding to their experiences in school and the Institute. Tutors are shown working individually within the school group structure, interpreting its possibilities in relation to their particular groups of students.

During the first teaching practice the group becomes a place to express the different concerns of the school and the Institute. School group tutors are shown working alongside visiting tutors on a variety of issues which are particular to their group in its school setting. A further feature of their work is the process of course planning which is responsive to the developing interests of students and takes account of their school experience.

The consequences of the planning is shown in action during the first week of the second term when school groups begin to work in pairs to share and develop educational concerns. The tension between school experience and educational issues is critical here as is the potential of the school group in working towards personal solutions for its members.

This process has to be well under way before the second teaching practice for it is during this time that students have the most concentrated opportunity to define themselves as professionals and establish their classroom practice. Data is presented which shows how this occurs and this emphasises how much is at issue during this period in addition to the students' classroom performance.

During the third term one school group becomes the focus of the research. This enables concentration on the range of

the work the group is involved in

and emphasises the necessity to integrate elements of the course. Throughout the analysis the place of structure, and pedagogy in the total process is shown but the pattern of assessment is equally critical. It is this which directly influences what is presented in the summer term.

In an important sense without presentation and analysis of the students' course work the research is incomplete, for within the course work students demonstrate the possibilities the course offers them. The course work enable them to examine how far educational theory can illuminate and further their practice in school. They discuss their own education and experience as well as the place of the PGCE in their own development as teachers. In their reflection upon their experience they develop and demonstrate an awareness of themselves as teachers and as learners and in doing this they accomplish their own theorising. The course work itself constitutes an integral part of the pedagogy of the course. To demonstrate all of this would have required a quite distinct research focus and would still have left the reader asking how in the practice of the course the work was generated.

The data presented and discussed in the following chapters focusses upon that practice. Essentially it examines the place of school-based work in one PGCE course. What does it look like in action and what are its implications for university tutors, teacher-tutors and students are the key questions. In attempting to answer them the research is presented as a contribution to the re-thinking and re-formulation of PGCE practice which is required by the commitment to partnership.

CHAPTER FOUR

The first term - before teaching practice

The analysis of four transcripts from three different school group meetings form the basis of this section. Students had begun their one day a week in school and the structures of that day with its seminar remains throughout the course. In the Institute, Principles and Methods, Curriculum and Options and the Education course were beginning. Alongside these is the school group seminar, -a weekly meeting taking place on Friday morning in the Institute. The findings are organised under the following themes:

Responsive structures

The nature of the Alternative Course is examined and the integrative function of the school group is stressed. This integration occurs across the disparate courses that make up the PGCE as well as between that work and the school experience. The continuity of the school group work gives a future orientation within and beyond the initial training year. Continuity and coherence are served by the active representation of facets of the students' work in required course work.

The students' experience in and of the school is essential to the development of the professional discourse which is the aim of the course. The role of the school group tutor enables the students' personal and institutional concerns to become a part of the course agenda. In two of the groups this is enhanced by the availability of a teacher-tutor who is a member of the school staff who works

throughout the year with the groups in school and sometimes in the Institute.

The nature of pedagogy

The second focus of the Alternative Course was upon the creation of an appropriate pedagogy and here active learning is emphasised and the role that significant encounters play in the students' learning is examined. The concern is with basic learning processes and the possible utilisation of the space that exists between teaching and learning is examined.

PGCE in the process of teacher education

The Alternative Course is seen here as affording a structure and personal context for learning to take place and interaction within the small groups are examined. A connection between the personal and political in the production of professional knowledge is suggested.

Reflection and theorising

Theorising is seen as an active and personal process of constructing a professional discourse that both reflects and illuminates the work of the student teacher. The limits and possibilities of the school in facilitating its achievement are examined. The crucial question of the level of discourse is introduced and the nature of the relationship between experience and reflection is considered.

4.1 Responsive Structures

a) Integration of Aspects of PGCE Work

From the outset it is clear that the school group does not have a specific and limited reference point in the PGCE. As the name implies

a central reference is the school and each school group is comprised of students who will undertake block teaching practice in that particular school. To these are added one or two students whose block teaching practice is in an FE college and who will spend one day a week throughout the course with the group in school.

It meets regularly in both the school and the Institute and depends for its agenda upon the concerns of both institutions. It is not appended to a taught course. Its work is the construction of a professional discourse and this requires an inclusiveness that reflects and guides the learning experiences of students throughout the PGCE. In the first extract both the tutor and students link their plans to option courses so establishing the school group students as a link across courses in the Institute as well as between the Institute and the school.

School A 16.10.81 P6/7 a i

SS1 I'd quite like to explore the area around the school. I don't know whether anyone else would.

RE In Health and Welfare they suggested that it would be quite interesting. I'm interested from the RE point of view.

Tutor I might be able to feed something in. There's some research about to be published on the effect of the urban environment on the school.

SS1 Call it the environment and the school.

SS2 It's the sort of thing you need to do near the beginning.

In the second extract the group follows up an active session on the use of video and considers its possible use in the students' own teaching.

ii School B 30.10.81 P2 aii

E1 The video session we all enjoyed it, but we were behaving just like children - giggling, pulling faces, sticking our tongues out.

Hums Would you feel confident to use it with kids?

E I'd certainly have a go at it. One of the IV years has written a play and he would like to video it so I think I'll mention it to him. I think it's worthwhile having someone to show you how to use it.

Tutor Be nice to think of a group of kids explaining a problem - I've seen it used in science that way at the end you had a piece of communication about that experiment.

In the third extract students are involved in an active exercise of planning a secondary school curriculum.

iii School C 23.10.81 P3/4 aiii

Eng But it's too abstract and specialised by the time they tell you it connects it's too late - I think somehow you've got to integrate.

SS2 I agree on my thing I've sort of integrated everything. - social studies, arts, science are all integrated together - it's terribly idealistic.

(Several people - 'how do you do it?')

SS2 Well you don't sort of think, we'll mix History and Geography and mix RE and Maths - (it's listening to a visiting speaker in Social Studies Method yesterday that's done it). You just pick an issue or a project or something and bring in History, Geography, Religion, Social and scientific and artistic aspects of it.

In the first two extracts the tutors are responding to what they know of courses in the Institute. In the third extract a student is working with ideas presented in her method course that on reception seemed obscure - exciting and challenging perhaps - but not applicable to her personal practice. Here in the school group the task of organising a school curriculum provides the opportunity to try

out the ideas and more importantly to explore their base. The school group is established as a forum for discussing and applying ideas. The proximity of the group to practice makes consideration and application of ideas or skills a relatively natural next step. The possibility of collaborative work seen in the first and second extract is of equal importance especially at this point in the year in making projects handleable for students.

b) Integration of PGCE work with school experience

As well as integrating disparate parts of the PGCE course and encouraging their discussion in relation to the school, the school group both in the Institute and in the school provides a space for considering educational issues as they occur in school. Active participation in the affairs of the school is often available to students by nature of their permanent attachment to particular areas of its work.² Active participation, student research and ready access to parts of the school not usually associated with a subject-based teaching practice are apparent in the following extracts.

i School A 16.10.81 P1 bi

Tutor Can we come back to the teachers inviting SS1 and RE into Integrated Studies meetings.

RE They have. I think it's a fortnightly meeting to discuss things - staff planning - and they're going to look at drama

Tutor So it looks as if you're going to be involved in staff planning meetings - is everyone free at that time.

RE It's alternate Tuesdays after school.

The students are invited to planning meetings of a course in which they all participate thus gaining a fuller knowledge of what it means to teach in an integrated studies course. Whilst all students will not be continuously involved in maths teaching in the beginning they all visit some classes and so have a base from which to develop their understanding of an area of the curriculum which has undergone considerable change. Its incorporation in the group's work is seen in the next extract.

ii School A 16.10.81 P4 bii and 4-5

Tutor I think some themes have begun to emerge in this group and we can look at them, for example SMILE (Secondary Mathematics Individualised Learning Experiment (Gibbons 1975)¹ I'd never met it before - except in a textbook - we have two specialist Maths people here and other people going into classes - but perhaps we can ask them to find out about the origins of the project and why in this particular school it was adopted in a Mixed Ability situation right the way up the school -

Tutor..... I think it may be better in school when groups of you come hot from the Maths class.

M1 I work with the Head of Maths. I think we could do this quite soon.

c) Continuity of School Group Work

In the next extract where the seminar focusses on mathematics teaching, change is again an important theme whose impetus is seen as complex bearing a relation to specific as well as general issues.

1. Texts referred to by students are included in the Bibliography.

i School B 30.10.81 P8 biv P8/9 bv

Tutor We'll come to the APU (Assessment of Performance Unit) (Lawton 1980) in a minute but where are we - what you've shown is that within all the subjects we're involved in there's a remaking of the subjects going on, of new learning in the subjects itself - (gives examples from Maths, English, Social Studies) - there's that dynamic, then the other is schools themselves meeting the needs of the all ability school in a multicultural society - not the same dynamic - but the larger social objective but that's what we're working with within our own particular subjects throughout the year not just thinking about remaking the subject because of new knowledge in Mathematics but how it can be remade to meet the needs - so the issues you're raising are pedagogical issues....

M1 At a school meeting talking about teaching SMILE through to the V year and the point there is you have to think about the exams and whether SMILE is really geared to that - which when I come onto the curriculum thing is very important because for all Departments what they teach and the way they teach has got this determinant of exams, the exam system that controls. I think you'll find that in your own departments when you come to look at curriculum.

Hums What about Humanities and exams?

Tutor You need to look at history of your own subjects but as you do that you have a history that is partly your own subject but partly slides imperceptibly into the history of education in general - because behind the history of our own subjects is who creates subjects anyway and there's a sense in which you can say there's an exam system which articulates that subject and sometimes in over cynical moods you kind of end with just that - Humanities of course has arrived by a different process

These extracts illustrate the way in which school group work relates to and draws upon the concerns of the different subjects represented in the group. The group is multi-purpose and draws its strength

from the willingness of participants to learn from the professional concerns of each other.³

In part this willingness develops from the permanence and centrality of the group in the students' PGCE experience. Groups differ both in their ways of working and in the satisfactions they afford to their members but the formal and informal possibilities made available by continuity and by the location of the students in school encourages a personally negotiated commitment. Unlike many other structures offered in the PGCE it is hard for students to reject it entirely. In the last extract M1 influenced by his reading of Denis Lawton (1980) how curriculum and pedagogy are determined by public examinations, a view which the tutor went on to challenge.

The basis of that challenge lies in perspectives and knowledge that M1 may not yet have. The tutor knows that an active challenge lies within the subjects that make up the group as well as the experience that School B regularly makes available. Realistic access to such knowledge and experiences makes possible an orientation to the future which is a further characteristic of the school group.⁴

d) Content and Agenda

This orientation itself needs to be seen in two ways. First it relates to the life of the school group through the duration of the PGCE and second it anticipates what students will require as teachers having a basic concern with their professional knowledge. The following extracts deal with this future orientation from the gradual accumulation of knowledge about professional opinion and the data on which it is based through the location of course work in the framing of the students' own professional stance.

i School A 6.11.81 P4 ci

M1 We were talking in the meeting and the Head of Department seemed to stress that they were one of the first schools in London to do mixed ability maths right through - she said and I quoted her in that paper - that they started work cards in '71 - started on their own individualised scheme before SMILE.

SS2 One of the things they said they couldn't go back to an ordinary scheme after 3 years in mixed ability.

Tutor I wonder if it would be worthwhile asking the Head of Maths in next term - now that you've done all the slogging to see if they feel justified in being the only subject in the school that keeps mixed ability right through. Then we could involve our own views on mixed ability to compare them with the maths view. Would that be a useful session?

ii School A 16.10.81 P2/3 cii

Res Are you getting a bit clearer about
Tutor the way in which the work you're doing now relates to the Report - the document places a lot of stress on this and we see the Report as part and parcel of what you do from the beginning - and now you've got your diaries so you're actually starting.

Eng It's useful because if you write it up in the evening you remember things that have happened that you'd have forgotten in four weeks time.

SS2 I find once I've written it in the diary there's an emotional input and I would find it quite hard now to write it again in another form.

If the possibility exists for opinions to be reversed early ideas challenged or observations re-interpreted then there is much less anxiety for both students and tutors about what constitutes appropriate knowledge at a particular point in time. Practical school based experience provides one base for professional knowledge and

in the school group it is planned and mediated.⁵ These processes are illustrated in the next extracts.

iii School A 16.10.81 P8 di

SS2 That's something else we haven't got down as a theme for a seminar in school. How things are organised generally in that school in terms of who decides what's taught, the role of the Head, the Heads of Departments, individual teachers - how much it's all decided together, how much any one teacher does more or less what they feel like doing and tells or doesn't tell the others and shares material I haven't got a very clear idea about it.

Tutor I don't know any more than that

iv School B 30.10.81 P2 dii

Tutor On Tuesday we'll work towards picking up your readers - one from your remedial group - others from Hum's I or II year. M1 is in my head, probably not a reader, perhaps remedial Maths - but you could work with a reader if you wanted to - think about that - it's up to you.

M1 It's a question of time.

In the first extract SS2 points to a gap in her knowledge which is likely to be the case for any newcomer to the school including here the group's tutor who is new. The question is both about organisation and its consequences for teachers and student. teachers and knowledge about the former is unlikely to illuminate the latter without further experience and guided observation.⁶

In the second extract the tutor is arranging practical remedial experience allowing for the possible divergences of interest amongst different subject specialisms.⁷ The group's agenda from the beginning includes both experience and reflection.

In so far as the group meets the demands of experience then it enables reflection to take place on books and issues as well as experiences other than one's own.⁸

Individual requirements and competencies vary enormously in Initial Training - M1 in the next extract has already done a year's teaching but M2 has had no previous experience and their needs and their interpretations relate to this and need to be clarified.⁹

v School A 16.10.81 P2 diii

M2 in the SMILE system other people become appendages - you draft in other people - but they know who their main teacher is making sure they don't attack each other with compasses.

Tutor So you mean it's in the keeping the order.

M2 Yes, to a certain extent and also trying just to cope with all the kids on your own - it's very difficult.

M1 It is the order but it's the administration part I'm concerned with as well.

If PGCE courses are able to recruit students with teaching or other relevant work experience then the course in all its aspects must be sensitive to this and able to adapt what it offers.¹⁰

e) School Group Tutor

One essential part of the provision is personnel and in the next extracts the role of the school group tutor and that of the teacher tutor is introduced. First the school group tutor who closes a session pointing to the future agenda in the context of the morning's discussion.

i School C 23.10.81 P16 ei

Tutor And the question of what would it be to have a curriculum that was sensitive to the school's present population or indeed to a society which is changing all over so you may get a school like School C which isn't all that culturally mixed compared with some London schools, does that mean that it has more or less or the same responsibilities to adapt it's curriculum to a changed society even though it's own local population is not all that different. Well, we're going to come back to all those -

M2 It seems strange that because we're going to integrate all the ethnically non-British people into the community which one does to think that therefore the school like School C should have a curriculum that's different from one where the population is 90% West Indian in a way perhaps they should both have the same -

The general issue of multi-cultural education is related to the specific known characteristics of the school. The issue is established as a concern of the group.¹¹ In the next extract a tutor's detailed knowledge of school provision and policy over time is shown.

ii School B 30.10.81 P9 eii

M1 Can I just mention the remedial - they're bringing in a teacher from the remedial department to one first year class to help with children who're having problems - which again is interesting because although the language used in the basic cards is minimal it can still be a problem for children.

Tutor - There's another bit of that history - but as School B as a school has committed itself to integration it's rippled out from Humanities - once the Remedial Department was a withdrawal operation but its first step was for Remedial teachers to become Humanities teachers as well - so they work in classes and withdraw. At the same time the Remedial Department trying to work out that contradiction that most remedial kids

who need help with reading also need tuition in Maths so the experiment this year is to draw the remedial department into mathematics teaching so that they become a bit like primary school teachers - which is the essence of the thing, giving the chance to integrate - the other bit of it is there's Maths in Humanities so the Maths department and Humanities have got together to work out some of the Mathematical needs in Humanities as well -

Undoubtedly the tutor's continued familiarity with the school has produced a wealth of knowledge and equally a way of seeing and interpreting the school that is consonant with the tutor's position and concern as an educationist.¹² In the next extract the tutor gives a rationale and support to the group for finding their own place in the school which emphasises how much knowledge they can gain through a wide and active participation.

iii School A 6.11.81 P8 eiii

SS1 Oh, first a couple of us discovered that there's no school on Tuesday.

RE Because it's parents' evening - new and prospective parents.

SS1 But we're welcome to help them prepare for the evening.

Tutor That's nice if they've invited you - it will be good to see how they talk with new parents. I know they're desperate to have people help with displays.

SS3 Visiting Tutor said he wants lots of help with his walls.

M1 I'm helping with the maths on Tuesday -
- all the corridors and classrooms - the children love seeing their stuff on the wall no matter how old they are.

Tutor Do take the opportunity to go when the school asks you to. Schools differ so much in the way they handle new parents and the sorts of discussions they have about how

their children are doing.¹³

f) Visiting Tutor

The next extracts concern the visiting tutors attached to the Alternative Course. Both tutors are senior members of staff who have considerable experience in their own schools and were both Institute students with familiarity of Alternative Course ways of working.

The tutor in School C has worked with a group previously while School A itself is new to the Alternative Course. Here the visiting tutor organised the school-based part of the course in consultation with the school group tutor. The visiting tutor was familiar with the course and its ways of working and was interested and enthusiastic about the possibility of working with student teachers. First in School C the group are contrasting pupils' responses to education by comparing a group of middle class girls in a grammar school with the working class pupils they have met in school.

i) School C 23.10.81 P12/13 fi

Tutor Do you remember our Visiting Tutor said an interesting thing the other day. (Reference to a seminar held in school) Both he and his wife were at School C. His father was a docker as indeed were most of the population - they were in employment but had not themselves stayed on at school and Visiting Tutor felt there had been a terrific falling away amongst kids like him - or the belief that education could change your life and offer all kinds of possibilities. And that raises all kinds of questions

..... and says that the kids now don't feel that school has anything to offer them as individuals and that in his view preceded the present unemployment situation. I wonder what that's to do with.

Hums Well I thought he explained it that

the community was so close knit, allied to specific industries, docking principally, which has now declined as well and there was an undercurrent of family oriented people, there was a sort of network going on whereby the kids had no esteem for the value of education because they knew people in the area who could fix them up with jobs.

M2 I wonder if that's more a function of the change in School C, the reason for the disillusion, the whole area, look at the council blocks.

The visiting tutor's views - given in a school seminar are now available to be worked with, to be extended and questioned. That this occurs later is important for it indicates the need for students to return to and work with what they are offered. It is important that space is created for students to return to ideas so that they can develop and make their personal response. The ideas of school teachers and tutors have a force of authority and experience which is removed from the more tentative formulation of students. Students often need to consider the ideas more hypothetically and enabling them to do this is not easy and requires careful planning and consideration.¹⁴

Not only may the meaning and authority of school-based knowledge change as it moves between the school and the training institution - often theories or facts taught in the latter prove difficult to work with in the school setting.

ii School A 6.11.81 P18 fii

SS1 Two things about looking at children.
Visiting Tutor warned us to be careful of talking about social class to department headwe said we wanted the addresses for geographical scatter it was

SS2 There's an awful lot about etiquette of trying to find out about the class background

This underlines not merely the etiquette of fact finding but the way in which views of relevant knowledge differ within and between schools affecting what counts as acceptable explanation. The relation of theory and practice in teacher education is not only the vexed question of mismatch between schools and training institutions but an often unexplicated dynamic in the affairs of schools. To appreciate this dynamic and to work within it is an essential quality for all teachers and one which should be a concern of initial training. The school group with its tutor and visiting tutor can enable students to begin this work.¹⁵

4.2 Nature of Pedagogy

Within the Research Group the importance of some experiences over others for the students' learning was emphasised.¹⁶ Encounters with pupils, teachers, classrooms are obviously a part of initial training but it was suggested that the PGCE 'course' needed contact and sometimes intervention in these areas. The school group tutors' active negotiations with the school to place students with individual pupils or with small groups which was shown in the previous section provides an example of such intervention. Both intervention and contact are facilitated by formal and informal meetings in the school. The structure of the course enables a wide range of the students' experiences to become an active part of professional learning.

a) Active learning experiences

In these early weeks what the students talk about, work over and most importantly try to mediate to fellow members of the group are learning experiences that have actively involved them. Within the school group they reconsider the possibilities of such activities for their own learning as well as in relation to their pupils. The following extracts contain examples from the Curriculum Option Course in Reading and Principles and Methods courses in the teaching of English and Social Studies. In the first extract students have been asked by the tutor how the options were going. In the second the English student has brought in material discussed on the previous day in her method group which led to a long discussion during the coffee break.

i School B 30.10.81 P1 gi

- E1 Reading Option. It was interesting really. We read this passage from Faulkner that was incredibly difficult - enormously long words - and when you first looked you wondered what on earth is all this about - it was interesting for thinking about the point of view of a child looking at a book and thinking - My God - we still didn't know much about it at the end did we. It had a strange title that had nothing to do with the passage and it was very interesting to see everyone's reactions.
- Hums The most interesting thing was that I was very angry, really frustrated. I didn't know what I was doing but you think about what kids might feel. But then it actually made me want to read the book
- Tutor what was going on was a sort of first step in exploring our own processes to understand those of children and the importance of the context.
- E1 It made much more sense when you knew the context

What is shown here is the value of active experience and the possibility of returning to it, evaluating both the experience and one's response so that one's own learning can be used to shape one's teaching.

ii School B 30.10.81 P5 9iii

Eng Read the piece and then look at what teacher said (Writing Across the Curriculum 1976).

M1 The teacher really marked it that way.

Eng I wonder what sort of piece she or he would have marked as really good.

M1 Unless the teacher wanted a piece the object of which was to show good punctuation I really can't imagine That's the only way you could justify that sort of thing - even if you could.

Tutor I don't think you can justify but perhaps try to explain - CSE Mode I exam context.

Eng But I think an external examiner wouldn't just look for punctuation. What about the creativity.

Tutor You have to be aware of the way the structure of the school pushes you.

Eng Perhaps the teacher disliked the kid.

Hums I wonder if he ever wrote anything again.

Eng I was thinking about that - it wasn't just something he dashed off from the top of his head - he must have been really thinking about that - thinking it was good and then that.

M1 That piece of writing really involved me - the poor fox and he slaps it down like that. I don't know how typical it is.

Tutor I think the trouble is you can find so much of it.

M1 Teachers become brutalised.

Tutor They get used to kids - they deal with 180 a week and that's all in it - I don't want to take you away from the pain of that but I think one has to be aware of the things

in oneself which push one towards that

These extracts suggest the importance of powerful learning experiences that engage the student on an emotional level. It is no easy task to demonstrate to highly literate students the frustrations that can attend the use of print in schools. Incomprehension and anger are not always resolved as they were for E1 and Hums. Active or passive refusal to learn are found amongst graduate students and may arise when the students' needs or reactions as individuals are not incorporated into the tutor's frame of reference. The indignation shown by students in the last extract has to be used. If as M1 says, teachers become brutalised then the preconditions for this must be understood so that change can be considered. Equally the possibility and practice of sensitive, caring relationships in all classrooms has to be attended to at both personal and institutional levels in initial training.¹⁷ Schools, classrooms and teachers demonstrate tremendous variety in the extent of their experience: of or commitment to change and students need to become aware of and be able to work within this complexity. Preconceptions need to be examined and new experiences responded to for it is through this that the complexity is held.¹⁸

In the next extract a social studies student draws on ways of working that were experienced and considered by her Method Group during a day visit to Nottingdale Urban Studies Centre which she has applied to her school group work.

iii School A 6.11.81 P10 giii

SS1 I was trying to look at the immediate area
 and also to look at the available

resources that pertain to the school and the parents and in fact my hypothesis was that a lot of official resources weren't in that circle like the Education Welfare Service, for instance, and yet I think it's a very rich area insofar as it's a tremendous shopping area and there are a lot of resources round area A - so it depends on the level of resources we're looking at. But I started being interested in the sort of official resources

I was inspired by Chris Webb at the Nottingdale Urban Studies Centre because those of us who went on the social studies day there - he showed some slides of the area and I think the circle almost got it in. They showed some old maps of the area showing very dramatically how the area had developed very very quickly in the last 100 years and so I started off at County Hall

SS1 The other main resource apart from what we've seen with our eyes is, I chatted with Mr X the school keeper - and he was so incredible - he went to the old School A - the primary school and secondary school

..... he said that prior to the redevelopment very much an area of costermongers and Italians which I thought was interesting for the immigrants and one of the cleaner's fathers was an Italian ice cream maker. Again when someone made a reference yesterday (in a Social Studies method session) to using the immigration into America - the Italians in 1920's in New York to just distance the children from the problem a bit instead of diving into immigration in England - I thought that distancing in time rather than in space might be important.

SS2 Or the Irish immigration into that area - it's almost still an area of Irish immigration.

SS1 Oh yes either not instead of a

RE One of the books we looked at down in the library you get the impression of the moving through of immigration as the generations go by like happened in New York. The Italians came first and they move in and the next set of immigrants move in

This was the beginning of a project which not only involved the student in her own research and presentation but saw her first year class make a video about the changes in their school. Throughout the year this student developed an awareness about personal learning, pedagogy and classroom organisation that were essential components of her notion of herself as a teacher. The student teacher's own learning are interlinked. Much of what might pass for skills or approaches in teaching actually involve personal changes in outlook as well as on occasion changes in the organisation of teaching and learning. Students' resistance to new ideas may be seen as one indication of this and perhaps only time and space to consider the implications of new ideas and practices as they impinge on the student teacher will enable the student's proper consideration of innovatory educational ideas and practices. The topic under discussion here is important for the local environment requires a multi-disciplinary approach. Perhaps it was a coincidence that later in the year both Integrated Studies staff and the school group were involved in developing the topic for the school Integrated Studies course. That such coincidences recur suggests that active learning itself influences the construction of a rich and coherent agenda.

b) The Classroom

In the Research Group it was suggested that for student teachers the move into school was a complex business which provoked personal needs and responses that were often unpredictable.¹⁹

In the next extract the nature of student encounters in a maths classroom are discussed. It suggests that new forms of organisation make demands on teachers and on student teachers which have implications for teacher education.

i School A 16.10.81 P9/10 bi

M1 Yes but it's mixed ability - they're all on different cards so how do you class teach it. It's like a nightmare to me. I can't even begin to start thinking about it.

M2 In the first part of a Maths lesson you obviously do.

M1 Yes I've got to but I asked V Tutor and he said I've got to class teach it and they don't class teach at all in the school. As a student you've got to, for these kids who've never been class taught and are all going to be different abilities so where do you start? What point do you start from?

M2 You probably do it along the line of investigation. Well what we did with dots and lines yesterday. Five dots, what's the most lines you can get to join them up. You can still class teach things like that where you can give that introduction and the children go at their own pace and kind of investigate. I think they can still start at the same point.

M1 I still, I really don't think of that as class teaching, more sort of the, me leading the way, you know what I mean - you're in front of the class for five minutes you say do this and you get up at the end and you say a bit more but I think of class teaching as you standing up there for half an hour.

Tutor But that is a lecture, that isn't teaching.

Here the student's sense of what is required of students is supported by the Visiting Tutor, thus increasing her anxiety that she is expected to reproduce her own early experiences of what classrooms and being taught actually mean, in circumstances which bear little resemblance to that. For many student teachers their early contacts with schools on the course are disorienting in terms of their own early experience as the following extract illustrates.

ii School A 16.10.81 P7 ii

Tutor What would you find most difficult?

RE I think it's to do with how classes are perhaps very different from where I went to school anyway in the sense that they do a lot of their own work. They work a lot by themselves in school. There's a very different approach to organising classes than when you all sat down and all did it. It's controlling noisy classes as we all said on Tuesday - keeping control and organising.

It may be tempting to interpret the new situation as requiring control but other skills may be required in addition to shaping classes into the semblance of order that is recalled from the students' own early experience. M1 in an earlier extract (4.1.dv) pointed to administration, to the importance of the moderation and planning of individual programmes of work in a mixed ability class. Frequently when such encounters are planned, discussed and evaluated in the school group they take on a new meaning. There is the possibility for both their re-interpretation and representation in the work of the group.

c) Pupils

Not only do classrooms and their organisation provide opportunities for student learning but so do the pupils themselves. In the next extract the students' own knowledge, their own ways of approaching the school both represent and are constrained by social and educational perspectives whose appropriateness has to be questioned.

i School A 16.11.81 P17 ji, 18 jii

RE A thing I found interesting just talking to the children - trying to find out what their dads did a lot didn't seem to know what their fathers did - because they're so scattered themselves they don't seem to think in terms of Area Y, they think of

themselves as London.

.....

RE No, I was looking at it from the point of view of whether they worked locally or whether there was any big factory - like in X where I come from - in one area all the children's fathers are in the mine or the local mill - I was trying to find out if there was any local industry they all worked in -

Tutor It's very difficult, isn't it.

RE That makes the background of the children totally unknown.

In RE's case later discussions indicate that her social and educational circumstances affect her thinking about curriculum and employment and how they affect the individual teacher.

Discussions of the Research Group data suggested that personal educational experience should be acknowledged and worked with.³⁰ The school group sharing their present school experiences can perhaps realistically share their early experiences and learn from them.

The emphasis has been upon active and personal learning but not as a replacement for reflection and theorising, rather as a starting point with the classroom experience of the student teacher as the end point. The future orientation of the course was indicated earlier in this chapter and perhaps to this should now be added the awareness and capacity to integrate past experience and concerns.

4.3 PGCE in the Process of Teacher Education

At the end of the last section it was emphasised that the school group should enable students to confront and work with their own

educational experience. Whether acknowledged or not this experience is likely to play a large part in the construction of professional attitudes and behaviour. If this is the case and evidence from the Research Group and School Group strongly suggests that it is then it follows that it should be an active concern of teacher education. Similarly although more complex the student's political, social and personal concerns are relevant. It is almost a cliché to say that the whole person is both the beginning and the end of education but definitions and processes of professional education carry with them pressures for segmenting both the course and the person so that only lip service can be paid to an ideal, continually made obsolete by professional practices. In the Research Group the political climate of the Method Group was referred to and it is important to stress that political and social attitudes are not merely personal and private matters.²¹ Lacey (1977) demonstrated the construction and influence of sub-cultures based on subject group membership and showed the effect on students' teaching as well on attitudes. The important point to note here is that this influential sub-cultural knowledge refers to much more than subject specific concerns.

a) Personal Concerns

At this early point in the year students identify themselves in the group through their individual concerns as the following extracts indicate. It is only later that this develops into a capacity to translate ideas into practice. Groups vary according to their willingness or ability to work at a personal level and frequently and properly some of this work will be accomplished between individual student and tutor. But what can be drawn upon by both is the accumu-

lation of knowledge and experience made available within the group itself.²²

The first extract shows a group developing an awareness of what the practice of integration might mean.

i School C 23.10.81 P5/6 ki

M1 It seems idealistic in some ways to think you can carry on an integrated course perhaps as you do in Primary School, you've got to timetable the curriculum and by the time you get to 12 (years) I don't think there are all that many competent adults who could integrate in lessons - bring in Maths, Religion, Philosophy.

SS2 That's just because you've never experienced anything different.

Tutor It is a basic objection - who are those integrated teachers - the very fact of going through that system makes us specialists, some more than others

M1 You'd have to be a damned good teacher to do it.

SS2 But that's not a good enough reason for not doing it.

Tutor If we're starting from the problems of one teacher teaching his or her subject to a class we're not only into a political issue but a practical, organisational and teacher training issue.

Eng You'd surely have to have separate teachers either working together advising each other and hopefully you'd breed a whole generation of people - you know, eventually it could support itself - at first it would be difficult.

SS2 I think it depends on how willing teachers are to do it. I mean it is very threatening - I think if you're committed to it.

Is it experience, excellence, training or willingness that enables change or is its conception unrealistic idealism? Does SS2 recognise its threatening quality because she herself has had her ways of working upset by the account of a committed and excellent practitioner of integration (4.1.aiii). By no means in this early part of their course are all students open to and eager for new ideas. Given the changes in education much of what they see is unfamiliar and it is little wonder that they rely on available perspectives to interpret and to propose.²³ In the next two extracts subject background is isolated as a factor in such interpretation.

ii School C 23.10.81 P5 li

SS1 That means you're going against what's happening because the curriculum is biased towards society because it is maintaining the status quo and the curriculum is the one thing that is doing that - that you've got to specialise, that there's competition. The very nature of that means the individual isn't being catered for.

SS2 Yes I started off by saying if you're thinking of the curriculum in those terms you've got to take a political stand - am I going to have an education system to make people conform to the way things are at the moment or am I going to go for one that makes them change the situation - that's when I decided to abandon it you see for the purposes of this discussion

However the school experience makes new demands that may lead to modification. This is perhaps more likely to occur when subject specialists discuss their ideas with students from different backgrounds.²⁴ The tutor in the next extract refers to examples of a lesson discussed by SS1 the previous week where conceptualisations about the family were seen as in the teacher's head and discussion

centred on what relation this had to the pupils' knowledge.

iii School B 30.10.81 P12 lii

Tutor the value of that was left very much a problematic issue and it is for those of us working with words very much the issue - what kids make of it, how it becomes part of their lives. I think Maths can sometimes because it issues in an operation, can duck that question of what is being made of knowledge that people are getting outside the scope of particular problems.

M1 Is that a problem of Maths and real life problems?

Tutor - I think it's interpretability of Maths concepts - that knowledge has to get organised in some way it's not just being able to solve a problem, it's somehow beginning to conceptualise how you think about it.

M1 It's a philosophical thing about language and concepts - it's interesting, they did a survey of top mathematicians and how they thought about mathematical problems and they all did it often in non-verbal ways - you know, lines of force.

Hums Isn't it also a question of training and how they got to be like that in the first place.

M1 Maths and music are both integrated - areas where you have prodigies who can do it without being taught so why is it natural for some people and not for others and when you're teaching I think we're moving in discussing Maths to considering what we want Maths for

The specificity and the concerns of the training referred to by Hums may at first seem obvious, relevant only to limited areas of the curriculum. But the tutor's definition of the issues of English teaching are both live and contested (Meek and Miller 1984).

b) Political Concerns

In the next extract M1 takes account of both Maths and Science and applies political perspectives more widely to the curriculum.

i School B 30.10.81 P13 mi

M1 It's very hard in teaching mathematics for someone who's socially and politically conscious, it's hard to teach it in the way you'd like to teach it - like science, it's often taught very badly because it's seen as a neutral thing

The divorce of political and educational concerns, - so much a feature of English education, recurs throughout the analysis of these transcripts. The nature of the recurrence underlines the importance of approaching educational issues which are at once political and social in contexts where there is unlikely to be a consensus either of direction or of ways of looking. The school group and method group create distinct possibilities, for in the latter there are many pressures towards consensus which are hard to break as was illustrated in the Research Group. Is it harder for the teacher of Mathematics than say the teacher of Humanities or Social Studies or what are the social implications of the teaching of Mathematics compared with say, RE? What happens when schools explicitly try to relate curricular knowledge to pupils' social experience as in social or community education? In several of the schools such work is underway or under discussion and later student teachers will be seen taking part in this. The point to make here is that teacher education has to equip all its teachers for such debate otherwise expertise will become the prerogative of particular groups. Should this be the case such

professionals can only be effective if their ethos and practice blends with that of the wider school community who minimally need to see such practice as their professional concern.

The next extract illustrates the connection between the personal and political stance. Here the discussion begins from a concern voiced by SS1 about the value of a technology centre recently established in connection with the Nottingdale Urban Studies Centre she visited with her Method Group.

ii School B 30.10.81 P2 ni 3/4 nii

SS1 - but it seems to me that the centre trains a few who're going to get the skills and forgets about the others who move out of the area when they get their jobs

Res It's early to judge the centre because the
Tutor technology centre is so new. In the Urban Studies Centre which has been open for 8 years they can point to particular projects the building of the community hall
-

SS1 But the printing press that's had a few years - I still don't know

Res But as people do get more experience using
Tutor these things for their own ends, although they are only ripples it means that insofar as they do produce action there are challenges being set up

M1 If you look at what happens say in the Lucas Aerospace Shop Steward's committee when they went to the workforce and asked them to think of socially useful products rather than the arms equipment they were making and the workers themselves came up with 30 or 40 products that they could make. Lucas turned them down but other companies are taking them up so they learn how to express themselves in various ways - printing, videos, - things they're likely to be able to do that in their own factories and workplaces so it's happening already and I think it's something we could encourage.

The political dimensions of the discussion are apparent, more personal ones are only suggested here and are later explored sensitively by SS1 in her coursework. There she focussed on her teaching of adolescents who follow a social studies syllabus that included education, social class and social mobility but not necessarily linked between themselves or to the adolescent experience of them. Another focus was the personal consequences for herself of higher education and teacher education - both more difficult and not well charted. Whilst the first focus is recognisably a legitimate pursuit in teacher education there is no such established place for the latter. And yet - for many students it is their own personal experience which exerts a most powerful influence on them as teachers. Sensitive consideration of such issues with direct relevance to intending teachers is found in Jackson and Marsden's (1975) Education and the Working Class and Richard Hoggart's (1958) Uses of Literacy, both texts stemming from working on personal experience. They indicate the learning that can emerge from such confrontation. Personal experience becomes more effective through being both realised and incorporated. It is important to recall here the student's diary and the link through to written course work. A student noted early on in the course (4.1.dii) the emotional character of certain observations and the difficulty of confronting them. Without that later confrontation the subjective impressions of the diary might well be accounted a superfluous indulgence. If they help the student and tutor to work with and beyond what are sometimes painful experiences they have a value and a real place in professional education.

The emphasis in this section has been upon what the student brings to the PGCE and the part that it should play in the course. Early

education, later subject specialisation, social and political attitudes, personal feelings and experiences all find their place if the ways of working allow for and encourage their expression. The next theme, that of theorising, extends the discussion examining some of the ways in which the professional dialogue is developed.

4.4 Reflection and Theorising

In these early weeks of the course demands are made, ways of working established. Given that its location is both in school and in the Institute the ^{course} requires an immediate and continued involvement from students and staff. Members of the Research Group expressed feelings of exhilaration as well as of confusion stemming from a growing awareness that they are required to participate in a variety of activities and to consider and comment upon areas of experience in different ways.²⁶

a) Professional Discourse

If theory is to have any grip on practice it has to be anticipatory as well as retrospective showing where to look and what to look at. As M1 said in his description of mathematics teaching which was informed by his observation, his experience, as well as his own political views and his reading of Lawton (1980) "I think you'll find that (the exam system controls) in your own departments when you come to look at curriculum" (4.1.ci). This needs the status of hypothesis rather than established fact and the subsequent discussion tried to establish this. What is important is that such issues are tabled early as part of the group's agenda of concerns. It is

initially at the level of personal, group and PGCE agenda that the course begins to work. The Research Group pointed out both the early introduction of themes and ways of working with them.²⁷ The establishment of adequate and appropriate content for the PGCE absorbs much professional energy of teacher educators. In the Alternative Course ways of working with issues have parity with issues themselves and indeed issues often arise from personal and school group involvement in the school rather than being settled in advance.

In this first extract the course work is introduced and its production through the year is seen as a bridge between personal concerns and educational issues. The nature of the Report is being discussed.

i School Group A 16.10.81 P3/4 oi

M2 So it can begin as a sort of hotch-potch
and not be organised.

Res Only later do you section it and divide it up
Tutor - to represent the variety of interests and
themes and I suppose that's what distinguishes these Reports - their very size reflecting the sheer number of areas that represent your work. The Report both serves the Assessment but more importantly, it serves you as a working document through the year the themes or chapters are a way of giving coherence Throughout we stress the sense of audience and that's important - first you're writing for yourself, it's just a way of sorting, recording but then you think about what you're doing in relation to someone else. Now that might be someone you're teaching an integrated studies class with, who needs to know more about what you're thinking and planning, or you present an issue to a group here. Then towards the end we suggest that you perhaps think about an audience that doesn't know you, with whom there isn't a common body of knowledge that's been built up and you begin to take on the problems of telling them where you're at and it's quite a different kind of writing
.....

RE It's quite different from the university

assessment - even there the dissertation
- here you're accumulating it all the time.

At this stage the information comes from the tutor. In the early weeks ways of working are established and that try to combine personal and educational concerns and show how this might be achieved through the course work.

b) Level of Discourse

As well as a concern with ways of working the Alternative Course also establishes a level of debate for the discussion of educational issues. Discussions about this permeate the practice of teacher education and student experience suggests that coherence does not exist between parts of the course. Students in the Research Group were affected by dislocations between parts of the course which were attributable more to level than to content.²⁸ Student perceptions here can be informative for staff observations are frequently restricted to their experiences of particular courses. It is students who experience the whole whilst staff generally plan and participate in the components. In the next extract a student comments on her view of a curriculum option course.

i School B 30.10.81 P1 1i

SS1 Multi-cultural - I didn't enjoy it - it was
introductory - about dialect it might
get more interesting

..... I was interested in going after what
we'd done here but it was a much lower level.
I'd wanted to talk about the Maureen Stones
(1981) and things like that and it's a very
short course.

Tutor I think it will fit. M2 is going to give us a report on West Indian language - the Viv Edwards book (1976)

The tutor's view may be over optimistic but he knows from past experience that the issues will be live in his school, and school group as well as in the Alternative Course more generally and their representation in course work is often a real contribution to the students' professional thinking. But other areas of the course are experienced as fragmentary and unrelated by many students. In the next extract some explanation of this is given when a student comments on a film and a lecture her group has just attended on the main education course.

ii School A 6.10.81 P5/6 pii

SS~ What was funny was they (school in the film) were all so much more unsophisticated than X (Head of School B) weren't they - yet the end result was they were trying to do some of the same things like when he said we don't know what the cause of these trouble-makers is, it could be home background or even original sin. He didn't really mean that, well he might have done it did sort of come out that you can get too bound up in a kind of very sophisticated London way of talking about inner city kids - very aware of (class?) and home background and politics. He had a much more simple approach - "We've got problem children and we've got a very good way of dealing with it."

It is not the film that is too introductory or the lecture too advanced. The student sees her view as affected by experience in other parts of the course, particularly a general sense of issues and directions in London schools.²⁹ What underlies students' evaluation at any time is, whether or not what is presented, will be useful

to ones own concerns, and immediacy is far from the sole criteria of relevance. Rather it is that issues are already being defined in a particular way or at a particular level and this reflects the role of the school group in establishing key issues that are represented in the schools as well as in the concerns of educationists. Viewing issues as a continuing part of teachers' proper professional concern both as students and as teachers and accepting the gaps in professional knowledge involves a shift in approach to the disciplines. It is not that their knowledge is judged according to whether or not they produce useful answers, or guides to action but whether their questions are perceptive, their directions illuminative. Except for a minority of students who have already served an apprenticeship in one of the disciplines, these evaluations have to be made from outside the discipline.

At this stage then there can be less concern with the appropriateness of form and the language of the discourse than otherwise might be the case. The Research Group reflected on the difference of school group work from the university seminar and whilst there may be a place for the latter in teacher education it should not be at the expense of what occurs in the former.³⁰ Essentially this is the process of developing a professional discourse, considering what it might be and what the place of bodies of educational knowledge are within that.

In the next extract students are exploring the nature of children's learning which is an issue they will come back to repeatedly. Educationists' ideas are present but as they figure in ones own concerns. The views expressed here contain assumptions which might

be informed by the disciplines but only insofar as the students come to see that they personally can be so informed. Without this orientation they presumably settle for a commonsense that professionally may be unacceptable, seen as reactionary or progressive depending upon one's stance but just as likely to be muddled and contradictory especially in these early weeks.

iii School C 23.10.81 P10/11 qi

RE That's what John Holt (1973) says - (inaudible)
- that children will learn by their own discovery. I don't agree with that but

SS2 No, I'm not saying that -

SS1 So you've got to question the system
kids by the time they're 14 or whatever -
that's been extracted out of them - but
why is it? Is it because they see no hope.

SS2 In this book by Italian school kids (School
of Barbiana 1970) and what stuck in my mind
was one comment that one of the kids made
that the teacher came into school and announced
it was a school holiday that was unexpected
and of course all the kids were thrilled
to bits about it. You know the whole
approach that school is a nuisance, that
you have to go through and get what you can
out of it when it should be really something
they enjoy because they could be learning
so much - Maybe I'm being a bit idealistic.

M2 I don't see anything wrong with being ideal-
istic related to what exists but I think
it's too easy to talk about the system.
I mean what exactly is the system -

SS1 What is it then?

Tutor It sounds much more than just the school
system.

SS1 It's the whole way of life in inner London.
What do they see?

M2 Maybe that's what it is when they're born
they're really naive and hadn't actually
appreciated what life is like. Maybe it
is a really horrible thing when you just

wort of wander around, well maybe it is, maybe they're right, it's a question of, you start off from innocence and experience sort of thing and they grow up and realise what it's actually like - maybe they just do that, maybe that's what it is.

SS1 But the fact is it's not like that for everybody is it?

Tutor Maybe it's useful to look at people for whom it's not like that -

Yet despite their own concerns, and convictions about the education of all pupils what becomes increasingly apparent are the varieties of practice that exist in contemporary schools that lead students to question areas of the course's work.

iv School B 30.10.81 P14 qii

SS1 so all these things are interrelated - you've got these ideas about integrating curriculum, and the social implication of what we teach and yet you can't even teach Caribbean songs in some schools. (Referring to discussions in Social Studies about the teaching of Social Studies in primary schools).

M1 I think we're going to get a very false impression of schools in general from School B. because it's going to be so nice with all its problems, School B is different But the attitudes of the teaching staff there are progressive, very radical and so on. Teachers aren't all like that -

Hums I've been reading Herbert Kohl (1971) and in the end he got chucked out and no one could be a more inspiring teacher he doesn't seem to operate with the rest of the school at all - a very strange situation, not receptive to what the rest of the school is doing.

Such doubts and questionings have their personal side. This student was beginning to question whether and where she will 'fit'

in the profession - at the level of practice and of commitment. Kohl, seen here as an isolated idealist, may be more of a threat than a model and this needs to be confronted.

c) Reflection on school-based experience

The school figures large in these discussions right from the beginning and suggests that an emphasis in this form of teacher education is the social and educational context within which the personal place is developed. Whilst it is detailed knowledge of the particular school that is developed in the group, other schools are referred to from observation, experience or reading and this shows one way the possible limitations of a single school-base are acknowledged and worked with.³¹ Finally in this section the link of school-based concern to educational issues is clarified. The next extract comes from the conclusion of a morning's school group work and shows the tutor selecting relating what has been done, to what will follow. Here practices are related to issues suggesting the possibility of interchange.

i School B 30.10.81 P15/16 qiii

M1 - the whole kind of political thing has to be in our heads in looking at any of these areas -

Tutor It's terribly important that we do get ourselves into that through the year - the core curriculum to a certain extent. I don't know how much people are bringing that with them. What you're being offered is apparently very eminently sensible that people should have the chance to study a basic number of different subjects, these shouldn't be up to the whim and options of different schools but what the core curriculum is also saying is we'll teach you this but

not, say, Computer Studies and we won't have Social Studies and so in effect it's a device for consolidation and directing resources, centralised control and so on.

All of that, if we're going to work anywhere with some of these questions about value needs to be in our heads the whole time - the political structure of education - how decisions we take and how schools are governed, the curriculum and interrelation of the exam system, that's what M1's been into.

M1 Shall I do it another week then?

Tutor Yes I think what we can do now is see the shape of where that will take us and see the relation of that to multi-cultural education, issues about integration in the curriculum. We've been talking about the social implications of subjects, who determines what gets taught in the end the whole pedagogy and ethos of the school. We can see how these issues relate to what we're doing. So we're at the point where we can use it - so next Friday and with M2 with us we can take in the multi-cultural language issue - now we need to do a bit of work on working with readers.

The extract above serves as an indication of what is in the teacher's head sometimes quite a different matter from what is in the students'. Later discussions will show students working in this way. Here the tutor gives the directions and sets up the framework of expectations.

Once more it is the time scale that is important and the knowledge that within the day to day processes of the course including its written work possibilities do exist for making and evaluating relationships between theory and practice.

References from Thesis Chapter Four to Microfiche Chapter One

Thesis

(See Appendix on Extracts from

Footnote

Microfiche)

Subject composition of school group and its location in school.

Page 1/2 1.1(iii), (iv) and (v)

Page 4 and 6 1.2(ii) and (iv)

- . Group composition and experience related to process of learning and challenging assumptions.

Page 6/7 1.3(i)

- . Practice may be modified over time.

Page 4 1.2(ii)

- . Students work towards relevance and accept future orientation of work.

Page 10 1.4(ii)

- . Students' own knowledge and interests basic to course.

Page 12/13 1.5(ii)

- . Distinction may occur between what students are told and what they observe. Learning can begin here.

Page 18 1.6(vii)

- . Modification of activities to take account of specialist interests.

Page 3 1.2(i)

- . Constant pull between experience and theorising which are not easy to keep together.

Page 25 1.8(ii)

- . Students bring different previous experiences to the course.

Page 20 1.7(i)

- .0. Teaching practice needs to be fitted to students' previous experience and career ideas.

Page 28 1.9(i)

- .1. Possibility of returning to issues is established.

Page 25/6 1.8(ii) and (iii)

- .2. Gradual extension of knowledge about school. Emphasis on ways of gaining and transmitting the knowledge.

Page 33 1.11(i) and Page 35 (iii)

- .3. Importance of students' own experience.

Page 33 1.11(i)

- .4. Role of teachers is important as is possibility for work in school and institute.

Page 22/24 1.8(i)

- .5. Dislocation between theory and practice in school has to be worked with by students and experience of different schools is important.

Page 15/16 1.6(iii) and (iv) and Page 17 (v)

5. Introduction of students to schools and classes varies and is important.
Page 14 1.6(i) and (iii)
Page 20 1.7(ii)
7. Personal and institutional knowledge need to be constantly interrelated.
Page 16 1.6(iv)
3. Old and new experiences need to be interrelated and students encouraged to see importance of their own learning.
Page 36 1.12(i)
Page 39(iii)
9. Anxieties, feelings of failure may re-appear when students encounter the classroom.
Page 40 1.12(iv)
Page 42 1.12(v)
0. Space required for discussion of students' previous educational experiences which may explain present response.
Page 17/18 1.6(v) and (vii)
Page 20 1.7(i)
1. What students bring to the course and what they feel it offers them has political dimensions.
Page 25 1.8(ii)
Page 39 1.12(iii)
2. Students' self-conception of themselves as learners requires time and possibility of different ways of working to translate into new situation.
Page 37/8 1.12(ii)
3. Organisation of school experience may lead to new ways of thinking.
Page 4 1.2(ii)
Page 6 1.2(iv)
4. Students welcome possibility of working with students from other specialist backgrounds.
Page 42 1.12(v)
5. Consensus in Method Groups is commented on in Microfide Chapter 5.
6. Students involved in multiplicity of activities and concerns.
Page 10 1.4(ii)
Page 11 1.4(iii)
Page 12 1.5(i)
7. Students focus on ways of working, and problems of relating theoretical concerns and practical experience.
Page 25 1.8(ii)
Page 30 1.10(ii)
8. Dislocation between levels of discussion is discussed in Microciche Chapter Five. (5.2 and 5.5)

29. Students require opportunities for developing their own view and expressing it. Page 22 1.8(i)
Page 29/30 1.10(i)
Page 33 1.11(i)
Page 35 1.11(iii)
30. School group work is contrasted with university seminar in summer term.
Chapter Five (5.5)
31. Variety of possibilities exist within structure of Alternative Course for working with other schools' experience.
Page 31/2 1.10(ii) and (iii)
Page 33 1.11(i)

CHAPTER FIVE

The First Teaching Practice

After five weeks in the Institute the students begin their first block teaching practice which consists of five weeks when they are in school for four days a week. For Alternative Course students spending their block teaching practice in a Further Education College they spend three days in the College and continue with one day a week in school. It is from those school group seminars conducted on that day in school that aspects of the course during the first teaching practice will be examined. Four themes are discussed in this section.

Responsive structures

The relationship between the structure of the school group and the function it performs is examined. Continuity of work throughout the PGCE year and possible relations with the probationary year are explored as is the contribution of common school experience for all members of the group. The place of the knowledge and experience of the visiting tutor in the group's work is detailed and the distinctiveness of this contribution from that of the Institute school group tutor is examined.

Nature of pedagogy

The place of practice and experience in student learning is considered as well as how far aspects of that practice can and should be responsive to individual student needs. The position of students as learners in school is emphasised with recognition of the problem

this may pose in institutions where pupils are the learners but student teachers are not yet teachers.

PGCE in the process of teacher education

Against this background the place of the PGCE in teacher education is examined with particular reference to the probationary year. The importance of students' informal contacts is emphasised and the part they play in cumulative and collaborative work. The facilitating relationship of formal course structures and informal contacts is considered in the process of becoming a professional.

Reflection and theorising

There is emphasis upon the necessity for effective practice to be reflective practice and consideration is given to the establishment of such a stance. Reflection is seen as forward looking requiring opportunities to confront the past and the present in order to situate the student teacher fully and effectively as a future member of the teaching profession. The necessity for the representation and formalisation of the reflective process throughout the course is emphasised. The school group tutor's knowledge and sensitivity to individual and group needs and capacities to express themselves is introduced as an important element in this process.

5.1 Responsive structures

a) Structure and function

During the teaching practice the importance of the structure of the school group became apparent. Since the make up of Alternative Course school groups depended upon the participation of method groups

in the Course rather than the wishes of schools or specifically educational rationales it is worth considering how this affects the main functions of the group.

First there is the integration of the student's work in the school and the Institute which was discussed at the close of the previous chapter. There it was shown that the group's agenda was built up with reference both to practical teaching experience and to underlying educational issues. This agenda needs to be quite clear before teaching practice begins. Once the students are immersed in the block teaching practice they become aware of the dislocation between the school and Institute.¹ For the students who are meeting with members of their method group once a week in the Institute at this stage there is the very real problem of making sense of other students' experiences in schools which may be unlike their own.² In the first extract from School B the group is joined by E80, an English student from the previous year of the course who is teaching in a nearby school.

i School B 24.11.81 P10 ai

Res The other thing I am wondering is what's
Tutor happened to the Institute in all of this

Hums Not much. It's really weird.

E1 It's receded well into the background - I
 almost resent the Fridays - it's nice to
 hear what other people have been doing.

E80 This strikes a note from the past.

M1 I was very sorry to hear how people
 felt about Fridays because I and M2 have
 a great time - our Maths Group is really
 good - we hear a lot about other schools
 and people

Opinions about the usefulness of seminars tend to be divided but a commonly valued experience tends to occur through simply meeting with students.³

ii School C 8.12.81 P5 aiii

M2 I've found that in the Maths Group there isn't much of this cross pollination going on because somebody mentioned an incident that happened in the particular classroom and you can't relate that to your own at all.

SS2 It's just a case of it sort of makes you feel better if you can talk about it in the group doesn't it and you hear everybody else doing the same sort of thing I think that goes on a lot of the time before we start the sessions on Friday. Everybody just tells everyone about how awful the week's been and you think, well I can't be so bad if everyone's in the same boat.

M2 Then everybody else says 'Well that's nothing. In my school

The analysis of the Research Group suggested that part of the dislocation came from the apparently cross cutting demands of what are sometimes seen as two roles, student and student teacher.⁴ However 'letting off steam' and comparing experiences gives the method group an identity and sharing experience of what might be perceived as failure may prepare the ground for moving forward.⁵ SS2 in the last extract draws attention to the shared concerns that are experienced informally in a range of method group contacts and which needs to be allowed for in the informal agenda of the group. Time for chatting before the group focusses formally on an issue may be of great value and if allowed for and organised it may enable the group to settle much more readily and ably to the agreed issues. There are obvious differences of opinion as to how far at this stage the exper-

iences of individuals in different schools can be utilised in the Method Group but the following extracts suggest that in school and in the Institute the school group enables sharing of experience to occur.

iii School B 24.11.81 P21 bi 22 bii

- M1 I find it a great help having M2 here because we're going through so many things together - we often see the same class and the same teacher and we discuss that and ideas about how to teach a subject so its quite good - on my own I think I would feel a bit isolated.
- E1 Yes (in the school group) - we talk generally about how to do different things but I do miss another English person here for sure. (During this year only one English student was placed in School B for teaching practice). But I find I tend to talk to the staff a bit more about it - what do you think about this or whether that might be a good idea. I mean you've got to talk to somebody about it so
- E1 But with the Hums too - it means H and I are doing the same thing in the first 3 years so we can talk about that -

The availability of another student from the same method group is consistently highly valued for it allows the sharing of ideas, experiences and observations. Only rarely do personal factors hamper the development of professional relationships which at this stage are crucial, and arguably learning to form and work within such relationships are basic elements of what it means to become a teacher.⁶

b) PGCE and the probationary year

Although the personal commitment and continuity referred to by E80 in the next extract will not always be present it does illustrate

the possibilities that exist for the building up of a professional dialogue that continues beyond the PGCE year.

i School B 24.11.81 P19/20 ci, cii

E80 I think we had some new areas because we had 3 English students (in School B) and we worked very well together and I don't know if there was a big sense of an alternative group within the school group. We were very interested in the arguments we were getting from School B and the arguments at the Institute were giving and feeling (here he refers to work in the English Department) In one sense these were practical and the Institute were theoretical and to marry them and that was the difficult part to see how useful the theory and the talk of education at the Institute becomes when you bring it into the classroom.

E80 There was X, Y and me and we were all doing English and we all knew exactly where we were and if you wanted to go and talk to someone you had someone to talk to immediately in the same place with you - It's strange now that X and I - he's in a different school and we sit down in the pub and talk about it and we find we're still at exactly the same place. The schools may be completely different but we're still on that kind of thinking together and that's always important to have somebody to go out and just discuss about exactly how you feel.

Students here are taking responsibility for their own learning within the formal settings provided by the course and in the more informal ones that it generates and the latter may continue beyond the PGCE year. Work with the Research Group showed that the school group given its physical base can continue the work of the course quite outside what may be seen as its normal contact time. The structure of the group in enabling specialist concerns considered in the Institute to have an active base physically nearer to practice is quite crucial in the above extract.⁷ Often, as was seen in the Research

Group and will be seen in this analysis, the spread and the balance between the subject specialisms in the school group is equally important. As students strive for coherence and understanding of their subject in school they mediate its concerns to other students and in that process they all gain.⁸ The school group at this time keeps alive the concerns of the Institute. Whilst doing this it can build up a knowledge of what is particular to that school or classes within it as the following extracts suggest. In the first the group is considering topics for discussion in a joint school group meeting which will take place early in the second term.

ii School C 8.12.81 P4/5 di

E2 The actual process of teaching in what may be - in quotes - an unruly class - that's one question.

SS1 I don't think that that kind of problem can be discussed across school groups - it's so subjective - so confined to individual groups and years and schools - if it is to be discussed it's to be discussed with teachers rather than as a group discussion - if you've got a bad group you go and see visiting tutor or whoever and that's how you work round that

E1 It's sort of abstracting it isn't it

SS1 Rather than having a discussion with people who don't know anything about that and there's no need for us to go to School B and discuss the IV years - because they don't know what kind of problems you have or whatever.

Here the student points to the value of a member of staff who has a particular responsibility. This student worked closely with the visiting tutor sharing his classes. In the next extract students point to the possibility of working with other students.⁹

iii School B 24.11.81 P22 dii

E80 I think it's pretty good for the teacher as well - it channels a lot of the frustration that you might feel away from them into just discussing, you know you build up that discussion with another student, that works out your frustrations. There's a lot of things you don't want to approach teachers with that in the end you do because you just want someone to talk to.

E1 They're too busy as well - you feel as if you're keeping them from something else -

These extracts suggest that students have options built in through the structures of the course. In the Research Group it was pointed out that not all staff are uniformly willing or able to work with students and later comment on the position of visiting tutors will suggest that the reality they perceive is not necessarily the same as that of the students nor do the versions interpenetrate easily.¹⁰ Within the school group credence is given to the student view whilst at the same time allowing for change over time in response to new experience. Both the exploration of one's present position and the possibility of its development are crucial in professional education. This is vital in discussions of issues such as classroom climate and control which involves so much that is essentially personal to individuals whilst being professionally critical.¹¹

c) Common school experience

Within the school group an important factor has been shared curricular experience. This gives a common ground and a balance to other experience which may be individualised according to student needs and opportunities and takes into account the student's subject specialism. Earlier discussions have demonstrated that productive interchange

can occur between different subject specialisms. Here the extracts deal with the common experience - usually shared by all members of the school group although there may be some individual variation depending upon individual needs and school circumstances.

In this extract SS3 who is working with the visiting tutor, the Head of Integrated Studies, is leading the seminar in school whose theme is the Integrated Studies Course. The importance to this student of the learning environment provided in Integrated Studies is apparent through the transcript and this interest continues through the year representing itself substantially in his course work.

i School A 2.12.81 P1 ei P1/2

SS3 How many of you are actually involved in teaching Integrated Studies? The course aims at easing the change from junior school to secondary - it takes up almost a third of the timetable for Year I and II and the same teacher takes them so you get the idea of one teacher developing a class relationship as in the primary school. The teacher is very much involved in the pastoral care system, in tutorial work with the kids - they may get sick to death of that individual teacher, but at least there is one teacher they're identifying with for the first two years.

M1 So there's just one teacher with each class for two years, is that right?

SS3 The process of learning is crucial to the material that is given - the pupils rather than learning concrete information - they develop skills, starts off very much with the child's world, his own experiences.

But at this stage there are doubts, questions, differences of approach amongst the students but more particularly between students and staff. The following extract illustrates how a problem 'resolved' by a member of staff appears to a student. SS3 here is demonstrating and discussing worksheets used in the Integrated Studies Course (Wagstaffe 1979).

ii School A 2.12.81 P3 fi

SS3 Quite crucial to this work is empathy - the ability to imagine what it's like to be somebody else - obviously in the family in trying to imagine the problems for a one parent family or black family or the dreaded Asian family - absolute mistake that photograph.

RE Yes - they make a lot of fuss about it.

Visiting Tutor You could argue that that's one reason for putting it in.

SS1 I don't know, they make a fuss about it because there's so many people - on the worksheet - first you've got to locate the generations, how many ~~gen~~erations - and it's so complicated, so much work on it - that's the first reason they reject it, then they sort of say 'I don't like Pakis anyway' so it sort of reinforces all the feelings they might have about Paki families - I find it most unfortunate every work group seems to leave that to the end and prefer working with the other photographs -

RE Mine do the same.

SS3 It's quite disturbing, certainly the idea empathy then is totally out of the window - do you find it?

RE Yes, things like, you know, the question about what family would you like to be in, a big family or small family and they put things like - 'I wouldn't like to be living in a big family like Sharma because I don't like that kind of people' - Pakkis and things' so I had a problem and asked Visiting Tutor and he said talk to them individually at some time if you can.

V Tutor You see it's not as if they're the only the large family or complicated family - they're not - three quite large families.

SS2 Something here about Asians - you know that class I have in FE (to Research Tutor who has observed the class), a class of West Indian women talking about race discrimination against blacks and the whole lesson turned into a long list of remarks against Asians, it was absolutely extraordinary.

V But in some respects perhaps sooner or later
Tutor you could argue you have to confront it because there's no doubt about it, it does exist and the trouble is, in a school like this where Asian kids are very much in the minority - although I don't think there's much direct aggro against them there's certainly a way in which the white kids and the West Indian kids can be quite happy leaving each other - not bothering each other but focussing any prejudice they have got upon Asians so that for example, a white kid and a West Indian can both make an Asian joke.

The concern resonates for other students in the group who are also encountering forms of racism in their own classes. This issue is held close to the practical context and this is an important feature of common experiences in school group work. It is multi-dimensional, influenced by and demonstrating features of school life which either disappear or appear differently in the official rhetoric of the school or in educational writing. This will be explored in detail in relation to transcripts dealing with multi-cultural education in the Spring term. In this context it is in relation to practice that problems and issues arise and solutions are propounded. On its own this would be insufficient but the presence of the tutor, the likely recording of ideas and incidents referred to in the student's diary make it likely that by the end of the course a much richer, complex and thorough analysis will be made by each student or made available to them through the work of members of the group. This is one long term aspect of how the school group allows for change and development. Here it is important to note the differences between the visiting

tutor's view of the possible and the desirable and that of the students. Neither is necessarily right or wrong but the difference in their position and their experience undoubtedly influences their practice and their perspective on it. The next extracts refer to the shorter term and here the tutor is encouraging the group to share their experiences of literacy work towards the end of the first term. All the students are regularly involved in this work in School C.

iii School C 8.12.81 P21 fi 22 fii 2 3 fiii 23/4 fiv

Tutor We obviously all talk about the literacy work in this group but you can with your own particular group (of pupils), you can get stuck in at this stage, you wouldn't expect, would you, some tangible improvement in their reading and writing exactly but you might want a very tangible improvement in their ability to work together and how they make use of that period.

SS1 It's probably because I can't see anything in really concrete terms but its nice to know how you're getting on. It's nice that it is enjoyable and I think that they like it as well.

M1 It's sort of disjointed - one week it's reading a play, then cutting out some pictures, then writing each other poems and not producing a lot.

Tutor I think it would be useful next term to get some longer term work going.

M2 It's so difficult to do because you say - can you think about something for next week and then I had flu last week and if you don't see them they've forgotten about it.....

Tutor - it depends on your doing something which is printed up - showing them you mean business really - making a tape - transcribing it for them - you've got to keep the continuity going.

E2 Shall I tell them about my group?

Tutor Yes

- E2 I went away and did them a crossword with all their names in it, the school and other things and then I got them to do their own and they said "Oh, this is hard" and the boy who had reading difficulties
 he did the best crossword
 I think his form teacher's going to put it up on the wall - I think when you see something like that in a way you can gauge the response if you think it may be difficult - so do they but they do it - so I felt quite chuffed about it
- Hums They enjoyed the trip to the Museum of Mankind last Wednesday afternoon but I had quite a problem getting them to get letters home. I had to do it twice.

- SS I took them out last week - we took some photographs of the market and did some interviewing on tape and things.

- E1 It's just a case of - it is hard trying to work out what you're going to do with them but so long as it's a mixture of things, as long as they see something

The tutor is trying to use the experience and learning of some of her students to counteract a disenchantment that she has observed in others.

- SS1 Well to be honest I wouldn't mind stopping it. I've only been with him twice.

- SS1 There's nothing been wrong with it - I mean we're reading, writing and talking and it's really good - I don't enjoy it as much as other stuff - I want to give it up

Students do not always value all aspects of school group work for it is sometimes seen as irrelevant to what they define as their major concerns.¹² But whether or not they accept what the visiting tutor

says in his contribution to the discussion the extracts do show how the students are confronted with the problems of both willing and unwilling learners. As the visiting tutor outlines in the next extract unwilling and unmotivated pupils and the contribution that the school can make to them have been very much his concern for a number of years.

iv School C 8.12.83 P25 gi P26/27 gii

V
Tutor You highlight a real problem - one of the
Inspectors picked it up with me - my Social
Education Course fits in IV and V year
options and it's really to create an environ-
ment for some kids for 4 or 5 periods a week
that they can manage because in lots of the
courses they have to do - they're all examin-
ation courses you know - they can't cope
and they're continually reminded that they're
failures. The inspector said to me 'Fine,
you've got that situation - an environment
they can manage, how do you know that you're
developing - how do you take them beyond
that' and he was raising the problem of how
you evaluate what you do and there's an imme-
diate kind of value in some of the things
you've been doing. You can see the kids
have enjoyed it, the staff have enjoyed it,
the kids have got a lot of personal contact,
and you can see maybe you've got an interest
there - but there are still lots of problems
about how you take them beyond that - but
I think with that kind of work you find
strengths come out of kids rather than in
a formal setting where you often find their
weaknesses show.

Tutor You're getting them working together, perhaps
next term you think about getting them to
work on a more long term thing - trying to
build in some sort of continuity. That's
not easy but its possible - it partly is
by showing them what can be done and that
you're going to be -

M2 So I think I have to make a departure with
mine - because they can role play, they can
work with themes, they can do really sophis-
ticated things.

.....

M1 One of the things they say when I'm taking them out is 'good, we've got Mr M2 so we don't have to write'

- laughter -

- Now it will have to be 'It's good we've got Mr -- , he makes us write.'

Making available to students the educational and professional rationale for what the course expects of them is important. Work within the specialist area has a self evident value that may blind students and teachers to the importance of work that is not so subject-based. As schools increasingly try to give pastoral concerns a curricular emphasis or see the comprehensive principle expressed in the mixed ability classroom it is essential that young teachers consider in their initial training what this means for their practice. The common experience in the school group tends to come from areas of curriculum development in the school and since they are frequently areas where there is change and debate students are required to become a part of that at the level of practice and of discussion. This involvement with change is important for it gives to tutors a role which goes beyond that of socialisation of newcomers into the institutions, important as this might be. And it is here that the visiting tutor is crucial.

d) Visiting tutor

Both of the visiting tutors are experienced members of staff with a knowledge of school and curriculum that goes beyond subject specialism. They know their schools through their own involvement with aspects of its development. The resilience of institutions and their

members to change is not always at the forefront of teacher educator's minds, concerned as they also rightly are with developments in their subject, or advances in its pedagogy. Curriculum innovation frequently serves to make participants aware of what they and others take for granted and therefore will often find difficulty in changing. Students and tutors need a realistic knowledge of this to inform them of both the possibilities and problems of change. Perhaps it is the concern with change and development be it subject, in the case of the university subject specialist, curricular and institutional, for the visiting teacher or the student's own personal and professional change that gives an underlying identity to the process of working together on the Alternative Course.

In the following extract the visiting tutor from School A has a knowledge of curricular development that for the moment hints at the classroom reality that students confront and interestingly enough are still working on at the end of the year.

i School A 2.12.83 P6/7 hi

SS3 Quite obviously a main concern of Integrated Studies is English across the curriculum - I think the English specialists have quite an important role across the subject specialisms here - I'm not quite sure how I mean obviously English is a tool for all learning and it's very important in those two years - well I think it's done informally and in written work which is marked and monitored fairly regularly -

V I think you can take it a bit further than
Tutor that. There are 3 English specialists working within the team so there's quite a bit of English input but again I think you've got to see it in terms of how it's developed over the years. When I first started teaching it most English teachers would tend to do some English work that was tied into the

Integrated Studies topic that was being structured at the time but they would also tend to do some basic skills work. Now in fact we've tried to get away from that and this partly reflects changes in the English Department itself and changes in their focus of attention so that in fact now as far as possible we encourage people not to differentiate Integrated Studies and English.

SS3 So time is not set aside specifically for English.

V
Tutor Well, again you're talking about a fluid situation. The official line is, it shouldn't be but in fact there are one or two teachers who found it very difficult to work in that situation and who found it necessary for whatever reason impossible, usually because their approach to English is perhaps more formal than some of us would adopt and they tend to set aside time.

Accounts such as this of curriculum developments are a necessary background and a starting point for students. They are not a substitute for the group's own experience, research and accounts.

Another aspect of the visiting tutor's experience which is often made available to students is the nature and possibility of different sorts of teaching careers. For example, some subject specialists begin to see their future in terms of integrated work or work with a particular age group but even without such shifts there is the value of the visiting tutor's knowledge of present school opportunities and the concern to link them to the students' experience during the PGCE. In this extract the group are discussing topics for seminars next term and here the teaching of 16-19 year olds.

ii School C 8.12.81 P17 ii P18 ii

V
Tutor It would be a good one to talk about because when you finish your teaching practice here and you've

done the Tuesday commitment and the commitment to General Studies you should feel confident enough when you're applying for jobs to offer that General Studies and you might particularly for those of you who get jobs that are not clearly defined but are made up of bits and pieces - you know, given that you're all involved in General Studies it will be a good thing to do.

Res 'Cause the other part of that is the whole new VI
Tutor form, isn't it, where I mean there's also competition in a way between schools and FE colleges as to who takes on people for vocationally oriented courses

.....

V And the school is entering this debate - should we
Tutor offer some CSE courses in our VI Form.

Perhaps courses in our VI form for our low ability VI formers because what we've found is those who re-sit their CSE's tend rarely to improve upon their V year grades so perhaps that's a whole new venture.

Tutor School A is doing City and Guilds Communications level 1 for their VI formers and it can look a very dry course but if it's well and imaginatively taught - actually they're doing lovely work there

Discussion in the Research Group stressed that the PGCE needs to concern itself with job opportunities as they are, as well as with teaching careers as they might be in the future and the visiting tutors are well placed to do this given their own concerns and positions.¹⁴ For both of these visiting tutors the development of social education courses was an important concern and the continued involvement of groups of students in various ways in their courses was an important element of their work through the year.

e) School group tutor

The Institute school group tutor has a specific role in connecting what may appear to be discrete experiences in one school to trends or concerns seen in others and more generally locating specific

concerns within a wider framework of educational concerns or issues. As the last extract suggests school group tutors by virtue of their dual role as method tutors can refer to relevant experience of other members of their method group. These can be focussed upon in method sessions or informally when this is appropriate. Initially it is the tutors' knowledge of the various schools and their accumulating knowledge of the experiences and interests of the various students that widens the course from its school base. The extent to which, and the manner in which the course relates to school is an important dynamic giving rise to conflicting opinions which can find their place in the day to day planning of the course as well as in the course itself.

In the next extract the conflict of views are apparent when students refer to a course planning meeting held on the previous Friday.

i School C 8.12.81 P2 ii P2/3 jii P3/4 iii

Tutor I think it was also suggested that these coming together sessions would be on larger issues - for instance we would focus on mixed ability, multi-cultural education, starting teaching and so on and that partly as a response to that first point on whether these are handpicked schools, ask some ex-students to come and talk from their experience of having been on the course and then in inverted commas 'taught' 'in an non-handpicked school' and what sort of problems that raises.

.....

E1 I think it might be useful to see authority in terms of how the school is seen by the students. The particular group - see how the school copes - whether there is a problem of discipline or authority, how the school copes - do they think there is a problem of authority in their school for a start of discipline - whether they think it's a noisy school or too much discipline or whatever, that sort of thing - just to get an idea of the other schools.

SS2 It's just that this bloke was setting it up in a way as how to deal with an individual class.

E1 Oh no and - I don't think we can do that.

M1 It's just probably one teacher coming along and saying, do this, write this, which everyone has a different way of doing. I'd be quite interested to look at the set up in another school.

.....

Res I think I remember SS2 saying earlier in the term
Tutor that he'd got very involved with Gerald Grace's book on the Inner City (1978) and wondered if that might be one of the ways you could take it up - getting a sense of what School C was like and how it compared with other schools - different school groups will interpret that seminar on authority and control very differently - you know, taking it as 'what do you do with an unruly class' has tremendous limitations and there may be few people who'll want to tackle it in that way.

The discussion tries to sharpen the students' views and begins to shape the session taking account of previous interests and the tutor's knowledge of differences between the two schools who will come together for the seminar on Authority and Control. Before the sessions joint planning by staff and students is essential to enable the movement to and from practical concerns, educational issues and theory which is a basic aim here. The tutor's role is crucial considering not only what should be offered but how, and it is here that evaluation and discussion with students as the course develops is important. The sense in which the course is based as much in its pedagogy and processes as in its content is underlined here because of its importance in negotiation and planning.¹⁵

5.2 Nature of Pedagogy

a) Learning from experience

The discussion in the previous section suggested that what students learn from encounters is unpredictable and one aspect of school group work is to do with understanding, evaluating and advancing practice in difficult areas. The Research Group emphasised that on occasion students felt that the complexity of the classroom situation required careful observation and analysis by 'disinterested' tutors which could subsequently be used in discussion to extend and deepen the student's awareness and active knowledge.¹⁶ Moving towards professional understanding and development can only be accomplished with painstaking and comprehensive discussion. Edgar Stones (1984) has given meticulous attention to developing and analysing a practice for the supervisory relationship that does justice to the complexity of its requirements upon both the tutor and the student. Too frequently, the tutor's role is accepted by students and teachers and soemtimes by tutors as classroom observer and assessor of a relatively unproblematic set of student performances.¹⁷ Even in research on teacher education this view may be found. In the account given by Patrick et al (1982) there is a strong assumption that criticism is the raison d'etre of classroom observation and that support from the tutors to the student somehow misinterprets and obscures that central function. In the next extract M1 illustrates how acceptance of this view by tutors or by teachers can restrict the use that is made of what might be a useful and appropriate learning situation.

i School B 24.11.81 P6/7 ki

M1 In the SMILE class they (the teachers of
 the class) can observe you but really when I

look round to see what the other teacher's doing, he's doing the same as I'm doing - helping individual kids with specific maths problems and just buzzing round from one kid to another and also seeing areas where discipline breaks down a bit, calms kids down - gets them back to their chairs so I'm not sure. I know our tutor in the maths department doesn't really want to see us teaching a SMILE class I think he assumes that anybody could do it so I don't think that they're really worried about us in the SMILE class anyway - it's in the ordinary classroom - class teaching - mixed ability

Res When you say 'they' do you mean the Institute?

Tutor

M1 Well the maths department here have had to give a report on us and see us teaching to a class sometimes.

Hums But do they do any class teaching here?

M1 Well not very much - IV and V year but it's a method of teaching maths (class teaching) which in this school is just dying out because it doesn't seem to be any good

As was seen in the Research Group this is less a conflict between school and Institute than a confusion about what is appropriate for the student teacher and what therefore are the roles of the tutors and teachers the students work with. If it is felt by any of them that there are specific requirements for students which exist despite the appropriateness of the school setting for their fulfilment then the students are caught in a false situation which gives a sense of unreality to the enterprise. The resulting confusion is the theme of the next extracts which show students discussing the issues of different kinds of practical experiences that they are beginning to develop.

ii School A 2.12.81 P8/9 li P9 lii P11 lii i

V You were obviously slightly concerned when
Tutor you talked about level of discussion and
 what the kids would get up to with you not
 being there.

SS3 Yes, actually I was, particularly at the
 very beginning of the lesson when an outside
 teacher came in and started shouting at a
 lad - I was actually very, very angry.
 there's this constant sort of feeling
 that people are looking in and if you do
 have a level of talk then the outside person
 might judge it differently to how you might
 judge it.

Eng That happened this morning because I had
 the third years and we were doing - I'd done
 some booklets for them and it was sort of
 Superstars and that and they got really
 excited trying to give me this list and they
 were all shouting at once and I thought 'Oh
 God, you know', anybody who's listening out-
 side sounds like an absolute rabble - but
 actually they were all wanting to contribute
 to the lesson - but I thought 'I'm sure
 there's somebody outside' and tried to keep
 it down, you know.

V My immediate answer to that would be 'Don't
Tutor worry about it'.

- several voices -

..... Some teachers are noisy teachers, by
that I mean they don't mind if their classes
make a lot of noise.

iii SS1 But it's not only that sometimes the class
 have to go back to their non-noisy teacher
 and if they become aware there are two diff-
 erent rules of the game. I mean, it's hard
 enough, I think, going from subject to subject
 but at least if in French you're not noisy
 and in Maths it's the reverse, it somehow
 belongs to the actual subject and I can
 rationalise it a bit more easily. But if
 you've got half a class - half of the time
 with that class and that subject, I find
 that harder.

Res When you're a student do you mean?
Tutor

SS1 Yes - well, if there are 8 classes and you've
 got 4 of them and if you think you're going
 to have a completely different style to

the teachers - I think it's confusing for the children.

SS2 I felt some of that today because I'd have liked to have put posters up and had them walk around and look at them but I was just worried about people wandering around the class - perhaps it's best to keep them sitting down as they're used to

iv V Tutor The same thing happens when you take over a class from another teacher and the first thing they all say to you is Mr so-and-so didn't do it like that - I can see the problem may be greater but it's certainly not unique - every teacher comes across that.

Res Tutor But you can always say when it becomes your class 'But I am not Mr So-and-so - like it or not, you've got me for a year'.

V Tutor But to some extent you can say that too for those periods.

SS1 But when you still haven't got any confidence in yourself, and you don't know who you are as a teacher it's slightly different isn't it. I mean it won't go away - it's something that you have to go through that's pretty painful at the time.

Students have to consider other teachers, some of whom they work closely with as well as others. They have to come to terms with the gap between what they want to do and what they actually attempt, and at the same time there are important considerations about the children which all have to be resolved. The resolution needs to be seen in both the short and long term for what might be acceptable at this point to SS2 in the second extract might be quite inappropriate in the long term. Much depends on the success of the negotiation that the visiting tutor points to. But too often at this stage as SS1 suggests in the fourth extract students lack the confidence to articulate their plans and intentions in such a way as to convince a teacher who they might judge to be unsympathetic to their approach.

It is not teachers who are to blame here - students at this stage cannot be expected to possess the necessary clarity of aims and intentions that might inspire confidence. This is what they are working towards and as tutors, teachers and students themselves accept this learning as necessary the more likely it is to be adequately provided for. The visiting tutor in the last extract emphasises negotiation but increasingly it is clear that this cannot always be achieved by students.¹⁹ Here the contact of Institute tutors and visiting tutor with students and teachers is critical.

b) Students as learners

The next extracts emphasise the role of the student teacher as both learner and teacher. It is this dual role that influences the student's part in the negotiation process for sometimes they are unclear about their own needs, sometimes irritatingly changeable in their requests and their apparent competence. In the first extract SS1 has just taken a class on her own unobserved by the teacher and is now considering other possibilities. E80 responds to her experience by considering his own from the vantage point of increased experience.

i School B 24.11.81 P3/4 mi P4/5 mii

SS1 Well as far as being in control of them goes,
mi I think I'm sort of relying on their goodwill
 to put up with me really - I spoke to X (the
 teacher) afterwards about whether I could
 share a class with him and gradually try
 to get over the idea of control and how the
 class reacts to me compared with how they
 respond to him. They're used to him because
 they've got a relationship going - I think
 it might be easier that way if we try and
 work together and then gently if we ease
 ourselves into the teaching.

.....

E80 I remember two things, one was that I felt
mii verylost in knowing what I was doing so that
 you had a class that operated towards a
 certain teacher and you didn't really under-
 stand how they worked in themselves so you
 weren't understanding how the class was going
 to react to you asking them to go into groups
 or something like that and I just remember
 feeling I wasn't quite certain whether I
 was the kid or the teacher. In that role
 it was definitely floating between - because
 you had to do things that were teacher-like
 and yet you were also learning so much watching
 the class and watching other teachers and
 you were uncertain about that power stuff.
 But I also remember that later on I found
 that people who I hadn't thought had been
 watching were watching me very very closely
 and almost as if they were giving me a lot
 of space in which to make my mistakes and
 then not saying - they wouldn't come down
 hard on me whereas at the moment if I make
 a mistake people come down quite hard on
 me - even when I'm supposed to be being
 trained (probationary year induction). Then
 they would just give you all the freedom
 that you wanted when it became apparent that
 you needed help in just shaping your classroom
 control, your methodology they gave it and
 it was great because you had the confidence
 of knowing a class better and knowing the
 teacher better and knowing what resources
 you could use and you could then begin to
 build a way of teaching round it.

Here E80 shows the uncertainties that underlie what the student does. Too frequently the complexities that he alludes to are apparently simplified by focussing on limited elements of the situation - all too often control which may have unproductive consequences. The learner-teacher role as E80 experienced it was continually demanding and responsive to the total teaching and learning situation and moreover was one that enabled him to be reflective about his work. That this stance has continued into his probationary year in a school where conditions are quite different is shown in the next extract.

ii School B 24.11.81 P11 ni

E80 Yes it's exactly the teacher that expects you to do that, to teach classes without really helping at all who have the least idea how they operate in the classroom. I know from the school I'm in at the moment - the emphasis on me is that I'm good at taking registers, that I can do a policeman bit down the corridor at break times, that I set homework, that my classes aren't too noisy, and yet if I were to ask them - say 'I'd like to organise my class differently - what would you say would be good for III years who're playing me up - they'd say give them more Homework! 'Refer them out' - they don't understand how kids work as a single culture within a classroom - your relationship with that culture, they just think - there's classes to be taught - you're the teacher and you should be in a certain mould - I think that's the obverse of what happens here.

That parts of School B are distinguished for its views and practices is quite apparent to members of the school group by now from their contact with students from a range of schools. This is particularly the case for Humanities, most of whose method group is comprised of non-Alternative Course students.

iii School B 24.11.81 P10/11 oi P12/13 oii

oi

Hums There are 2 or 3 people in my Humanities group at the Institute (non-alternative course students) who have to teach all their 17 periods a week, right from the beginning and I was beginning to feel a bit inadequate but then I don't think that's what it's about necessarily in many ways I'm beginning to think it's much easier to stand in front of a class and bully them into submission than going this more tortuous way round.

oii

Eng It seems pretty cruel to me because then you only get toknow the kids from the beginning from the front - whereas the way I'm very much coming from the back - I haven't quite made it to the front yet but I will

- inaudible -

The similar experience of students in her school group serves to confirm the possibilities of other ways of working although they are not without difficulties.

iv School B 24.11.81 P7/8 pi P8/9 pii

Hums But I felt, especially in the beginning,
pi when that sort of thing was said to me -
 - 'feel free to chat' - to various kids or
 do what you want - because I had no experience
 anyway that sort of meant nothing to
 me and at the end of a lesson I remember
 5 minutes before the end one teacher said
 would you like to take a group and do this
 and this and this and I said I could perhaps
 help with writing because I don't think I
 could lead a discussion - and nevertheless
 but that was the situation I was put in and
 I had to lead the discussion and that was
 quite good because you don't necessarily
 have to know a lot about the subject to lead
 a discussion in it. I wasn't quite sure
 of the types of things you're leading towards
 but I really felt very panicky because I
 hadn't actually been told enough - and I
 often feel that way - but there I was being
 told to do something more specific than when
 I was in the class observing and I sometimes
 wonder then how far I could take kids away
 from their own work to talk to them about
 something - maybe that it is something nobody
 can tell you about - you just have to learn
 how to do it.

E80 What becomes more and more useful is
pii seeing how groups operate - how you can control
 the subject - the group and not get in
 the way so you're not saying I'm going to
 lead this - you're saying, well I'm going
 to be a member of this and then you begin
 to find areas. I don't know why probably
 through continued contact that you can talk
 about - I don't think any teacher can teach
 you how to talk to kids - they can only allow
 you a length of time until you find out for
 yourself.

SS1 The children I think are looking for what
 we want from them and they'll say what do
 you mean, what do you want us to do, rather
 than see us wanting them to do what they
 want to do, sort of express it themselves
 and I think that's the same as far as we're

concerned when we're the learners - I'm not sure what the teacher wants from me in some ways - I know the children don't know what I want them to do - and it's often I want them to do what they want to do within those certain constraints and that's what the teachers want for us, isn't it because they can't say exactly because we're all going to react differently - find our own way really.

What has to be accepted is the possibility of working with a degree of uncertainty which is to accept oneself as a learner and this crucial acceptance presents different problems for different students.²¹ On occasion the more mature and settled in their views students are the more difficult this may be and practices have to take into account the demands that students make as well as the needs that tutors perceive them to have.

v School B 24.11.81 P7/8 qi P8/9 qii

SS1 It might be different for different people
qi but I really wanted - I mean I wouldn't have learned anything unless I'd had that time standing out in front of - I'm really receiving everything that everyone's telling me now - I don't think I've done the kids any harm in the meantime.

SS1 I didn't want 13 periods I knew that what
qii I was going to be told would make more sense when I knew what standing up there was really like - so for me I needed to stand up in front of the class some of the time - once -

M1 The position that we're in you come in in the middle of the term into a teacher's class and the teacher's built up a relationship and teaching in a certain way to the kids and you approach your teaching in that class differently than you would if you were teaching your own class that you'd started from the beginning of the year with and were taking them through

..... I certainly find if I was on my own with my own class I'd do it my own way

SS1 is a mature student and illustrates the point about flexibility. In the long term the experience of the learner teacher points towards their definitions and directions as probationary teachers and it is vital that those experiences are suited to the diverse needs of the students.

5.3 Place of PGCE in Process of Teacher Education

a) PGCE - The probationary year

The student teachers' professional sense of themselves at the end of the course and the beginning of the probationary year is the basic concern of the PGCE. Beginning a teaching career in circumstances often not of your own choosing and sometimes very different from those you would want is becoming increasingly common and was a matter of real concern within the Research Group. But whether the first appointment looks 'better' or 'worse' than the teaching practice school there must be many probationers who would echo E80's sentiments at the beginning of the next extract.

i School B 24.11.81 P15/16 si

SS1 That's what we were talking about if you
si get into a sort of school that teaches differently to what we're used to at School B or we've got at the Institute we're really going to feel lost.

E80 Well the sort of practices you take for granted here - you had teaching across subjects - so you have in Humanities, teachers from a lot of different areas in and links them into practices in the classroom. In my school departments are separated very much - there's a great range - there are teachers who teach from the Institute and teachers who would still be setting comprehension and controlled writing - there's

no team teaching, there's no discussion about educational policy, no discussion about multicultural education, no discussion about racism, there's no possibility of talking to the hierarchy because it's all done from staff notices

Students are rightly concerned with the relevance of what they learn on the PGCE to what they perceive as the requirements of teaching and particularly the probationary year. This was discussed within the Research Group and was a cause of dissent amongst students at the end of this term. There can be no satisfactory answer to anxiety about the adequacy of the course, other than one's eventual beginning in the career of teaching, by when other needs for learning and support arise. However realistic access to probationers who have recently completed the course does serve to link the PGCE and the probationary year in ways which students find helpful and reassuring. They are able to develop an awareness of the situation without personally having to confront its formidable demands and difficulties and they can gain the sense of the possibilities that exist for them as beginning professionals. Here E80 discusses ways in which his PGCE experience is now a part of his professional stance.

iii School B 24.11.81 P15/16 si P18/19 ti

E80 Yes and that's the way you operate and that's what you fight for in that school - the crunch comes that you want to do that - and you want to have the people to talk to to do that and you won't find them so what I've done is to come out. I come up here and go and meet other teachers - you've always got to have kind of a computer bank of information and methods and ideas to go back to and if you can't find it in your own school then the good thing about it in this area, there are other places to go to and teachers to talk to and I don't think you'll ever find yourself in the position where there's nobody who teachers and thinks like you in school because after all there are different places where these

ideas can come from but I think you will find that if you've been to the Institute, there are very few people that - sounds kind of elitist, but that see such a finesse of ideas because they really are well worked out from her. Staff (School B) will tell you that they don't know anything about multicultural education and yet they know probably the most of anybody in ILEA. They'll say they don't really do group work and mixed ability teaching very well but they do it a hundred times better than anybody else.

SS1 And yet you can't see the organisation, can you - they don't talk about it and yet it's there.

As presently constituted the 1 year PGCE can at best informally facilitate or encourage the kind of continued contact that E80 refers to. What can be seen here is the learning of the young teacher continuing informally but with more formal elements such as the teaching practice school or members of the School and Method Groups still available. For E80 it is suggested that an important part of his PGCE experience alongside his methods work was the school group which gave him access to forms of practice, and fellow students with whom to make a personal sense of what was offered throughout the year. The process of professional socialisation here emphasises dialogue, reflection and theorising as the background against which skills are chosen, developed and applied.

5.4 Reflection and theorising

Throughout the account of the work of the School Group the future reference of the course has been emphasised. In the Research Group at the beginning of the second term it was seen how quickly students lost sight of where they and the course were going despite the emphasis that staff continue to put on this. In part this has to do with

the future orientation of much that is alluded to. Whilst the PGCE offers a range of skills to be learned, and their importance should not be underemphasised, what in the end matters most is the teacher's ability to obtain, create and maintain the conditions in which the skills can be used and developed. These abilities enable choice, organisation and synthesis to occur. They provide the bridge from PGCE to Probationary Year, and beyond, and equally enable students to develop with awareness the attitudes, skills and values that they bring to the PGCE. Accomplishing the development of such abilities during the PGCE year is demanding, sometimes stressful and requires both the firm base of the group and personal tutorial guidance. The nature of this guidance is not the focus of the work here but should not be lost sight of for in no small part it contributes to the way in which the PGCE student becomes a professional. Much emphasis has to be placed in the selection of students on identifying qualities that indicate the likelihood of someone becoming a good teacher. The professional use of such attributes requires much more than their possession. as the following extracts suggest.

i School B 24.11.81 P19 vi

E80 You say something you were convinced of ages and ages ago and hadn't thought was going to cause problems and people dive into their teacups to get away from discussing it - mention something and people say 'Oh, mixed ability, it doesn't work. We've tried it.' and you're there and you're the young teacher and you wear the crazy jumpers and there are a million ways in which you can be got at and you will be got at.

Knowing that some of what you practice and believe is a matter for conflict and dissent within the profession is arguably as important as knowing it. In their diaries and in discussions students recount

how they were 'got at' and how what they knew or felt was made to seem of little worth beside the 'harder' knowledge of established practitioners. The competing definitions are essentially points of growth and development and are trivialised if they are explained away by what 'experience teaches' and 'teachers know' and 'young teachers will once they give up their idealistic notions. Ideals are both personal and social constructs and teacher education has the responsibility of ensuring that young teachers engage realistically in their production and their mediation as responsible professionals. This process of mediation is shown in the next extract which demonstrates how a young teacher sees himself using the 'theory' of his PGCE.

ii School B 24.11.81 P20 vii

E80 The thing about School B is it's there and here's that theory to be listened to, where it becomes vital is maybe later when the theory isn't there and it becomes what you can show - have you read this or you're working in a department that went out of date 20 years ago - and that's your training, have you explored it any further - do you know where this argument comes from - are you in touch with current educational thinking and that's crucial because you do get set up. I think most of the big arguments in most of the places to go and people can't catch you out by saying you were just told that because you usually have a book in mind - I think we did that Alternative Course Yearbook to try and combine how we felt from schools back into the course.

For students presently on the course such a statement stands as a pointer to a possible place of the theory as a part of one's professional outlook. Earlier in the discussion in response to a question from one of the students E80 gives another use of theory where it

is not so much turned outwards to explain, justify and place one's work but to inform its development. Here he distinguishes between the capacity of himself as a student compared with experienced teachers he admired.

iii School B 24.11.81 P12 viii

E80 Well that's what happens in the classroom is a kind of culture in itself - you grow up with the class - you learn how they operate, feeding in information all the time which is quite subjective to the particular teacher - and you build relationships - you see how little groups, little power games are played within that classroom and you don't begin to operate it and much of the methodology of the teacher in the classroom is to operate the little groups in the classroom towards learning, to get them talking to get them working, confident at what they're doing and it's that watching and learning from that that makes a good teacher rather than somebody who can present a structure and say right you kids fit into that which is the easy one to do - that's the homework and heavy discipline type of thing.

Here he draws on and makes his own, the active classroom based research and professional concerns that the School Group has worked on alongside their tutor. But most important for a sense of the course in encouraging and enabling such theorising is that it has to be produced by the students themselves in the sense of being actively worked upon, discussed and applied and finally represented. Here the representation referred to in 5.4.ii was a collaborative production eventually incorporated into the student's Reports for assessment. The process referred to takes place over time and the element of representation is emphasised throughout the course. It is not suggested that all students will proceed uniformly. This is most unlikely and undesirable given the basic presumptions of

the course. What is important is the sense that it does come together and that one can move from the hesitancy, incapacity and confusion of the first teaching practice into a teacher with a sense of direction, competence and clear sightedness. A sense of this is given here and the reading of the full transcript gives the impression that the discussion with E80 helped students to see the possibility. This requires emphasis for the active process of theorising cannot be transmitted and evaluated simply. The relationship between group structures, the availability of professionals, the willingness to work on one's own experience all make a contribution. The relative informality of the school group, the possibility of discussion and questioning appeared to allow members to work with what E80 had to offer according to their own personal concerns and it is this which is crucial.

In this section there has been a deliberate emphasis on E80's contribution to the group. This is because contact with past students in a variety of settings offered by the Alternative Course is a common way of working valued by students on the course as well as past students.

CHAPTER FIVEThe First Teaching Practice

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CHAPTER SIX

The second term - before teaching practice

At the beginning of the second term the students spend four weeks in the Institute where their timetable is similar to that at the beginning of the first term. Alternative Course students continue to spend one day a week in school. From this period three school group discussions in the Institute were analysed. The groups spent the first part of the morning in their own group with their school group tutor and in the second part they joined with another school group. The topics which had been planned at the end of the first term were mixed ability teaching, multi-cultural education and authority and control. On the fourth morning there was joint group work for the whole morning when the groups were joined by past students who contributed to discussions about the relationship of the PGCE and the probationary year, teacher education and early experience of teaching. This session was not recorded as one similar in focus has been recorded in School B in Term 1 (24.11.81).

Research Group discussions suggested that these early weeks at the beginning of the second term were not easy ones for the students.¹ They were increasingly conscious of the demands of the coming teaching practice, now able to relate them to the experience of the first teaching practice. They were aware of underlying and sometimes intractable issues affecting their teaching and were concerned about the role of assessment. The balance of the course was important as was the possibility of its attending to their key concerns.² It was in response to repeated experience of such factors that a course

structure was evolved to maintain school group identity and yet allow for wider discussion of pertinent issues by more than one school group. Four themes are discussed in this section.

Responsive structures

The school is seen as a knowledge base for students but one where active involvement on their part is required to generate and use the knowledge. This is related to the students' course work as well as to the variety of courses they follow in the Institute. The student's personal concerns are emphasised as a basis for professional knowledge.

The nature of pedagogy

The emphasis is placed upon utilising the 'students' experiences whether these are individual or common through the school group. Located as they are within the school such experiences are essentially active and require a special place within the course.

PGCE in process of teacher education

It is suggested that the PGCE course needs to involve itself broadly with what students bring to the course. This affects students' perceptions and use of knowledge about the school. Schools themselves vary and this variation is an important source of learning. The course needs to be sensitive to these elements and able to utilise them for the students' professional development.

Reflection and theorising

Emphasis is placed upon the level of debate and discussion which the course provides. Consideration is given to the place of educational issues within the course. The possible relationship of issues

with practice is examined. The way in which school-based knowledge and educational literature is related is explored. These factors are placed in relation to the work of the school group tutor whose own involvement in and awareness of educational theory and issues is seen as important. Essentially the process of reflection and theorising is seen as the construction of professional knowledge and this is examined.

6.1 Responsive structures

a) The school as a knowledge base

At the beginning of the second term Group A spend the first part of the morning discussing the term's programme in school. What they want from the seminars in school relates to what they want more information about. The process of sorting out their knowledge and the gaps in it enables them to see their own particular concerns and envisage ways of addressing them through the work of the group as well as through their personal course-work and practice. In the first extract the tutor leaves open a substantial part of the programme for the students to negotiate. In response to her questions they refer generally to impressions of the school but behind the general impressions lie detailed observations such as those seen in the third extract.

i School A 15.1.82 P1 1 & 2 aii aiii 2/aiv

Tutor is there anything that makes it a different kind of comprehensive school.

SS3 Its size

Tutor Yes, it's a 4 form entry - now are you going to see that as an advantage or a disadvantage.

- SS1 I think it's an advantage - there's a hope of getting to know the children, only 660 - I've noticed - I've observed teachers who seem to know a lot of children by name - whether or not they teach them they still know them. The disadvantage for children may be the choice of subjects but sharing with D, another school, seems to have helped a bit (D - a nearby school with whom some VI form courses are shared).
- Tutor Is that something you've asked about - the choices they have, or is it something we ought to look at.
- Eng I think we should for the VI form bring in the head of VI form, my experiences in a VI form is so completely different.
-
- ii RE I'd like to see a VI form because I don't
aiii teach any at all.
- Tutor Yes, now does anyone take a VI form?
- Eng I've got this City and Guilds Course and A level English.
- SS3 CSE retakes
- Tutor So Head of VI form can give the general picture then we can look at each subject - apart from RE - bring in syllabus
- Eng Can we look at the relationship with D because it's not only in the VI form.
- SS1 I think it's to do with all the re-organisation in the Division future developments because all secondary schools are going to have to look at their roles.
- Res We mentioned last term that School A share
Tutor with School D and School E the facilities of the offsite unit but I don't know how far this has gone and what their policy is - in the early days it was 'rumoured' that School A didn't have such troublesome children
- SS2 Apparently at the inspection it was recommended that they should set up a unit at the school.
-

- iii M1 The remedial department doesn't seem to work
aiv like that at all - it's not used for trouble-
some children, it's much more remedial Eng-
lish, not disruptive.
- RE Quite a few of the staff say that they play
down that they have any trouble at School
A - they play it down - as not part of a
happy, jolly school - they never mention
it to the public at all - it's played down
- whereas other schools will say - Yes, we
have troubles, fights etc - - but if anything
like that happens at School A they don't
mention it.
- SS2 With X (names child) - I was sitting in the
staffroom the other day - and they were
talking about how he'd kicked another teacher
and one teacher thought he should have been
suspended and the other thought that was
ridiculous - how could he be seen as a
troublemaker in his first term and what that
might mean.
- Eng Well I'd like to know what made him kick her.
- SS3 It's not necessarily him - he hit out when
he was cornered.
- SS2 I wonder how far the teachers are actually
secure enough to actually deal with that
- to work out a policy. It's one thing to
be self-critical - it's another for teachers
to be able to work together on a policy.
- Tutor Then there's the tension between the official
line and individual teachers or groups of
teachers.
- SS2 There are very big differences in style.

Official school policy on the one hand and what students observe
on the other require detailed and careful attention. The implications
of this when it comes to comparison are considerable for students
by now have access to a variety of 'views', official and unofficial,
and acquiring and using this knowledge has immediate and practical
consequences. It is the tutor in the second extract who pointed
to likely differences between schools which could be explored further

when those two groups met together, but it is a student who pinpoints an essential aspect of the official view which has directly influenced practice. Knowledge and awareness of the implications of policy is intimately related to practice for as SS2 suggests even when problems are acknowledged the jump from self awareness to consistent staff practices is neither easy nor natural. In the next extract she takes up the comparison and applies it to a group she taught on her first teaching practice.

iv School A 15.1.82 P4 bi

SS2 Actually what you were saying about the different way that children might behave in a unit reminds me of a Community Care class that you (Res. Tutor) came to see on my FE Teaching Practice. They were girls thought of as difficult girls whom they might like to exclude from their school - and yet they behaved very differently I'm sure in that context of the college with a teacher who gave them a real status

This student opted to spend her second block teaching practice entirely in school, hoping to gain a fuller understanding of pupils in school and she/^{saw}that understanding as a pre-requisite for working with students in the Further Education setting which she finally chose to do. Gaps in student knowledge can sometimes be filled in by experience made available by other students or by that in conjunction with/^{knowledge}of experienced and informed staff which is what was proposed in relation to VI form work above. Other questions may require information of a different kind and in the next extracts possibilities are discussed. The topic is the treatment and response of girls in the school.

v School A 15.1.82 P5/6 bi 6/7 bii

bi SS2 The Deputy Head is like ^{the} Headmistress of a girls' school - very much, my girls - I think she's committed to them as girls - but I think you need somebody like that in a mixed school to encourage the girls.

M1 Yes, she praises them and knows how they've done

Tutor Could you follow through a girl and boy - how might it be arranged.

.....

vi Tutor It's the only way you'll ever get into another
bii teacher's class when you've qualified there isn't a chance.

Res Simply in terms of seeing the different sorts
Tutor of atmospheres that children are meeting and the demands that are being made on them through a day and through a week is obviously fascinating and perhaps for one person to observe, and observe fairly meticulously, what is going on

M1 And difficult pupils

Res Yes, that meshes in and the question you're
Tutor beginning to raise now about how the different sexes are treated - just on policy I don't know whether say in School X there's someone who is put in charge of the girls.

Tutor Someone who's interested in organisation could look at that and perhaps compare say School D and School A and the school they work with.

SS1 I'm interested in that as a component - I'd just like to reflect for the next two terms on what we've already had.

SS2 I'd quite like to - I was going to do something for my Foundation Option - Health and Welfare - I thought I'd like to look at systems of pastoral care - especially looking at disruptive pupils and the difference between boys and girls - and the possibility of different schools - raises interesting points - it doesn't just have to be a theoretical thing - it can partly be a case study related to the environment.

Res Health and Welfare would encourage you to
Tutor have that environmental dimension and spread
 it further than one school - that would fit
 - the boys/girls split is very interesting
 - what constitutes a troublesome girl and
 what constitute a troublesome boy.

Eng There are schools in ILEA where people don't
 just have responsibility for girls but for
 taking care that sexism doesn't operate in
 an unconscious way but they don't seem
 to want to have a political approach to sexism
 or to want to handle it.

SS1 When you say they

Eng The Administration

SS1 My thoughts on Health and Welfare fit in
 - perhaps SS2 and I are like different chap-
 ters of the same book - last term I was
 thinking about the different teachers' percep-
 tions and the sort of reinforcing thing of
 say '3D's a ghastly class' or X's a ghastly
 child and then the other view when someone
 says 'Oh, I think he's marvellous' 'I never
 have any trouble with him' sort of thing
 - the perception bit - sorry to use X but
 any child who has been in trouble it's
 often the remedial teacher who speaks well
 of them but I have heard other teachers
 speaking well of children who do seem on
 the whole to be criticised.

Tutor Would you be looking at how he responds to
 different teachers, different subjects, the
 peer group on how many levels

SS1 A bit to do with style - I think that's where
 I'd start but you never know where you'll
 finish up do you?

What students have observed are differences in the way pupils are seen and treated. They relate this to their response both as individuals and in classes. When SS1 suggests that teacher style is her focus it is quite likely that in trying to understand the style of others students are learning for and about themselves.³ This is where models are important not merely to approve or disapprove of but to understand and to appreciate how curriculum and organisation

both set limits and determine possibilities. But that direction for the students is made possible by working in the group and having access to experience in schools which is an extension of what is conventionally seen as teaching practice. But what can be seen here is the piecemeal and sometimes hesitant way in which students develop their interests. Frequently a coherent framework is lacking and an important aspect of the tutor's role is listening over time for the articulation of the individual concerns and then helping the students to work with them.⁴

b) Concerns as a basis for professional knowledge

In the next extract the RE student introduces her interests in an organised way but the comparison with her own experience suggests a deeper level of concern and a lack of knowledge.

i School A 15.1.82 P8 ci

RE I'm interested in two special aspects - one which I'd like to bring into the Tuesday sessions and things like careers and how we can prepare them for leaving schools. You do that course in the VI form (reference to City and Guilds course taught by Eng student) and the careers teachers do a lot of work in what sorts of jobs you can get for children, and interviews and all that sort of thing. It's very different from the school I went to, where you either went into a bank or you went to university and that was it - or you could be a nurse or a midwife - there were the four options. But here she has a lot more ideas of things they can do - places they can go - and I'd be interested in knowing more than that.

Eng Yes the VI form's so different now you need to know what you're going into

At several points in the year RE refers to her own school experience.

The gap between that and what she is now involved in as a student

teacher is accounted for by much more than a lack of experience of VI form work. What and who schooling is for and how this is made apparent in the school are large questions which have critical personal dimensions which may influence students' willingness or capacity to engage with them. When students obtain posts as teachers they continue to work with the issues in their own way and it is quite clear that acceptable and important professional concerns cover a wide spectrum.⁵

What students select as important from the range of experiences they have already had is to a large extent beyond the control of the course, and yet it is vital that the students' understanding is clear and so far as possible its bases acknowledged. In the following extracts concerning education and work different interests are apparent.

ii School A 15.2.82 P9 di P9/10 dii P10/11 diii
di

Eng Well I took World of Work which involved among other things skills, applications, how to go about looking for a job but also we did work as it's represented in literature and the arts - it's not just skills.

SS1 Who is it actually for - it's not vocational.

Eng In the syllabus it says for students who have some kind of problem with writing or speaking - it's for students with some problem.

Res Tutor It's one of the new VI form courses - some of the things you (to SS2) did in FE might be helpful there on differences between VI form and further education.

RE I think it's very interesting how you prepare kids for work - even for an interview say - whether you tell them anything - sometimes they have no idea.

SS2 It would be interesting to combine that with how the VI form is changing.

.....

iii

dii SS2 From yesterday afternoon's discussion (SS - Method work) other schools do a lot of vocational City and Guilds type courses in social studies eg nursery nurses based in school.

Eng The Lower VI is much bigger than the Upper VI. Why is that? Is it because of the job situation?

.....

iv

diii

SS2 I know they do have placements outside because one of the girls who works at my children's nursery I met in school - so there must be something going on.

Res Yes, School B does that sort of work placement.
Tutor And one of the areas of school where it often happens is on offsite units where that sort of involvement is seen as critical - to change status.

SS2 Has anyone else come across any of that sort of work experience.

Eng I remember in the VI form at the beginning when X was reading out a list of what children need when they leave school and work experience was one of them and they said 'but we've never been given any' and he said 'it's very difficult to organise.'

SS1 A lot of them have it through their families.

SS3 The majority of that VI form group have a variety of jobs out of school one of them virtually runs an off-licence nearby.

Students in the group handle issues differently and become increasingly clear about their own concerns as the group becomes productive for them as a place to discuss professional matters. The tutor, whilst contributing to the group discussions and plans, is able to ascertain the personal concerns and directions and in personal tutoring tries to inform them through relevant reading or further experience. The professional discourse increasingly reflects both group and individual pursuits and once well established they develop as part of

the professional stance.

These extracts have highlighted the role of the tutor, the availability of the experience within the small groups, and the importance of encouraging the students' personal and professional concerns as the focus for developing professional knowledge. Finally it was suggested that professional interests and personal concerns bear an intimate if often unexpressed relationship.

6.2 The nature of pedagogy

a) Using student experience

Within the Research Group it was seen that students' problems with their teaching were influenced by factors to do with other teachers, the departments they worked in, and other aspects of school life.⁶ If problems were seen as to do largely with control or inexperience then the means of tackling the problem could be restricted.⁷ Moving through the year with the students it was often apparent that with increasing knowledge about the school, the classes and themselves they developed new directions and used strengths which effectively changed the nature of the problem.⁸ This suggests that if 'the' problem of student and young teachers is seen as control and professional knowledge and advice is geared to this, opportunities for a wider analysis are lost. A wider analysis should address the particularities of a student's or a school group's perceptions and this involves the tutor's knowledge of the school and requires realistic possibilities for the building up and utilisation of that knowledge. These possibilities are basic to the school group way of working.

In the following extracts School A and School B are beginning a joint session by exploring the general atmosphere of School B. School A has heard and discussed the Head's own account of the school. In the Research Group the atmosphere of the school was referred to by students and by the summer term they demonstrated a progressively complex and analytic way of defining it. As the next extract shows the ways students have of knowing the school is not just an academic exercise because whatever the level of the articulation they are affected by the impressions that they have. Since their identity and practices as teachers are formed with reference to this then it is important that at each stage the perceptions and their consequences are examined. It is this examination, the self-knowledge and assessment that is the basis of the professional persona of the teacher.⁹ It is what provides the bridge from training to probation and into a career.

Here BM2 begins with the Head's account of policy in the school and moves into what it looks like for him and his fellow students in the Maths department.

i School B and A 29.1.82 P2/3 li

BM2 So his idea very much is not to confront children but to create a co-operative atmosphere in each class so the children aren't necessarily shouted at, threatened with various sanctions and of course that has its drawbacks. We were discussing one time in certain departments like in the Maths Department they suggest that you don't threaten children with detention - you don't threaten them with anything so as a student you have a real problem in so far as you've got to maintain some kind of control within the classroom but ultimately it's hoped that you won't threaten the children with any sanctions.

 The problem for the student then is that the teacher may have developed this co-opera-

tive atmosphere within the classroom but then you're thrust in amongst all this and have to take on this mantle of being totally non-disciplinarian and try and then find yourself a place within that philosophy of discipline that permeates throughout the school yet you're only there in a sort of transitory role so that's some sort of problem.

This suggests, as did the Research Group, that the particular teaching practice placement presents students with distinct problems to be worked with and that equally they offer very different strategies. In the next extract, from the joint session on authority and control, ASS2 sees this and works with the possibilities that exist for her own practice.

ii School B and A 29.1.82 P10/11 mi P11 mii
mi

ASS2 Can I go back to control because when you sort of describe the ideals of School B - that would be just the kind of school I would like to teach in but I can't really believe that it works like magic. I can't believe that good intentions are enough because obviously as a student you can't test out your strategies for managing classes very well because you haven't got enough weeks or months to see if they're really going to work but up to now my attempts to be co-operative, rational, nice just seem to have led to noisy classes. There must be some more system involved or structures like smaller groups, or some sort of form tutoring - I don't know - does it work and if so how does it work or is it just that it takes a long time with a class. You see, I get told by my teacher in my class I've got to walk in and I've got to threaten them right at the beginning and once I've got them under my thumb I can be nice to them as she has done all last term and now she has this magical class of silent students who're all busily joining in discussions and being co-operative.

B Hum Really.

ASS2 Yes, it's amazing - remember what they were like last term and she was really tough and

nasty and wouldn't even let them go into the class until they'd all lined up in silence and I thought this is a bit tough you know. This isn't really my sort of approach and it didn't seem to be working and now this term - it's really different in the classroom, isn't it (to M1 who teaches with her on Tuesday). So, it's really hard coming in as a student not to copy her.

BSS2 Does she still use those techniques?

ASS2 Slightly on occasions - she always has a firm hand ready to use - not on individuals - just like a sort of fair authority always distributing firmness across everybody which is a very traditional idea of how it works.

.....

iii BSS2 One of the things that we brought out of
mii one of the articles that we read (Hammersley and Woods 1976) was that - that kind of strictness wasn't likely to be - well from the article it appeared that kind of strictness wasn't likely to be sufficient to make a class learn or even keep quiet for long -

ASS2 I know.

BSS2 But that you had also pupils, they also had to be interested in the subject matter - they had to define it as if they were actually interested in what they were doing.

ASS2 Yes, it's alright in principle but when it comes to the actual practice - depending on what subject matter you've got to teach and a sort of noisy class - you can't really have a strategy that just works for one lesson. It has to be linked in to the rest of the school and that's why I was wondering if it really does, if the differences - like us students going into classes.

What are the consequences of different practices in different settings and how do students evaluate what they do? This was a key factor referred to by E80 and shown in Research Group discussions.¹⁰ If students wish to work differently then how do they evaluate their work and how far do their own evaluations depend on coming to know

what established teachers are looking for. Knowledge of both are essential and, as the following extract suggests, require time to develop and assess.¹¹

iv School B and A 29.11.82 P16/17 mii

ASS2 When we talk about tolerating noise levels that comes back to that because I can tolerate noise level. I think it's good to have noisy classes but I just feel really awful if I felt, if I'm never getting anywhere, if it's just random noise level which is kids not involving themselves in anything at all that's worth doing and I can't see that and that's why I wanted to know what you meant by 'working' in School B. I mean are you managing to get the children really noisy or to involve themselves or is it that you're prepared to tolerate everybody randomly looking out of the window.

BM1 But that almost means I deduce from what you're saying that you can perhaps have a certain level of quietness -

ASS2 No, not quietness, no involvement in what - in something that you're all doing in the classroom which might involve -

B Hum But there may in Humanities - I mean I'm in Humanities all the time and it's very rarely the whole class that's involved in something altogether - on the whole they're mainly in groups - and they get things done - but it isn't in - I mean sometimes you sort of have to - it was only after 2 or 3 weeks on one subject when we totted up the things they'd actually managed to finish and the things they'd said - we found we had actually covered this area when you may have the impression you're not actually doing anything - but you do. That was the problem I had with teaching practice last term because I actually hadn't thought through all those things much and I was thinking - hell, are they learning anything - I don't know whether it's a question of how much they actually manage to get done either.

Finding ways of informing and developing one's own practice are what is important and the student's own awareness is the crucial factor.

When school group tutors have access to this then they are in a good position from which to advise students and equally important maximise fully the learning opportunities of the school for the student's benefit.

Throughout this section the role of the school group tutor has been stressed. The role has much more to do with mediation, with advising and with support, than it has to do with evaluation and this is a logical outcome of the direction of the course. A concern with professional knowledge encompasses a degree of self awareness and assessment. Tutors contribute to this process but it is the student's sense of where he or she is and where the next move should be that is the point of the process.

6.3 PGCE in the process of teacher education

The Research Group underlined the importance of the student's personal concerns in their developing professional stance.¹² Here it is suggested that by involving itself more widely with the students and with what they bring to the course the PGCE can enable students to utilise energies that otherwise remain dormant or may appear to be in conflict with the demands of teaching. The combination of the small group, individual tutoring, adequate space for representation and accomplishment of such work goes some way to recognising the whole person is engaged in the process of becoming a teacher.

The recognition within the course of what the student brings and indeed what might stand in the way of professional development is suggested as one important component of the course. Both the Research

Group and discussion of earlier school group transcripts indicated that it is active learning experiences, which are often personal encounters, that constitute the basis for learning.¹³ Too often in teacher education teacher educators are cut off from such learning experiences when they take place in school and the related mode of working comes to embody its own rationale. Experience is seen as the great teacher and the chalk face appears to embody its own lessons. Members of the Research Group showed that frequently teachers saw the reality of school experience in this way and tended to dismiss Institute based experiences as largely irrelevant.¹⁴

a) Using knowledge of the school

Both the Research Group and work with the school groups suggests that the reality of school experience alone is too diverse to constitute an adequate base for professional knowledge. Analysis and understanding of them is a critical part of learning for them and it is these activities that are implied in the work of the school group.

Two dimensions of this knowledge are isolated here. Both can be developed through the organisation of the course. The first is the articulation and use of knowledge generated in and about the school the group is based in. The second is the appreciation of differences, for example, of other forms of organisation or curriculum. These dimensions to do with the school are isolated here from more conventional course-bound factors such as use of educational literature which is dealt with in the section on theorising. This is to emphasise the implications of the school base which brings into the PGCE course itself an area of experience where learning is conventionally at its strongest and at its most uncontrolled.

In the first extract which comes from the opening of a joint session between two school groups on Multi-cultural education it is apparent that the knowledge and experience available in the two schools is quite distinct.¹⁵

i School C and B 22.1.82 P1 ei

- BM2 One interesting point when we were speaking to the Head of Humanities at School B on Tuesday was they're quite aware of the problem of the fact that since there are over 50% black kids in the school a lot of the multi-cultural work is geared towards those kids and being aware of the need to integrate a programme of Caribbean studies was because of those kids in the school and we brought up the point of possible alienation or resentment of working class white kids - you know - what's so special because we've got black kids in school we now start talking about their history and almost reify their culture, what about working class culture. We broached that topic with them. That's something they're aware of and they're working piecemeal at the moment that's something they are considering in the future.
- CSS2 Do they feel that is the response they are getting from the white kids?
- BM2 We asked him that and I think he said 'Yes' really - he said he was aware of that being a possibility -
- CSS1 What about the response of the kids, it is being introduced for.
- BM2 The black kids -
- CSS1 - that's something we touched on briefly before that perhaps there's sort of what basically are token gestures to sort of pacify them turn them off just as much happens with the white kids.
- BSS2 But no, they don't do that stuff in isolation - I haven't seen a scheme set out of exactly what they do but the impression you get from going into classes is that it's an international perspective rather than just the Caribbean.

The curricular developments are quite distinct and their history can be traced by the school groups. Critique and understanding can both be informed by exploring developments over time. In the next extract from the beginning of the session it is the tutor first who offers additional information and perspectives and this is followed by students.

ii School C and B 22.1.82 P2/3 fi

B Tutor So what you're trying to get at in a school like School B is seeing innovation and change as an attempt to work with the issues of multi-cultural society and formulate educational objectives in the teeth of opposition and resistance and lack of help outside the school - so that no issues we're putting are of the kind that they haven't lived with very intensely and when you've got 50% black kids in the school you have to make some sort of accommodation but they are absolutely clear about the rationale for multi-cultural education now that it isn't dependent solely on the community that the school happens to serve

BSS2 I would think that the kind of people who teach at School B, their main motivation is not just solely responding to that school population but having more general views about teaching, in particular getting away from teaching that centres on middle class values and being England centred.

B Tutor The early phase of this multi-cultural work at School B issued in Centreprise and in work on working class culture and so the school is part of that growth as well as multi-cultural growth.

CSS2 I suspect those kinds of people would think of developing those ideas even if they didn't have that specific impetus of the very large West Indian population.

BM2 In fact the Head of Humanities did raise that problem on Tuesday that because teachers are recruited into the school into the subject departments and then they become part of the wider Humanities Department as well he has the problem of not knowing whether the people who are employed say by the Geography

department will make good Humanities teachers and whether they will have this same philosophy and ideology so that's a practical problem that he doesn't have the power to recruit - certain things that he may be looking for the Geography department may not be looking for.

C Tutor And that can go back and back, can't it as we were looking at the way that people are brought up and trained to believe themselves to be, as it were, Geography teachers and now when they start to work with others they're not only bringing their Geography, as it were, but there's going to be some new territory and one of the problems in a place like School C is that they haven't faced that - they still are History, Geography teachers more or less satisfactorily interlocking but they haven't quite allowed themselves what is very frightening maybe for teachers initially as that there maybe something else that they're engaging with -

The sense of the innovation within the wider framework of the school enables the students to address issues as they impinge on themselves as students and prospective teachers. Here as with so many aspects of professional knowledge what is required is a wider conception of what it means to be a teacher. In this area of multi-cultural education much more is required than new skills and new materials for fundamental changes in attitude and in practice are called for. Confronting established staff working or not working towards this makes one's own difficulties more readily available. Students need to assess themselves and their school to understand the possibility or direction of any change.¹⁶

iii School B and C 22.1.82 P4/5 gi

BM2 How has racism manifested itself - has it taken any particular form in the school.

C Hums Well I've certainly seen evidence of it myself that it does exist. There are verbal evi-

dences so far as I can gather, I have seen exchanges going on in the school that indicate to me that there needs to be a rethink about what exactly it ought to be about.

CSS1 Strangely there's very little graffitti on walls or desks.

BM1 Very little.

CSS1 Yes

CSS4 I don't know whether it's because teachers keep their eyes open for it.

CSS1 Visiting tutor said he goes round looking in toilets and on walls and he didn't have to scribble anything out - he's surprised himself that there is so little.

The National Front candidate there in the last election got over 1,000 votes^{and} down a market near the school they sell National Front literature - there's a lot of verbal abuse but I work mainly in the upper school but it hasn't really turned into any racial attacks. It's still very verbal - we've talked a lot about the racism there because it's often very difficult to know how to handle it as teachers because one minute these kids are sort of being very kind of jovial about that racist communication and the next minute they're being very kind of friendly because the racist communication is always in a very friendly jovial manner and it's very difficult to know how to clamp down and say 'Look, you can sort of take the piss out of each other in a different way - don't do it like that.'

CSS2 It's as though they're sort of probing some characteristics of each other, you know, it so happens if he's a black kid they pick on some features of his colour, some racial feature. There's an Irish kid - well, he's got an Irish name although he was born in East London and they make comments like, he was born in a bog and he's making bricks under the table and this sort of thing and that class in particular - it's a consistent banter between them that they've always got to get at each other the whole time

As this extract suggests students' knowledge and expectations may be different from that of experienced and established staff.¹⁷ This

dislocation needs to be worked with and accepted as different rather than inferior or incomplete.¹⁸ The student's knowledge of school is gradually accumulated and comes from a variety of sources. It encompasses the school in the widest sense and allows informal observation to fill in, question or expand official statements. Here School A and School B are approaching comparison of their schools via a lecture given in the Institute by the Head of School B.

iv School B and A 29.1.82 P3/4 hi

B
Tutor So what the Head is trying to do is work with a system which is based on rationality, on non-confrontation, on talking things through with kids, talking kids down - that notion of sitting down when you're in a bad situation, being responsive

BSS2 One of the other points which he made in that lecture which I don't think is a point you usually get made by teachers in how they control kids is the possibility of being affectionate to kids which you do see working - someone put his arm round a boy just kind of casually which is now part of their anti-sexist policy. Showing that sort of affection is a way of counteracting that macho ethos that you are likely to get in all boys schools.

BM2 At the same time he's not prepared to tolerate overt abuse of that system. Senior school assembly last term when the whole theme was that he was not going to tolerate whole gangs of kids wandering around the corridors disrupting classes - but it was based on the fact that he understood why some of them might be opting out of school and even brought in the whole thing about 'Many of you being worried by not getting jobs' but the disruption can no longer be tolerated'. So although he was very sensitive about it he obviously has certain parameters beyond which you cannot go - kind of taking advantage of the relative laxness of the school

BSS2 He didn't say lax though, did he? I thought one of the points he made was that they weren't very lax at all. They have quite high expectations of the children's behaviour.

BM2 no, he didn't but it's within that confine, it's not strictly disciplinarian and what I meant by that was that he was saying they hadn't been clamped down on up to then because staff understood a lot of their feelings - so in fact he was saying we understand you and he made some very sensitive things - the way he turned it round - 'We're not just saying we've had enough of you, we're saying we know why you run up and down the corridors. We've understood for a long time but then came a point when it could no longer be tolerated.'

AM2 Why - and what happened then?

BM2 Well, he was saying they might have to suspend kids if they carried on being so disruptive.

BM Yes, but there must be certain situations where for the good of the rest of the school - because there was that small number of kids who were literally causing so much disruption for the rest of the school - he was actually forewarning them - he was giving them the opportunity to amend their ways. What came over much more was his sensitivity, of his understanding of why this might be occurring - whereas a disciplinarian might just say 'Right, any more of this and you'll be suspended!'

They are able to explore the practice and implications of a particular policy and to consider the implications of being a teacher or a student in the school. The following extract demonstrates how in the context of the particular schools curricular and pastoral issues are interrelated. Building upon their knowledge comparisons can be made.

v School B and A 29.1.82 P5-7 ii

ASS2 They're very keen on pastoral care and have a good system of form tutoring but they don't really have a strong idea of not confronting the children I feel. I think they probably do when they're face to face with children but in the classroom I think it depends on individual differences between the teachers.

Some teachers are very confrontationist.

- ASS3 I wondered if you'd found that at School B actually - although you get a clear picture from the Head do the teachers actually operate like that?
- BM2 There is an element of that - I distinctly remember taking one lesson where the teacher who should have been wasn't and I had a chemistry teacher there and he actually said "Why don't you start threatening them". So perhaps it paints a glossy picture that there is this philosophy regarding the use of authority and discipline in the school. Obviously individual teachers have their own idiosyncracies, and I was quite surprised because generally I think it does permeate the whole school but obviously there are individual teachers - I've heard individual teachers say you've got to threaten them and I did in fact give some kids a detention.
- A
Tutor I think it's the pastoral system that has to come out in School A.
- A
Eng We don't know the results yet because there was a senior staff meeting last night on the Social Education course but the staff were expecting objections from their colleagues - which is a shame because it's so good -
- BSS2 I don't think it's completely irrelevant to the discussion. I just wondered whether sometimes Social Education in schools isn't seen as a way of controlling non-academic kids - particularly with kids staying on longer.
- ASS3 It's never been spoken of explicitly in those terms. I don't think they're implicit though either.
- ASS2 They have the Integrated Studies in the first two years which is tied up with the pastoral care system - 9 periods a week and the form tutor is also the Integrated Studies tutor and that's linked up with the transition from primary school - but that's I and II year but they haven't got any equivalent in upper school - I think Social Education is seen as slotting into that - it will continue the link between pastoral and curriculum beyond the Integrated Studies - that's the impression I got. So you can't say that the pastoral and curriculum systems are entirely separate. They obviously have come

together in the first 2 years. And it has worked. It's very difficult as a student coming in to those Integrated Studies classes - to keep control because the form tutor obviously knows those pupils very very well, develops a long relationship.

Individual differences between teachers, patterns of care, curriculum change and the complex interrelationships between them continually emerge within the schools. Students as teachers need to see themselves within the totality of the school. When they begin to do this their notions of success or failure, their sense of direction is clarified as the following extract suggests.¹⁹

vi School A and B 29.1.82 P14/15 ji

BSS2 What I was going to say was I think if you're working with that kind of theory about control you might have different standards and expectations so when you talk about 'it doesn't work' - I think if we talk about 'it doesn't work' within that kind of framework we'd be talking about a class that doesn't seem to learn whereas within a school that relied on fairly authoritarian and disciplinarian philosophy when you said 'it didn't work', you might mean somebody beat the teacher up or something. Do you see what I mean? Whereas

BM1 When you think of the sound level of School B you might think it was quite chaotic and anarchic. In some of the classes there's a higher noise level - there's lots of disruption and movement but every time someone bangs a desk or stands up - you don't say sit down immediately. I definitely get the impression that you don't clamp down on every little thing

BSS2 Yes, there is that level of noise and you can notice if they're shouting across the room about something relevant then it's OK.

- laughter - crosstalk -

BM1 And that sort of teaching is geared to that response - we've discussed this before - but as Tutor said you can't look at a thing

in isolation. The actual types of teaching that goes on in the school is very much geared to the notion that there isn't going to be a confrontation situation - in the Maths department it's the same at School A I think you said but the SMILE system is very much geared to kids moving around all the time - you've got to put up with quite a high degree of noise and lots of unnecessary movement as well.

These extracts show comparison between schools being used in two ways. In the first where by looking at another school you compare your own in new ways and in the second where by trying to make sense of the experiences of your own school for another school group your own understanding is extended. This work is at a distance from the anecdotal inclusion of experiences for here the experience is cumulative and so becomes increasingly informed.

As this process continues it affects the student interpretation of other parts of the course especially where what is offered is seen as bearing little relation to their definition of the problem.

vii School B with C 22.1.82 P17 ki P 18 kii
ki

B Hum That talk we had from a Multi-cultural Inspector - the education lecture - was also about materials - what to put up in your classroom, books to use which was fair enough, but it wasn't far enough - as if it was all coming from the bottom.

CM1 They are much more measurable criteria though, aren't they if they go around inspecting materials - other things are more difficult to inspect.

C Hum He wasn't talking about the sort of things we've been talking about here.

.....

viii BSS2 In my primary school they had two HMI and
kii there was some criticism because the class teacher didn't have any multi-cultural materials in his book library in his class which

was very unfair because he was committed on a far deeper level than they were talking about and it just happened that at that point he didn't have them because he changed everything quite often but they took it on the level of books not what he actually did in the classroom.

C Tutor Yet what do you say in a school that doesn't do anything - beyond I notice that you haven't got this and that. Maybe the way that you break through - not in the sense of an individual awakening but to doing this together while you are teaching within an institution like a school which can look absolutely impenetrable. So I feel sympathetic to the Inspector's offerings from that point of view. He must see that situation daily.

B Hum On the whole a Humanitarian educational philosophy - it's not what the state wants and the state is interested in - on the whole the Multi-cultural Ethnic Inspectorate are a state funded body - although personally members may want that - but it's not set up to change the education system in that sort of a way.

C Hum What new initiatives would you like to see emerging from the Swann Committee

This comes back to the organisation of teaching such that the defined needs of learners can be met. What a group needs or what might serve several groups in a course like this can only be planned on the ground. But the sense of what a group can take is informed by what individuals are seen to need or are able to contribute but at the same time goes further than this. Once again it is a long term view of where the group can move to and what will enable that movement.

6.4 Reflection and theorising

The previous sections have shown the course working near to the student experience and have emphasised that experience as the starting point and the objective of the course. It has been suggested that

experience is not transparent rather it is there to be apprehended, analysed and developed. Here the place of educational issues and related literature are examined and located within the activities of the school group and the pursuits of individual students. The issues selected are multi-cultural education and control - both commonly agreed to be a part of initial teacher education but both over time the subject of debate. Further consideration will be given to the requirements of professional knowledge and the processes by which it may be developed. The emphasis on professional knowledge and the process by which it is developed has little to do with accumulation and demonstration of theoretical and educational knowledge however elegantly this is presented or however relevant it is deemed to be by educationists. Rather it requires students to work on theoretical and educational writings with awareness of the areas to which they may be addressed and the implications of this for the self and one's own practice. Such ways of working do not emerge ready made by virtue of being involved in a professional course of study.

They must be developed as the central part of such a course. In the Research Group students commented on the difference in the perceived requirements of the Alternative Course from their previous experiences of higher education and often students experienced new ways of working as something of a shock and certainly an unknown territory.²⁰ For new staff or for experienced staff working in unfamiliar areas this is also sometimes the case. For staff, developing over time new ways of working in relation to experience in a context which stresses the emergence rather than the programming of content, much remains both of their own earlier practice and their concerns that there should not be gaps in students' professional knowledge.

a) Levels of debate

The problem of the use of theoretical knowledge is highlighted as one that permeates teacher education and can be seen at present in discussions of multi-cultural education. Over time the issues that are at the forefront of educational concerns change. With their change may come the dangerous assumption that the old issues are settled. The reading of the transcripts from which extracts are now taken is reminiscent of so many discussions of educational issues and suggests the persistence of conventional models for teaching and learning. The assertion in teacher education that it covers multi-cultural education refers only to the coverage and exposure that is given in the teaching. It says nothing of what students make of it as an element of their personal and professional knowledge. The transcripts suggest that the structure of the course, its proximity to issues on the ground whether at personal or institutional levels does make inroads into the conventional models. The focus of the course on theorising and the representation of this in seminars and in course work provide a means of evaluating the efficacy of the pedagogy developed by the Course.

In the first extract the group are discussing Maureen Stone's book then recently published (Stones 1981) and the gap is quite apparent between the experience and knowledge of multi-cultural education assumed by the literature and the students' present position.

i School C 22.1.82 P7 oi

SS1 Is education not a part of making kids more positive and more confident is she seems to be

- interruption -

- M1 It's supposed to be.
- SS2 She obviously sees confidence as sort of if we concentrate on educational achievement that's where they're going to get their confidence from.
- SS1 But that's wrong. I don't go along with that.
- Tutor It's circular, isn't it. We're all keen on educational achievement - the question is how do you make it happen and you don't make it happen simply as a teacher by standing there and saying this is what matters.
- SS2 She says the emphasis is too much - she says teachers are like social workers concerned with pupils as individuals and how they're coping with the school situation.
- M1 - laughs -
- presumably only the trendy lefty ones
- SS2 - Yes and presumes they're doing more harm, she rejects that sort of approach.
- SS1 Thing is at the moment what good is it just having education as academic achievement. You never actually get anywhere - in the job market it doesn't do you any good anyway - I mean if the educational achievement of the kids we're involved with now is getting 4 CSE Grade 1's or 2's or 3's is absolutely no good in the job market and even when they do get into the job market they're still going to be just as much a member of the working class as they would by anyway - whereas
- SS2 - Yes, they'd still be as discriminated against

At a blow practices that students may be moving towards or being encouraged to consider are dismissed yet the preferred solution has a hollow ring given their analysis of the possibilities of educational success. In common with much educational writing and indeed lecturing it is critical of established practice whilst giving few pointers for change.²¹ At worst it encourages students to engage in what is often experientially unfounded assertion and counter assertion

involving an engagement with the literature that is rhetorical and unpurposed.

There is a growing educational literature on key issues available to tutors and students. Undoubtedly tutors and students or established teachers use such literatures in quite different ways from students in training and here it is important to recognise and encourage divergence. As tutors over time work with issues their professional knowledge changes and develops and the next extract reveals the gap that often occurs between the tutor's definition of 'the' professional problem to be advanced and equipment students have to deal with it.

ii School C 22.1.82 P11 pi P11/12 pii

SS2 I don't really know what goes on at School
pi C - I mean there doesn't seem to be anything
like a Black Studies programme - I don't
know how much is included in the World Studies
programme as far as

Tutor What's interesting in the World Studies
programme is they do deal with the history
and geography of other parts of the world
than Great Britain and Europe.

SS2 But we're saying history and geography but
is it still taught from a white point of
view.

.....

iii Tutor We're still getting deflected here from what
pi you would want to suggest as very important
considerations for all children in this coun-
try if you're going to shift people into
the recognition that they live in a multi-
cultural society - even if they live in a
little village in Sussex - perhaps even more
so - where the changes in the society they're
living in may not be apparent to them every
minute of the day as it may be if they live
in the centre of London. Now what would
seem to be very important shifts in the kind

of material you look at and attitudes to it and ways of thinking about it and studying it.

M1 Well, like you say a more international curriculum - incidentally I don't think Britain is as bad as some other countries in having a fervently patriotic, nationalistic history - not anywhere as bad as the Yanks and perhaps even the Russians.

Tutor I wouldn't want to deny that but it doesn't let us off the hook.

SS2 A lot of it's based in Northern Europe, the West, isn't it.

Tutor Let me just throw in - it would seem to me that one of the things teachers are going to have to put in whether you're teaching in East Sussex or School C is racism quite simply. No doubt this society's always been racist but it hasn't manifested itself or done as much harm to people because at one time to assume that this society was homogeneous was always mistaken - because of class, or strong regional differences, I think it was always mistaken but it raises itself as a different issue now with racism. Now in some way no matter what Maureen Stone says

Tutor Racism in all its forms not only white racism

E1 How do you set about teaching that? I'm very confused by that.

When the tutor talks about 'recognition' she means pupil recognition but for some students, perhaps all in this professional learning context, there is their own personal recognition. They are beginning hesitantly with both and too frequently as Research Group students showed it is not easy to hold onto the necessity for personal change when faced with the demands of classroom practice.²² Here the students have not sufficiently confronted the issues in relation to their own and their school's practice. The tutor is attempting to move them on to wider considerations but the short cut via the literature may be the blind alley.

The next extract demonstrates a typical response in a situation which is perceived as demanding and difficult, that of retreat and laying the responsibility elsewhere.

iv School C 22.1.81 P12 qi

SS2 But I think it all needs to start in junior school really

SS1 Jeffcoate (1979) came out with evidence that by the age of three kids are coming out with -

SS2 - I'm just thinking about the argument I had with that girl from IVA. She was going to do a project on the National Front and so I said what do you think of them and she said I think they're wonderful -

- laughter -

SS1 Her mother works in the Co-op. I saw her last night.

SS2 Does she - when she was putting forward her arguments I thought I could hear her parents' point of view coming out, you know 'They're taking all our houses, all our jobs' and I was trying to put a reasonable counter argument without getting too upset about it but she's not going to take any notice of somebody she's only just met when for years -

Tutor But as a teacher you're in the business all the time of dealing with kids whose culture, whose family is very powerful if you simply say, well what can I say, then you do sort of give up on it.

SS2 I'm not saying that you should give up. I'm saying it's a problem that should be faced at a much earlier time than secondary education - in primary -

E1 Well, if as SS1 was saying, even 3 year olds because I know someone with a half caste baby and she's at nursery, this little girl and they had an Xmas party and no one would dance with her because of the colour of her skin which is really horrible for this little girl. She'd never met it before.

The students are pulled back by the force of their own experience although it may be experience which leaves a feeling of acute helplessness. What they find in the literature may bear no relation to their own practical capacity or to opportunities offered within their school. In the next extract the ideas put forward may be sound but they have a hollowness that is only dispelled by SS2's admission of her own likely incompetence. Here it is clear that the experience of Jeffcoate however soundly based does not readily translate into guidance for students on teaching practice.

v School C 22.1.82 P14 ri

Tutor Surely we feel just as strongly as Maureen Stone that there is something schools do or are for kids that is important.

Hums Does she believe that there's a socialisation policy available - a policy of resocialisation - I think she catches onto that quite early - but I think one positive strategy is Jeffcoates' open door policy - he allows any subject to be asserted, any racist remark is tenable. Let's have the whole scenario put forward and after that you have every possible viewpoint, every viewpoint that wants to be expressed and there's no suppression - he doesn't believe in suppressing - I mean he's a sort of personfication of liberalism - let the National Front come in and have a chair if they want one - we'll listen to their side of it as well.

SS2 That side of it I think I would find coping with that sort of situation very frightening. I don't think you should ignore it but at the present time I don't think I agree with saying today let's talk about racism because I think kids would probably be saying what they think you want them to say - but actually tackling the problem, encouraging it to come out as Jeffcoate seems to say, actually terrifies me. It scares me stiff because I think in that situation you've got to be sure you can cope with it - you've got to be really sure it's not just a time when they're going to air their prejudices and that's going to be it - I think you've got

to be really well sussed out in what you're doing. I don't think I could handle that.

Equally problematic in their relation to practice are assumptions about the social world inhabited by pupils, for the assertion that society is multi-cultural therefore education must be, fails to apprehend the different social realities experienced by pupils and teachers.

vi School C 22.1.82 P15 si

SS2 I know from my background in Liverpool I never met any black people at all and I think if you're talking about reflecting reality that isn't going to reflect their reality because they don't actually come into contact with them.

b) Place of educational issues

The background referred to by SS2 cannot be ignored for institutionalised racism renders invisible sections of the society. Similar processes continue to render the working class invisible obscuring the social forces that give rise to their position. Enabling student teachers to confront inequalities due to race, sex or class requires much of tutors and higher education provides well-trodden and academically respectable pursuits which may not always be most helpful.

In the next extract there is an example of this where tutors move to their own subjects in an attempt to give examples of curriculum change.

i School C 22.1.82 P20/21 ti

Tutor but the issue is that something called literature is studied at A level by practi-

cally all boards with a traditionally ethnocentric focus. Are teachers entirely trapped by that? Does it mean that teachers can only reinforce a sense that literature can only be about and written by people embedded in this society? That's what literature is for those kids.

Hums Well, there's a lot of black literature around now.

SS1 But it's not being studied, that's the whole argument - same with the history example.

Res Tutor One of the other things that strikes me there is the way that literature is conceived of at A level which is abstracted from its context and from a possible notion of a task for literature in society which is a similar problem to the one that Sociology is confronted with when it's abstracted and put into parcels. It's very difficult to confront those issues so you're having to do something different with it and here the whole problem of separate subjects at A level. I mean just how far the English teacher on her own can address something like that or maybe by working with History or Social Studies teachers some of those things can come up.

SS2 Yes, it just brings to mind the - we had X from an FE college (in a Method group session) and he has put forward this new Mode III Sociology syllabus and it was interesting that the last question on the paper was actually 4 poems by D H Lawrence and it asked how a sociologist would interpret them - what he or she would get out of them in terms of their own discipline.

Tutor Well that's fascinating - because what I think I was leading to in a way was the kind of work that Raymond Williams (1973) has done with English literature. In The Country and the City what he is looking at is how a lot of that literature ignores the real life experience of the majority of the population but also that it both carries within it certain attitudes -

The level of the analysis here can pull away from the students' experience and capacity arguably leading them to reject rather than conceive the possibility of change within their own subjects. The tutor

here faces a real dilemma. Aware of progressive practice and thinking how does she engage students with its possibilities. The encounter with a concrete example of such practice is an obvious way in. For the practical implications of such perspectives are what engage the students here.

ii School C 22.1.82 P25 vi

SS2 What I want to know is the role of Maths in multi-cultural work.

Tutor Yes, come on.

M1 Change the title of the books.

Tutor Is that really all, do you think that's it?

M1 No, I really haven't thought about it for Maths much. I'm sure parts of the books, the examples are all white children playing around - I can't see that it's that easy to suddenly introduce multi-cultural -

Tutor If you go back to Res Tutor's point about it not merely being about black children dividing their apples up, I mean that's OK - but that is a small point and if Maths teachers thought it was important they could do something about it but isn't there something more important - what Maths is, what it's used for and once you start asking that, the nature of a discipline - how it's conceived by teachers and pupils and its relation to other areas suggests something more fundamental, doesn't it.

M1 Yes, but what does it actually mean in practice?

Tutor That the limits on what Maths is presents problems for all kinds of people - how it is learned and what its applications might be which are still very limiting aren't they for all kids.

M1 Yes but I still don't see you can go all that far - I can't really see that a Maths curriculum can become multi-cultural - It can do a lot of harm with stereotypes and white examples and the games they use.

The locus of change has to be both personal and curricular and within this discussion the stress is put on the latter. The last extract also illustrates the different levels of theorising available in the different subjects which is not merely the level at which multiculturalism is embraced by different method departments in the Institute. Whilst this is a part of it it reflects the definitions of subjects and what it means to be a student mathematician or sociologist in the present structure of higher education. The Research Group discussions continually reflected this as well as the personal and political divergencies that influence students' reactions.²³ All of which points to the necessity of exploring self and subject identity not as personal and private attributes but as bases for the construction of the professional self.

These illustrations underline the real difficulties faced by students and tutors as they confront difficult issues. Alternative Course staff over the years have re-shaped their efforts to explore ways of working with such issues. This led to the development of a particular structure during this part of the course which enabled school groups to work together where the known experience was different.

c) Issues and practice

Often staff and students have different views of practice and this requires discussion where there is realistic access to the practice. In the second half of the morning the students begin to work at that level.

I School B and C 22.1.82 P8 wi

B and certainly if you're asking has
Tutor it (Hums Course in School B) transformed

the expectations of black kids so that they're all going to university the answer is no although there are some black kids who go to universities from School B but it's not really that it's delivering in those sorts of terms.

CM1 What sorts of terms is it delivering?

B Hum The test of that must be the school, isn't that -

B Eng It must be the courses too. The second form they get on much better together, the black and white kids - there's no tense atmosphere at all between - yet the V form I'm in, I mean there was one particular white boy and a black boy going to sit near him and he said 'Don't you sit near me' - Now maybe he just didn't like that particular boy but there is a more tense feeling between the races although there's no abuse.

Inevitably the experience is not straightforward for it is made up of observations that are contradictory. The questions change in the direction of 'how far' have changes gone and the process involves the students themselves which is probably most important.

The next extracts show the change in the discussion and demonstrate how with a focus on actual concerns, behaviour and observation students begin to conceive of change.²⁴

ii School B and C 22.1.82 P13/14 xi P14/15 xii P15/16 xiii
xi

CM1 It's not so much the content is it. In some ways just to present a Humanities Integrated Studies or World Studies programme or whatever in isolation from the way it's going to be taught - there's no point in having multi-cultural education in Integrated Studies unless you're going to have the sort of methods that say encourage mixed ability teaching. The two can't be separated even though the actual techniques of teaching and the content of the curriculum is what most people see as a multi-racial education.

- BM2 Yes, the Maths and Science curriculum have to change for multi-cultural.
- CM1 Has it?
- BM2 Well, I would say for example using SMILE in School B is all part of the notion that you treat everybody equally - that's behind Mixed Ability teaching and SMILE being a way in which the Maths Department are trying to do it. It's all interrelated - it's very difficult to isolate one particular bit of a school. You've got to take it all into consideration.
-
- ii BSS2 I think I'd argue that the philosophy behind
xii that sort of pluralist conception of multi-cultural is essentially an egalitarian one - if that's your motivation - it has wide implications for how you teach anything, any subject.
- BM2 But having that sort of philosophy as you have would incorporate the sorts of examples that CM1 has given. You would have black kids in your examples. In Maths it is important.
- CM1 Yes, concretely it's been bad in the past that all the examples are white or take sexism as another example. In Maths problems I can think up one in statistics. Now I think you ought to stop that as you should little black Sambo - but Maths as it is, I don't think that apart from the improvements that came along with mixed ability teaching and teaching people more equally than in the past I just can't see that multi-cultural education can have such a contribution as in other subjects.
-
- iii BSS2 Yes but haven't the materials used got impli-
xiii cations for the whole ethos and the way that it's taught and it happens in the Social Sciences as well.
- CSS1 Yes but I think M1 was thinking, and we all were, of how can Maths currently contribute to multi-cultural education and that's not seeing it from that point of view.
- CSS2 So the conversation before was important
- B Now how are we seeing it?
Tutor

- C Tutor We have shifted partly on that problem of how we talk about Maths.
- CSS1 We've gone on to the philosophy that lies behind all aspects of teaching which is where you're starting from.
- BSS2 Mixed ability teaching, you could say, is a particular method coming from a particular aim in a particular philosophy and you look at multi-cultural education in the same way.
- CSS2 Yes - it should be yes.
- CM1 Well, I wouldn't argue with that.
- B Hums But in too many cases it seems to me in schools it's all discussed in relation to content.
- CM2 And that's where we shifted from. We're not saying you can't isolate the content of any given discipline or even any lesson and say, well the way to do it is colour in a few black faces on SMILE cards or teach them about the Caribbean. You've got to start thinking about the fundamental aims of school - that's what we've done.

Whilst the dynamics of particular groups play an important part in what is taken on by both groups and individuals what is also important here is a more equal access to knowledge relevant to the discussion. Once students and tutors collaborate in addressing problems the tutor's role changes from that of teacher and authority which dogged the first session.

What is important is to recognise the authenticity of the students' experience in allowing them to speak with a knowledge that can be developed and mediated over time. Once this occurs then the perspective and knowledge of the tutor can be utilised by the students rather than posing a challenge which is difficult for them to meet.

d) School-based knowledge and educational literature

It was suggested in this section that the literature students use may not/^{always}serve to further their exploration although it provided the sort of summary of positions and liberal use of examples that characterises much literature addressed to student teachers. It may be that such literature tries to address the experiences and knowledge of the students but that its examples are inaccessible, frequently shortened to let the argument get underway.

The following discussion of a transcript where control is the theme illustrates the use of a different type of literature. Here short articles which are extracts from research into classroom are used (Hammersley and Woods 1976).

i School B 29.1.82 P3 yi

M2 - and the next article - the Furlong one
 - what was I going to say about that. Yes, this has got to do with the suggestion that we really need to understand how children interact within the classroom, not just in terms of interaction between the teacher and the child if we want to understand why there is discipline problems in classrooms, we need to understand how they set up their own groups and how they react in their own groups and he - yes, it is a he, he mentions his wife.

SS2 It's funny I reacted to it quite differently when I thought it was a woman and then in the end -

- laughter -

M2 The main point I took is the need to view children within their own little world in the classroom, not to always look at the relationship of the teacher and the pupil but to understand the very complicated relationships between individuals and groups within the class. I think it makes too much of the varied perceptions children have of what goes on within the classroom -

Less heavy with precepts about practice students can interpret and select. They can also use the variety of examples, and select from amongst them to further their own arguments. The use of concrete examples has an essential place in constructing one's own position or in utilising educational ideas or theories. It is equally important that such examples or experiences can be shared with other members of the group.

ii School B 29.1.82 P4/5 zi P5 zii

Hums No because they did have different reactions sometimes to soft teachers didn't they - just I mean with soft teachers sometimes they thought they were going to be able to learn.

Eng Like the typing teacher?

SS2 Yes - that's right - what I thought was interesting about that was that the things weren't static - either the reactions to the teachers - whether they were defined as soft or strict or the groups - like the stereotype of this bad group - they're always going to have difficulty learning - but that wasn't the case.

M2 That's right - yes - because there's that case of the two most difficult girls according to this study they were actually working, drawing skeletons - and that teacher wasn't one who - it just shows how complicated the relationship is between the actual material that's being presented and the teacher -

.....

iii M2 One of the comments as Viv Furlong
2ii says "The whole class seemed to have very little interest in the subjects per se and were strongly dependent on the learning context provided by the teacher". You obviously don't determine that by whether someone's strict or soft - the whole question of control isn't just to do with your - you know whether you slam down on top of kids or whether you control them or not doesn't

-

- SS2 What, how do you mean?
- M2 Well you don't necessarily control children by being soft or strict, do you but you've got to control them some way - if you can't control them - if you can't get the classroom into a situation where something can be learned then the content doesn't necessarily supercede that.
- SS2 Yes except that in the 2nd criteria - whether they had a positive attitude to lessons, whether they learned anything - I mean didn't seem to come from any notion of the way the teacher controlled them but actually the subject matter, the content, whether they were actually interested in what the lesson was about.
- Hums Sometimes they even said they found things interesting.

Here the literature extends concern in the area of control. This is one value of theory at work on practice in that it changes the view. But equally important is the practice students are involved in and are able to observe. Their own practice is necessarily limited at this stage hence the value of being able to observe that of other teachers. In the Research Group this was emphasised as was the crucial importance for students of observation and analysis of their own experience and practices.²⁵ This concern and capacity to question and interpret experience is what the course must make available.

In the next extract the tutor knows that members of this group have worked with and on the experience of the Head of Humanities.

iv School B 29.1.82 P10/11 ai

- M2 Not to just keep bandying quotes about but in P167 it says "Lessons as successful as those shown above are very rare but the ability of teachers to provide such a context even occasionally was extremely important in the girl's eyes" so what you're saying

is true. They're not necessarily saying a strict teacher can control therefore their lesson is going to be effective but it's just whether you can control the children anyway and provide a context in which they're going to learn.

SS2 Well that's what he means by actions are facilitated by the situation - not manufactured by, the whole focus comes back to their perceptions and their judgement as to what's going on rather than the teacher's.

Res Tutor Is that the sort of Teacher X model, I mean using this ability to 'read' the class presupposes a knowledge that the class is there to be read which is what this literature is on about but presumably or as a question he doesn't start off with a class on that conventional pattern that you're resisting which is from 'Start tough, establish discipline then you can move it where you want to'. Now you're resisting that sort of model and he doesn't start from that point so he's not on the history model - 'establish yourself, then they'll find it interesting - 'sometimes they don't, it doesn't always work - so I just wonder then about the setting up in a sense of those alternatives.

M2 Yes, because it's very easy to say right go in there and be tough and you'll stand a fair chance of controlling those kids but it's much more difficult isn't it - it takes real talent and etc and experience to go in and adopt that method as you're suggesting with Teacher X because obviously you've got to get to know the kids early on so what happens in those early stages and to what extent do you then maintain a level of control in the classroom in those early stages when you're getting to know and appreciate the various kinds of interactions that are going on amongst that class. Because that could be quite crucial, couldn't it if we're talking about children defining the situation as well - how do you know how they're going to define what you're up to. I mean if they're going to become entrenched in their opinions then you may lose not the initiative but the potential for creating an environment in which they're going to learn.

It presupposes that you know what you're going to do - you know how you're going to go about it.

M2 shows that the model of teaching and learning and the practice are the outcome of patterns of relationships developed over time and this is complex. First it is only the students themselves who can decide how to shape their own practice in the light of all of this. Such shaping is a continuous process and it involves the eschewing of readily available solutions.

v School B 29.1.82 P11 bi

M2 It's very tempting to go in there and pretend that I'm a bit aloof so that you can get yourself established in the first place. I'm not advocating that whatsoever but I can see how it would be quite a common reaction.

This is not easy and the pressure from many staff, pupils and sometimes other students moves towards traditional solutions. Acceptance of such solutions may be observed in the organisation of course content for in education courses classroom control frequently appears early as if its practical accomplishment by students is a realistic basic initial requirement.²⁶ The tutor's concern in this process is making available alternative perspectives and supporting students while they explore and experiment. Here the hidden curriculum of the course may be at its most apparent for if the students see staff practices as contradicting theories and practices they purport to hold then credibility is severely taxed. In the Research Group this was offered as an explanation for student rejections of parts of the main PGCE course. The collision was not over content and issues but approaches and pedagogy.²⁷ The next extracts show both tutor and student talking about their engagement with the literature under discussion.

vi School B 29.1.82 P19 ci P21 ciii
 ci

Tutor But you know if - for my money what I would like Viv Furlong to do is not to show me the interaction sets but show me how on the basis of understanding about the interaction sets over a length of time the teacher could get better in conducting the learning in the classroom. Would that be fair? And that I find in a lot of the sociological work it's showing me what's wrong but it isn't showing me how to get better at achieving what's right - looking at labelling theory, it's showing me how education systems generate labelling but it's not showing me how it's possible to get beyond it. That I think is the difference between a sociologist and a teacher - between educational and sociological thinking - it's paralleled of course in all sorts and points of interrelation between theory and practice - for example, linguistics and trying to make use of it.

vii M2 I think this kind of literature, the
 vii sociology of education - and, yes, those two articles today even, what they do do in terms of getting us to understand how children learn is showing us why they don't want to learn so I think there is something very positive - if you look at, for example, the way children interact with each other and how they redefine the situation - if you're aware of that then perhaps you can then understand why some of these kids won't even come to the classroom and think well I'm going to come in and learn. Well obviously then the next step is you have to understand how this can help us in enabling those children then to perhaps re-define their attitude towards a teacher and towards the learning process. But as I say, positively it's showing us why mainly they're not learning and if you label a child then he's going to think 'right, I'm labelled as a deviant. I'll stay as a deviant' or if you understand how kids interact you can see why they may not be concerned about learning in any given lesson - so I think there is a positive element.

The end of the session is only a break for in the second half of the morning two school groups will work together on the issue. A

new 'audience' makes quite fresh demands to summarise the group's observations in the school and insofar as this calls for a more reflective and general view, previously discussed theory may be incorporated. Through this process professional knowledge may be produced and applied. The task of coming together to discuss issues is one that teachers are often involved in. It is the basis for some probationary teacher support programmes and yet it is not easy. To be productive it requires teachers whose professional development has shown the value of the enterprise and given experience of its practice. Not all established staff have this and traditions of English education emphasising the autonomy of the teacher behind closed doors do little to further it. It is in its engagement with and its definition of professional knowledge and what it is for that initial teacher education can make its particular contribution. Theory points towards the young teacher's work in the classroom and also to the wider contribution that he or she can make in the school.

In these extracts it is both tutors and students who are concerned with understanding and with constructing professional knowledge.

Whilst the tutors' awareness both of educational literature and of the practical contexts in which it is being used is important, their task here is not simply one of transmission but more importantly of enabling students to develop their knowledge both of theory and of practice and to conduct their own explorations of the interrelationship.

The emphasis is upon the student's work and debate and discussion is one element of this. Course work enables students to reconsider and present their positions which underlines the necessity for such

work to adequately represent developing concerns. These ways of working fundamentally affect the tutor's role for the possibility that students may find theories or practices unacceptable is more immediate and visible. But precisely because of this it creates new possibilities for more effective teaching and learning.

CHAPTER SIX

The second term - before the second teaching practice

Thesis Footnote		Microfiche Page	Ref Extract
1	Difficulties at this point in the in the course	111	3.2.ii
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	Pressure of teaching practice and assessment work	114	3.2.iv
	Compartmentalised aspect of course	116	3.3.i
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2	Key concerns of students -		
	Preparation for teaching practice	118	3.3.iii
		119	3.3.iv
	Assessment	110	3.2.i
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3	Detailed observation of classes and teachers	109	3.1.iv
4	Personal ways of working and assessment requirements	108	3.1.ii
	Importance of personal dimension	108	3.1.iii
	Constraints of course	114	3.2.iv
5	Availability and nature of employment avaliabile to students	121	3.4.ii
	Alternatives to teaching available to some students	122	3.4.iii
	Group and personal opportunities	123	3.4.iv
6	Student problems in relation to teachers or departments	Section 1.6 & 2.2	
7	Nature of student problems	65	2.3.iv
		98	2.6.ii
8	Students becoming aware of changes	110	3.2.iv
			3.1.iv
9	Provision for analysis and reflection in course	108	3.1.iii
		116	3.3.i
	This should take account of characteristics of	114	3.2.iv
	individuals and groups	110/1	3.2.i & ii
10	Differences between schools shown in Chapter 1 and Chapter 2 eg	80	2.4.vi
		83	2.4.viii
		59	2.2.v
11	Time required for students to develop knowledge of teachers and classes	72	2.3.viii
		61	2.2.vi

12	Relation of students' personal concerns and their developing professional stance detailed in account of third term	Section 5.4	
13	Importance of active learning experiences shown in Student awareness of importance of discussing them	Section 1.6 & 2.2	117 3.3ii
14.	Teachers' views of teacher training Teachers' views of students' practice	Section 1.6 91 2.5.iv	
15	Differences between schools on basic issues seen in sections 1.6, 1.8, and 2.4		
16	Students need to examine own development Students need space to examine issues	108 110 125	3.1.iii 3.2.i 3.5.vi
17	Student awareness of own perspectives discussed in Chapter 1 Course needs to work with contradictions see Chapter 2, especially 2.3.4		
18	Development of student view requires time and particular ways of working. Important to observe level of discourse at end of course. See Chapter 5.		
19	Importance of observation Taking account of particularities of students and specific experiences	53 55 91	2.2.1 2.2.iii 2.5.iv
20	Requirements of PGCE compared with students' experience of higher education discussed in Chapter 5 See section 5.1		
21	Nature of parts of PGCE course and students' perceptions of them particularly in relation to their practice is discussed in Chapter 5, see section 5.2		
22	Requirements of teaching practice Aspects of teaching practice	111 106	3.2.ii 3.1.i
23	Possibility of students applying theoretical perspectives in development of own practice. See chapter 5 especially 5.2		
24	Students' own change and development - eg Using own increasing knowledge Importance of space to do this Using experience and knowledge of others Developing possibilities for increasing own knowledge Developing own position	63 69 74 83 127 128	2.3.i 2.3.vi 2.4.ix 2.4.viii 3.5.i 3.5.ii
25	Knowledge and perspectives are cumulative and toleration of doubt and ambiguity is important	125	3.4.vi

26	Debate on views of control continue	130	3.5.iv
	over time	128	3.5.ii
27	Pedagogy of PGCE is examined in Chapter 5		

CHAPTER SEVEN

The second teaching practice

After four weeks in the Institute with one day a week spent in school the students begin their second block teaching practice. This block is seven weeks, with one week's half term for school-based students. Students placed in Further Education Colleges continue as before to spend one day a week in school. The block for Alternative Course students is five days a week with subject method groups and tutors making informal arrangements to meet in the evening. The school group seminar, held in school, is the only formal opportunity provided by the course for students to meet together.¹ Two such meetings form the basis for this chapter and both included school staff - in School A the teacher tutor and in School B the Deputy Head.

In School A the topic is multi-cultural education and in School B the implications for women students of spending teaching practice in a boy's school. In this meeting only women members of the school group were present along with the Research Tutor. This decision had been arrived at in a discussion of the whole group and Tutor at Deputy Head's request. In both seminars the groups are addressing themselves to issues that have been discussed both formally and informally in school and method groups and which will later find a place in the students' course work. Three themes are discussed in this section.

Responsive structures

The role of the teacher tutor is examined as is that of widely experienced and senior staff in initial teacher education. Emphasis is placed upon their particular position in the school which gives them wide access to its organisation and curriculum. They have a view which can utilise both a wealth of personal experience of teaching and knowledge of the school's previous development with a formal access to present and future policies. Particularly in the case of School A the students' access to the tutor's knowledge is a built in feature of the course allowing a gradual accumulation and understanding which can proceed at the student's own level. With contact for the duration of the course both the visiting tutor and the school group tutor can work with students to examine the relations between their experience in school and their learning. Neither are straightforward nor predictable and require consideration of the roles of visiting tutor and school group tutor in relation to the process of learning from experience.

The nature of pedagogy

It is suggested that the particularity and specificity of the school culture plays an important part in the development of the students' professional knowledge. Ways in which this can be responded to are considered and the relations of students and staff are referred to. The provision and nature of practical teaching experience is examined as is the desirability or possibility of its direction and modification for individuals or groups of students. The adequacy of channels of communication between the school and the Institute are stressed

and the possibility of improvement and change is seen to depend upon regularity of contact between school and Institute staff here, school groups and visiting tutors.

PGCE in process of teacher education

With the focus upon aspects of the critical issue of gender and education it is suggested that students' personal experience is an essential element. There is the immediate experience of the school and the classroom which should be taken into account but equally previous experience. If the aim of such work is changing professional practice and discourse then this has to be allowed for in the mode of working.

7.1 Responsive structures

a) Role of visiting tutor

Whilst visiting tutors interpret their roles differently and this relates to personal and institutional factors it is worthwhile isolating features of the role that have been developed in relation to the Alternative Course. Here tutors have been staff with responsibility at or above the level of Head of Department, and frequently have been involved in or responsible for interdepartmental work in school. Such experience gives visiting tutors a detailed knowledge of areas of the school over time and this is as much future oriented as it is past. This is important, for professional knowledge is as much to do with guiding future actions and policy as it is with evaluating or explaining what currently exists. To understand a school or a class within it the observer as well as the practitioner

needs to know where it is going and where it started from. The level or the nature of such knowledge varies through the school and institutional concern for openness between its parts similarly varies between schools.

In the Research Group it was suggested that students in their school groups are in the position to obtain and generate knowledge that may be different from other members of the Institution and that to regard their knowledge as inadequate or faulty is to ignore its potential both for the student's own developing professional knowledge and for the contribution it might make to general professional knowledge.²

Here the emphasis is put upon using the different views and knowledge about multi-cultural education that the students find in their school.³

i School A 9.2.82 P1 ai

Visiting Right - I thought it might be useful
Tutor instead of my giving a 20 minute talk about
 what I think about it to ask you what you've
 picked up in terms of the relationship of
 the school to issues concerned with multi-
 cultural education. Just to give a start
 off I think you can view it in a number of
 different ways - one way is in terms of the
 relationships between the kids from different
 cultural and ethnic backgrounds. Another
 is the relationship between the staff and
 kids from different cultural and ethnic back-
 grounds. You can also look at it in terms
 of the curriculum and the materials which
 the school uses and puts in front of kids.
 Just with those three sort of bits of frame-
 work if you like we could start with any
 impressions that you've gained about the way
 in which the school works and the sorts of
 relationships you've noticed and then maybe
 I can come in at different points.

There is nothing exceptional about the framework which could be filled out by available literature or detailed accounts of school practice. Either course might fail to address the experience and knowledge of students that comes from being in school.

In any school on no matter what issue students are likely to meet with diversity of views and practices some of which run counter to official policy. Teacher education needs to confront this in its work with students for it cannot afford to accept the official or the approved view without question. In the school group seminars, students have access to the Head and to other senior staff and this is important. Here the picture becomes one of increasing complexity within one school at the level of practice and conceptualisation.

ii School A 9.2.82 P5/6 ci

V
Tutor An interesting thing for science when you could take the view - we're just teaching science, what has that got to do with multiculturalism - that's for Social Studies - but X (Head of Science) brought up as an example, the way in which technology is presented - the physics they do is British physics.

M1 And extremely male dominated.

V
Tutor Yes, that as well and it's very easy to slip into a sort of Western life is developed and well-organised - they've been taught like that, the rest is primitive, inefficient, disorganised and you can see that coming into, say, conservation of energy.

RE I was just thinking how much there is to be done because there is a problem of the token black.

SS3 I think there is that problem of the token black. I definitely got that feeling with the 'family pack' (used in Integrated Studies) (Wagstaffe 1979) with one black and one Asian family - the rest were white. I felt they

were prepared because somebody felt they should be in - it's almost a bit condescending. You have to be very careful of the way it is introduced. I don't know how you get over that.

V I could go through the different ways in
Tutor which we've tried to think about it in Integrated Studies - if you're more interested in the curriculum side.

The student's concerns are different for without the visiting tutor's experience of for example developing curriculum, selecting materials they see and experience quite distinct problems. What then is important is their capacity to use what the visiting tutor has to offer. In the following extracts it is his knowledge of classes working over time and of individual pupils in school that students work with.

iii School A 9.2.82 (8/9 di P9/10 dii
di

SS2 I think we have to think a bit about how to go about head on discussions with the older children. I mean I find it hard to believe that there's never any overt open discussion of racism among the older children.

V Oh, yes there is

Tutor

SS2 What do you find out about it then among the black kids?

V It's interesting - very often they're less
Tutor pussy footing about it than many adults are - it's just something that exists which to some extent they accept exists. They have no illusions about it. I think the older kids especially if you're talking in, say, the VI form. But it is interesting, I mean one of my CSE groups is doing Race Relations - I don't know whether SS3 you've talked to them about it - their original idea - 2 black lads and one white was to do a questionnaire - the first question of which was 'Are you racially prejudiced?' and it went on from there basically - with the next question 'Why don't you like black people?' And their attitude is to bowl right in and confront it -

- SS3 There's absolutely no embarrassment in talking about it.
- V
Tutor And they'll quite openly talk about other kids they know in the VI form who display prejudices. I suspect that probably applies to the IV and V year as well.
- SS3 Perhaps if you do confront it in this way early on then VI formers will be able to accept it and talk about it to some extent.
-
- ii SS2 I worry about whether you should treat it
dii as the history of the black/^{children} in the class whether they feel differently about it than the white children in the class or whether they really do feel that they are here and that's not something they want to identify with. I mean there are differences amongst black people - it's not just up to us is it?
- V
Tutor Yes, there is and there are differences amongst the kids and it's very interesting even within families - you can have a brother and sister both in IV and V year. The boy in very cultural terms is very English oriented - but his sister is much more aware of West Indian culture and actually says she would like to go back on numerous occasions and she has maintained West Indian relationships much more than her brother has. It doesn't lead to any conflict between them on a personal level as far as I know - they're both very close but that difference is there and I think my view is that it is for them - it's not for us to try and impose.
- SS2 You have to make a decision, what, how to teach - you're not imposing, you're offering. I mean they take it or leave it.
- SS3 I suppose it's to some extent it gives the kids the opportunity to talk. It's not imposing anything -

Students are being given access to what lies behind the classroom practices of the visiting tutor with what enables him to work in particular sorts of ways with which they are now quite familiar. Equally they are being given access to knowledge about children

they teach which would be impossible for them to acquire for themselves on teaching practice and what may influence professional decisions which they have to take in relation to that practice. Students need both to observe and become a part of 'good' classroom practice and this often involves them in decisions about what not to do and when not to act with the sense of future possibility that has to do with long term planning.⁵ This aspect of teachers' work is most difficult to tackle within the confines of PGCE time and structure. With the visiting tutor the sense of its importance comes through. Perhaps more often than the demands of teaching practice seem to allow for sensible decisions require students to proceed slowly if indeed at all in certain areas. In the next extract there is an example of this where the visiting tutor has been talking about the selection of fiction for the integrated studies course illustrating this with The Trouble with Donovan Croft (Ashley 1979)

v School A 9.2.82 P7/8 ei

SS3 My immediate reaction is that it's a nice way to approach a problem - head on rather than this bringing in pictures through the back door as it were, pretending the problem doesn't actually exist - that's my initial reaction.

SS1 We haven't seen it picked up - I've seen children reading it but it wasn't picked up on in that particular lesson. I've confidence in the teacher who we heard reading that but in that context there were tremendous problems with discipline and instead of asking them to write worksheets this was another way of getting them quiet. But having seen him in assembly this morning - I mean the kids have now acted out the third world problem and it was beautiful - the power and arms and thinking about what's wrong - so there will be many other times in that class's time that you can confront that. Your remark that it's very difficult to work with that I agree but the fact that it comes out in school all the time.

SS2 I wouldn't like to use that unless I'd found out by some other means what kind of feelings the black children themselves had about being black - what sort of awareness they had or kind of political idea they had about being black.

What both the visiting tutor and the school group tutor need to know is what the basis for the student's decisions are. What lies behind their classroom practice is both developed and displayed in discussions such as this. In the Research Group it was clear that the student's own individual practice can at times become a limited base for extension.⁶ Access to other forms of practice, observation and reflection may give the input that is required and give students the confidence to make informed decisions.⁷

vi School A 9.2.82 P9 eii

SS2 If you look at it another way what is it you're trying to do in this story about the black girl - what are you actually trying to do, make the black children feel there's no reason to feel worse than white children - but make them feel special - that they have their own culture and didn't know but they're really different approaches.

V Yes I think you've defined an area where
Tutor schools do differ - some people here think it's a better way.

SS2 I used to think the second approach was better but since I've actually been here I don't know whether you should sort of interfere if something harmonious seems to be going on - if it's being raised all the time as an issue.

The shaping of all of this in relation to issues was attempted in the visiting tutor's introduction. What followed showed the students as just beginning the groundwork that might make such formulations possible for them. Before this they need to work back over their own experience as they do in the next extract.

vii School A 9.2.82 P1/2 fi

SS2 I haven't picked up racialism between kids at all. I mean maybe I expected to because I'd read things about the National Front in schools and I expected that there would be lots of nastiness and I haven't seen any. I mean I haven't been here as long as everyone else but I haven't noticed any yet.

Not in the classes I've taught, no - that's not to say there isn't any but that I haven't picked up on it.

V What about the rest of you?

Tutor

SS1 There have been some jokes in the 2nd year.

V What kind of jokes - can you remember?

Tutor

SS1 It's and they went into a chip shop and took the mickey out of an Asian shopkeeper I think.

V I think it's interesting - talking about
Tutor the kids if it does come up. I think SS2's impression's right. There is very little tension between the kids if you're talking about West Indian kids and white kids. I think if it ever does raise itself it comes up in terms of them against Asian kids because often they join in together.

Eng One thing I found interesting this weekend on this Duke of Edinburgh (residential weekend for pupils taking Duke of Edinburgh award) was that there were 4 girls and 14 boys and the 4 girls were West Indian, all the boys, however, were white and the one boy who was West Indian stayed with the girls all the time which was (gives names) but it just suddenly struck me on the first night that I was there, we were all cooking - as to why that should be.

Quite clearly experience does not come pre-packaged clearly stamped for its relevance to issues and yet unless the issues can be attended to the practice may be impoverished. Here students' recall classroom experiences which left them puzzled as to how to proceed.

viii School A 9.2.82 P3 qi

M1 In the Integrated Studies with my group - the bit (inaudible) on education in the 19th century and discussing the changes - that there were and they were saying it was single sex they kept stressing and they never noticed the colour - they never mentioned it and I was with a group of about 6 black boys.

V Yes, that didn't come up with mine either.

Tutor

SS3 I remember with that group doing the family and there's a black girl writing about the white family and she had to write about the difference and she came up to me and said - 'Is it all right to say I'm black and they're white' as if she was sort of trying to get some response from me on that - you know - she made it into quite an important issue.

M1 The other day in Sociology talking about population and death rates and the differences and Y said 'Is it about immigration and emigration' and I said 'Yes' - we'll have to think about that - the influence on statistics.

b) Role of the tutor

It is often through tentative beginnings that tutors can see the professional direction that the student is taking. The directions are personal ones but there may be sufficient convergence of personal interest and practices within the group for collaborative work to be sensible. Often students pursue different directions while the group acts as a sounding board and a support for its members. The tutor needs to know what is available within the group to help develop a group sense of working with issues for whilst directions may be personal they are professionally relevant as the next extract suggests.

i School A 9.2.82 P6/7 hi

SS1 For me it comes back to the fundamentals of exams and everything else as to what has

to be in the content - I mean thinking of an alternative economy and that kind of thing - if you're going to develop that or believe in it or ask children to look at it as an issue - where do you bring it in and it seems to me you come back to integration between subjects and it requires a lot of time and thought to start looking at things like that. I just think that more and more we're geared to exams and to content and getting to a certain point at a certain time. And as a late developer I realise why I feel so strongly about it.

V Tutor How are you relating to that? I mean it's an issue all by itself, isn't it?

SS1 I suppose it's the extent to which departments feel they have to have some sort of common materials and know where they'll be at a certain time. I'm going to go off into one of my long sentences.

Res Tutor You mean there's not enough time to do it because of the exam syllabus -

SS1 Yes, I think that is what I mean.

V Tutor I don't think that happens in Integrated Studies. The question then is how to do it.

SS1 But it relates to time. I mean how do you get X from science to come into Integrated Studies, talk about alternative technology because he's got a full timetable and you've got a full timetable those are awful constraints of timetabling and space. I gave one piddling lesson yesterday and I could have spent the whole of next week picking up on points that came up. OK I'm slow and I'm beginning and all those things but frustrations of teachers who say, if only - if only I had more time and I don't think it's just an excuse - I think it's an absolute reality - just sitting in and struggling, finding bits and pieces and ways of changing things.

One dimension of this professional relevance points to the future and to the student's career as a teacher. SS1 a year after completing the course obtained a primary post. The Research Group drew attention to the implications of fewer jobs and patterns of selection for

students' immediate capacity on leaving the course to match their professional concern with appropriate practice. One lesson that can be drawn from this is the necessity for students to be clearly aware of their directions.⁹ In this regard the school group tutor and the visiting tutor need to listen to students to get a sense of the developing personal and professional direction of which classroom performance is only one part. The school group with its proximity to practice and yet its commitment to reflection and theorising is the place where this voice can most clearly be heard. Beyond the talking and the listening the professional direction requires a place for making observations, reflecting upon themes and following leads at the levels of both theory and practice. The course work although it played no active part in either of the sessions dealt with here is available for both staff and students. In the course work tentative propositions may be developed and strongly formulated and issues may be addressed in their relevance to practice. This is possible because tutors have access to the generality of their students' work.

7.2 The nature of pedagogy

It has been stressed that both school and Institute provide the student with active encounters which may be the base for future learning.

In the previous section it was seen that encounters with staff, pupils and curriculum all made their mark on the students but without reflection their meaning and relevance might remain personal. An aim of the course is to produce over time a more informed, educational discourse and practice and this involves working with contradictions. The Research Group suggested that their experiences of higher education did not provide ways of working that tried to relate the theoretical

and the personal yet this is essential.¹⁰ Teacher education itself needs to develop such ways of working and can only do this providing it has a degree of self consciousness and a commitment to an exploratory and reflective stance. Beyond this students need to see the consequences of professional knowledge at work in schools. If professional knowledge is future oriented as well as exploratory and reflective then students need to see it in action and the school base allows for this.

a) School culture

In the next extract where women students from the school group met with the Deputy Head and the Research Tutor they encounter ways of thinking about teaching that inform not only the Deputy Head's practice which they are familiar with but aspects of the underlying philosophy that is an important strand in the school's thinking and direction.

ii School B 2.3.82 P5 i(i) i(ii)

Deputy authority is a tricky term because
Head authoritarianism is a word that usually
 follows and it's not one I want to live by
 but I fairly firmly believe that whatever
 affect I may have towards discipline has
 in the past been to do with knowing and working
 with kids

iii There's the history thing pays off
 too and it's time and again somebody's brother
 who was here five years ago, you know and
 the kid has been sent to you for being some
 real demon - you suddenly find that there's
 a relationship there which changes their
 image of you too as well as your image of
 them - so if you happen to teach the older
 brother or whatever and suddenly that all
 comes back.

The underlying philosophy of the school is explained both to the school group and to PGCE students generally in the Institute

through a lecture by the Head (This is referred to in the extracts for 29 January - previous section). But this session begins from the experience of women student teachers in a boys school and thus emphasises that a school's theory and its practice are encountered in their entirety by participants to whom the meaning will vary according to their position.¹¹ Through the session there are illustrations of this and it will be suggested that the personal and social realities should be held together. The next extract provides an illustration of a student's experience from a somewhat unusual angle.

ii School B 2.3.82 P2 ji

D Head for example two years ago among the Institute and Teaching Practice Group was a very sort of self-contained suave young man who came into my first year humanities class at the end of double period when I was doing the whole business, you know, all this 'sit down', 'quiet', 'let's have you ready to be dismissed' and the student walked in and generally I'm not at all sort of conscious of status but it was a double bind then because this kid right in the front row said 'oh, good sir, you quieten us down'. You know, I just went completely sort of hot and cold and filled with anger and I thought 'you little how dare you, how dare you' and the guy didn't know at all what it meant to me - so normal, a sort of large fellow being asked to sort of do the discipline or whatever it was and it wasn't as if the class were climbing up the wall or anything - it was like a natural thing for the kid to say and a natural thing for the fellow to receive and what I stood there feeling they neither of them had the slightest idea but it was like the whole thing sort of coming at me just in that isolated second.

This points up clearly that pupils may have ready made sets of expectations and ways of behaving that students and staff encounter and that one element of that is who in gender terms they are. If women students' encounters with classes or with teachers suggest to them

that their position as a teacher is inferior because they are women then this must be confronted in their professional development. Whilst the level of awareness and activity on the issue of women is considerable in School B this should not imply a restricted and local set of circumstances rather that response to issues varies according to where and how it is encountered on the ground. The sensitivity of institutions to such issues is not uniform either as they pertain to staff and pupils or to students. With regard to students it requires a degree of confidence to confront one's feelings of failure as well as of success, a factor that in the Research Group was referred to as also affecting women staff's willingness to deal with the issue.¹² For students and staff the issue of student assessment cuts across all of this. Perhaps only when teacher education is seen as committed to student self assessment and development will their progress be accepted as in reality it so often is, contingent on a variety of factors which should be apprehended and taken into account.¹³

b) Provision of practice

One important factor is the nature of the practical experience provided. Here there is confidence developing that comes from a sense that something can be done.

i School B 2.3.82 P9/10 ki

Hums I've actually managed to ~~operate~~ best in a class which is taught mainly by a woman teacher or a man and a woman - you know they're actually more open - I mean it is a lot to do with the history of a class having had a woman teacher as well as that class had for some time but you know they - the boys had obviously got something from being taught by a woman teacher that you know made

them open to another unpowerful figure coming into the classroom - you know which I think is quite a positive thing for them - it doesn't mean there won't be difficulties - there's just a different attitude in the boys once they've been taught - even though it is difficult - it's probably

DH There are some good - some bad examples of class histories with women and also partnerships, say in humanities of sort of male and female teachers.

Acknowledging that there will be difficulties is important but equally so is the capacity to analyse where some of these difficulties come from.

ii School B 2.3.82 P10/11 kii

SS2 Well - yes - it's interesting in class when teacher X was doing kinds of work and kinds of workers and all the examples that he was giving were men except obvious areas - secretaries were women and all the rest of it - and I tried to say something like, oh, about doctors and things that some of them were women but his response was, you know, the real workers - in the real world most doctors are men so really we can't talk about a false kind of picture of things.

DH Yes, I take issue with the real world image - maybe that's one of the advantages that an established teacher has over somebody with a short term contract - that sort of dialogue you can get going with a class when you've got another teacher there -

SS2 refers to a class where for her a productive dialogue between students and teacher is not yet established and draws attention to the important fact that the essentials of a team relationship cannot be legislated for either between members of staff, or staff and students. New beginnings are not always possible within the one year course and yet sometimes they may be important.

This raises the question of the expectations that are held of teaching practice of how far it should approximate the requirements that will be made of the probationary teacher in terms of exposure to classes, responsibility and so on. Or how far it might also and properly be related to personal and professional needs of individual students including to some extent the encounters that they have. In the next extract the Deputy Head suggests that an anti-sexist education like a multi-cultural education involves a stance which is future oriented.

iii School B 2.3.82 P11

Hums But you can use all those sorts of things
as a sort of point raiser.

D Head That depends upon your security and also
upon your class's security - there are some
classes where I say that battle is yet to
come - I'm going to dodge it for a bit -
there are other classes where I feel completely
that they could take it on and it's going
to be worthwhile rather than antagonistic.

This attitude is difficult for students whose beginnings in teaching on teaching practice have a limited future. In the following extracts in discussing change in a student's teaching practice programme the possibilities of change in teaching practice generally are explored directly in relation to what the school itself has to offer individual students.

iv School B 2.3.82 P14 li P16 lii P16/17 liii
li

D Head Well before so far as I'm aware we haven't
sort of drawn any kind of experience together
- but it feels that one way would always
be to work with a class that's used to working
with a woman - that seems sensible but so
far as I know until today it's never been
said.

- Hums Well, that's what I'm doing in my new programme that I've discussed with Tutor. I've actually said I want to try and work with women teachers for the rest of the time.
- SS2 I think that would be really important you know, if that were organised from the beginning for student teachers coming in. I'm only here on Tuesday, otherwise I would have made a fuss about it - but I'm not in any classroom with women teachers.
- lii Eng It's so much more constructive, though, being able to see how a woman handles the class of boys rather than seeing a man all the time. I mean you may get this false idea that you're going to be able to do something like that and get away with it which you're not.
- D Head That's right because presumably on teaching practice you're still picking up how classrooms are managed and actually sorting out the many different angles on it.
-
- liii Hums It does become increasingly apparent that, I mean, content is of course very important but, I mean, if you're a reasonably intelligent person you can get together a reasonably intelligent lesson I think. Actually the materials don't worry me so much - it's the method and how to actually talk somebody into doing something they don't want to do and have never thought of doing until 5 minutes before and how to make them want to learn anything.....

Preoccupation with content and how to teach it may be seen as a consequence of the student teacher's specialist identity but this is reinforced and fostered by a course structure that sees the specialism as pivotal and organises teaching practice with this as the sole concern. The school group goes some way to redress this balance and perhaps it is no accident that it is Hums who is concerned about the distinction between teaching and learning for her method group unlike most others is composed of Alternative and non-Alternative

Course students. There is a curious paradox that a less single minded approach to the student teacher allows the subject specialism to attend to their task in away that is to a degree future oriented. Sometimes it is possible for the student to practice particular skills or assemble resources within an established teacher's class that would be quite impossible otherwise. But this requires a flexible approach to teaching practice on the part of teachers, students and tutors and a channel of communication that makes change a real possibility. In School B the Deputy Head and the School Group Tutor have been involved in such considerations while in School A the visiting tutor is the crucial link.

7.3 PGCE and process of teacher education

a) Using personal experience

The importance of personal knowledge and experience is once again emphasised in the development of the professional self. In the previous section it was suggested that students moved into the social and cultural context of the school affected by for example their student status, class, gender and race. But within this cultural context individual attitudes and responses are important. Tutor and students require a broadly based knowledge and an open approach to experience. Within the example of this single transcript of a discussion focussing upon 'being women teachers in an all boys school' there is a range of opinions and attitude that suggests that gender as an issue is only a starting point. When the discussion excludes personal experiences it is too often also the final point. In school or in the school group meetings connected closely to it experience is a natural beginning.

i
mi

School B 2.3.82 P7 mi mii P8 miii

D Head The strengths that I've experienced as a woman teacher have been in the nature of the relationship that gets built so there is no taboo on physical contact from me to them - but there's no taboo at all about the actual contact - where you actually give somebody a cuddle or somebody actually hangs onto your hand in a sort of non-sexual way and say it's a maternal rather than paternalistic.

SS1 I took my reader (who spends some time in the Sanctuary) out this morning along busy roads it would have been - it was instinctive with me to hold his hand but because I'm a student teacher - I don't know whether it's because of that or because he doesn't like me to get too involved - and now I think it would have been right and really nice to follow through - I had to let go -

D Head Yes, it doesn't always work.

SS1 No, it would have worked - but I really thought I shouldn't do it

.....

mii SS1 It was a dangerous road and in any other situation I'd have grabbed hold of his arm or held his hand or something.

SS2 Because that kind of thing about having physical contact with that kind of kid and all the assumptions that go with it just aren't part of training to be a teacher -

D Head Well, it's also not part of a lot of schools.

.....

miii Res and if you're in a relationship and
Tutor it's a continuing one I think your move towards it is the right one. Those are terribly important.

D Head Sometimes kids are very upset

SS1 That's the only kind of response I know.

D Head Somehow you never know unless you keep offering. That's true of teaching all the time, not just of physical contact - you just keep giving out - but over and over again I'm surprised at the little child inside all these sort of adolescent boys.

The explanations given so far go only a part of the way to clarifying what SS1 feels about her position as a woman teacher. SS2 is quite clear about the way she sees it - whilst there are possibilities for a woman as a teacher her theoretical stance and practical experience inside and outside education suggest that they face sometimes intractable problems.

ii School B 2.3.82 P8/9 ni P9 nii niii
ni

SS2 One of the good things about not being able to resort to that ultimate sanction is that you have to abandon all those - the awful things that go with maintaining control and authority that a lot of male teachers have because you can't do it - you know authoritarian or whatever you might like to call it might manifest itself in various forms of exhibitions of physical strength or whatever - it does mean that because you haven't got access to all that you actually do have to rely on building relationships, real relationships with kids and all the rest of it and presumably we would say that that is a better way of teaching - being a teacher.

D Head The ultimate way - although I wouldn't say that that's how I wanted it to be all the time I mean part of it from the kids' point of view I actually believe that they should be able to accept and talk about feelings for example.

.....

nii SS2 but in theory you see it's actually good that we have to rely on developing those 'kind of relationships' and all the things that go with that - how you're going to teach and everything but in practice I mean we're living in a sexist society -

.....

niii even mixed schools are sexist institutions. They are actually based on male ways of teaching and male ways of controlling kids and all the rest of it - I think that again we've just been working our way round to saying, well this is actually good that we've got to rely on female ways of doing it and not actually recognising the total problems that

there are - which is what you particularly came up against isn't it really.

SS1 does not necessarily share the view and is perhaps only in this situation beginning to clarify her own.

iii School B 2.3.82 P12 oi

SS1 - in a male dominated society. It's as a neutral, as a person that you should get that amount of confidence - not for a woman

SS2 It's not only that - it's going back to being more positive about actually being a woman.

D Head Yes, I am a woman and I happen also to be, I think, a reasonable teacher and deserve respect on both counts.

SS2 But you could actually say that a lot of the things about you as a woman make you a good teacher - because that relates back to what we were talking about how - because I do think it's important to value the way that, well, you know, the part that we have to rely on building up relationships for teaching rather than what men can fall back on and that is actually placing a very positive thing on being a woman.

Hums But it also makes teaching practice for women extremely difficult - for women students in a boys school practically impossible anyway -

This clarification is not easy as a consensus appears to be taken for granted which runs counter to SS1's views. In commenting on her wish to work with women teachers she gives her view.

iv School B 2.3.82 P14 oii P14/15 oiii

oi SS1 I can't help thinking it's wrong - the idea of it having to be a woman - it seems very wrong.

.....

oiii SS1 No but it's reinforcing.

D Head Can you explain what's wrong - I'm not quite clear.

SS1 Well, it shouldn't be.

D Head What shouldn't be?

SS1 Well, that first of all as SS2 says that we should have to rely on our specific strengths as a woman - that we should get our confidence as a teacher thorough the image we've got as women - that you have to recognise that you're a woman and build on that image. And being able to relate or get on better with female teachers - all those kinds of things are wrong - it's taking the easy way out.

It is quite apparent that for the different women students what they see and what they want and need from their teaching practice is quite different. Once again in the general work of the school group students begin to explain how they see themselves and with that knowledge tutors have the opportunity to help them assess what they have done and where they should be going. It is quite clear that such an issue cannot be resolved within one session at a particular point. There are implications both for individual teaching practice and for the group's future agenda. Equally, individuals may in time choose to explore the issue more thoroughly in their course work. The discussion is not only of value to students and tutors but also to the Deputy Head who is concerned that the school can be responsive to the needs of women students. The possibility of the course and the schools responding to such differences requires not just sensitivity to differences and willingness to accommodate but areas in which differences can be explored and articulated.

CHAPTER SEVENThe second teaching practice

Thesis Footnote		Microfiche ref Page	Extract
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3	Diversity of situations and practices in schools and in students' own experience	169	4.7.i
4	This may contrast with knowledge the Method Tutor may have	142	4.2.iv
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CHAPTER EIGHT

The Summer Term

Transcripts of three discussions which took place in the early weeks of the summer term form the basis of this chapter. The work of one group - A - is examined and in these discussions they are working with the Research Tutor in the Institute. On one day a week they continued their work in school, participating in a seminar organised by the visiting tutor. Three themes are discussed in this section.

Responsive structures

The integrative function of the school group over the various components of the PGCE is examined and the crucial role of the students' course work is emphasised. The structure of the school group allowing for continuity over time is seen as fundamental and it is suggested that there is a possibility of contradiction with other courses which do not have this orientation. The school group is seen as both responsive to the students' experience and also having an important part to play in shaping what they require from and how they come to see the school. Essentially it requires students to be active in the organisation and in control of their own learning.

PGCE in process of teacher education

Professional development is seen as involving personal change. This requires experience, observation and reflection and the students' course work plays a vital part in this process.

Reflection and theorising

Reflection and theorising is seen as a developing and cumulative process. The course work throughout the year is an integral part of this. Its compilation, organisation and presentation is emphasised as important. Various possibilities of the course work are examined and an attempt is made to show how they relate to areas of PGCE work.

Areas covered include the generation of 'in depth' work in education and its use and application in the construction of professional knowledge; reflection on the student's own subject and upon other subject areas and reflection upon curriculum development.

8.1 Responsive structures

a) Integrative function of group over PGCE course

In the two previous terms the place of the school groups as a forum for the concerns of subject method group and option work was commented upon. With regard to options the Research Group felt strongly that Foundation Option Courses stood outside their academic and professional concerns.¹ In the school groups attempts were made to enable students to use the Option course as a place to explore or develop a particular concern. Impressions suggest that this attempt is unlikely to be successful where the Option Course primarily caters for non-Alternative Course students, essentially working within a different pedagogic frame.² However the possibility of producing an extensive sustained piece of work in relation to the Option did give Alternative Course students an opportunity for choice that may be utilised. Much depends on the role of the school group tutor both in guiding students and in knowing what it is they are doing. Changes in the system of assessment since 1982-3 have made the school group tutor's responsibilities clearer but they are apparent in these transcripts. The topic of the seminar is a student's essay for the History of Education Option, supervised by a member of Option staff and discussed with the Research Tutor as a part of the student's course work at various points in the year.

i School A 7.5.82 P4/5 ai

Res Tutor	This week we're going to look at Social Control and Education with SS3 - SS2 is going to look at the Grace (1978) but we'll have to do that later - this is based on your Foundation Option - it starts off in the History of Education but has a lot to do with what schools, teachers and kids are up to now - there are parallels.
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- SS3 Yes between us we may be able to draw out issues which are central to education.
- SS2 It's on control then.
- SS3 It's on the birth of state education - it starts off talking about educational provision before the state intervenes. The Illych de-schooled society with its networks - then it goes on to how the State intervenes, definitions of education for the working class. It is actually a mammoth complicated area to look at - I'm not sure how best to approach it - shall I try to simplify, draw out some of the things that are most important for use today.....

The academic reading and research that informed the essay is impressive and by this time in the year the knowledge the students have of each other enables them to discuss and apply such work to their own concerns in school. This is only possible with the sharing of the school experience throughout the year and the commitment to the group that comes from experiencing its usefulness over time. The discussion and the function of the essay in enabling the group to attend to 'things that are most important for use today' will be examined in the section on theorising. But it should be noted that a commitment to this sort of activity, which is a stance taken in the school group work to essays, books, and lectures requires representation other than that of discussion within the group. Such discussion is essential for the reflective process but equally reflection requires observations, systematisation of observations, formulations and reformulations and here the course work plays an important part.³

Equally important and often overlooked in a crowded PGCE timetable is the time required for certain sorts of work. A school group seminar sometimes occupies a whole morning and groups in discussing their plans for a term can take account of their own needs. The presentation

of detailed research, the amplification of points rightly takes time but subsequent discussion develops the learning possibilities. In the three sessions discussed here one is of three hours, the others one and a half hours following a lecture.

b) Nature of course work

Personal writing and commentary, which is the diary referred to in the next extract, is encouraged. It has a value in helping students confront what may at the time be painful and difficult and later is a recourse in the reflective process.⁴ Here the tutor comments on a completed Report.

i School A 7.5.82 P1 bi

SS2 It's some of the most personal bits (of diary) I find most hard to use because although they were sort of emotional milestones and really important to have written because I've got over some of the problems it's really strange bringing them back in again.

E I think it's better when you comment on them.

Res It's interesting how the writing changes in
Tutor the diary when you take it through. That bit on the Social Education is a straight bit - reporting what went on and what you felt about it - it's quite different in style from even what you did on the reader. When you do come to writing it up look for the different ways of using it - don't think that there's one way, or one way rather than another. Let it (the diary) come into the various sections. Do be aware of what is in the diary either thematically or what have been the growing points through time in it.

Whilst one set of 'growing points' undoubtedly exist in practical experience others are being developed in academic pursuits such as that of SS3. The tutor's access to both areas of the student's work

enables the Report to move beyond the anecdotal reporting of experience. Often the application of academic work and research to the school involves coming back to experiences and conceptualising problems in different ways from those perhaps common within the school. This dynamic and the potential for the creation and application of new meanings and ways of seeing things is essential in any course that takes on the relation of theory and practice. It can produce problems as the following extracts suggest where the students are expressing their concerns about who might read their reports.

ii School A 7.5.82 P1 bii P1/2 biii P3/4 biv

bii

Res Another point for people when they've got
Tutor them finished is how to make them available
 to people in school - thinking very much of
 visiting tutor - I know he'd like to see them.

SS1 Parts of it I find a bit difficult - we were
 talking about this a couple of us yesterday
 - I don't know that I've time to talk to
 visiting tutor about the critical bits that
 I think he might disagree with - I wouldn't
 want him to read it without me.

Res Critical in what sense?

Tutor

SS1 I'm not sure where it's going to be and of
 course I haven't worked it out properly and
 I don't know how critical I'll be in the end
 because I'm aware that I really feel very
 very positively towards A. I suppose it's
 the sort of thing that one doesn't like that
 sort of stay with you - or stay with me

.....

bii SS1 I think it's easier to be critical of people
 that you feel sympathy with them because I
 can't sort out when I don't like someone how
 much I'm being objective.

.....

ii Res this problem of whether or not Reports
biv Tutor are available to school staff is something
 which is worth bearing in mind. You've had
 a very particular relationship with visiting
 tutor in terms of his teaching and his work
 with this group.

SS2 Letting them see our school Reports is a bit like it's such an intimate thing for the school/^{to} see what we felt about them. I mean I think they should see them.

(Voices together)

Eng I don't know how many people should see it. I don't mind visiting/^{tutor}seeing it. I wouldn't like anyone to see it - if I just thought it was going to be visiting tutor.

SS2 Yes.

SS1 Well he's trusted us therefore I think it's a reciprocal thing.

Eng Well maybe I think he should see them - I mean so much of my Report is based on people he asked to come in.

This proposal points to the high value they place on the visiting tutor's work on their behalf but equally it underlines the students' awareness that their views and those of the school may be divergent. This will be discussed in more detail later but here the need for a space to develop and explore differences is suggested. It is apparent that making course work available to teacher tutors or to the school more widely might have critical implications for the nature of the work and its value for the students. School group tutors, although formally assessors of the work, have tried over time to emphasise their consultative and supportive function here. Perhaps the logical next step is for students to play a key role in the assessment of themselves and the values of their work enabling them to become teachers. Students are involved in assessing themselves and what goes on in the Institute as well as in the school. Here they comment on a lecture (on the Education Course) that they have just attended.

iii School A 14.5.82 P2 ci P12 cii

ci M2 I wonder why we're considered to have changed so much from school - because in school they never thought you could follow anything for more than five minutes - kids in school can never follow you for more than five minutes. Can you follow anyone for an hour?

SS2 You pick up things that strike you.

.....

cii SS1 - and in more and more primary schools children are split up into small groups but in secondary schools we either expect children to be like the lecture this morning in a sense that bit of higher education has been imported into the secondary school but not the seminar which seems to me to be basic to university education.

.....

The students here are expressing knowledge about the process of learning that comes from knowing themselves as learners. The actual process will contain false starts and blind alleys as well as forward movement and this will be seen in later extracts. But it does enable individuals to be active participants in a situation which focusses on their learning not on someone else's knowledge.

In the Research Group it was pointed out how important a source of experience the student's own experience as a learner had been but how all too frequently positive models were hard for students to find. Explanations are not hard to come by for secondary and higher education but this should not be so for professional courses in higher education whose aim is improvement in the quality of teaching and learning. Certainly the Research Group, aware of the contradictions of Alternative and Main Course were critical of mainstream methods. This is not because the Alternative Course was necessarily successful rather that it was seen to be working with a different model.⁵

It has been suggested that it is not the issues of the content that is different for the Alternative Course rather the way of working and in the next extract it can be seen that the main course and in particular the general lecture often fails to engage the students in issues however relevant they might be.⁶ Here the topic is the Aims of Education which is an issue that is basic to education and yet one that student teachers sometimes pay perfunctory attention to.

iv School A 14.5.82 P1 ei

SS2 I thought it was too much in general talking about aims and not enough putting it in the context of particular kinds of schools.

Res I don't know whether you took notes
Tutor - if you didn't his book (White 1982) is probably the best way back to a lot of his ideas. He seemed to me to be saying a lot about programmes like Social Education and a tremendous lot about the Medway book - Finding a Language (1980) - it's a very contemporary definition of what it is to be an autonomous learning person and to have that aim in education and it's written in a totally different way to the way John White was talking this morning. It is actually situated in a particular school with a particular group of people but it's very explicit on what that autonomy might mean in practical terms.

SS2 That was what was missing from the lecture wasn't it - it was too schematic, wasn't it.

Res Yes, it was schematic but it seems to me that
Tutor it works if you've got a body of practice which you can then apply it to and think it out in your own terms and it did seem to me that the whole Social Education things and its relationship to other areas of the curriculum - it might give us quite a bit of clarity in thinking about that for next week - go back and think it over in those terms - the contradictions and confusions within a school in terms of what it is setting out for pupils which is very much the sort of thing we shall be getting into.

The structure of the Alternative Course with its numerous points of reference beyond the Education Course where this lecture occurs made it possible to move beyond the dismissal that can occur when issues follow hard upon each other and can give the appearance of having little relevance beyond themselves. Here the topic is related to an area of the curriculum and to reading that the tutor knows has engaged members of the group and which they will consider the following week.

c) School group, school and student learning

The link between the school and the Institute provides the dynamic of the course but the nature of the relationship is one that changes and develops. The parameters of the debate are not set or limited by available experience and observed practice, although these constitute at various times points of departure and return. In the section on theorising the process will be considered in more detail but understanding the nature of the course requires a sense of the structure of the relationship between theory and practice. Changes in the student's understanding are central and so the framing of issues by the tutor or the shaping of what is required from the school say in the school-based seminar by the tutor is only a device not an accomplishment.

i School A 14.5.82 P19 eii

Res Tutor	It's a good time of the year to come back to these kinds of issues. So next week we'll go into the curriculum lecture first - and then we're going to look at Aims in relation to RE and Social Education - so that we can begin to look at the whole curriculum and we can link that through Medway to what we've done this morning because I don't think we should see them as separate anyway because this whole notion of aims and the way a school
--------------	---

gears itself is what we've been talking about today so we shall be carrying on.

For the students at this stage to know what to look for and where to look requires a working knowledge and understanding that is the outcome of sustained work in several areas over the previous terms. The student's selection from this experience and the development of it for the course work makes coherence and integration real possibilities. They also mark the next phase of the student's professional learning which is the communication and development of one's professional stance to others. The school group is a known audience with sufficiently differentiated subject interests to mean that consensus cannot be assumed.⁷ It was seen in the Research Group that this could on occasion be difficult for some students.⁸ Here an English student is preparing her school group for a seminar in school, led by the Head of the English/The concern is with language and learning broadly in Department. the curriculum and in the next extract she draws on her own learning and experience throughout the year in order to enable members of the group both to understand issues more fully and to consider their relevance for themselves.

ii School A 14.5.82 P2/3 fi P3/4 fiii P4 fiv Pfv
fi

Res We want to move onto looking at language and
Tutor learning because we wanted to 'fix' those
 issues before the Head of Department comes
 in on Tuesday and talks about language across
 the curriculum in the way the English Depart-
 ment has worked in School A.

Eng I wasn't sure what the Head of English was
 going to talk about so I'll just give you
 briefly what the aims of School A are for
 English teaching - it will give you some back-
 ground. It's a bit mixed up - I haven't had
 time to really get everything in order but
 I've brought in some examples of work in
 language. Before I do anything in language
 I want to give you out first of all - this

- it's not from School A but was written out by a fifteen year old boy for his CSE and that's all I'm going to tell you about it. I just want you to read it - it'll have to be one between two - and at the end after I've gone through everything that I want to talk about I'll show you how it was actually marked. You can just give some immediate reactions to it - whatever you think.

By now her seminar presentation reflects her knowledge of teaching and of learning for she involved the group in a task and then goes on to discuss the development of language across the curriculum through the Bullock Report and subsequent and related research. Her quotations are pertinent.

- iii fiii "Language competence grows incredibly through an interaction of writing, talking, reading and experience - the body of resulting work forming an organic whole
- fiv " - putting language across curriculum into practice is a substantially different problem from getting new materials into use in schools, or changing from streaming to mixed ability."
 - language and learning. This is why I gave you the first piece to look at. (Thornbury et al 1978)

She goes on to read an extract with the group (Barnes 1971). It is taken from a science lesson and concludes by emphasising

- iv By learning here I mean finding out for them-
- fv selves what they understand or don't
- They've come to it from their own sort of knowledge - so that's one way in which you can look at language across the curriculum.

Experience based learning is now a part of her practice with the group. The introduction to the topic via a piece of children's writing goes directly back to a method session early in the first term. The selection from the Bullock Report represents her practice with her

teacher in school and her exploration of this area through the Reading Option. The issue of putting educational ideas into practice involves much more than knowing the ideas. Even once the ideas are familiar there may be gaps between them and one's own practice which may appear impossible to bridge.

v School A 14.5.82 P5f vi

SS3 Because I'm very much aware of the gap between this theory (Medway) and my own practice.

Eng Yes

Res Can you say a bit more about that?
Tutor

SS3 Yes, I'm just not sure that I structured the class possibly in such a way that there was this autonomous learning going. Things that Medway talked about didn't actually happen in my classroom. I can't be more specific than that.

What is important is the student's concern to work within the observed 'gap' not just to discuss the theory but to extend her knowledge of what it implies through work with members of her group.

8.3 PGCE in process of teacher education

a) Personal learning

The concern with practice and with its changes and development is a proper focus for PGCE work which needs to comprehend and work with the wider social and personal factors that affect change. The Research Group showed how personal growth and development could be legitimate concerns of the PGCE.⁹ Analysis of the school groups has suggested that this can occur but that it requires ways of working with individual students as well as within the groups to make this a focus.

In the next extract the students are moving from individual possibilities in teaching to teamwork and co-operation with a growing awareness of what this involves.¹⁰

School A 14.5.82 P9 gi

i SS2 It shouldn't just come back to you as an individual. I mean that's my argument. It shouldn't have to be done by individual teachers it should be discussed within the department

.....

giii SS1 But in theory that's what they are doing but in practice we're saying that it doesn't happen and it's got something to do with them sharing with each other or well, them feeling themselves individually to have that attitude and we've got a hypothesis that some people haven't even begun to have the attitude - I think that's what I wanted to say - sorry - I've got there eventually - but you have to start off with the attitude before you can even begin to try and do it.

Without the demonstration that personal and professional attitudes can be changed the inclusion of the personal might only serve to legitimate and perpetuate existing models. But the students themselves as professionals develop and change during the PGCE year and their awareness and assessment of this is central to the process.¹¹ There are complex issues to be faced in the relationship of personal and professional and they are paralleled in the concern of the PGCE with pupils in school. The next extract illustrates this and shows a student drawing on an observation made in the first term, recorded in her diary and now being picked up and related to analyses of control in classrooms afforded by Michael Marland and Gerald Grace (1975).¹²

ii School A 7.6.82 P19/20 hi P20/21 hii
 hi

M1 It may be that when the classroom's disordered
 some of the children are very unhappy.

SS2 - inaudible -

M1 - I've noticed that I went into somebody's
 SMILE lesson - 1st years, they were and it
 just went to pieces and the teacher said 'Just
 put your books away, we're not doing any Maths'
 and some of the expressions on the faces of
 the kids - I mean I saw one of the girls cry
 - she wanted to do her Maths so much and she
 wasn't allowed to do it because of the disrup-
 tion in the classroom. I think kids feel that
 they have to go to school and if they have
 to go there they might as well learn.

SS3 I don't know. I think it's more -

SS1 Well some of them.

SS3 But I think we've come a long way since -
 I think any sort of creative element has
 been stamped out and yet how do kids - how
 can they be creative? What is there about
 it, how can they give? - living in a society
 where everything is there to be consumed -
 a child can't be creative in that, or worse
 than that they'll be forced to get in that
 consumer society and not be able to consume
 and so to expect some sort of learning -
 intense learning - creative processes - when
 the moment they walk out of that school their
 creativity there is no outlet for it, there's
 nothing creative about people on a production
 line.

The concern with the possibilities for creativity for working class
 pupils in inner city schools is a theme which this student is involved
 in, both practically in school and theoretically, in his course work.
 In the following extract a colleague begins to explore parallels for
 other members of the school, the teachers and particularly recalls
 what she felt like in the early days of the course. Once again the
 diary containing her immediate account of this is valuable and she
 is at the time going back over it in relation to her own course work.

iii SS3 On the other hand there is an incredible
 hii amount of passivity, resistance coming out of kids
 - not being willing to participate which is equally
 a form of resistance to this -

SS2 I mean we had this picture of the school -
 not providing an outlet - partly because
 of the timetable - partly because of the insti-
 tutional set up and I find it also perhaps
 - as well to say that the analysis doesn't
 deny that energies are there both of the kids
 and of the teachers. We haven't really dis-
 cussed how it affects us as an institution.
 I find it actually does tend to be quite hard
 for my energies trying to teach. I find it
 a real effort to try to be energetic and usually
 I am energetic and it's not to do with having
 to face working class kids. Most of my friends
 are working class people and it's not a
 problem when you're out of school but once
 you're in school there's a real veil comes
 down - difficult to explain but of keeping
 up an energy level and having authentic energy
 rather than one that you set up I find
 that really a big problem though it got better
 as the year went on and at the beginning it
 was just like going into school and there
 was this draining feeling.

It is perhaps easier to focus on the pupils and their problems as
 learners and yet the links made by SS2 are vital. Professional training
 should be about directing and developing energies for learning and
 if schools as institutions sap these energies then the professional
 task involves the confronting this reality. In the Research Group
 it was evident that early educational experience exerted a strong
 and continuing influence and just as the experience is personal so
 has to be the working with it.¹³ For SS2 and other students in this
 group the diary and the Reports provided a way of achieving this.
 Often the concerns expressed and followed through in relation to
 pupils had their counterpart in those that the students worked with
 at their own level. How far resolutions can or should be expected
 within the confines of the year remains an open question. What is

important is that the student knows where he or she is going and both the development and representation of this sense can occur within and for the school group. The students here confront important issues and recount influences upon them as learners involved in the process of becoming teachers. Their capacity to learn is linked with their capacity to teach and the concern of professional education is with the students as learners. At the end of the year a professional education must accept that there will be gaps in their knowledge. What it must also know is that students are aware of this, concerned and confident to continue their own professional education.¹⁴

iv School A 7.5.82 P26/27 hiii

Res Have you found enough connections with people
Tutor in school to, obviously you have, - it's not
 a question, it's a statement - to be able
 to articulate these very different points
 of view or come to different conclusions about
 what the thing is about. You haven't found
 the school a place which has not let you do
 that.

SS1 I found it a bit different but I think it's
 a bit to do with my own upbringing and things
 - I got it second hand, largely thanks to
 English - I found it very difficult to talk
 with anyone on the staff about how I was feeling
 but I think through your contact with - I
 felt reassured and also the various things
 that one picks up.

SS3 I think the majority of staff are probably
 too concerned with - the control of low ability
 children to actually concern themselves with
 wider implications of what's happening - is
 that a fair comment.

SS1 As Gerald Grace says on busyness, it's the
 system that helps people be busy in order
 not to notice what is going on - if you've
 only got 6 periods a week free and you're
 marking things -

SS3 It is difficult.

SS1 I mean shops close for one hour a week, one morning a week for staff training, well why can't schools be shut - not open 'til 10:00 to give staff a time to talk to each other.

- laughter -

Eng Oh yes, the thing is in the English Department the Head was trying to bring in the idea that even just within the English Department people brought in the lessons they'd been doing, just like we do here to have time to think like the type of thing we do when we're doing teacher training that just stops and people don't know what each other are doing but to share lessons, to share ideas of how you plan and things like that. I thought it was really good yet the problem was what that a lot of the English Department feel that they're too tired at the end of the day, that they've got other things to do, that they want to go off and that just ruins it - perhaps we could spare an hour after school.

SS2 Sometimes it can be done over a weekend with the department.

Eng Yes that would be - yes like that Social Education weekend. I got so much from that first evening when we talked together.

The students here are realistic, knowledgeable and practised. They see possibilities, they do not overestimate them nor themselves but neither do they accept the limitations they find.¹⁵ Perhaps nothing indicts the present separation of theory and practice in teacher education more than the student whose course work fails to suggest the possibilities of his or her own practice and expounds a theoretical position which renders any practice reactionary at best and damaging at worst. Personal engagement does not ignore the issues or the theories but it accepts the student teachers' as practitioners who should be enabled to develop their capacity as fully as possible and this points to a reflective and informed practice.

8.4 Reflection and theorising

The Research Group were critical of the timing and the nature of the course work procedure. They felt that despite the aims of the Alternative Course and the attempts or protestations of staff, the course work at the end of the day became less for them as individuals or groups but about them, in that work had to be handed in for grading and was no longer available to be worked with.¹⁶ The assessment procedure since then has undergone substantial modification, but the question remains whether the modifications are sufficient or whether they do not point in the direction of student assessment as a part of this reflective process.*

All of the school group work discussed in this section is directly related to Course work. It relates to basic aims of the course to do with depth and breadth of educational thinking and the capacity to engage in a professional dialogue and in attempting to show the course at work in these ways it perhaps enables a different perspective on the questions of assessment of what and by whom.

a) In depth work

The desirability of depth of educational thinking, academic reading and research permeate higher education and have influenced its professional outreaches. The direction of the influence changes and in teacher education is on occasion seen as questionable (Taylor 1983 Hirst 1983). Postgraduate students it is assumed, know how to read, research and present their work. The Research Group suggested that though this might^{be} true for them in their undergraduate courses such in depth work in new circumstances was not a personal habit that could be relied upon. Personal and profes-

* See Appendix II

sional use of knowledge was not what students expected or had received in higher education.¹⁷ In the Alternative Course the attempt is to direct and focus the in depth work so that it contributes to the development of professional knowledge.

The starting point for this school group seminar is SS3's account of his researches into the early years of state education which is to be presented as part of his course work for assessment. Only a brief synopsis can be given here for the presentation was lengthy and involved extracts from contemporary documents to illustrate his basic theme. This was that before state education, education was not confined to children. Many working class people were involved in a rich educational culture that was linked to political issues that involved them. The family, neighbourhood and workplace were all explored as educational resources. He went on to look at the development of working class education through Chartism that paralleled state intervention. A quotation from Shuttleworth makes his developing position clear.

i P6/7 i(iv) i(v)

1868 - Kay Shuttleworth - "We think it highly certain that persons and property will in certain parts of the country be exposed to violence materially to affect the prosperity of our manufacture and commerce, diminish the stability of our political and social institutions. It is astonishing to us that the party calling themselves Conservative should not lead the way in promoting the diffusion of that knowledge among the working classes which tends beyond anything else to promote the security of property and promote the maintenance of public order"

The relationship of education to official views of working class lifestyles are made clear with reference to Inspectors' Reports of the time.

The conflict that surrounded the beginnings of state education is emphasised and the possibility that elements of this remain in alternative formulations of what education might be about are given in his conclusions.

Here he refers to the proposals of Chartism but in so doing shows their contemporary relevance to concerns and to ideas that have been common in the school group throughout the year.

ii P8 i(vii) P9 i(viii)

SS3 Eventually the working class were drawn into the process and became part of the demand for State education but at the time it was developing it was an area of much conflict.

That was my summary of some of the educational arguments in Chartism. It's a fascinating modern document for the time - so much modern educational theory one reads has its roots in it and it's somehow been pushed aside. Knowledge is not something impersonal but something you generate

The location of a piece of work like this within the school group provides a framework for the discussion. The parallels and the applicability of what is addressed in the paper to the group's professional concerns throughout the year are readily available.¹⁸ Whilst as a piece of academic work it is complete in itself as a contribution to professional thinking it is a rich beginning both for the student and his audience. Perhaps it is less of a beginning than a synthesis

where contemporary concerns guide and influence the selection from past data. It may not only be a personal synthesis but related to the professional concerns within the group during the year. Collaboration and co-operation do not always lead to explicitly joint submissions but only rarely in an effective working group do individuals pursue themes that are unrelated to the concerns of others. If this is the case and within this group there are several examples where Course work enables students to approach contemporary and personal issues from various theoretical positions it underlines the need for school group tutors knowing and appreciating the possible directions of work students are undertaking. In most cases neither more nor less than this is required but without it students are left much as they often perceive pupils to be left to make sense of a disparate and segmented curriculum for themselves.

It is difficult to demonstrate the relationship of one student's course work to the group that they work in for it is part of a cumulative process of working together. Students in their work often refer to other students and Throughout the course students become more confident and articulate about the value for them of the group.

In the next extract which follows the presentation of the paper referred to above SS3 looks at an experience shared with other students in the school.

iii School A 7.5.82 P9 ji

SS3 Thinking of education today, I think this idea of control, this imposing something on people (inaudible). I'm thinking of a IV Year O level lesson and Mr X's voice coming over the loudspeaker 'Any IV year's wearing trainers' and there was a lad sitting there and we saw he had trainers on and his

foot came up and he lifted it up and he took out of his bag a shoe he should have been wearing and slipped it on - within seconds he was sort of conforming and presumably half an hour, an hour later he'd slip on his own shoes. There's a constant struggle to make them behave like that - you see what I mean. It's like imposing something you find desirable which is quite in opposition to what the child actually wants - I find it difficult - I should bring this up to date in the Report.

SS2 I suppose really the place for it now is in multi-cultural education.

M1 You mean in the clash of cultures.

SS2 Well, I was thinking there isn't so much of an exclusive working class culture.

- inaudible - several hesitant 'starts' from people.

SS3 I don't know. I did go on to conclude that the power of the school which they (the Chartists) envisaged - the dreams they had for it - the education of the time, the school never has in actual fact fulfilled that - never has been able to transform people but it was their dream nevertheless to use schools in this sort of way.

His move to the Report and the possibility of coming back again to his concerns suggests the part played by the Report in organising how students develop, clarify and express their way of seeing the school. For other students in the group the point of contact is developed through their own concerns. In the next extract later in the session the classes referred to have been documented in detail in the students' diaries and the understanding they are working for here later finds a substantial place in their own course work but here they are developing and applying the perspectives presented by SS3.

iv School A 7.5.82 P10/12 ki

Res If you look at working class writers' groups,
Tutor school is seen as peripheral, as an interven-
 tion and whether or not school can ever meet
 them. You are getting similar set ups to
 those you talked about, both working class
 and in other groups, as you, SS2, were saying
 with black groups.

SS2 Oh yes I was thinking that - when I was teach-
 ing about education and class to mainly a
 class of black girls and some of the literature
 and this was for CSE - part of this involves
 explaining why it is that working class pupils
 don't do so well in school despite equal
 opportunity and it relates back a lot to their
 family life as you know which in their case
 might be large families, and from poor families.
 And I used to talk to them about it and the
 black girls there felt that very much, like
 school is attacking their family, their way
 of life, that that's not a sign of poverty
 and culture, that's what our families are
 like and you know we've been happy in them
 and they felt that and some of them said that
 they felt their manner of speaking and way
 of behaving towards each other was disapproved
 of by the school - they were thought of as
 bad mannered and it was just that they were
 different and the teachers were bad mannered
 for objecting to their manners. And that
 actual real explicit clash between the school
 culture and the family culture is more explicit
 in relation to black children. I mean school
 has become so institutionalised in the lives
 of the white working class that it's not so
 explicit - they're not so ... inaudible ...
 there's the same resentment, there's the same
 clash, the same imposition and denial of the
 white kids' culture but it's more articulated
 for the black kids - they're aware they're
 able to say it, and to think it. The white
 kids are more reacting to it - not thinking
 about it with that sort of clarity.

Eng I was listening to a tape last night that
 I made with some IV years and we were talking
 generally about what we were doing and I hap-
 pened to leave the tape on and I was listening
 to it last night. The amazing, incredible
 aggression against some particular white
 teachers in that school and I just sort
 of, you know, the hatred 'We'll go and kick
 her' you know for somebody who you
 wouldn't think would command the depth of
 that. And you know they're very clear about

what they presented - the thing that came out was 'She can't say that to us no more' because they're now IV years and what they've taken from the 1st. They were saying one of the girls had a sister coming in the first year and she said, 'Well if she gets any lip from that teacher I'm going to go down and sort her out' and X said to me afterwards because she happened to come in in the middle that that's now that they're in the IV year and they realise they're not going to just sit back and it was quite an eye opener really - I think they say the same things here I think (plays part of tape)

It's only, you know, you think everything's going on very well at that school and it's only when you get an outburst like that that as you say, they can articulate very clearly.

SS2 And they very much resist the sociologists definitions of them as working class. In fact point that the girls wrote - it was a sort of factual essay, on sort of 'discuss the reasons for continuing failure of working class children' - and, well, she first of all distanced herself completely from all the literature 'white sociologists' say - and the last part of it was a long sort of treatise

- laughter -

along and how she felt as a black girl at school and what she felt about the school and there wasn't, I'm not saying it was all logical, it was shot through with contradictions and inconsistencies but there was a definite stance being taken other than that which the literature was giving. And there are some white kids in the class and I don't know whether they're intimidated but I don't feel that they've had enough - they don't identify themselves like that at all - not in the school.

Res Tutor Is it something to do with a political and social identity which is becoming increasingly available to black kids.

SS2 Yes, that's right. That's exactly it - the revolutionary left have never reached the white working class in the way that it has black.

SS3 A sort of black identity.

SS2 Yes that's it, it is an identity.

These observations of experience were the outcome of ^{her own} increasingly informed, focussed and aware teaching. The problems that the particular students work on here were indicated very early in the year and required a combination of both theoretical and practical experience to address them appropriately. The examples which the students give are in direct response to the previous presentation. Indeed the depth of concentration and the location of specific events within a broader framework appeared to be elicited by both the theme of the paper and the concentrated attention which was given to its delivery. It is as if theoretical perspectives themselves became meaningful to members of the group because they have been vital for the work of one of its members. These elements of synthesis, application and willingness to learn from others should not be underestimated for they are regular features of the way of working both between tutors and students and between fellow students. Essential to it is a personal knowledge and trust which is the result of a variety of shared experiences over and through the life of the course.

b) Professional knowledge

The discussion continues and provides examples of the experience around which the professional dialogue takes place and suggests that students as practitioners now have a wide knowledge and concern with the affairs of the school.

i School A 7.5.82 P23/li P24 lii, liii P24/5 liv
li

SS1 and if you don't believe in trainers as an issue I think the detail of what goes on in the staffroom reflects that many of the teachers don't really believe in it but if they were to face what it meant it would be far too difficult and that would be my sort of assumption because they hate it - yet they keep it up and ties and whatever

and again it seems to me to relate to the knowledge bit - some of these sort of teachers who some children may respect because they have the knowledge in packets and they give it out are the ones, are the ones who are very firm about that and that's very much a tentative hypothesis - the two things seem to go together -

Res Tutor The curriculum and the behaviour - traditional curriculum, supporting traditional patterns of behaviour - that's something else I think Grace goes into in terms of what is a good teacher. Then the whole thing as SS3 has brought up is to show how those things were very very intertwined.

SS3 Because in the 19th century the curriculum was much more limited. Teaching the 3r's was really a secondary consideration - regimentation by the sheer weight of feeling in the school. I'm not sure if it isn't now - it is so much a part of the school - I don't know. What do you think?

.....

lii SS1 so we're presenting alternatives which question parents' values and the tensions that we're building up there

.....

liii M1 Hence the school uniform bit, issues I mean where I'm going in Leicestershire is banned - comprehensives don't have school uniform but I can imagine parents saying 'We won't let our child go to school like that' - It's the same kind of tension isn't it.

ii SS3 It's the relation between school and society which I was looking - whether the school can play an important part of, whether society is so much stronger than the school - I think that was the point I was making - I really think human potential is so stifled, shaped by capitalist forces, the needs of industry, the division of labour - it affects people so much I really can't see what the school can do against that background - in terms of individual creativity.

liv

SS2 Look at the school play which was so - actually drew upon the creativity of the black kids

SS3 Yes but I think the main thing about the

school play is why isn't the school like the school play - why can't all this energy go into the classroom not into a one off event once a year.

Res But you probably all find examples - even
Tutor isolated examples - maybe there are bits of school which are like the school play. I was just thinking, Eng, who is the kid you talk about somewhere who spends a lesson with a newspaper he's completed?

Eng Oh that pupil - yes - I mean I don't know, I mean the work he's doing now, it's amazing isn't it. I just put it down to just praising him and encouraging him I just think the teacher who's had him in the past has obviously just treated him as being the lowest of that, you know, telling him it's just rubbish that you're writing I think you can praise a kid no matter what they do. Just be positive sort of to them. The way he completed that newspaper with just a little bit of help from me. He was so proud he'd actually finished something - that was his piece of work - but the thing is they're being taken out into a small group - there's a need for that small group

(talking about remedial withdrawal)

Personal concerns constantly recur - creativity, what sort of force education constitutes in the society, and within those issues the possibility and the strength of good practice. The English students' practice and M1's appreciation of Gerald Grace's book is known to the tutor thorough individual tutorials, and preliminary work on the Reports and can be drawn upon and given a specific focus. This is an example of what one student in the Research Group saw as making a little go a long way for where literature begins to address experience it is often used and re-used.¹⁹ The place of a piece of literature or a set of theoretical ideas cannot be predicted in advance or required of all students for they and the problems they choose to address and the circumstances in which this occurs are too particular. What can perhaps be expected and provided for is the opportunity for all students to engage in depth with educational issues and in

that process realise the possibility for themselves of a theoretical approach to practice.

c) Reflection on own subject

For some students the opportunity to work in depth is taken up in relation to their own subject. This was the case with SS2 for whom becoming a Social Studies teacher meant finding some resolution to the problem she wrote about during her first week in the Institute.

..... Deep down, despite my social understanding and ideology, I think I really only understand traditional teaching/learning situations. It is completely natural to me, and enjoyable, to lecture to a nice quiet class; and I don't fully grasp why it isn't natural to pupils to learn in this way. I sense the resistance to it, I know it is not a profitable method and produces a passive relationship to knowledge and to received authority of all kinds. Nevertheless, I still need to feel my own way into behaving differently. (First Thoughts on Becoming a Social Studies Teacher Oct 1981)

Often the students perceive critical problems, delineate their dimensions and consider how to address them later in the course and sometimes as a consequence of experience and consideration of subject areas other than their own. Here an RE student looks at religions and moral teaching in School A comparing two planning documents - one an RE syllabus, the other a social education syllabus.

i School A 21.5.82 P12/13 mi mi

RE So as you can see, if you're developing children to have moral virtues or ideas from a course with these kinds of aims when they leave school in the V year - if they've taken in any of their religious studies course in actual fact they will have had a very factual teaching and in my - in some senses I'm not so sure that that's the only way you can do it because anything else would be an indoctrination of some sort but as I'm going on further and further I don't think the Religious

Studies syllabus does because I think it confuses the children. From talking to children about things by teaching world religions and then going back to Christianity and the teaching all other religions you are basically in some ways drawing from an idea of a moral society because you are showing so much difference in the Society and unless you are very careful to be very positive the children won't learn that there are different viewpoints and that people adhere to. I think they'll just become very confused and feel that the world has so many different moral attitudes and so many different standards that religion wasn't the place to gain a moral standard. I think it's a very difficult thing in the fact that it's dealing with a belief and I myself feel that I am not always capable of teaching religion fairly in a sense that in University I studied all the world religions and now I'm very knowledgeable on certain ones - like Chinese religions - but I found when I was teaching things like Islam I felt in some ways it was too soon for the children because I did have children who were Moslems in the class and I think the difficulty is that you hurt them in some way because whenever we look at Muslim religion something like Islam, we look at it through Western eyes and I think in a lot of ways we harm them, we spoil them because we look at them from our own point of view and I don't really know whether we should teach children religion in that sense. I think it might be better to teach world religions in the sense of perhaps looking say sociologically or geographically even - looking at societies and the way other people live, seeing religion as an integral part of society rather than on its own. I mean that's the way I've thought about it as I've got more confused about treading on children's toes and I'm also aware of having a religious conviction that however I teach them I'm teaching it my way.

Eng It's such a personal thing isn't it.

RE Yes and I know often my viewpoints are slightly different to Head of Department's and I think as the children get to know us they see that we, not disagree, but that the way we approach things is different - I think it's a subject that perhaps needs a lot more thinking about than some others - whether it really has a place - perhaps in the classroom when children had to learn catechism, various religious tracts and moral viewpoints from the Bible, then it was serving a purpose but now I think it is very much just confusing.

There are many unresolved issues in what she says and when she says that it's a subject that perhaps needs more thinking about than others' she echoes a frequently expressed and strongly held belief of RE tutors in the Institute as well as RE teachers. And yet many of the issues arise and may be addressed within schools as well as within teacher education outside the confines of subject method discourse. Transformations are not only effected from within the parameters of subject, they take place in a social and political context and no where is this more true than in an inner city comprehensive school which for this student has generated essential questions.

In the next extract which also refers to the social and political background of pupils the students have been looking at language learning with the English student informing them from her own subject and departmental perspective. Throughout the account are examples of children's writing and talking which come from classes she has taught herself and worked in with her head of department. The students listen to a piece of tape from one of her classes where the students both talk and write in dialect.

ii School A 14.5.82 P17 nii

Eng I think they really got the idea that you can be thinking something very different from what you're saying and that's one way into it - just letting them write - she can obviously write quite well in standard as well as dialect forms.

SS2 If children write in dialect then they must know the conventions and therefore see dialect written. I mean there are things in school like Linden Kwesi Johnson's (1976) collection. Do you see what I mean? There's a notion of convention that this child has surely - must have done it before lots of time to do it.

SS3 There is quite a lot in the department.

Eng Well X said she hadn't done anything with them on that before so I don't know what they'd had before to be able to write it. I think Johnson did come to school didn't he

There is a sense in which the discussion is moving from an account of good and skilled practice to suggesting social and political dimensions that impinge on this. Recognition of the social identity that inner city children have and bring to school is a difficult task for students whose own personal and educational background is far removed and yet it is professionally and personally essential. The need for such awareness sometimes comes when as here they experience a gap between what they have to offer and the pupil's willingness or ability to receive it.

iii School A 7.5.82 P26 oi

Eng One thing last weekend I noticed on the Duke of Edinburgh award thing I've been on two of them, one with the V years and one with the IV years and the first time X commented that there were 4 West Indian kids at it and this time there were 12 and only 2 West Indian kids, a girl and a boy. And the one West Indian boy who came was very quiet, very much in the shadow of the white boys. I thought this is twice now I've seen that, so I just sort of mentioned it to X, Y and they said a lot of the West Indian kids feel that it's not their scene - it's not the thing to do - it's a kind of middle class kind of activity

She may take the problem to be one of making the activity more attractive but this is limited unless it goes with knowledge and understanding of pupils' personal and cultural background. In her Option course work English takes this up in looking at adolescent biographies generated in and out of the classroom as a way into knowing and understanding.

This was an important exploration for her at that time influenced and supported by members of the group.

d) Reflection on other subjects

When colleagues from different subject areas work together on teaching particular subjects what might otherwise be taken for granted within the subjects is available for discussion. Here students are discussing the relevance or otherwise of parts of the curriculum to each other and life outside school.

i School A 14.5.82 P10 pi P10/11 pii

Res I mean they're ideas about learning,
Tutor aren't they - powerful ideas.

M That's what I think, yes.

RE - but when you think about it, then work cards
which are busily applying it to real life
- well, I look at the ideas - working out
certain problems by imagining logs but when
you think about it not all that many children
will sort of have seen that manylogs piled
up in certain shapes.

M1 What ~~this~~ man (talking to Maths Method Depart-
ment) was saying was he is very annoyed at
teachers' attempts to bring Maths to the real
world in a way

Res I'm not sure how far in SMILE it was an aim
Tutor to relate Maths to the outside world.

M2 I don't think that SMILE does that all the
time - the point of everyday Maths is that
it's for less able kids - non-exam.

M1 Yes, that's why it's developed - it is for
kids who didn't do any exams - to give them
some interest.

M2 A lot of those schemes seem to be for non-
exam streams like the Social Education courses
- sort of everyday Maths in many ways and
it seems to start again whereas SMILE is more
- I think it tries to relate to real life
in the beginning but as it goes up - I mean,

- if you're going to study Mathematics, you're going to have to learn how to abstract - you can't fit everything in terms of taxi drivers.
- SS1 But if you can't understand it - what's the use of doing computations in the abstract.
- SS3 - It seems to me that if you can understand it -
- M2 Well, can I say SMILE starts off that way but I think with the everyday Maths it's aimed at kids that haven't understood it. He did say it was an IV and V year course.
- Res Tutor It is parallel, as you say, to things like Social Education and the sort of situation that Peter Medway's talking about but doesn't that relate to the places where it's easiest to have spaces created in school for doing new things are with kids the system in some way has written off or failed or whatever - that doesn't necessarily write off these attempts as being of educational value - it's an odd thing about working for change.

The possibilities and practice of curriculum relevance to pupils' life outside school has quite distinct histories and patterns of development in the various subjects. The cross fertilisation which can occur often constitutes real and genuine learning for students. Sometimes it is easier or more appropriate for the learning to take place outside one's own subject area and this is often the value of participation by the whole group in a shared curriculum activity.

In the next extract the active involvement of students in teaching and learning each others subject areas has interesting consequences.

ii School A 14.5.82 P8 qi

- SS1 for instance, in Maths - it's the first time in my life I've ever thought I could comprehend Maths and it does relate to English or Social Studies or what you like so far as I'm concerned.

Here the social studies student talks about teaching a maths class through the year. During this time one of the maths students had taught integrated studies and the other participated in a sociology class throughout the year alongside other students. The integrated studies course experienced, observed and reflected on throughout the year is an area where the students can look at language and learning.

iii School A 14.5.82 P6 rii

- SS2 the thing that struck me most, trying to work within the given situation like the students in Integrated Studies was how you could use - as he (Medway 1980) talks about kids' pre-scientific feelings and knowledge about things as a way in the subject.
 But it's very hard when you're teaching kids concepts about a society, it's very hard to know what the children understand by it - that they haven't just learned the words you've taught them to describe it - (inaudible) that's where a more subjective treatment felt right
- Res Tutor As Integrated Studies looks like a sort of space where some of this could be going on and yet obviously people who've worked there are not convinced that that's happening and nor have they been able in their own practice to do it, I just wondered -
- SS3 The potential's there - it can happen - I felt as a student I wasn't able to do what perhaps a more experienced teacher could do - which perhaps can be done in Integrated Studies.
- SS2 I don't think it's just that. I think that there isn't as much talk within the department - as there might be - the teachers are writing lots of materials and going off to do it on their own and whole sets of ideas are missing? (tape indistinct) I mean there isn't a lot of real deep talk about what's actually happening in the classroom.

There is a balance here between one's own practice and other teachers' practice that has been read about and considered and the departmental

and school context in which their own practice occurs. A mature and knowledgeable consideration of such factors can occur when students look back at their own practice and try to clarify their own professional directions. The extent to which individuals, departments or schools are receptive to ideas about teaching and learning will shape the young teacher's working conditions. Students in the Research Group demonstrated how organising their views on their teaching practice school helped them clarify their ideas about the way they would want to work in schools.²⁰ For E80 such considerations were amongst the most important things he took from the course and for him and members of the Research Group as well as the students here the production of the Report and its discussion were critical in requiring and enabling synthesis to take place and professional direction to be consolidated.²¹

e) Reflection on curriculum development

Finally this section examines the students' involvement with wider curriculum issues. The Alternative Course has in all of its schools tried to involve school groups directly in integrated or innovative areas of curriculum, recognising that they produce professional discussion and debate in which students can profitably engage. In the following extracts the concern is with the aims of education. The RE student is drawing together the previous week's lecture, her reading on the subject and focussing on two areas of development in the school - a proposed Social Education Programme and a new RE syllabus. By this time she has available copies of syllabus and has shared with students and staff discussions about the proposals. Once again the personal dimension is important suggesting that educational issues may be most usefully taken up when the personal, professional need

is there. The tutor's capacity to identify and provide the necessary guidance can only develop with adequate knowledge which is provided within the group.

The student begins with a resume of the relevant points from the lecture and John White's book (1982) and she goes on to state the relevance of these considerations for members of the school group and herself.

i School A 21.5.82 P2 si

RE What I thought we really ought to go on to consider in the sense that we are already discussing School A, rather than sit here and try and make up our minds about aims was that we should consider Social Education and the RE courses and consider whether we think education is really socialising children and preparing them for a society or are we educating them into knowledge and which is most important - perhaps we ought to consider. This is my problem at the moment. Whether RE is teaching these virtues, moral attitudes. In actual fact I don't think it is - perhaps we should consider if we are going to teach moral attitudes that they are taught across the curriculum in all subjects or in a subject like social education - in the very broadest sense or RE goes back to purely moral teaching.

What is interesting here is how an important problem for a particular subject specialism can be addressed from a wider perspective which takes account of the rest of the curriculum. This is only possible when students have such experiences readily available. The discussions that they have observed and participated in about the establishment of the Social Education course have been particularly valuable here, expressing, as innovative proposals so often do, the explicit and implicit forms of the curriculum. It is by working close to and with specific reference to this knowledge that the ideas of educationists can be related to curriculum planning and practice.

ii School A 21.5.82 P4 ti tii
 ti

SS2 I think if you're writing a book about the aims of education and you do raise the conception of the citizen right at the centre of what you're talking about should be the model of society that presupposes

.....

tii SS2 you're talking about teaching in particular kinds of schools where most of the problems which face the child - you're talking about the individual, stem directly from their social placement in society and it seems very abstract to me to talk about enabling a child to be aware of others as an individual without their specific situation being right at the centre of that when you're working at the level of working class schools - as we have been. I think School A is a school which would actually follow that sort of idea - it does treat children as individuals - in practice in the HCP (Humanities Curriculum Project) classes I went into there was never any attempt to locate the children at all within their class or race. In practice it does become exploring the children's own individual sense. I haven't read the book so maybe he does pick up on those themes. I don't know but if you compare him say with someone like Searle which is at the opposite extreme you can see the difference as to what actually in practice will come into the classroom.

The comments made by SS2 stem directly from her concerns as a teacher, concerns which she will articulate more fully in her course work which drew directly on these discussions later in the course. Once again the school group at this point in time is enabling students to penetrate more deeply into their own practice and to synthesise their ideas about it. The themes they are working with tend to be perceived more generally and this enables new perspectives to be applied. This is particularly the case when, as so frequently happens, several members of the group are working in areas that are connected.

iii School A 21.5.82

SS2 You see exploring with the children what their situation is involves a relationship between the teacher and the pupils and the way the teacher sets things up is going to have a great effect on what the child is able to explore - what they feel able to bring into the class. I mean I think in a practical world that's true, maybe not in an ideal world. In a practical world it's very hard to get that situation. You can't ever get children to - you have to feed something, haven't you, in to stimulate the child

RE There's always going to be a certain amount of indoctrination - if you take these aims then everyone's going to see them in a different light even if you agree with the aims of what people are going to be like at the end - you're never going to get there because everyone at the beginning has a different viewpoint of what the virtuous person is.

School A 21.5.82 P7/8 tiv

SS2 That's what I mean - what the teacher brings - like what he thinks the child's identity is and what education should do with identity. I think the conflict will be very big amongst teachers who nevertheless would agree on John White's aims -

SS1 Yes, one step further back - Chris Searle (1975) coming to the classroom with that topic some people would say that's irrelevant to the exams in three years -

SS2 Well yes, that's quite another thing, isn't it.

SS1 It's the decision of even to talk about the Falkland Islands because that's irrelevant. I mean I can't imagine in School A anyone thinking it should be in say III year history. The way that's presented I would think there would be quite a lot of conflict, discussion, dialogue of how you present the Falkland Islands between say History and Social Studies and the English teachers for that matter. So isn't it when you get to that level where the debate starts in a way.

The issue of pupil identity is a live one for several of these students. Four of them at that time were researching and writing on aspects of the theme. It is perhaps no coincidence that teaching difficult areas, often essential ones for student teachers requires the confidence that comes from their teaching experiences. Equally important they require distance from the experience to give a quite different attention to the nature of the children they teach. In the next extract the pressure of time is quite clear and it is often such pressures that are used to justify the dismissal of theoretical work as irrelevant to the main task.

iv School A 21.5.82 P8/9 vi

- Ss1 because the real question for us going into classrooms twenty-five times a week is what we're going to take into it and does it help us, do you think he helps work out what we're going to take in.
- SS2 I think in details of how you relate to people in schools it's helpful - concern for each other and so on is helpful. (Refers to White 1982)
- RE That's right.
- SS2 But there again in School A, it does clash with exams and things because it's only a partial answer to what the aims of the school are.
- Res
Tutor He would say if you leave it alone - if you don't consciously think about it as teachers whether in relation to your own subject or much more generally, it's going to happen anyway as it's always happened in school anyway. It will happen by default - there will be aims there and there will be definitions.....
- SS1 I start with the individual - not because it's the most important but it's slightly easier - if we can't talk about the individual then how can we talk about society - I think I'll put the kettle on -

These are very real pressures and what the school group does is to find a way of responding to them without abandoning the commitment to developing a wider and more informed perspective.

SS1 has seen quite clearly the effect of such pressures on herself and on other teachers but the members of the group are quite adept at dealing with issues and tutors in their own way. This is an important and regular facet of Alternative Course work which to an outsider can be seen as a strong sense of group identity, of rhythms, of working that have been evolved over time. The tutor is, of course, a part of this but by no means by this point in the course the central figure on whom the group's work depends. They move the discussion on over coffee to the more accessible and documented aims of RE and Social Education. The aims of the proposed RE syllabus, are outlined and considered in relation to the students' idea of RE teaching and the practice in schools. The students are quite aware that the content referred to is not necessarily restricted to RE.

v School A 21.5.82 P8/9 vii

SS2 One of the things that's interesting is the Social Education and RE ideas were being developed separately by different people in the school and there wasn't an overall policy at all. It was just chancing their arm that Social Education - hoping to persuade people.

Res Who is it who knows about the origins of the
Tutor Social Education programme, is it English
 or RE?

Eng We both do - I remember back in the Autumn Term an English Department meeting where the subject was brought up and the immediate reaction from one member of the department was that she didn't want to lose any of her English periods - I think the attitude was not wanting anything to do with wishy-washy subjects like social studies - so there was

a lot of resistance even back then but what annoyed me was that people who resisted didn't go on the Social Education weekend. I felt it was so good - you came to understand so much of the course and yet you came back and then you get people who didn't go putting up all those obstacles.

SS1 The actual exercise itself emanated from the look at total curriculum across the school - and there was a sub-working party who did preliminary work for the weekend - inviting the whole school staff - as it's meant to be a part of a much wider view and I don't think we've heard much about the other current.

Here the process of curriculum development and change locates itself in the politics and organisation of the school and whilst the students may not be absolutely clear on the details they are clear about the context of the debate.

vi School A 21.5.82 P15/16 vi

Eng With the Social Education course were they planning to have RE lessons separately or was it all in Social Education.

RE Their idea was that if you teach Social Education there won't be RE in the IV and V year so if this gets passed there won't be RE all the way through but the way things are going at the moment - it's more likely to be RE.

SS2 What about HCP?

RE The idea in future is the HCP lesson that they have will be an RE lesson - there is evidently quite a push for School A to go back to an eight lesson day because then they could get in more RE.

Res You are getting some amazing examples of what
Tutor Holt was talking about this morning - that decisions about the curriculum are timetable ones

Finally towards the end of the session the link is made between curriculum decisions in school and the wider political arena with its proposals for curriculum and examination.

vii School A 21.5.82 P21 wi wii

Res but it seems to me to be the sort of
Tutor area you are all going to be involved in -
 so don't be surprised if Social Education
 under whatever name becomes the sort of thing
 you find yourselves arguing for and against
 over the next few years. Does that make sense?

SS1 but what I think you're saying or what
 I certainly would believe is it's the space
 that matters so we waste a bit of time if
 we can't recognise that what we want is the
 space

The students themselves have been involved in the political process as both committed participants and observers. They have experienced the virtues of both commitment and detachment and the skills and attitudes they have developed have depended on both. The same could be said for the school group which has been the forum for so much of this work providing closeness, support and security as a basis for professional development.

CHAPTER EIGHTThe Summer Term

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CHAPTER NINE

CONCLUSION

The Development of Teacher Education: Towards a Theory and Practice of Partnership

In the conclusion there will be a reconsideration of the four major focuses of the research in the light of their relevance to the planning of initial teacher education. This involves moving from the particular form of practice which has been the subject of thesis to comment upon its desirability and its consequences more generally. The focus is upon aspects of partnership for it is here that understanding of experiment and alternatives are vital in relation to anticipated change.

Responsive Structures

The School Group

The weakness of the structural link between the training institution and the school in initial teacher education was the situation that pre-dated both the Sussex scheme and the Alternative Course. As Patrick et al (1982) have demonstrated it has remained despite challenges (eg UCET 1979) and it is now the focus of official demands for partnership (DES 23/84). The weakness of the link and the divisiveness of present practice was discussed in relation to the Leicester research discussed in Chapter One. Commonly, individual students are placed in schools at a distance from the institution for non-continuous blocks of time. Schools may change from year

to year and so might tutors and the nature of the tutor's supervisory role emphasises individual contact with student and classroom and leaves little time and spells out no rationale for wider and sustained contact with school and department. The only link between theory and practice may be what the individual students carry in their own heads. It is then of little surprise that the lesson becomes the focus and that strategies based around this limited practice are paramount.

The priority for change has to be the structural relationship between school and training institution. The relationship has first to be relatively permanent with an investment from both sides in the possibility of building up knowledge, skills and ways of working. To enable this to occur there should be regular contact over time between school and training institutions as well as throughout the PGCE year. In place of the solitary apprenticeship model comes a group of students and a tutor who within any year as well as over a number of years create and are given a recognised place in the school. Regularity of contact is important for this group throughout the school year so that experience can be developed with individual and small groups of pupils, whole classes and teachers. Familiarity with courses or curriculum ideas on a weekly basis does place the students in a position to observe and be a part of growth, development and change in the school. These processes are at the centre of the learning process and fundamental to the nature of learning institutions. For schools as for any institution development and change are long term goals and possibilities and the continuity of contact of tutors with a school allows them insight into this long term process which may then become a part of the learning of both tutors

and students. The learning here is both personal and institutional for over time individual teachers may move and certainly changes take place throughout the institution.

A limited departmental and subject focus insulates the student group and the training institution from such changes, with not only lost opportunities for participation but also a loss of learning about the inter-dependence of institutional elements and the capacity for change that exists within the institution. The school group should be a mixed subject group with two students from each subject wherever possible to allow the depth of subject focus and student support which is essential but equally to facilitate cross curricular participation and understanding. The school group tutor works alongside the students in school in a variety of ways related to his or her own expertise and interests as well as to the opportunities afforded by the particular school. The central activities of the group give opportunities for learning at a variety of levels - school, classroom, group, individual, subject, curriculum and pastoral, for example.

It is the group which is important here, for whilst each individual cannot personally experience everything, the variety of individual experiences can be made available within the group. Direct experience is a central component of the way of working but of equal importance is space to reflect upon, to plan and to broaden that experience. The school group seminar is given a formal place in the activities of the school-based day and its inclusion in the student's formal timetable not only creates the space but helps to establish the students as a distinct group of learners in a school who require formal opportunities for learning with and from teachers as a basis for their own effective participation in the school.

Repeatedly in the research students commented upon the pressures upon staff that too frequently resulted in student needs being unarticulated or unrecognised. For staff and students time and discussion have quite different meanings and the sharing of the seminar space may go some way to allowing those meanings to be understood and worked with. This is not a pattern that stresses induction and explanation prior to experience which frequently characterises communication from the school to the students in its care. In place of this a structure is required which stresses the complexity of the students' contact, their need to become a part of the institution and from there gradually to increase their understanding. This understanding will be built up from an increasing range of experiences and reflections which may change in focus and in balance but which in its entirety should become a part of the student teacher. A wide ranging knowledge of school is essential to professional competence and practice and should form a basis for further development and education.

A model for initial training could extend and elaborate what has been said above with little reference to the training institution, and this is what commentators often have in mind when they talk of school-based teacher education. At in-service level both the practice and the rationale has been forcefully argued and it is probably no accident that such ideas are persuasive at a time when whole school policies and local initiatives are seen as vital (Asthon et al 1983). This is not the place to argue the potential conservatism of such an approach but its widespread implementation would result in far reaching shifts in power and control within teacher education. Its institutionalisation would affect both the knowledge base that teacher

education rests upon as well as having implications for the development of school knowledge.

Responsiveness of structure to school and training institution

In the Alternative Course the creation of responsive structures was the basic task and responsiveness to school did not imply a rejection of the training Institution. The presence of the group in school along with the tutor on the school-based days prior to block teaching practice brings the Institute into the school and it is the tutor's responsibility to ensure that the group is responsive to the concerns and strengths of the training institute. Here the tutor's capacity and concern to relate theory and practice is paramount whether the tutor is an 'education' or 'subject' member of staff. During the life of the Alternative Course both have been school group tutors. Subject tutors by and large are those who have extensive contact with students in school and insofar as that responsibility is not shared with education tutors and whilst education work is primarily located in the training institute the pressures mount for the separation of theory and practice. One way of breaking through this is to recognise all practice as implying a theory and thereby all practitioners as theoretical. The task then becomes the rendering explicit of the theories in use and the exploration of their consequences for practice. Initial teacher education then has as much to do with and responsibility for students' theoretical as with their practical development. These are both concerns of the school group tutor. It is this dual commitment that requires that the school group also has an existence within the training institute with realistic access both to educational theory and to practice.

The basic innovation in the Alternative Course was the school group and in the research this group has been seen at work in the school and in the Institute. It was seen as the forum for other parts of the PGCE where subject method, education courses, options, school were all represented in the work of the group. It is small enough to provide face to face and continuing support for its members. Since it has an existence throughout the school experience and beyond those times when it is specifically convened in the school or Institute it can be responsive to its members needs as individuals. Frequently in the research this aspect of the group's life was referred to and it is perhaps the extensiveness and nature of its contact in non-formal settings that enables the group to define its own purposes in the more formal settings. Whilst the character of individual groups varies within and between years a relatively continuous element seems to be the group's encouragement and support for the interests of its individual members. The school group with its tutor is central to areas of PGCE experience which conventionally are separated, for example, teaching practice and written assessment. Discussions in the Research Group suggested that assessment tied to specific components of the PGCE was unhelpful and students found it difficult to make such work serve their own purposes. Once the written assessment is anchored within the group which is already based on teaching practice allocation and explicitly relates to all aspects of the student's experience, the group and its work is given central importance in the PGCE.

This group provides a balance and a challenge to the pre-eminence of the subject method group which was demonstrated in the Leicester Research as a common fact of life in PGCE work. The natural tendency

for subject method departments is to develop explicitly, or implicitly both a theory and a practice (Burgess in Meek and Miller, 1984). Insofar as it is based on their subject and professional concerns and especially if it is developed in relative isolation from work in schools it may be unreceptive to areas of importance which may be the proper concern of PGCE students. In the research school groups were shown exploring the subject method orientations to wider social and political issues. The possibility of such work is arguably the result of the composition, duration and location of the school group in the PGCE. The school group at its best gives students a distance from ^{and} a space to look at their method department reducing the pressure to opt in or out of particular theoretical or political formulations of practice that otherwise might occur.

Without the school group the subject method group carries an undue and somewhat artificial burden of PGCE work based as it is on the tutorial group with a responsibility for and link to practice. Subject method work often has advantages of continuity denied to other parts of the course but within schools many key issues cut across departmental boundaries and therefore school group and method group are essentially complementary.

Size is probably less the issue than location and function. Single school groups probably have an optimum size influenced by internal school considerations but combinations of school groups can work effectively together and within the Alternative Course as many as five schools are represented in a single method group. Flexibility and space to develop appropriate grouping are all important and the involvement of students in discussions and decisions here is an important learning experience itself. There is little hope that

students who themselves have not experienced a variety of ways in which groups can be organised and the consequences of such organisation will become convinced and knowledgeable practitioners and this opportunity should be offered within the PGCE.

Responsiveness of structure to PGCE course

At the beginning of this section responsiveness to the generality of PGCE was stated as a necessity and this requires further explanation. If it is accepted that subject method departments like their counterparts in schools are in their practices every bit as 'theoretical' as foundation departments within the training Institute then the theory of education cannot be seen as the prerogative of particular groups of foundation disciplines or courses. A joint commitment to conventionally separate areas of work is required. Staff need to be constantly aware that their separation is an institutional if honoured construction that may change like other educational and social constructions. However they may constitute formidable obstacles for new ways of working whilst they remain separate. This point is made by Paul Hirst when he discusses the development of his own views.

The adequate formulation and defense of these (principles for educational practice) I now see as resting not simply on appeal to the disciplines but on a complex pragmatic process that uses its own appropriate practical discourse. (Hirst 1983 P26)

The school group's existence in the Institute tied not to a particular course but to a school was the setting for responding to the generality of students' PGCE work. Consistently anchored to specific

schools, to particular subject departments and with students able to plan their involvement in Institute courses in relation to their developing concerns the major limitation is time. The research suggested that time was a vital factor particularly the nature and balance of time in school and time in the Institute. When the balance is tipped by immersion in block teaching practice then the tension which Lacey (1977) sees as inherent in professional socialisation may be resolved for the students by rejection of the training institution. That such rejection is a common feature of PGCE courses should lead to fundamental questions about the efficacy of different forms of practice.

Horizontal patterns of course organisation which the Leicester Research showed as prevalent are associated with the location and duration of courses that make up the PGCE. In some cases it may only be the subject method group that persists throughout the PGCE year and where the teaching practice period is five days a week even this is not the case. In the Alternative Course the school group persists, meeting weekly in school throughout the year. This gives continuity and makes possible a developmental and future orientated aspect of the work which is important.

The role of the university tutor

The school group tutor has the responsibility for integrating the school and training institution and for enabling the group to come to terms with the PGCE as a whole. This does not simply mean that one tutor becomes responsible for the students learning in every area of the course - subject method, education, foundation and curri-

culum studies or whatever the particular institutional combination of offerings is at PGCE level. Rather it means that the tutor must be prepared to consider the relevance of all the elements of the course for the particular student and the group of which they are part. Ideally this is a two way process with the school group able to adapt to developments in various areas of its members' work and able to influence that work through its experience and needs. In the research the school group as the forum has been focused upon but insofar as those staff and students are involved in other areas of the course changes in these are likely to follow. In the Research Group it was suggested that once membership of school groups is widespread through a particular subject method department then its courses undergo change.

In important senses the tutor's role is wide ranging and brings with it negotiations with colleagues and initiatives for changes that are quite distinct from the more familiar practice of demarcation of courses and of responsibility. The barriers which exist in those practices are both institutional and personal for 'expertise' and 'strength' are seen to grow out of long service and experience within those division that now need to be crossed. Taylor (1983) delineates the problems but once recognised there is no inherent reason why new and necessary forms of expertise and strength cannot be developed alongside those which already exist. Once developed they may serve other of the Institution's critical purposes and ways of working particularly the nature and organisation of advanced and in-service courses for teachers. If partnership is to be made meaningful in teacher education then it must permeate professional thinking and practice at all levels.

This becomes clear in considering a further aspect of the role that is concerned with the care, support and guidance of individual students but which utilises for these purposes the possibilities presented by the school group. In some ways initial teacher education has traditionally provided support for other modes of working. The Leicester Research made it quite clear that 'care' and 'support' were essential features of the subject tutor's role. If the school and Institute are to be integrated so that sense may be made of the PGCE as a whole then the total course experience and response of individual students becomes the concern of the school group tutor. This responsibility may be shared with other Institute tutors and with teacher tutors and the school generally but it is a responsibility which is broader than that which is common in PGCE courses. It extends beyond the PGCE insofar as previous experience and future plans have a rightful place in the PGCE year. New skills are required not only in relation to students experiencing difficulties as staff suggested in the Leicester Research (1982) but for working with all students. The sharing of responsibility for supervision, support and assessment with another training institute colleague and with a teacher tutor in school requires quite different expectations and negotiations than those required when that responsibility pertains, as it has conventionally done in the university sector, to one tutor.

Whilst the small group influences all of this, in itself it requires new modes of working, new skills and understandings and these may be unfamiliar to tutors whose expertise is regarded as the transmission of knowledge. The discussion in Chapter One indicated how widespread this practice is in teacher education suggesting how much

nearer its practices are to those of the university than to those of the enlightened school practice it so often advocates. This is a serious concern, for repeatedly in the research, it was indicated that the student's previous experience had been very different from that expected on the Alternative Course and some students found real difficulties in operating and learning in small groups. And yet personal experience of alternative modes of learning is vital for young teachers who need to learn how to communicate and work effectively with staff both at departmental and school level as well as to be skilled and versatile classroom practitioners. It is likely that it is the experiences of modes of learning that is vital for students and for staff. From new modes of learning particular forms of knowledge will emerge with an emphasis upon synthesis, application and interconnection. These are not the academic nor the pedagogic stock in trade of university tutors but they are increasingly what they and their learners require. It may be, as Salmon says, that "ultimately, perhaps, we all learn and develop through experiencing jointly with others the possibility that we could develop" (Salmon 1980 P15). If this is so then tutors learn and develop alongside their students as do others involved in the partnership.

Role of the teacher tutor

A sense of development is required when the changing role of the teacher tutor is considered. This is an area where Alternative Course practice has been extended and is likely to change considerably in the future. The extent and direction of future change despite the official exhortations must however depend upon financial provision and related organisational changes in schools which go

quite beyond the power of training institutions. The future which is envisaged is one where partnership must partake less of goodwill and more of statutory obligations and rights. What is referred to here developed from goodwill and concern but any advance was and had to be predicated on the knowledge that any requests may constitute an imposition and therefore cannot be lightly made. The Leicester findings discussed in Chapter One underline the problems for there, despite most students being allocated to a teacher with some special responsibility for students the central role of the university tutor in the school remained unchanged. The Sussex Scheme despite financial provision and negotiated school and local Authority arrangements still found that the part of the scheme which anticipated teachers working alongside university tutors and students at the training institute failed to develop. Both indicate the very real difficulties that stand in the way of change. Within the Institute the visiting tutor scheme pre-dated the Alternative Course and was located within subject method departments. The tutors were chosen because of their expertise in relation to subject. The scheme operated and operates very differently between and even within departments over time related both to the practice in the method department and the possibility that particular schools have to release staff to work with students in school or in the Institute. Within the Alternative Course once the students were regularly in school the group required a teacher tutor who could also relate to their non-subject specific concerns and who could locate them more widely in the development of the school. Beginning from the appointment of visiting tutors who were clearly involved in the group's non-subject work various forms of relationship evolved which suited the particular school, visiting tutor and the group. The inadequacy of the single

subject or indeed specific curricular interest became apparent, for too close an identification of the group with an interest or area could preclude involvement in other areas that might be of particular concern. The school group is concerned widely with the school and although its members see themselves as potential teachers of particular subjects there is an underlying assumption that this involves broader explorations and considerations. The student teacher requires a view of the whole school within which to establish his or her own place and the teacher tutor can contribute to the development of this in a way which is much more difficult and perhaps impossible for the university tutor alone.

Relationship of roles of university and teacher tutor

It is essential in moving to partnership to be clear about the relationship and distinct roles of the university and teacher tutor otherwise the notion of partnership may slip into excessive concentration or duplication of effort. The school group tutor knows the school group and the variety of settings which inform its work. In the initial phases of a group's contact with the school he or she is unlikely to be familiar with the range of subject departments and other areas of practice and development in the school which may be the concern of the group. The teacher tutor may not have total knowledge, indeed who within a school might have, but they have a working knowledge over time which provides much more than a map of the territory. This raises a question about the position and status of the teacher tutor in the school for it is obviously the case that the Head, Deputies and staff of considerable experience and seniority are in a unique position to 'know' their schools. But their knowledge

may essentially be concerned with getting things done rather than understanding both what is and what lay behind it which may directly be concerns of the students. The two kinds of knowledge may not be incompatible and student teachers need to understand the role and contribution of policy makers but to see the school predominantly from this perspective is to miss the dynamics of change with its resistances as well as its forward movement.

The research shows students working with varieties of knowledge and perspectives on the school often presented by school staff within the school-based seminar. It also emphasises the time and space which is required for working on and with what the school itself has to offer. It is the teacher tutor in consultation with the university tutor and school staff who can often meet the group's needs from within the school, His or her working knowledge of the school and its staff is vital and teacher tutors may have this from their own involvement in introducing or furthering developments within . This may point to the selection of staff in school who are concerned with changes for the experience of fostering change brings with it pressures that are common across institutions.

Such pressures equally concern students and here it is a concern with the process of change that may underlie productive working relationships between students, teacher tutor and school group tutor. One possible direction for such change has been fully documented by Stones (1984). It is clear from his account that commitment to quite specific change is basic to the way of working he proposes and that the basis of the change proposed has its origins in higher education.

In the Alternative Course no such assumptions were made about the specificity or the origin of changes. It may be this that has enabled the training institutes to respond to and learn from the experience of the school.

As the year progresses the teacher tutor and other teachers develop a working knowledge of students in the classroom and the subject method connection becomes stronger. With a wide base from which to support and help students evaluate their work in the classroom a logical next step is the involvement of teacher tutors in the formal procedures of assessment and selection. It is assumed that changes in both are necessitated by the shifts which are proposed. The teacher tutor is central to a pattern of work that tries to integrate and provide coherence. Within the school and with reference to coherence the teacher tutor's position is analagous to that of the school group tutor in the training institution. He or she is, within the institution, in a position to develop working relationships with a variety of subject departments or other areas of the school which are necessary for the student's ongoing work in the school. In the research students often showed real anxiety faced with conflicting views about their role, their performance and their assessment. The consideration and establishment of elements of common practice or continuities and understandings across the school is as vital as it is within the training institution and the teacher tutor's role is central. This conception of the teacher tutor's role is one which moves from responsibility for specific students within one's own subject area to one which includes increasing the awareness of colleagues - generally in the school to the needs and possibilities of working with student teachers. It is a wide notion

of partnership not of isolated contexts within school and training institutions but of each as widely as possible. Continuity over time is an important feature for once expectations begin to change then possibilities for practice need to follow.

The partnership between the teacher and school group tutor is basic for at all stages their negotiation is essential and it is within their relationship that the distinctiveness of the contribution emerges. It is equally clear that without the possibility for the establishment and extension of such a collaboration the idea of partnership will founder. What is required is less exact specification, than space to develop new forms of practice, to consolidate and to evaluate them. Nothing has been said here about the possible role of the teacher tutor within the training institution and this is deliberate. Within the Sussex scheme it was found to be the most difficult aspect to put into operation which whilst that may reflect constraints of time and money may also point to a distinctiveness of function that is an essential element of partnership. Equally it may reflect institutional pressures within schools that even the best intended schemes of partnership can do little to effect. This may be even more true in the present economic and educational climate.

The Sussex experience points to a relation of initial and in-service work that may be a logical and desirable outcome rather than an essential starting point. Broadly based relationships between the school and the training institution are required in anticipation of future developments as well as by the immediate necessities of the planning and implementation of initial courses. Nowhere is this more pertinent than in consideration of the relationship of initial teacher education

and support during the probationary year.

Pedagogy and active learning experiences as the base of the PGCE

Considerations of pedagogy follow those of structure and personnel as they did in the development of the Alternative Course. It did not begin from the development of new syllabus for the PGCE course rather with consideration of its location and its ways of working. The present diversity of content reported by Patrick et al (1982) reflects the diversity of institutions involved in teacher training, the subject method courses they offer and their staffing. In Chapter One it was suggested that such diversity should be recognised and perhaps extended taking account of such features as student population and characteristics of the local community and schools. As a feature of PGCE organisation diversity could constitute a strength which is not indicated by the uniformity of the recommended criteria (DES 3/85). Alternative Course development involved considerations of structure, integration and cohesion and saw them as prior to the selection of content. The focus now turns to the practice of this in the course itself.

Active experience refers to the value of what the students experience for themselves in their learning. This is not to make an a priori split between what happens in school and what happens in the training institution. The Leicester Research raised doubts about the capacity for either environment to provide active experiences in a planned context of learning which is the essential element. The approach to supervision developed and reported by Stones (1984) suggests the rich possibilities that are afforded to tutors and to students when active classroom experience is approached in a planned and rigorous

manner. He shows that the consequent learning experiences are highly valued by students and indeed by staff. Underlying the guiding protocols that inform this work with students is the assumption that the behavioural changes required are fundamental ones. The protocols provide initial support and guidance and signify clearly to students the possibility of professional change. His work shows the value of working upon and with active experience in the PGCE but while it points to the extensiveness of change its own focus is on only a partial if essential aspect of PGCE work. The high value accorded to teaching practice is general throughout teacher education echoed by students, university staff and teachers. Too frequently its value is asserted at the expense of other aspects of PGCE. In the Alternative Course the focus was upon the provision of direct experience which could be worked upon throughout the course.

In the research examples were given of students reflecting on their own experience of reading, discussion and encounters in school, thereby extending and making sense of the experience so that its lessons became part of their professional knowledge. It was suggested that the construction of professional knowledge is both long term and cumulative and that so far as initial teacher education is concerned it remains unfinished. The capacity for professional learning and the effectiveness of institutional contexts in providing for it appears to be perennially doubted in the practice of teacher education. Schools and training institutions often stand in opposition, each making claims to their eminence as definers of the young teacher's reality. Official support for one or the other gives credence to a view which is based on misconceptions of the nature of professional knowledge and capacity for learning. Personal exper-

ience of a degree of collaboration across this divide see both as essential. The research suggests that at least in the foreseeable future differences of meaning and of practice will be apparent and will have to be faced by schools and training institutions and most certainly by students.

This is an aspect of the tension Lacey (1977) refers to between the institutions and it permeates most aspects of the student's work and was quite clear in the Research Group discussions. The split between the school and the training institution allows for and sometimes seems to encourage, accommodation to one or the other and it requires considerable commitment and courage for students to accept and work with the contradictions. To point to the centrality of active experience is to work with notions of individual resolution and responsibility. At the end of the day the student may choose not to work with the contradictions and resolution can only be achieved with considerable personal effort. Achieving resolution as the research showed is long term and involves all aspects of the course including its written work. Critically it involves all those associated with PGCE students, including but not exclusively school group and teacher tutors, in the sometimes uncomfortable realisation that their teaching does not necessarily ensure their students' learning. It is this learning which is the central focus for the school group tutor who, with access to students' work in a variety of contexts, can support the students in their professional learning. Once this is accepted the focus of attention moves from the course to the individual and to the environments which are provided to enable, inform and support his or her professional learning. This brings structure and pedagogy into a clear and unambiguous relationship.

New structures do not automatically bring with them appropriate forms of pedagogy. Change to be effective has to proceed in both areas.

Personal encounters and experiences in the Institute

The importance of the encounter between tutor and student is the focus of Stone's work (1984) which he emphasises as a 'counselling and pedagogical approach'. John Newick (1983) focuses upon the range of tutor-student encounters when he argues that

The student who is preparing to teach should be required to look analytically and evaluatively at the tutor-student encounter and to relate teaching and learning in an organic continuum: he needs to relate his learning and the tutor's teaching to the quality, character and procedures of the teaching context in which his learning (or failure to learn) takes place.

In his article Newick concentrates upon a relationship which has been seen as pivotal for PGCE practice and rightly so. Like Stones he is clearly aware that what he recommends is far from normal practice in teacher education. That its absence is generally the case in higher education (Parlett and Simons 1976) draws attention to the formidable barriers to change that exist within the conceptions that presently inform teacher education. Salmon emphasises that the relationship in which learning takes place is fundamental.

.....knowledge is imparted through communication; and what is implicit in communication is the sense that the other person can understand and make use of what is being said. When this sense is absent, what is ostensibly being offered is unlikely to be assimilated

Relationships that are (purely) authoritarian, which allow no mutuality of purpose, are generally ineffective in enabling meaningful personal learning to take place. Those that acknowledge the particular reality of the learner, and which endorse his/her potential competence are characteristically facilitating (1980 P14/15).

The research presented suggests the possibility within the school groups of students ".....experiencing jointly with others the possibility that we could develop" (1980 P15). Alongside the learning of students has to be set the learning of tutors and this is essential in their work with students as individuals or in their groups.

In the following section the students' own past experience will be dealt with but here the emphasis is upon encounters which are a part of the PGCE year itself. Along with the structure of the PGCE, its pedagogy, content and forms of assessment there is all the variety of the school experience. But within the training institution the idea of students being defined as active learners requires further comment. Students often referred to experiences where they felt that they were learning, for example, when they were put into the situation of learners both as failures or successes. Or again when through participation in writing or through close consideration of concrete examples often with experienced practitioners they became aware of sorting something out for themselves. Here what is stressed are intuitive moves towards a position that 'feels' right or away from one that feels wrong and it is often from tentative moves and explorations that more fully fledged commitments and positions will occur. If such learning is admitted as basic in professional development then the training institution can seek to provide for it within its own courses. As with the tutorial relationship referred to above provision is only one aspect which may be critical but without the space to reflect and question, understand and integrate it remains outside the articulate awareness of the practitioner.

It is awareness and articulation that is basic to professional knowledge but the essential point is that this should be seen as integral to and emanating from experience. This is why the conventional separation of theory and practice in teacher education is so damaging for it locates practice and experience in the school, restricting the training institution to varieties of and interpretations of how best to achieve theory. Certainly student encounters with aspects of school life are important but they are not the only sources of experience. Indeed for those students who reject what they find in school they may not be accorded a high priority in terms of positive experience. The training institution in providing experiential encounters has within limits a high degree of control particularly when its concern is enabling students to consider new or 'good' forms of practice.

The Leicester Research showed that this opportunity was little realised in the PGCE which suggests that the predominant model of teacher education underestimates the value of active experiences and encounters. At the same time teacher education tends to accept what happens in school tacitly assuming that the school experiences cannot be shaped to meet the needs of students. The Leicester Research demonstrates that subject method tutors often acknowledged and understood the pressures faced by schools but that this often appeared to be seen as grounds for acceptance of the status quo. Thus a weight of passivity and sometimes of rejection underpins this view of the school and the student may be isolated in his or her attempts to develop a personally and professionally meaningful experience.

The research showed many times that the individual student's experiences were paramount and that they were unpredictable and therefore difficult to anticipate. Over time such experiences may demonstrate common features and regularity but the timing and specific nature of the experience is subject to considerable variation. It is this variation that makes advance planning of 'experience related' courses so difficult unless they begin from structural and personal relationships to experience, confident that over time the experiential base will be sufficiently broad. Equally the practitioner has to be aware that whilst meaningful experience may cover a range of theoretical and practical work it is timing and appropriateness which is all important. This requires a sensitivity to group and individual pursuits and needs which itself must be rigorous and disciplined.

The research gave examples of this in the Alternative Course practice where personal experience was worked upon in the group or in individual relationships with tutors providing for work that was both penetrating and broadly based. It is difficult to demonstrate the process by which the student's knowledge focuses, deepens and applies itself in professional practices and intentions. The research tried to give some indication of this without going into detailed individual and group case studies which would involve detailed analysis of written course work and longitudinal observation of students' work in a variety of settings within the PGCE year and beyond.

Encounters with the school

The Alternative Course tries to exert a degree of influence and sometimes control over the encounters of students in school rather than

taking them as in some way 'given'. The school group and tutors over time must deal with what sometimes seem, if left to individual students, to be unavoidable pressures and in so dealing with them the student's efforts can be seen differently both by the student and by others. The basic experience of joining an institution as a newcomer and a stranger can be changed when the approach is made with others along routes that have been followed before and are informed by participants who have detailed knowledge of the terrain and guides who can make the journey meaningful. With that set of possibilities it is less important for the group to follow a predetermined path for individual needs and interests will often suggest more unconventional but suitable alternatives. This is where the collaboration of school and teacher tutor is essential, for whether the focus is teachers, pupils, classroom or subject, understanding them and their relationship with the student is both vital and complex.

Teachers headed the list intentionally here for the research demonstrated how much of students' concern is with teachers, both what they can or cannot achieve and how they do this, but also and at times centrally, how they impinge upon what students can or cannot do. Teacher education often focuses upon factors relating to pupils rather than it does upon ways in which student teachers experience teachers themselves. They need access to teachers in their own classrooms to begin to gain some understanding of teaching and learning relationships. Without such access and without the organised possibility for observation, participation and reflection students are being cut off from a central area of their learning which is the performance, intentions and evaluations of fellow professionals. This is not to advocate an apprenticeship model for this would be

singularly inappropriate if account is taken of the fact that the constellation of skills, attitudes and values that informs a teacher's professional persona is both individual and creative and itself changing and developing. What the students require is the opportunity to learn from all their encounters in school the particular skills, attitudes and values that will form the basis for their beginnings as teachers.

Learning from implies the kind of evaluation that goes beyond what may be conventionally construed as success or failure, either of which tend to be seen as relatively fixed. Students need to examine both in relation to themselves, fellow students, teachers and the school more generally. Increasingly the research suggested that understanding and realistic responses to success or failure required broad understanding. The social, economic and political context within which teachers teach and pupils learn are factors with an increasing degree of immediacy and this was often clear to students as they detailed their encounters. What is implied here is that the encounters that make up the student's school experience will play a vital role in shaping the kind of teacher the student will become. Further, that this experience is shaped by a variety of local and wider factors that students themselves need to appreciate in order to work effectively as teachers. So work which begins close to personal experience and encounters whether in the school or in the training institution tries to move beyond that point both in terms of understanding and of incorporating that experience in the student's professional persona. It accepts that unless teacher education can begin from this point it runs the constant risk of being pulled back to it in the sense that when experience runs

counter to unrelated theory it will be the experiential and emotive strength of experience which will accomplish the teaching. And neither education nor teacher education can afford to let this happen.

PGCE in the process of teacher education

Professional education and personal change

The concern with professional education and personal change comes from the third theme isolated in the research. It stresses that the PGCE as a form of initial teacher education commonly takes place after the students have had a substantial exposure to schooling and higher education. The majority of students will re-enter schools and will remain there for substantial periods. Therefore the PGCE should be seen as initial and introductory, a part of the students' continuing education as teachers which incorporates past experience and anticipates both future experience and education. The research indicates that for the students the PGCE year is one of personal growth and change as well as professional development and learning. Awareness of this should underpin all areas of the PGCE work. Whilst entry to teaching involves personal adjustments and choices it equally involves political decisions and actions which require an emphasis which does not divorce them from the personal. Recognition of these factors require new ways of working with students, re-orientations on the parts of tutors, and re-conceptions of with what and how the PGCE works and critically changes in modes of assessment. As Salmon states

Taking seriously the ideas of people as knowers would mean being concerned about the kind of knowledge that individuals bring to any situation (1980 P7)

She goes on to emphasise the numerous social groupings and contexts which are relevant and suggests that

..... the different kinds of knowledge that we acquire through such groupings may be hard to integrate or even to reconcile.

But this is an essential task for the PGCE to accept.

Students' prior educational experience as part of PGCE

The recognition that the PGCE is only one part of the student's long socialisation into educational institutions is so much an accepted fact of life that it appears to go unrecognised in teacher education. The recent White Paper (1983) emphasised the value of recruiting students with previous work experience to PGCE courses but Patrick et al (1982) did not find that it occurred to any significant extent in the general PGCE population that they studied.

For a significant number of students their personal experience as pupils was one of passivity matched by a degree of authoritarianism on the part of their teachers. This conflicts with models of active learning and teachers as authorities in relation to their subject or to ways of learning which may be propounded in the training institution. The research suggested that higher education for many PGCE students made little or no change in underlying pedagogic relationships. One potential channel for consideration of change is the student's own experience of work or learning settings which can give awareness of other possibilities. It is awareness which comes from experience which is important for theoretical perspectives alone may tend to confirm the peculiar hardness of perceived reality and give little awareness of what might make for change. Both previous educational and work experience should be recognised as important

components of what the young teacher brings to teaching. Once again explicit requirements by way of degree subjects may cut across qualities which may be of equal relevance and which are consequent on other previous experience.

Previous experience alone is insufficient for it carries with it no guarantee of its use or applicability in new settings and it may be this factor which encourages a low estimate of its value at least so far as established practice is concerned. The research suggested that a constant dialogue was required between the past and the present and that this was not easily fitted into the increasing pressures of the PGCE year. It is important to look at this factor, for unexplicated past experience may constantly militate against new modes of working. The structural divisions of the PGCE both within the training institutions and between it and the school tend to force consideration of such issues if they arise to questions of where it should be fitted in and how long for which is totally inappropriate for what is proposed here.

In the Research Group such experience could become a focus because the group was detached from the predominantly active and present oriented concerns of the PGCE but work on the school groups showed that its absence or the inability to focus upon such concerns was detrimental to other recognised pursuits of the course. Whilst unacknowledged and unexplored, previous experiences retains a firm grip on both present performance and future possibilities. Unless past education is confronted, future teaching and learning runs the risk of being left in the hands of an unexplicated commonsense that contains too little that is progressive and much that is reactionary

and outmoded. The Leicester Research findings on the social class and educational background of PGCE students underlines the likelihood of this being the case. If education has within it strongly conservative traditions that do not necessarily serve large sections of the school population this must be faced by young teachers and teacher education itself.

Student learning and pedagogy in the PGCE

Initial teacher education as well as being about education constitutes an education in itself and the significance of this seems to be overlooked in the reliance on a restricted range of teaching strategies in the PGCE. The Leicester Research showed the lecture as playing an important part in many courses and the tutorial or seminar group, giving little extensive experience of other forms of teaching and learning. Even accepting that the research masks courses which are distinctly different the overall picture gives grounds for concern. In our research students were clearly aware of the often conflicting pedagogies to which they were exposed between the alternative and non-alternative aspects of the PGCE. This is an important consideration for change in the PGCE in the direction of partnership with schools may lead to only limited change with inbuilt sources of conflict. The extent of student satisfaction or dissatisfaction with present courses may be misleading. Once moving beyond glaring inadequacies or omissions students given their own experience of education as well as their intended destinations are unlikely to formulate alternative models. When new models are being explored and courses developed the students may play a vital role as was shown in the development of the Sussex course. Work with the Research Group as well as recollections of student involve-

ment in the formative years of the Alternative Course, suggests ^{that} ~~the~~ possibility of involvement in change releases energies and capacities that otherwise remain untapped.

This is an underlying dimension of change and innovation that should be carefully considered in teacher education. Not only might there be benefits to students from new structures, new content and modes of assessment but equally from creating and modifying them over time. Also there is the consideration that a non-continuous involvement may produce a routinisation and a new passivity when the grounds for changes are no longer the subject of dialogue. It is harder to envisage ways of accomplishing this than it is to realise its importance for the plethora of joint planning and evaluating committees is a far cry from ensuring widespread involvement and ~~responsa~~ ^{responsibility}. Here again maybe new demands should be allowed to create new forms such as those John Newick perceptively explored when he looked at the possibilities which are rooted in art education (1983). Gwyneth Dow (1979) in stressing the importance of student self assessment showed that it provided both the necessity for and the focus of debate about teacher education as well as of student performance and development within it.

The ideas that underlie self assessment and the dialogue that it necessitates begin to chip away at the socialisation process of which the PGCE can form an unquestioning part. By requiring students to look at their own learning and development they are enabled to examine the conditions which produced or failed to produce that learning. Such an enterprise entails an awareness of past learning whether in school, higher education or elsewhere. Moving towards self assessment is probably critical in involving all students in

the appraisal of their past experience and present learning. The conviction of new teachers is important here for unless they are committed to their own learning and more generally to that of the profession, initial education will be doomed to become training and further change and development will be unlikely. The context within this awareness has to be generated is one of contraction and stability of the teaching force. The economic and social circumstances in which this is occurring obviously concerns those who see education as concerned with development. Taken together they show clearly the enormity of the task facing teacher education.

Reflection and theorising

The emphasis upon the importance of the pedagogy employed during the PGCE year is based on observations of students at work as well as students commenting upon their work. Equally it is informed by the conception of the role of the PGCE in the process by which students become teachers. This emphasises that it is the whole person that is involved in the process of becoming a teacher. The demands on student teachers from teachers, pupils and tutors are personal ones that require not so much a repertoire of skills but attitudes and values that underlie ways of working. Conceptions of pupils, classrooms, teachers will all be repeatedly challenged throughout the course as was shown in the research. Unless attention is given both to students' original conceptions and the challenge to them, students are likely to be sadly adrift.

The research highlighted the personal dimension at critical points in the student's career for instance, the initial experience of

school or decisions about future jobs but work with the Research Group as well as students' written work suggests that this dimension may be productively harnessed throughout the year. Tutors and students were shown attempting to work with personal responses but it was suggested that other priorities and indeed other modes of working tended to pull away. Sheer time and the acceptance of fixed quantities and organisation of teaching practice are major obstacles and the research showed how the rhythm of the year cut across the possibility of smooth progression. Achieving a reflective stance, working with awareness of one's changes and directions often seemed to be achieved in spite of rather than because of the year's accommodations. Time and organisation are not the only constraining features though, for just as staff might find it difficult to respond to the student's personal dilemmas or sheer lack of experience so there is little formal support in the theory and practice of teacher education which sets a value on the necessity of such work.

Stones' 1984 recent work is important in this regard for in focussing upon the need for change in the practices of supervision he points to an area of work in teacher education which is generally seen as important. However, its implications go much further than this to the personal and social contexts within which supervision occurs. His account of his practices makes it quite clear that for students to change their views and their performances of teaching, their own past personal and educational experience must be confronted. What he fails to explore is the significance of this for the structures within the training institution and their relationship with the schools.

Allied to the inclusion of the personal is that of the student's political awareness. It has long been the case in PGCE that political factors have been brought to the attention of students either within the general education course or from contributing foundation discipline. The prevailing stance of student teachers has not appeared significantly affected. However in recent years the political character of education has become increasingly clear and has affected particular groups of teachers differently (Grace 1978 ~~and~~ 1984). The research indicated that students met and confronted political aspects of their work once their exposure to schools was sufficient and sufficiently focussed to move beyond their subject concerns in particular classrooms. Further it showed that the ordinary and legitimate expectations that these students had of their own schooling are now seen by them to be quite different from those of many of their pupils. The student's own career opportunities are immediately and directly affected by political decisions thus bringing the personal and the political into a close and visible relationship.

In one sense the contradiction of the student's expectations about careers in teaching provides the motivation for new learning but as the research showed such learning is not only to do with the present situation but also the past and the future. This raises again the issue of theory and practice, for the research detailed how students' understanding of their present concerns and their future directions could be informed by detailed knowledge of the past. It may be that particular theoretical formulations and directions speak to constellations of social and educational circumstances at particular periods.

If this is the case then what counts as relevant educational theory should itself be open to debate and modification. But of more importance is the consideration of the place of the theory within the practices of staff and of students. Stones illustrates how far this applied in his own work.

..... books have a limited potential for the building up of concepts (Stones 1984 P138)

In the research on the Alternative Course it was apparent that the links between the personal and the political needed to be explored. Students needed to be able to work with both in such a way as to inform and illuminate their own classroom practice. If this could be achieved then critical areas of debate, decision and action could be accepted as personal and professional matters for all teachers.

The process of theorising

While tacit knowledge can be possessed by itself, an explicit knowledge must rely on being tacitly understood and applied. Hence all knowledge is either tacit or rooted in tacit knowledge. A wholly explicit knowledge is unthinkable (Polanyi '64).

This statement perhaps more than any other represents the position of the Alternative Course in relation to reflection and theorising. It underlines the problematic and provisional nature of the relationship between theory and practice and accords a central place to the active process of theorising. It may have been the lack of explicit procedures and the constant involvement in trying to find and improve on those previously adopted which constantly underlined the high value placed on theory and theorising. On the one hand what was central was the student's own practice and their reflection on it

and on the settings in which the practice occurred and equally on what might inform, improve or change either of them. And on the other was the theory -rich and varied writings - from which practice had developed in the past and was likely to do so in the future. Texts contained analyses of present dilemmas and consequences of possibly unreflective practice as well as studies of the development of educational ideas and their institutionalisation in schools. Alongside such writing was a seemingly ever increasing volume of educational writing addressed to the newcomer or to the problems of new forms of organisation and curriculum. Such work was made available to students to meet the concerns that were a part of their developing practice. Theory does not spring ready made from the practice and the tutor's own theoretical and practical concerns were important. What the new way of working did allow was a negotiation about what the concerns should be and how they might be addressed given what was available. Both students and tutors have a more active role as the research showed when content becomes the consequences of an agenda of experiences, activities and readings that can be planned together as the course proceeds.

It was probably the shift from the value of theory per se to the activity of theorising or reflection which was critical. With attention deflected from educational theory as a crucial concern of PGCE work the varieties of theory had over time to find for themselves a new place. With crucial changes in the form of assessment it was not mastery that was essential but use and this was not limited to practical activities of teaching. For some students theory might be used to shape future aspirations in a way that bridged the limitations of present practice. Or it might enable them to pull together

disparate strands of their own thinking and practice in a way that made sense to them. Examples of this are discussed in the research but it should be noted that they come from periods in the course when the present pattern of assessment was being developed, when it existed within and had to accommodate to that undertaken by the majority of PGCE students in the Institute. Since 1983 the form of the assessment has become quite distinct and work submitted suggests its potential value in enabling examination of its related modes of working. It contains and represents student theorising over a wide range of aspects of the process of becoming a teacher. Hirst points to the value of studying the process when he writes

In education, as in any other area of activity, we come to understand the activity, its problems and their answers from engagement in the activity itself. We have to penetrate the idiom of the activity by practising it. Then, gradually, by a variety of means, we can improve and extend our knowledge of how to pursue it, analysis of the activity and reflection on its rules and principles having their part to play in that process. (1983)

Once the process of theorising is accepted and a reflective practice is an acceptable goal then the structure of teaching and learning relationships within which the PGCE operates is open to change.

Patterns of assessment

Changing assessment patterns loomed large in the life of the Alternative Course especially when conflicting forms of pedagogy and assessment co-existed uncomfortably. Frequently in the discussion of the research the appropriateness of the mode of primarily written assessment for the various forms of course work that have developed were questioned. Formalised and definitive course requirements may stand in the way of what students, tutors or teachers see as most appropriate for individuals and even the most flexible forms of course

work which also serve a formal and external assessment have their limits. This is not to argue against written work but to propose that it should have a place alongside other forms of work that contribute to and represent the students' achievements throughout the year.

The research and observations of the work of the Alternative Course over time suggests that writing has a critical part to play both in the students' theorising and in the development and reflection on their practice. It is through a variety of forms of writing and sometimes other forms of representation - video or photographs for example, that students clarify for themselves as well as for others their own directions, their strengths and weaknesses. Whilst able to inform others the writing essentially becomes a part of the self and it may be this aspect of the Alternative Course work's accomplishment which made the Report so satisfying an accomplishment for many students.

There are some PGCE students for whom writing in the personal, analytic or discursive modes seemingly required by the tasks they are set is both difficult and sometimes impossible. There may be the retreat to accustomed forms like the university essay for some but for others this does not exist and for many this only perpetuates a form of contact with theory that in the new context may not be illuminating. The research suggested that the ways of working that were established and the requirements of coursework impinged quite differently on different students. For some learning to take part in discussion and to find this productive was a major task. For some commitment required by keeping a diary was inappropriate whilst

for others it was singularly valuable. Clarity about the demands of ways of working and, critically, their anticipated place in the student's overall learning is essential and should become central to the process of negotiation that must underlie any move towards self assessment.

Once the process of theorising and reflection becomes central to the PGCE then the student's own learning rather than generalised outcomes become central. The focus of the PGCE moves from the transmission of knowledge within well-defined and limited areas to the process of developing, applying and refining professional knowledge. Once this shift is underway then assessment procedures which may suit the demonstration of acquired content appear singularly unsuitable. They fail to reflect the aim of the course as perceived in its practice which is concerned with generation, use and application. Given the importance of assessment the contradictions posed were highly visible to staff and to students.

To attempt to modify patterns of assessment at the same time as developing new modes of working was to accept that these new modes were capable of producing personal and professional outcomes which were demonstrable. Whilst explicit knowledge would form a part so might demonstrations of tacit knowledge at work. Alongside the understanding of expert knowledge comes the formulation and application of one's own professional common sense. Underpinning this is the formulations of attitudes and values which influence conceptions and behaviour as a teacher. To have persisted in developing new modes of working without at the same time attempting to change the pattern of assessment would have entailed a refusal to consider the problems

of assessing the personal and professional consequences of new modes of working. New modes of working themselves bring to the fore questions which need to be addressed in the developing practice. Within the structure of the Alternative Course tutors become increasingly familiar with a much wider range of their students' capacities attitudes and beliefs than was possible under predominantly different forms of organisation.

The ways of working developed frequently gave students realistic access to experienced and expert practitioners in their own classrooms. When students, teachers and university tutors can share and develop their knowledge and experience from this base then university tutors have as their particular focus the process of teacher education. Whether at an initial or in-service level professional knowledge, skills and attitudes are the desired outcomes and the assessment of their achievement should belong to the profession as a whole rather than to the limited segment represented by the university tutor. The student's own self-assessment should be central throughout the whole process thus increasing personal and professional responsibility and participation. It is only with such assumption of responsibility and participation that new ways of working can be developed and consolidated. Their justification lies in the contribution to professional knowledge and practice that is likely to be their continuing product.

To conceive of teacher education as involving a partnership of schools and training institutions constitutes a radical departure from present practice. It allows for a broadening of the meaning of professional to encompass a range of behaviour, attitudes and values. Skill in

the classroom becomes one part of what is required and that itself may be seen as a focus for continued change and development.

Partnership should bring with it a joint commitment to the development of learning and the improvement of knowledge about it. Neither partner has an a priori claim to expert knowledge or to practice but both have a rich and varied experience to inform their own contribution. The possibility is that they can work together to develop a theory and a practice that will serve both learning and learners. Teacher education can best make its contribution through its own capacity to learn and to order its own structures and processes to enable its teachers and student teachers to become effective and committed professional learners.

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APPENDIX I

Extracts from microfiche

Chapter 1 referred to in notes of Chapter 4

NOTE
CH 4

REF APP PAGE
CH 1

Date 19.10.79 (iii)

1 SS6

..... I particularly welcome the chance of having Maths people in the groups I mean just for working with various people. I mean I've grown accustomed to the stick that they have to throw at sociologists for being very wishy-washy and generalizing and I think that's probably true of an awful lot of sociologists and I welcome that sort of criticism and I certainly try to make myself not fall into that you can all fall into cliches about each other's subjects and that really makes me mad

1.1(iii) 1

Date 19.10.79 (iv)

1 E4

..... it meant more time in school which is the thing I particularly wanted I just got vaguely (at interview) the idea that I would be in a group that wasn't just a subject group which did appeal to me I like the idea of having a school base rather than a subject base or as well as a subject base.

1.1(iv) 2

Date 19.10.79 (v)

1 SS3

..... it was this idea of spending a lot of time in schools that appealed to me and I hadn't realized there were going to be Maths people in the group which I find very interesting. We've had some amazing discussions in our School Group.

1.1(v) 2

..... the Alternative Course, I just thought very interesting from the point of view of spending a lot of time in the schools.

1

Date 19.10.79 (ii)

1.2(ii)

4

M3 I think Maths by its very nature is very difficult to integrate into

E4 But I don't see why we can't, as English students, look at Maths like Maths people have to look at, say English.

M1 As far as I've got with Y (Tutor) it's just going to be that 'OK, others may sit in on a lesson that we hold in Teaching Practice I don't think that's adequate quite honestly. I think people's understanding of Maths is what they picked up when they did it when it was just a chore and they don't necessarily see the need for it when they did Maths it was for the sake of doing it. I think they can't see any use for it.

M3 The Maths that is now taught in schools bears no relation to how we were taught in schools but I think it would be valuable if they could learn about it although I'm not exactly sure how it could be done because I know in School E if they had English people coming in, joining Maths lessons in a halfhearted sort of way then I think there would be some resentment in the Maths department.

..... We're the lucky ones. We get to do Maths and we get to be more of ourselves I'm doing Humanities and Community Education, in that sense I'm lucky, I'm getting a broader view, but I think that for the purposes of the course it would be more useful for the English and Social Science people if they learn more about how Maths is taught in schools.

Research
Tutor

Why? -

M3 Because it's very difficult to become completely integrated in the school that you are working in if you've no idea of the way one of the main subjects is taught. I'm finding going to Humanities lessons far more valuable than I would find a short talk on the Humanities, valuable in the sense of being interesting and again you learn what the kids do when they're not with you in a much more complete way than you would learn with a seminar or a talk or whatever.

1 Date 19.10.79 (iv) 1.2(iv) 6

E4 A lot of the time the Maths staff
are not very keen to do it (a social education
course which is the responsibility of form tutors).

M3 I think that is true and it may well
be because when they went out to teach they didn't
do a course like we're doing when I become
a teacher at school then I will take more interest
in other subjects purely because I've seen
had the opportunity to find out something about
them.

2 Date 19.10.79 (i) 1.3(i) 6

E4 Do you think there is a difference in the
way the Institute people teach Maths than teach
Humanities subjects that it's (the Alternative
Course) being taught in a Humanities kind of way
which excludes Maths in some way.

M1 The way Maths at times comes across is
ghastly, in a way Humanities, Social Science,
you know, literary subjects come across. There's
a certain training of mind so obviously there
is going to be differences in ways in which it
is taught and that's why I think it's good
if there is that much more integration.

3 Date 19.10.79 (ii) 1.2(ii) 4

M3 I think Maths by its very nature is very
difficult to integrate into

E4 But I don't see why we can't, as English
students, look at Maths like Maths people have
to look at, say English.

M1 As far as I've got with Y (Tutor) it's just
going to be that 'OK, others may sit in on a lesson
that we hold in Teaching Practice I don't
think that's adequate quite honestly. I think
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for it when they did Maths it was for the
sake of doing it. I think they can't see any
use for it.

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Tutor

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SS1 apart from just the Alternative Course there are lots of interesting lectures and things going on in the normal course which I'm interested in this whole week I've been busy from 9:00 to 5:00. When I was at University, it was you didn't feel like you had to go home and relax so much, I really feel the need to go home and unwind a bit and then you feel that you've got to start reading again.

E1 I think I've worked a lot harder than I would if it was a normal lecture course, because I could see that despite the quarrels we've had about the relevance of the seminars, I can see that there ought to be some kind of relevance and so I've been tending to work towards that.

E3 Well the relationship between what you do in school and what you do in seminars is something that is going to build up gradually

5

Date 12.10.79 (ii)

1.5(ii) 12

E2 I think it's come from the students, it hasn't come from the course

E3 Well, say the students do it and not the course, I mean the course has provided the setup, whereby they can have that sort of discussion and raise those ideas, if you were all trooping off to a lecture on a Friday morning, then that forum is not provided so easily.

Date 26.10.79 (vii)

1.5(ii) 12

E2 It doesn't seem like that at C, does it. When X came he was giving us a seminar and he was saying how wonderful it all is and then all of us, when we're there in the morning, he just stands up and shouts at the kids all morning. I mean, everybody has commented on that. So it's like the difference between the theory as presented by the head of department and what we actually see.

SS2 I think really as well if you believe in it, in the ethos of teaching you know in your own mind how you want to teach, then you face the situation that, for instance, take School E, for the two days I've been there, it's quite impossible for me to teach in a School E situation because the kids are so

E2 Yeah, but you haven't really given it a chance

SS2 But there again that's something that's really quite hard to cope with because there's not many schools really that fit into our kind of framework of I know, you can make certain changes on a limited scale, but basically the system is the controlling factor and you could be very unhappy. You go into a school where you can't fit in

E2 It may take years to find the right school. It depends how progressive your ideas are because if they're really, really progressive then you'll never find the school.

7

Date 19.10.79 (i)

1.2(i)

3

M1

My first impression of the course was that it was a ring of Social Science and English with the Maths running round the outside trying to find a gap and no co-operation from the other two disciplines in making a gap. We're eventually having to force our way in.

8

Date 26.10.79 (ii)

1.8(ii)

25

E2

I really don't wish to sound negative because I'm actually enjoying the course, believe it or not. I mean I think it's important now for everybody to kind of explore the different ideas they've got, but it's just, I was just commenting on the fact ever since I've been here I've been thinking, you know, we're really getting off into abstract and it's not really like that and I feel like going back to the reality of

E4

But the point is that you really can't think that what things are really like because they're really like all sorts of things. You see, I mean, what they're really like at C and they're really like at D are totally different, aren't they.

SS1

Seems that we've got confused between, we've got these ideas that require a lot of social theories, you know. We know about educational inequality and we feel education ought to be more relevant and meaningful to pupils that tend to come out under-achieving and we're trying to think of ways that we can improve the situation as teachers ourselves but yet we keep coming up against the fact that we've got the exam system and the fact schools do serve to perpetuate class divisions so on the one hand we're trying to change things and yet there again there's the reality that we keep banging into which doesn't seem to be really clarified at all. We've got to say what we're trying to achieve.

E1

But surely if you don't have that collision then nothing ever happens.

E3 Yeah but she wasn't saying it was perfect.
 She was indicating there were faults with it.
 I think she was just trying to counteract the
 sort of, the totally negative criticism.

E1 I don't think we were being negative
 actually.

E3 Well, that's how she saw it.

E1 Well that's what I mean. That's what I
 say about defensive.

9 Date 26.10.79 (i) 1.7(i) 20

E2 I did a training course for English as
 a Foreign Language and I was taught and I was
 given a basic framework with which to teach and,
 of course, I had to fill it out - with experience.

The security of that structure, however, is anathema to a fellow student:

E3 I think they're taught how to do that in
 Modern Languages and they're finding the course
 really boring

But for E2 her early practical experience remains an unresolved problem:

E2 I mean I do feel in two minds about this,
 that I feel that like it's very sort of easy
 come, easy go at this school. We were assigned
 to different teachers and I was given a group
 of four kids. I was just given a group and I
 didn't know what the hell I was supposed to be
 doing and I felt it was unfair on the kids because,
 for example, they were working with work cards
 and I felt that I was just sitting there like
 a lump and then I thought well, I'll ask them
 what they're doing and one pupil was really
 indignant. I said that before, because I was
 intruding and then I had another class, a fourth
 year English class, where I was just lumped with
 this teacher I mean, and I wasn't given any idea
 of what I was supposed to be doing.

10

Date 26.10.79 (i)

1.9(i)

28

E3

But actually, just talking about the tutors I have a particular grievance. I came to my interview and I said I'm interested in literacy and English as a Second Language and I was advised to teach in a secondary school because I was told I would be more likely to get a job in a secondary school. Then I came here and I said again I had my doubts about working in a secondary school. 'Oh, it will be alright, just do it, it's OK.' Now, then I went on to school and saw that there really wasn't that much work going on with the ESL so I told my tutors about it and you get, 'Oh, I'm sure there's a lot of things for you to do I'm sure it's a good place for you to be.' Then nothing was more or less said. Then I decided that I definitely did not want to teach in a secondary school so I asked if I could change. I heard there was a vacancy a vacancy in a college. I saw my tutors about it and then they arranged it for me, and I went for my interview on Wednesday and they were so great, I mean they're really nice there and I'm going to be doing literacy and ESL. It did work out in the end but I mean I just wonder why I wasn't told about that. I said time and time again and I was never told about it.

11

Date 26.10.79 (ii)

1.8(ii)

25

E2

I really don't wish to sound negative because I'm actually enjoying the course, believe it or not. I mean I think it's important now for everybody to kind of explore the different ideas they've got, but it's just, I was just commenting on the fact ever since I've been here I've been thinking, you know, we're really getting off into abstract and it's not really like that and I feel like going back to the reality of

E4

But the point is that you really can't think that what things are really like because they're really like all sorts of things. You see, I mean, what they're really like at C and they're really like at D are totally different, aren't they.

SS1 Seems that we've got confused between, we've got these ideas that require a lot of social theories, you know. We know about educational inequality and we feel education ought to be more relevant and meaningful to pupils that tend to come out under-achieving and we're trying to think of ways that we can improve the situation as teachers ourselves but yet we keep coming up against the fact that we've got the exam system and the fact schools do serve to perpetuate class divisions so on the one hand we're trying to change things and yet there again there's the reality that we keep banging into which doesn't seem to be really clarified at all. We've got to say what we're trying to achieve.

E1 But surely if you don't have that collision then nothing ever happens.

11 Date 26.10.79 (iii)

1.8(iii) 26

E3 You know I'm really glad I've had teaching experience because just this past week I've been having these doubts. Then all of a sudden this week I started thinking about how does this compare to my teaching experience.

SS2 I mean I think the amount of help that the Institute can give us in the classroom is that you only get that when you actually get there and you are faced with the practicalities. It can give us help in other ways, on the more theoretical side and there are a lot of interesting questions that we do talk about which I feel are very valuable.

SS1 And don't forget that you've got 6 weeks of that to come.

SS2 Again it brings it back to the advantage of the course we're on. We're already having that experience and already beginning to question the ideas that other people are so

SS1 I think it's been really useful to have the day experience actually, then we're doing the theory and we've got the practical too

E1 The thing is you feel it's so messy, while at the same time it is a sort of experience.

E3 It's fun because you know, I mean, I do feel ambiguous. This course is really good because it allows you to develop but at the same time I feel because I don't even know what I'm up against. Everything seems so - it's very hard to grasp. I don't know. I feel with the tutors you just can't get a straight answer. I mean I don't know if it's a reflection of their personalities or the way I ask questions, or whether it's the actual course.

12

Date 2.11.79 (i)

1.11(i) 33

Research I mean, are you getting a sense of the
Tutor school groups? Do you think that's important?

SS3 I think in some ways you get to know more
that way.

E3 I think the big seminars are necessary.

M1 You get to know more about the subject
area, not necessarily all the other subject areas.

E2 I think you get a better perspective

M2 But then you've actually had to think
consciously about what's happening in your schools
and you can put it across to somebody else.

E2 But when you learn about, say School B,
doesn't that give you a kind of different
perspective on School C.

M2 You're being presented with alternatives.
I mean other schools do the same thing differently
which is good to know that.

E3 How I've learnt most about School E is
how it feels. You don't really get the impression
of how other schools feel.

SS3 Like this morning when, in the first part
when School B were talking about their school
I didn't really feel I really knew what it was
like.

SS2 We were told but we didn't actually
experience it.

12

Date 2.11.79 (iii)

1.11(iii) 35

SS3

Can I go back just while we're on the subject about this creating of atmosphere. It suddenly struck me that wouldn't it have been an idea at a stage earlier on to get a feeling of all the different schools and to have had something like a short video just to even see the buildings, the setting, yeah, a trip, but if that wasn't possible, organizing us all en masse time-wise, I mean, a short sort of 5 minute video on each school just to sort of - I think that would have really got across to people more

And that would have given us all a much better sort of mental picture of when somebody says - and even just to see the kind of kids at the school. No, what I mean is, if you're talking about different backgrounds, racial backgrounds, stuff like that, you know, you find out that some schools haven't got the same problems, because we were discussing race in Subject Group, that they haven't got the same problems as us at B. You know, they haven't got the racial mix and, I mean, that is an interesting, well, problem in a general way

E3

I think so. Yes it could go one step further towards getting an impression.

13

Date 2.11.79 (i)

1.11(i) 33

Research
Tutor

I mean, are you getting a sense of the school groups? Do you think that's important?

SS3

I think in some ways you get to know more that way.

E3

I think the big seminars are necessary.

M1

You get to know more about the subject area, not necessarily all the other subject areas.

E2

I think you get a better perspective

M2

But then you've actually had to think consciously about what's happening in your schools and you can put it across to somebody else.

- E2 But when you learn about, say School B, doesn't that give you a kind of different perspective on School C.
- M2 You're being presented with alternatives. I mean other schools do the same thing differently which is good to know that.
- E3 How I've learnt most about School E is how it feels. You don't really get the impression of how other schools feel.
- SS3 Like this morning when, in the first part when School B were talking about their school I didn't really feel I really knew what it was like.
- SS2 We were told but we didn't actually experience it.

14 Date 26.10.79 (i) 1.8(i) 22

- E1 I immediately assumed, quite rightly, that she knew more about it than I did because she's been teaching it.
- M1 I think your views ended up being stifled actually because, you know, you say, 'Well, you know more about this than I do.'
- E2 I mean we are learning. We don't know we should be given the freedom to discuss things, to find out how we feel.
- E2 when you're teaching you get a very rosy view of, you know, I mean if you've done any teaching you'll know what I'm talking about, but you can give a lesson and go out and someone says, 'Well, what happened to that' and all you get is, really fantastic, a great discussion Now if someone from the outside was in there they would see very different points to you and I think it's very important for us to see things as they are from an objective viewpoint instead of giving the teacher's impression.
- E3 Because that's one of the benefits of this year, is that we're not tied down to a particular situation with particular concerns she saw her role this morning as defending

E4 The funny thing is that in the seminar she didn't feel she had to defend it. In a smaller seminar we had before she, in fact, criticized it quite a lot, and the funny thing is that in the wider situation where the attack might have been coming from other areas as well she felt compelled to defend it.

E3 Yeah but she wasn't saying it was perfect. She was indicating there were faults with it. I think she was just trying to counteract the sort of, the totally negative criticism.

E1 I don't think we were being negative actually.

E3 Well, that's how she saw it.

E1 Well that's what I mean. That's what I say about defensive.

.....

15

Date 26.10.79 (iii)

1.8(i) 22
1.6(iii) 15

SS1 After Tuesday teaching when we talked about the programme, the guy was talking to us and he was sitting there very smugly as if to say, you know, you've got all these naive ideas, I mean I thought that very acutely. I felt as if I was being accused of having naive ideas and that we represented the theory side of it and he was representing reality and anything we said he seemed to laugh smugly to himself about.

E2 I thought he was incredibly defensive but there is another teacher at that school who said today "Oh, I used to go to the Institute and just forget it."

E1 The opposite has happened to me actually where I went into a class and the bloke said to me "Look, I don't know anything about this, you're at the Institute, you know more about it than I do", which is ridiculous, you know, I didn't know what the hell to say.

15

Date 26.10.79 (iv)

1.6 (iv) 16

E3

I think this conflict between theory and practice or the real world and the ideal world.

I think it's quite important, you see at the Institute you look at reality and the real world as something you can manipulate. I mean you talk about theories and then you put them in, you say well you can put them in a real context but what teachers at school are concerned with is how their school is, you know, what their rooms are like in school, what sort of conditions they actually have to work under, now they don't see that as changeable.

Date 26.10.79 (v)

1.6(v) 17

SS2

I'm finding myself that a lot of my ideas, I classify myself in the progressive mould but when you get into the reality of it I find myself wanting to be traditional. In any chaotic situation in class I want to stand up and be authoritarian and it's very difficult to be as optimistic as the teachers who are amazingly optimistic. I get quite pessimistic because a lot of my ideas that I've come here with and I'm trying to hang on to I find it very difficult - simple practicalities basically about control are a bit depressing I think

E2

No, wait a minute. I've been feeling there's always this real tendency to jump off and just theorize without any feeling of reality and, I mean, the teachers seem to be very defensive about what people were learning at the Institute or, you know, what people learn at teachers' training colleges because as if they thought these progressive ideas are right but they don't actually work and they felt like maybe it's their fault.

E1

I think School B must be very different then because they have seminars themselves. I mean the teachers do, you know, and discuss the same sort of things that we discuss and then act on them.

16

Date 12.10.79 (i)

1.6(i)

14

E1

Well I enjoyed Tuesday immensely. I didn't think I was going to initially - it's immense - it's 65% West Indian and the white kids there are very tough it seemed to me. But it was great and the staff are superb the way the chap I was with introduced me to the lesson, the way I was accepted, and the way it was so relaxing to do it, and I wasn't in the least bit "student teacher" I wasn't something on show or something observing. I was actually doing it, involving myself in it and was really put at my ease by the teachers there, which I thought was superb.

16

Date 26.10.79 (iii)

1.6(iii)

14

SS1

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E1

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. 16

Date 26.10.79 (ii)

1.7(ii)

20

SS1

A teacher spoke to me very much brought me into it and welcomed any ideas I might have or

E2 That's good. Well it depends on the teachers we're assigned to he said 'Just sit at the back of the class and don't take notes', and that's very bad. I mean, that's how it can be bad if the Institute does that. Obviously if you've got a teacher who's interested and wants to help, that's fine.

M1 It's also down to the individual, I mean as an observer. I went into Maths classes and you go up and say 'What are you doing', it's the way you approach them as well because if you say 'What are you doing?' then they don't - but if you just look and say and lead on to something else. I mean I can get into class situations with kids with work cards and they accept me quite well, you know, just that I'm there to help them, not there to watch them -

E2 I wasn't sure. I didn't want to offend the teacher, I didn't want to offend the kids and I didn't know what I should do and in the primary schools most of the teachers are really helpful, and said 'This is what we're doing', you know, 'and why don't you participate.'

SS2 It's really just individual teachers because in the same day at E I did a remedial group which was terrific talking to me about football. In another class I was introduced very formally as Mr X 'Ask him questions if you want' and by the end of the lesson the kids were putting their hands up and I was helping them and in _____ class the kids don't know who I am yetand just at the end of last week who is he? It depends entirely on your teacher, you know. I don't feel, I mean I'm learning a lot just hanging around like a big lump, it's you that feels embarrassed it doesn't mean I'm not learning something.

E4 The first class I went into they didn't bother to introduce me at all. I mean they probably thought I was the cleaner and I had to go around saying this is who I am and then the second one, I went up to the teacher and said, 'Look, could you introduce us in some way because it's difficult' and he said 'Yes, of course.' You know he just hadn't thought of it. It just hadn't occurred to him and it was much better then. In fact, I took a group of eight of them into a different classroom and worked with them and it was really good. I mean because he had taken the trouble just to say, you know, 'This is so and so, he's from the Institute and he's going to help us today,' and that was all that was necessary. It's not a big thing, you know.

17

Date 26.10.79 (iv)

1.6(iv) 16

E3

I think this conflict between theory and practice or the real world and the ideal world.

I think it's quite important, you see at the Institute you look at reality and the real world as something you can manipulate. I mean you talk about theories and then you put them in, you say well you can put them in a real context but what teachers at school are concerned with is how their school is, you know, what their rooms are like in school, what sort of conditions they actually have to work under, now they don't see that as changeable.

18

Date 2.11.79 (i)

1.12(i) 36

M2

Actually being at school is something new and it's five years since I left school. It's just getting used to school again.

E2

That's one of the things that's been coming up in our English group. I don't know if you felt it E3. I left school nine years ago and last week we were having this discussion about reading, kids and all these memories came flooding back when I was actually in school and it was really strange. It's a totally new experience of being at school again I mean I don't know what my role is here, do you?

M1

I think what's interesting - I found my old exercise books and I looked through them and thought what's new. It's all there, things that I did when I was a kid working out, very strange but I mean I did terrible, terrible grammar, awful. Mistakes I made in Maths.

SS3

It's probably a very interesting thing to do that actually because, no doubt, one has these romantic views of one's own

E2

It's so strange, really, this, the whole course. I mean, first you have to adjust to being here as opposed to being at university for most people, because most people come straight from university, right. Then you have to adjust to being in a school in the role of a teacher. Then there's having to be adjusted to what is my role in this school and also having to think about all these issues about education.

M1 Things like your subject area, you can say I hated history when I was a kid or I loved Maths when I was a kid, why doesn't this kid like Maths. I mean you hate Maths, right.

SS3 No, I don't hate Maths certainly I mean I know that the analysis of my own school days and stuff like that was very important in my thinking about teaching actually and why I was put off and scared to death by the whole idea of Maths but would liked to have done Maths, you know, would have liked to have been efficient and I think, but why was that? I think I can pinpoint very clearly that it was to do partly with the teacher and the teaching method

E2 The way I feel about that is like in my English group, you know at the Institute there is this whole thing about multi-cultural education. We're all being encouraged to think about it and for me, I mean, when we were doing these exercises putting us in the position of kids at school which makes you remember what it's like. I mean for me I went to school in Glasgow when I moved here from the States and it's really helpful for me to remember that because I think it makes me much more sympathetic to kids in the same position. I think it's good. The way I felt in that group is that everybody is being very theoretical about it and it should be our experience and I wish there were more black people in the Institute.

M2 I mean the impression they got of me at the time. Obviously when you're a teacher you're seeing a troublemaker in a different context to saying I was a troublemaker in that situation. So what I like to think like is how was this recognized as a problem in the first place and how was it dealt with. Because things when you're a child, you're one of say 30 people in a class and what you may consider someone's sticking a ruler in you back, now that may not even be noticed by a teacher, how did you bring it to the attention of the teacher, and what did the teacher do about it.

SS2

All this kind of looking back on life at school is important I think. We all do it. There's no way you can avoid it - provided that you analyse. One example, particularly, when I was in my primary school, for three weeks and one of the boys had forgotten his PE kit, and I remember myself having this experience and the terrible fear that you might have to do it in your underwear because it's the third time this term you forgot and the whole effect it had on that boy I remember myself.

M1

It depends on what your attitude is to your old school. You tend to adopt a certain attitude, you know, you let them off but I mean I'm grateful for the education I got. I can't remember anything I absolutely hated Some things like that, you know, you take the attitude it didn't happen to you, it was quite funny. I mean I remember a boy in school was singing in the back of the class and we were on the ground floor and the teacher made him go out and stand right in the middle of the rugby field and sing so everybody could hear him. We were in hysterics, for that kid it was terrible. He came back in tears.

E2

It's funny because what you're saying, I mean, everybody being relatively successful at school but you put your finger on the way I was feeling in that English group because I felt that, you know, the way that everybody was talking. It's like they had been successful at school, they had been adjusted very well to school, you know, the way they were supposed to and succeeded at it and I didn't have that experience at all and I felt resentful that they didn't understand what it was like not to be a success at school.

SS3

..... and to admit to it though, this is the thing. I think a lot of people would just not want to admit to the fact that we hadn't been brilliant students, you know; they hadn't got into Shakespeare.

19

Date 2.11.79 (v)

1.12(v) 42

M1

I mean mixing between subjects you tend to get that sort of feeling. I mean, I feel, an absolute, I feel absolutely hopeless when it comes to English because I just, I was never that good at it and it took me four attempts to get my 'O' Level. I feel as if I'm a bit of a failure.

E2

And hearing you speak about Maths is really good I think for all the English people and it makes us think, why were we failures at Maths. I mean, was it our fault, was it the way we were made to feel. It makes you think about the teaching methods, 'cause, you know, probably when all of us were at secondary school we were split into art subjects or science subjects and whatever way we chose we were made to feel

SS4

When you talk about failure though there's more to it than that. The kids we're going to be teaching, they're not going to be thinking in terms of feeling a failure at certain subjects. They're just going to be totally alienated from school. I mean, I can remember I nearly left school at 16 because I really, you know, just thought school a waste, I just didn't like the whole set-up and I was one of the kids who played around in the classes I didn't like and I didn't feel, those subjects, I didn't think I was a failure in because I just didn't like them.

E2

Well, I didn't feel like a success or failure while I was at school. I mean, well, I didn't consciously feel that. It's only now when we're talking in our seminar groups.

SS4

Do you feel a failure then?

M1

You tend to, like, reject the subject you think you failed at. I mean, I was terrible at history, I mean I hated it because I couldn't do it. I couldn't remember vast spiels about I could never transcribe it back when it came to exams so I gradually hated it and when it actually came round to the 'O' Level I thought, I don't like this subject. I don't understand it. I got an H for that but I mean, I think it moulds your attitude to a subject. Even now, when I was at college doing engineering there were two sort of factions within the Polytechnic, Engineering and Humanities, and all the engineers despised the humanities. It was just the thing to do.

SS3 These divisions are created in the school and I can't help feeling that the British school system, the terrible Maths, Science divisions that occur so early, which I think is really

M1 This is one of the things that came out of this integrated studies talk last week. You know, everybody's saying we should teach integrated studies as a subject

M1 That's why it's so hard, I think, for Maths and English to come back together on the teaching course.

20

Date 26.10.79 (v)

1.6(v)

17

SS2 I'm finding myself that a lot of my ideas, I classify myself in the progressive mould but when you get into the reality of it I find myself wanting to be traditional. In any chaotic situation in class I want to stand up and be authoritarian and it's very difficult to be as optimistic as the teachers who are amazingly optimistic. I get quite pessimistic because a lot of my ideas that I've come here with and I'm trying to hang on to I find it very difficult - simple practicalities basically about control are a bit depressing I think

E2 No, wait a minute. I've been feeling there's always this real tendency to jump off and just theorize without any feeling of reality and, I mean, the teachers seem to be very defensive about what people were learning at the Institute or, you know, what people learn at teachers' training colleges because as if they thought these progressive ideas are right but they don't actually work and they felt like maybe it's their fault.

E1 I think School B must be very different then because they have seminars themselves. I mean the teachers do, you know, and discuss the same sort of things that we discuss and then act on them.

20 Date 26.10.79 (vii) 1.6(vii) 18

E2 It doesn't seem like that at C, does it. When X came he was giving us a seminar and he was saying how wonderful it all is and then all of us, when we're there in the morning, he just stands up and shouts at the kids all morning. I mean, everybody has commented on that. So it's like the difference between the theory as presented by the head of department and what we actually see.

SS2 I think really as well if you believe in it, in the ethos of teaching you know in your own mind how you want to teach, then you face the situation that, for instance, take School E, for the two days I've been there, it's quite impossible for me to teach in a School E situation because the kids are so

E2 Yeah, but you haven't really given it a chance

SS2 But there again that's something that's really quite hard to cope with because there's not many schools really that fit into our kind of framework of I know, you can make certain changes on a limited scale, but basically the system is the controlling factor and you could be very unhappy. You go into a school where you can't fit in

E2 It may take years to find the right school. It depends how progressive your ideas are because if they're really, really progressive then you'll never find the school.

20 Date 26.10.79 (i) 1.7(i) 20

E2 I did a training course for English as a Foreign Language and I was taught and I was given a basic framework with which to teach and, of course, I had to fill it out - with experience.

The security of that structure, however, is anathema to a fellow student:

E3 I think they're taught how to do that in Modern Languages and they're finding the course really boring

But for E2 her early practical experience remains an unresolved problem:

E2 I mean I do feel in two minds about this, that I feel that like it's very sort of easy come, easy go at this school. We were assigned to different teachers and I was given a group of four kids. I was just given a group and I didn't know what the hell I was supposed to be doing and I felt it was unfair on the kids because, for example, they were working with work cards and I felt that I was just sitting there like a lump and then I thought well, I'll ask them what they're doing and one pupil was really indignant. I said that before, because I was intruding and then I had another class, a fourth year English class, where I was just lumped with this teacher I mean, and I wasn't given any idea of what I was supposed to be doing.

21

Date 26.10.79 (ii)

1.8(ii) 25

E2 I really don't wish to sound negative because I'm actually enjoying the course, believe it or not. I mean I think it's important now for everybody to kind of explore the different ideas they've got, but it's just, I was just commenting on the fact ever since I've been here I've been thinking, you know, we're really getting off into abstract and it's not really like that and I feel like going back to the reality of

E4 But the point is that you really can't think that what things are really like because they're really like all sorts of things. You see, I mean, what they're really like at C and they're really like at D are totally different, aren't they.

SS1 Seems that we've got confused between, we've got these ideas that require a lot of social theories, you know. We know about educational inequality and we feel education ought to be more relevant and meaningful to pupils that tend to come out under-achieving and we're trying to think of ways that we can improve the situation as teachers ourselves but yet we keep coming up against the fact that we've got the exam system and the fact schools do serve to perpetuate class divisions so on the one hand we're trying to change things and yet there again there's the reality that we keep banging into which doesn't seem to be really clarified at all. We've got to say what we're trying to achieve.

E1 But surely if you don't have that collision then nothing ever happens.

21 Date 2.11.79 (iii) 1.12(iii) 39

M1 Things like your subject area, you can say I hated history when I was a kid or I loved Maths when I was a kid, why doesn't this kid like Maths. I mean you hate Maths, right.

SS3 No, I don't hate Maths certainly I mean I know that the analysis of my own school days and stuff like that was very important in my thinking about teaching actually and why I was put off and scared to death by the whole idea of Maths but would liked to have done Maths, you know, would have liked to have been efficient and I think, but why was that? I think I can pinpoint very clearly that it was to do partly with the teacher and the teaching method

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22 Date 2.11.79 (ii) 1.12(ii) 37

Research Do you think it's important to think, to
Tutor go back into what it felt like when you were
 at school?

E2 But I think it's important to remember it because it gives you a certain perspective right, and also it makes you, well, if you can remember anything it makes you remember how you saw your teachers and so it gives you an idea how the kids see you.

M1 I mean, like, outside the classroom when they're going to lessons and that kids run riot don't they in School B but when I was at school you all walked on the right side of the corridor, you didn't run, you opened a door for a teacher to pass through, kids come round the corner - in my school you would have been in detention straight away for not opening a door for a teacher.

SS3 But that in itself is very interesting, M1, to reflect on the whole sort of different perspective of how the attitude has changed.

SS2 The kind of kids who we're representative of is only such a small percentage of the kids that we're dealing with. You know I look back on my school days and when I consider the amount of trouble I was or the extent to which I was motivated or not motivated because a lot of the kids are entirely different. It's dangerous to relate the way you work.

SS3 I don't see it as a danger actually - it's only misleading if you start making judgements of the type, well this is how it should be.

SS2 It's dangerous to do that, if you think well this is how I was, why - well I was motivated in these classes. Why can't I motivate these kids, things like that - you can really upset yourself.

23

Date 19.10.79

1.2(ii)

4

M3 I think Maths by its very nature is very difficult to integrate into

E4 But I don't see why we can't, as English students, look at Maths like Maths people have to look at, say English.

M1 As far as I've got with Y (Tutor) it's just going to be that 'OK, others may sit in on a lesson that we hold in Teaching Practice I don't think that's adequate quite honestly. I think people's understanding of Maths is what they picked up when they did it when it was just a chore and they don't necessarily see the need for it when they did Maths it was for the sake of doing it. I think they can't see any use for it.

M3 The Maths that is now taught in schools bears no relation to how we were taught in schools but I think it would be valuable if they could learn about it although I'm not exactly sure how it could be done because I know in School E if they had English people coming in, joining Maths lessons in a halfhearted sort of way then I think there would be some resentment in the Maths department.

..... We're the lucky ones. We get to do Maths and we get to be more of ourselves I'm doing Humanities and Community Education, in that sense I'm lucky, I'm getting a broader view, but I think that for the purposes of the course it would be more useful for the English and Social Science people if they learn more about how Maths is taught in schools.

Research Why? -
Tutor

M3 Because it's very difficult to become completely integrated in the school that you are working in if you've no idea of the way one of the main subjects is taught. I'm finding going to Humanities lessons far more valuable than I would find a short talk on the Humanities, valuable in the sense of being interesting and again you learn what the kids do when they're not with you in a much more complete way than you would learn with a seminar or a talk or whatever.

23

Date 19.10.79 (iv)

1.2(iv)

6

E4 A lot of the time the Maths staff are not very keen to do it (a social education course which is the responsibility of form tutors).

M3 I think that is true and it may well be because when they went out to teach they didn't do a course like we're doing when I become a teacher at school then I will take more interest in other subjects purely because I've seen had the opportunity to find out something about them.

24

Date 12.10.79 (iii)

1.1(iii) 1

SS1 I really enjoyed it (Tuesday) and really look forward to next week. It was really good to get going in something practical I've noticed that people (the people I'm thinking of weren't from our course) seem to be generating this fear, horror, dread of teaching practice and it's like exams, it's like a disease, one person says it and then it seems to be escalating, I'm really glad that we've started off right at the beginning.

SS2 the other students are having to go to lectures it's almost a false situation in comparison to what they consider to be the real part of the course which is not in the Institute at all.

E3 I can imagine it building up into a real frenzy of fear.

E2 I don't feel it myself because I've taught already but (people are) organizing things to happen just before teaching practice.

SS1 at a dance society meeting they said we'll have to fit this ballet in before teaching practice and I said, well I hope all social life isn't going to stop during teaching practice because if it is I'm not going to be a teacher.

24

Date 2.11.79 (v)

1.12(v) #2

M1 I mean mixing between subjects you tend to get that sort of feeling. I mean, I feel , an absolute, I feel absolutely hopeless when it comes to English because I just, I was never that good at it and it took me four attempts to get my 'O' Level. I feel as if I'm a bit of a failure.

E2 And hearing you speak about Maths is really good I think for all the English people and it makes us think, why were we failures at Maths. I mean, was it our fault, was it the way we were made to feel. It makes you think about the teaching methods, 'cause, you know, probably when all of us were at secondary school we were split into art subjects or science subjects and whatever way we chose we were made to feel

SS4 When you talk about failure though there's more to it than that. The kids we're going to be teaching, they're not going to be thinking in terms of feeling a failure at certain subjects. They're just going to be totally alienated from school. I mean, I can remember I nearly left school at 16 because I really, you know, just thought school a waste, I just didn't like the whole set-up and I was one of the kids who played around in the classes I didn't like and I didn't feel, those subjects, I didn't think I was a failure in because I just didn't like them.

E2 Well, I didn't feel like a success or failure while I was at school. I mean, well, I didn't consciously feel that. It's only now when we're talking in our seminar groups.

SS4 Do you feel a failure then?

M1 You tend to, like, reject the subject you think you failed at. I mean, I was terrible at history, I mean I hated it because I couldn't do it. I couldn't remember vast spiels about I could never transcribe it back when it came to exams so I gradually hated it and when it actually came round to the 'O' Level I thought, I don't like this subject. I don't understand it. I got an H for that but I mean, I think it moulds your attitude to a subject. Even now, when I was at college doing engineering there were two sort of factions within the Polytechnic, Engineering and Humanities, and all the engineers despised the humanities. It was just the thing to do.

SS3 These divisions are created in the school and I can't help feeling that the British school system, the terrible Maths, Science divisions that occur so early, which I think is really

M1 This is one of the things that came out of this integrated studies talk last week. You know, everybody's saying we should teach integrated studies as a subject

M1 That's why it's so hard, I think, for Maths and English to come back together on the teaching course.

26 Date 12.10.79 (ii) 1.4(ii) 10

SS1 apart from just the Alternative Course there are lots of interesting lectures and things going on in the normal course which I'm interested in this whole week I've been busy from 9:00 to 5:00. When I was at University, it was you didn't feel like you had to go home and relax so much, I really feel the need to go home and unwind a bit and then you feel that you've got to start reading again.

E1 I think I've worked a lot harder than I would if it was a normal lecture course, because I could see that despite the quarrels we've had about the relevance of the seminars, I can see that there ought to be some kind of relevance and so I've been tending to work towards that.

E3 Well the relationship between what you do in school and what you do in seminars is something that is going to build up gradually

26 Date 12.10.79 (iii) 1.4(iii) 11

SS1 I really enjoyed it (Tuesday) and really look forward to next week. It was really good to get going in something practical I've noticed that people (the people I'm thinking of weren't from our course) seem to be generating this fear, horror, dread of teaching practice and it's like exams, it's like a disease, one person says it and then it seems to be escalating, I'm really glad that we've started off right at the beginning.

SS2 the other students are having to go to lectures it's almost a false situation in comparison to what they consider to be the real part of the course which is not in the Institute at all.

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SS1 at a dance society meeting they said we'll have to fit this ballet in before teaching practice and I said, well I hope all social life isn't going to stop during teaching practice because if it is I'm not going to be a teacher.

1.5(i)

12

I think the idea that we should be immediately questioning why these kids are at school, what we really want is a thing we'll be able to answer as we get into (the concept of) de-schooling society - Illich.

..... something which is pretty heavy to jump into. Something which we probably all talk about in seminars and people get disillusioned and start to really question what the hell they're doing on this course, what are the schools out there trying to do? I think it's great we're all starting to think like that, if this course encourages us to think like that, as opposed to the other course

27

1.8(ii)

25

I really don't wish to sound negative because I'm actually enjoying the course, believe it or not. I mean I think it's important now for everybody to kind of explore the different ideas they've got, but it's just, I was just commenting on the fact ever since I've been here I've been thinking, you know, we're really getting off into abstract and it's not really like that and I feel like going back to the reality of

But the point is that you really can't think that what things are really like because they're really like all sorts of things. You see, I mean, what they're really like at C and they're really like at D are totally different, aren't they.

Seems that we've got confused between, we've got these ideas that require a lot of social theories, you know. We know about educational inequality and we feel education ought to be more relevant and meaningful to pupils that tend to come out under-achieving and we're trying to think of ways that we can improve the situation as teachers ourselves but yet we keep coming up against the fact that we've got the exam system and the fact schools do serve to perpetuate class divisions so on the one hand we're trying to change things and yet there again there's the reality that we keep banging into which doesn't seem to be really clarified at all. We've got to say what we're trying to achieve.

But surely if you don't have that collision then nothing ever happens.

7 Date 2.11.79 (11) 1.10(11) 30

- SS2 Well I think this morning again it's too big that group altogether. I think we should have kept on as we were prior to the coffee break when we were having a lot better discussion.
- E3 I think we try to discuss too much.
- SS3 we were divided by subjects so it was interesting for us lot who have been doing remedial reading to hear about, you know. the other side of it which was - sorry, no topics, this morning we were doing remedial and other groups were doing so-called troublesome children so it was interesting.
- E2 It's learning about different schools, which is a good idea, I mean, unfortunately the discussion this morning was better when it was just two schools together rather than four.
- SS3 But, yeah, I think that they could have done with splitting so that they would have had two groups but with components from each school within those two groups and so you would have got the four schools. That was very interesting, to see the four schools' standpoints.
- E2 Well, I think there's a problem there because not everybody from the same school would have the same information.
- M1 I think the discussion on this came too early, we haven't been in school long enough to get into the system.

- E1 I immediately assumed, quite rightly, that she knew more about it than I did because she's been teaching it.
- M1 I think your views ended up being stifled actually because, you know, you say, 'Well, you know more about this than I do.'
- E2 I mean we are learning. We don't know we should be given the freedom to discuss things, to find out how we feel.
- E2 when you're teaching you get a very rosy view of, you know, I mean if you've done any teaching you'll know what I'm talking about, but you can give a lesson and go out and someone says, 'Well, what happened to that' and all you get is, really fantastic, a great discussion Now if someone from the outside was in there they would see very different points to you and I think it's very important for us to see things as they are from an objective viewpoint instead of giving the teacher's impression.
- E3 Because that's one of the benefits of this year, is that we're not tied down to a particular situation with particular concerns she saw her role this morning as defending
- E4 The funny thing is that in the seminar she didn't feel she had to defend it. In a smaller seminar we had before she, in fact, criticized it quite a lot, and the funny thing is that in the wider situation where the attack might have been coming from other areas as well she felt compelled to defend it.
- E3 Yeah but she wasn't saying it was perfect. She was indicating there were faults with it. I think she was just trying to counteract the sort of, the totally negative criticism.
- E1 I don't think we were being negative actually.
- E3 Well, that's how she saw it.
- E1 Well that's what I mean. That's what I say about defensive.

9

Date 2.11.79 (i)

1.10.(i) 29

SS3 Yes M1, but don't you think it's the same with any discussion wherever it happens that you tend to get out of it what you put into it, you know, and if you don't join in then you are going to sit very much on the sidelines.

SS2 You see this, you are already talking about the benefits of sitting around and discussing even

Now it seems to me that it is essential which is useful to talk about prior to going into the school. You all will be facing this and you ought to have some ideas of your own, whether or not you agree with

M1 I have a certain attitude when I go into a discussion. I have certain ideas, right.

SS2 Alright, so we'd like to hear them.

M1 My ideas are reflected in what other people say. I don't say anything unless I radically disapprove or the point isn't coming out that I would I'm not saying we shouldn't have any discussion but I think it's just

29

Date 2.11.79

1.11(i) 33

Research Tutor I mean, are you getting a sense of the school groups? Do you think that's important?

SS3 I think in some ways you get to know more that way.

E3 I think the big seminars are necessary.

M1 You get to know more about the subject area, not necessarily all the other subject areas.

E2 I think you get a better perspective

M2 But then you've actually had to think consciously about what's happening in your schools and you can put it across to somebody else.

- E2 But when you learn about, say School B, doesn't that give you a kind of different perspective on School C.
- M2 You're being presented with alternatives. I mean other schools do the same thing differently which is good to know that.
- E3 How I've learnt most about School E is how it feels. You don't really get the impression of how other schools feel.
- SS3 Like this morning when, in the first part when School B were talking about their school I didn't really feel I really knew what it was like.
- SS2 We were told but we didn't actually experience it.

29

Date 2.11.79 (iii)

1.11(iii) 35

- SS3 Can I go back just while we're on the subject about this creating of atmosphere. It suddenly struck me that wouldn't it have been an idea at a stage earlier on to get a feeling of all the different schools and to have had something like a short video just to even see the buildings, the setting, yeah, a trip, but if that wasn't possible, organizing us all en masse time-wise, I mean, a short sort of 5 minute video on each school just to sort of - I think that would have really got across to people more

And that would have given us all a much better sort of mental picture of when somebody says - and even just to see the kind of kids at the school. No, what I mean is, if you're talking about different backgrounds, racial backgrounds, stuff like that, you know, you find out that some schools haven't got the same problems, because we were discussing race in Subject Group, that they haven't got the same problems as us at B. You know, they haven't got the racial mix and, I mean, that is an interesting, well, problem in a general way

- E3 I think so. Yes it could go one step further towards getting an impression.

1

Date 2.11.79 (ii)

1.10(ii) 31

SS2 Well I think this morning again it's too big that group altogether. I think we should have kept on as we were prior to the coffee break when we were having a lot better discussion.

E3 I think we try to discuss too much.

SS3 we were divided by subjects so it was interesting for us lot who have been doing remedial reading to hear about, you know, the other side of it which was - sorry, no topics, this morning we were doing remedial and other groups were doing so-called troublesome children so it was interesting.

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E2 Well, I think there's a problem there because not everybody from the same school would have the same information.

M1 I think the discussion on this came too early, we haven't been in school long enough to get into the system.

31

Date 2.11.79 (iii)

1.10(iii) 32

SS2 And I think it was actually much more the general topics, you know, when we got onto this idea of what should we do about the problematic child. Is it the school or the child who should - I mean on that level I find it quite interesting

SS2 I think it would be quite useful it would be interesting to know across the country what's the situation

SS3 You mean having a few facts and figures.

Yeah, you know, how many schools have remedial units, what is the general theory at the moment about how to handle this situation, so that we're in tune with what's going on in the rest of the country.

E3 There's a very strong bias to stick to London.

M1 Well the course is based around Inner London schools.

E2 I'm sure on the reading list you'll find stuff like that if you want to read it but if we ask for that kind of injection into the course it's just going to be totally theory.

SS2 It would be nice to know in more general terms a few facts so that when we actually go out teaching in schools, in Leicestershire, Nottinghamshire, whatever, we don't suddenly get there and there's no regional provision at all. You know we're going to be under the impression that we're leaving here

M1 But if you want to know that the thing to do is to go and find out and bring it up in the discussion I don't think you should bring the sole aim of the - that sort of background work that you want to know you find out yourself.

E2 Because I think the seminars have been very informative and very practical I mean I think they're useful and I think, you see, we haven't been at the schools long enough we're getting the basic framework of what to look out for.

31

Date 2.11.79 (1)

1.1 (i) 33

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Tutor school groups? Do you think that's important?

SS3 I think in some ways you get to know more that way.

E3 I think the big seminars are necessary.

M1 You get to know more about the subject area, not necessarily all the other subject areas.

E2 I think you get a better perspective

- M2 But then you've actually had to think
consciously about what's happening in your schools
and you can put it across to somebody else.
- E2 But when you learn about, say School B,
doesn't that give you a kind of different
perspective on School C.
- M2 You're being presented with alternatives.
I mean other schools do the same thing differently
which is good to know that.
- E3 How I've learnt most about School E is
how it feels. You don't really get the impression
of how other schools feel.
- SS3 Like this morning when, in the first part
when School B were talking about their school
I didn't really feel I really knew what it was
like.
- SS2 We were told but we didn't actually
experience it.

APPENDIX II

Patterns of Assessment on PGCE and PGCE Alternative Course

The Scheme of Examination for students following the ordinary course up to 1985.

The theoretical elements of the course are examined as follows:

General Education Theory: one three-hour written paper.

Principles and Methods of Teaching: one long or three short pieces of course work on an approved topic or topics.

The Foundation Option: one long or three short pieces of work on an approved topic or topics.

The Curriculum Option: one long or three short pieces of course work on an approved topic or topics.

A long piece of work is interpreted by University regulations to mean one of the following:

- (a) an essay of about 6,000 words with supporting bibliography and abstract.
- (b) a substantial project, eg a field study, laboratory work, a language tape or some other work not covered by the term 'essay', provided that such work is supported by a written statement of at least 2,000 words, containing an expression of the educational rationale and a critical evaluation of the work concerned.

A short piece of work is to be interpreted to mean one of the following:

- (a) an essay of about 2,000 words,
- (b) practical work, with a critical evaluation of about 2,000 words.

This pattern was followed by Alternative Course until 1977. From 1978-1982 the scheme of examination for students following the Alternative Course was

General Education Theory - a substantial report of 8,000 words which shall be in two parts. In the first part students will be required to show evidence of work in breadth of education theory arising from the school experience. This part of the report will be about 5,000 words. In the second part of the report, which will be the depth component, students will be required to give either evidence of the application of educational theory to a curriculum issue (for students not following a Curriculum Option), or evidence of work within a Foundation Option (for students not following a Foundation Option).

Principles and Methods of Teaching - one long or three short pieces of written work on a topic or topics approved by the Institute of Education.

Foundation Options or Curriculum Options - one long or three short pieces of written work on either a Foundation or Curriculum Option, the choice of option to be decided by the student.

From 1983-85 the scheme of examination for students following the Alternative Course became

Scheme of examination for students following the alternative course

A Report of 12,000 - 14,000 words, which should give evidence overall of (i) ability to develop an educational argument; (ii) ability to make connections between educational theory, principles and methods of a teaching subject, and educational, school and classroom issues, reflecting study of educational perspectives in both depth and breadth.

A Project of approximately 6,000 words (or the equivalent with linked educational rationale) on a topic approved by tutors, which should normally be constituted by (i) an account of a piece of classroom teaching; or (ii) an account of an educational undertaking, for example, a school journey, a project involving use of museums, a field study, etc; or (iii) a creative project, for example, construction of a piece of educational equipment, video, drama, dance, art work, a collection of the candidate's own poetry or short stories.

For all PGCE students beginning their initial training in 1985-86 the Examination in the Theoretical Element will be as follows:

Students will be examined on the basis of course work which gives evidence of the student's ability to:

- (i) develop an educational argument reflecting on experience gained and observations made throughout the year;
- (ii) make connections between educational theory and the principles and methods of teaching;
- (iii) make connections between educational theory and practical issues concerning the classroom, the school and wider society.

The course work submitted for examination by candidates shall consist of:-

- (i) written work, of between 6,000 and 10,000 words, focusing on the education component of the course, and

(ii) written work, of between 6,000 and 10,000 words, focusing on the student's teaching experiences. For this piece of work students may submit the equivalent of up to 4,000 words in the form of a project, e.g. a curriculum package, a set of media resources.

The total number of words for the course work assessment must be between 14,000 and 18,000 words.

APPENDIX IIIPrinciples of Methodology

This appendix discusses the principles and practice of the methodological stance adopted throughout the study. This was 'illuminative evaluation' discussed by Parlett and Hamilton in 1972 which stressed that the process involved the conception, development and communication of relevant information to be used in the decision making process in relation to the particular programme.

Parlett and Hamilton specify quite clearly that this is required when it is felt that conventional methodological approaches are seen as inadequate in unravelling the complexities of the situation and in failing to confront that complexity are not likely to help the decision-making process.

The decision making referred to exists at three levels and most important for this study was the direction, progress and development of the innovation itself, which required a way of reflecting and a kind of knowledge that was difficult, if not impossible, to generate in the course of teaching. Evaluation was being developed without any necessary pressure for consideration of large scale application and indeed the relatively small scale of the innovation allowed for the development of sensitivity to the essential parameters of its change.

The second level was the requirement of the university as validating body for evaluation to take place - not to ensure funding but to enable the

innovation to continue. This requirement made in 1978 was not unwelcome but staff deemed it undesirable and premature to attempt to measure 'educational products': rather the task was seen as developing a detailed study of the course with its particular ways of working and to examine its relationship with the wider 'learning milieu' referred to by Parlett and Hamilton. In a sense 'educational products' as measured by conventional PGCE yardsticks of practical classroom achievements, high grades in theoretical work and favourable external examiners' reports continued to be satisfactory but in themselves threw little light on underlying structure and process.

The third level, important but more remote in the late '70s, was a more general audience of professional teacher educators and serving teachers likely to be concerned with change. This audience has since grown, given recent external pressures discussed in the thesis, and are perhaps now and rightly the audience who will be concerned with decision making.

As Parlett and Hamilton state:

In his report, therefore, the evaluator aims to shape discussion, disentangle complexities, isolate the significant from the trivial and to raise the level of sophistication of the debate. (p.30)

And:

Ideally the output of the research will be regarded as useful, intelligible and revealing by those involved in the enterprise itself.....By addressing key educational issues it can also be seen as a recognizable entity by others outside the innovation. If the Report is seen merely as an arcane or irrelevant addition to the research literature already ignored by practising educators, clearly the evaluation will have failed. (p.31)

What must be borne in mind here is that in "discarding a spurious technological simplification of reality and by acknowledging the complexity of the educational process the illuminative evaluation is likely to increase rather than lessen the sense of uncertainty in education". (p.32.) It has been argued in the introduction and the conclusion of the thesis that more uncertainty than at present is desirable as against the 'doctrinal assertion' that guides so many of our efforts in teacher education.

Illuminative evaluation appeared to meet both the requirements and the ideological stance of staff offering a research mode that would serve their needs most widely. Prior to the establishment of the Research Group in 1979-80 it was decided that it was vital for staff to examine critically and reflectively the course they had built, becoming aware of how students saw it and what they felt were its advantages and disadvantages. Particularly it was seen as important as Parlett and Hamilton indicate,

to discuss what it is like to be participating in the scheme and in addition to discern and discuss the innovation's most significant features, recurring concomitants and critical processes. (Parlett and Hamilton, p.8.)

To achieve this meant the development of a mode of research which would follow Parlett and Hamilton's injunction that each particular research case required the application and development of its own appropriate techniques.

In this case the writer was familiar with the innovation through her work in developing and teaching the course but in no sense does this

unravel its complexity, its actuality as opposed to its intentions.

The task remained to isolate the course's regular and important features, to relate them to underlying factors in both staff intentions and established practices and to examine the relationship between procedures established and students' responses.

The first stage designed to "generate common incidents, recurring trends and issues frequently raised in discussion" (Parlett and Hamilton, p.16) took place in the Research Group. This is presented in the microfiche and enabled the process described by Grace (1979)

to make some form of empathetic 'entry' into the social world of another through close acquaintance with the context and texture of their discourse.

This directed attention to the areas of concern for the second stage enabling the observation to be more directed, systematic and selective. It led directly to the choice of the school group as the focus for further research, identifying it as the critical learning milieu referred to by Parlett and Hamilton. Through the analysis of the Research Group it became apparent that the school groups "embody core assumptions about how knowledge and pedagogy should be organized" (Parlett and Hamilton, p.13). Equally they were affected by factors both internal and external to the institution which would require a focus in the subsequent stages.

A further decision taken here was to work across three groups rather than one to ensure that the data was generated from different situations within the innovation. The school group within the Institute was taken as a basic focus since it was considered that in that arena what Parlett and Hamilton refer to as the 'higher order' aspects of the college environment would

be most in evidence. At the same time the location of the groups in school could also be reflected in the research. This provides an example of what Parlett and Hamilton refer to as 'progressive focusing' and was the result of detailed familiarity with the views of participants obtained at the first stage.

It was the analysis of the Research Group that gave rise to the selection of key features of the innovation for further study (see Ch. III p.108). This analysis is presented alongside the thesis to enable the reader to judge the appropriateness of the themes selected. Categories or themes were chosen to provide critical links between the innovation and the 'learning milieu' for as Parlett and Hamilton point out it is vital to clarify the way in which changes in the course structure and ways of working affect the students' learning experience.

The 'learning experience' is represented in the fourth theme concerned with the nature of reflection and theorising which is examined in relation to changes in the 'learning milieu' represented in the other themes. At its most general the first involved representation of the changes in the responsiveness and relatedness of school and training institution. Next it was apparent that new forms of pedagogy were being developed which reflected and contributed to the responsiveness of the structure and this was taken as the second theme, the development of an active pedagogy. Then the Research Group analysis suggested that the PGCE played only one part in the process of teacher education and this was demonstrated in the third theme.

These themes were derived from extensive personal knowledge of, and immersion in, the data as well as a commitment to making the underlying processes visible. Obviously qualitative, intuitive and personal judgements are made at this stage and this is why the data from the pilot stage, its description and interpretation is presented here. The central categories and meanings were based on this work as well as the writer's awareness and experiences as a teacher on the course.

Once the themes were identified, their demonstration required close study of the processes of the course and this is the work reported in chapters 4 - 8 of the thesis. It should be noted that the school group sessions which formed the basis of the analysis were all attended by the writer thus enhancing the interrelation of the three stages characteristic of illuminative research.

The first stage, consisting of the analysis of the Research Group, located the second stage work in the school groups and guided the subsequent analysis of the transcripts. Work at both of these stages could then inform the third stage which attempts to elucidate general principles and procedures and to put the research findings into a wider framework.

The stages could thus productively overlap and this process is utilized in the final presentation of the report. Parlett and Hamilton indicated that during the course of the research problem areas are both 'progressively clarified and redefined' (p18) and it is this which allows the movement from one stage to the next. This process occurs through familiarity with the data generated. The themes once chosen guided the selection from the

data contained in the transcripts. This is the notion of progressive focusing which had its place in the organization of the research and the development of the teaching. Further such focusing also influenced attempts to modify the wider context within which the 'learning milieu' exists and reference is made throughout to other areas of PGCE work - courses, pedagogy and assessment. (See Appendix IV)

Parlett and Hamilton raise the question of the "subjective element", the "question of gross partiality on the part of the investigator" which was also raised by Grace in his discussion. Whilst the present study was not conceived as a sociological account, Grace's comment on his own work is appropriate.

At the point of editing and interpretation the procedure adopted was to derive what appeared to be within each teacher's account the central meanings and categories in their discourse. (Grace 1979, p.152.)

Inevitably there has to be selection, and evidence in the form of transcript has been given to enable the reader to judge the quality and appropriateness of the meanings and categories selected. Given the stage of the innovation and the function of the research discussed above, the illuminative evaluation position was accepted acknowledging as do Parlett and Hamilton the need for the subjective element and the necessity for 'the use of interpretation and human insights and skills'. (Parlett and Hamilton, p.25.)

Once the central themes had been decided upon the transcripts were analysed according to those themes. Immersion in the data through first its collection, then its transcription and finally its analysis did not reveal more salient themes. However a possible limitation of perspective is

not peculiar to illuminative research when immersion in the data enables categories to emerge from it rather than to be decided upon long before the research takes place . This is the case with much work informed by traditional methodologies.

At the end of the day the question of partiality and possible bias has to be answered empirically. At the time in the life of the innovation when the research was undertaken detailed knowledge of underlying parameters was needed. This necessitated a methodology which would reveal the experience, the concerns, the disquiets and satisfactions of the course for its participants. Following from this research was required to demonstrate the operation of the underlying structures and processes: the flexibility of the illuminative research paradigm offered the opportunity for this to be accomplished. However, the limitations, the gaps, the omissions that remain are, as in any research project, the responsibility of the writer rather than the methodology.

APPENDIX IVInstitutional Constraints

To focus on constraints and pressures within which the innovation existed and with which staff personally had to contend, is to look in the opposite direction from the empirical section of the thesis which looked at what was developed by staff and students.

What follows is an indication of what went on alongside these developments to give a balance, provide a context and point to the politics of innovation. Politics will be in evidence in relation with committees in the Institute and the University. In the thesis the potentiality of the innovation for learning by staff and students is emphasised and other learning is suggested by the involvement in the political sphere of decision making and the latter is referred to here.

The constraints refer to the period of the establishment of the course and will be concerned with three specific though related spheres of influence which surrounded the innovation. First, those located in the innovating institution - the Institute of Education; second, those located in the University of London and, third, those which have to do with general practices and ideology in teacher education. The influences from each sphere may have positive or negative effects upon the innovation in both the short and long term.

The early influences on the development of the Alternative Course are discussed in the Report made on the course to the Institute and to the

University (Jones, 1981) and the following extracts are taken from that Report.

First, there was the monolithic character of the PGCE within the Institute - it is as if the scale of the enterprise made change appear impossible. The working Party on the Education Course 1972-74 expressed its concern in the face of this situation "to encourage a range of alternative approaches to Initial Training" (Jones, 1981 p.5). In their suggestions for improvement they stated:

There may be a need to re-think what is entailed by the conception of a 'course' within the context of teacher education. In the long term we can envisage a situation in which notions of a 'core content', to some degree fixed, might be subsumed within a structure enabling a variety of possible routes which teachers in training might choose between In the short term the implications of this are towards the expectation of experiment with alternatives (Jones 1981, p.5)

From this Report emerged two further Working Parties - the Long Term Working Party on the future of the PGCE and the Short Term Working Party on the Education Course. In addition, three of its members proposed an immediate if limited experiment and in 1974-75 the Alternative Course began. (Jones, 1981 p.5)

Known as the Experimental Course the idea of the Core Group was seen as the organizing framework

- i) to incorporate the traditionally separated concerns of method and education work within a single framework;
 - ii) to allow for this integrated framework to be directly linked to a student's experience in school
- (Jones, 1981 p.6)

The scale of the enterprise enabled the course to be established, for consisting of 2 method groups and 3 members of staff, it existed within the mainstream framework of the PGCE.

In 1977 when the Long Term Working Party reported to Initial Courses (Jones, 1981 p.10) it recommended the establishment of alternative routes through the PGCE but it was a much more specific and limited proposal that was accepted.

That a group based on the framework set out in the Report of the Long Term Working Party be set up for 1978/79 for an experimental period of 3 years.
(Jones, 1981 p.12)

At this point the University became influential since the proposal accepted within the Institute involved a change in the pattern of assessment which had to be approved by the University. The proposal was discussed by the Subject Committee in Education at their meeting on 3 November, 1977.

3. PGCE: PROPOSAL FOR AN ALTERNATIVE COURSE

CONSIDERED: The following Report from the Institute of Education:

"Discussions have been taking place at the Institute of Education about the structure of the course for the PGCE. It is considered that the PGCE might provide a more valuable course of teacher training if an alternative is offered where greater emphasis is placed on work in schools. This includes activities which teachers are increasingly required to undertake in addition to their teaching duties. At its last meeting, the Central Academic Board of the Institute recommended that permission be sought for the Institute to offer, for three years in the first instance (1978/9, 1979/80, 1980/81), a modified form of the PGCE course which reflects these views. This alternative PGCE course would be limited to about 40 students in the first instance with the possibility of an enlarged group in 1979.

(Extracts from the Minutes of the Subject Committee in Education, 3 Nov. 1977)

The Subject Committee rejected the proposal as shown in the following extract:

REPORTED: (1) The Subject Committee had considerable reservations about the proposal presented to them, and was concerned that no rationale for the proposed alternative course had been submitted. It was concerned that the proposed alternative course would enable students, by careful selection of the subject of their essays on General Educational Theory, Principles and Methods of Teaching and a Curriculum Option, to cover only a very narrow area of educational theory; that the proposal to allow students to select either a Curriculum Option or a Foundation Option struck at the fundamental principles of the PGCE course which it considered should not be changed without a much wider discussion of the purpose and function of the PGCE course.

(2) The Subject Committee gave considerable thought to ways in which it might be possible to accommodate the proposals of the Institute while maintaining the present balance and principles of the PGCE course. It was the opinion of the Committee that the work proposed for the alternative course might appropriately be included as one of the Curriculum Options offered by the Central Institute, and that students could then be examined on it by means of a 6,000 word essay. This would leave the balance of the PGCE course unchanged and would require no amendment to Regulations. The Committee would commend this suggestion most strongly to the Institute.

(3) However, the Subject Committee suggested that the Institute might wish to explore the possibility of submitting an alternative detailed proposal which, while including the work envisaged in the original proposal, would ensure that students received a training in Educational Theory comparable with that which obtained under the existing PGCE Regulations, and that students were adequately examined in General Educational Theory, Principles and Methods of Teaching, a Foundation Option, a Curriculum Option and Practice. In this case the Subject Committee would be prepared to consider a proposal to permit slightly shorter pieces of work being submitted by students for the Foundation and Curriculum Options.

RESOLVED:

That the views of the Subject Committee in Education be forwarded to the Institute of Education.

(Extract from the Minutes of the Subject Committee in Education, 3 Nov. 1977)

This signified their lack of acceptance of alternative routes through the PGCE and their requirement for students to cover all parts of the PGCE. Essentially no change was recommended. Alternative Course staff supported by the Dean of Professional Studies were unwilling to accept this recommendation aware that, without the assessment changes they proposed, the development of the course would be hampered. Accordingly a further submission was made to the University in February 1978. The rationale then presented to the Subject Committee in Education attempted to put the proposal into a wider framework, drawing attention to

national uncertainty about the appropriate balance between theoretical and practical considerations within initial training and in particular - of special interest - about the means by which these two elements may be linked.

(Doc. SCE/ 778/6 paragraph 2.3, presented to the Subject Committee in Education on 2 Feb. 1978)

It also stressed

the increasing complexity in the tasks faced by teachers, in particular those working in our inner city schools and in consequence of the need for initial training institutes to explore ways of accommodating more efficiently to the teaching roles which a majority of the students will subsequently take. (Ibid para. 2.3)

Additionally it stressed

a further and more fundamental reason behind the present proposal is that of research of alternative methodologies in teacher training. It is the intention to accomplish this through the evaluation of the course as a case study.

(Ibid para. 2.4)

Finally it indicated that the proposed course would act as a

pilot for features which might be incorporated within the PGCE course more widely at some later stage.

(Ibid para. 2.5)

The submission included the Long Term Working Party Report as an Appendix which emphasised the role of the Alternative Course in relation to the PGCE in the Institute.

After considerable debate the proposal was accepted by the Subject Committee in Education which at its meeting on 2 February, 1978 recommended:

That the proposal from the Institute of Education for the introduction of an alternative course for the Postgraduate Certificate in Education be approved for a trial period of three years from October 1978.

RESOLVED:

That the Institute of Education be informed of the Subject Committee's suggestion that an evaluation of the alternative course might be made towards the end of the experimental period and that the Subject Committee would be interested in receiving such an evaluation.

Its decision was ratified by the Standing Committee of the Board of Educational Studies on 10 February, 1978 after the final confirmation by University Senate (April 1978) and the Alternative Course was permitted to proceed for a trial period from October 1978.

The requirement for an evaluation to be made of the Course was met in 1981 with a Report (Jones 1981) accepted in the Institute by the Initial Courses Sub-Committee in May 1981 and in the University by the Subject Committee in Education in June 1981. The Standing Committee of the Board of Educational Studies at its meeting on 19 June, 1981 received the Subject Committee's Report and made its recommendation. The factor of time passing had modified some of the extreme opposition. Also the number of distinctions was significantly higher for the Alternative Course. In the event it was:

306 REPORTED: The Subject Committee in Education welcomed the proposal from the Institute of Education to continue to offer the alternative course for the Postgraduate Certificate in Education.

307 FURTHER REPORTED: The Standing Committee was informed that the Subject Committee in Education had considered the proposal from the Institute of Education for the continuance of the alternative course for the PGCE in some detail and had invited two of the authors of the report on the alternative course to speak to the proposal. The Subject Committee had welcomed the idea that it was possible for the PGCE to be taught and examined by means of an alternative course.

RECOMMENDED:

308 (i) That the proposal from the Institute of Education that the alternative course for the Postgraduate Certificate in Education should continue for students registering in and after October 1981 be approved.

(ii) That the revised form of assessment for the alternative course for the Postgraduate Certificate in Education, as set out in DOCUMENT BES/801/46 (attached to signed Minutes), be approved for students registering in and after October 1982. (Extract from the Minutes of the Standing Committee in Education, 19 June, 1981.)

(The details of the forms of assessment are contained in Appendix II of the thesis.)

What is quite clear is that from the beginning Alternative Course staff were continually involved in creating and modifying the conditions for the existence of the course. This activity which at each point involved both the Institute and the University became a feature of life as did the production of submissions and reports. Staff were frequently required to scrutinise and evaluate their work for audiences whose function it was to make critical decisions. In itself this is a major pressure and constraint for the innovation constantly needs to prove itself, for as a minority group it exists outside the mainstream, frequently running the risk of being further marginalised or eradicated. 'Proving itself' is problematic for Evaluation Reports, positive student opinion and high levels of performance and achievement may do little to change established

attitudes of staff working within different structures. It was also necessary to demonstrate to Initial Courses and the Subject Committee that financial implications were of minimal concern - there was a strong 'anti-alternative course' lobby who continually used the cost-factor as a negative argument. However in the event it was shown that the course innovation had no adverse financial commitment although for its establishment it required highly committed staff.

The pressure to attempt such changes involved the commitment to the illuminative evaluation stance which led to the Research reported in the thesis. This provided a balance to the immediate pressures to influence and obtain essential decisions, for it meant that staff could be involved in the longer term work of making aspects of the innovation more generally available. This involved locating the innovation more widely and accepting the interrelation of the spheres of influence.

In conclusion brief reference will be made to the third sphere of influence and constraint which provides the wider context of practice and ideology with reference to the PGCE. Aspects of this are documented in Chapter I of the thesis and reference is made to it here because the wider context and the climate of teacher education which draw upon and reflect attitudes and practices are an essential but hidden aspect of the political agenda referred to here. Not only do the attitudes and practices inform the decision making arenas that have been referred to but they affect staff directly and continually as they attempt to build and consolidate a practice that at critical points contradicts the commonsense with which they are surrounded. A more personal view of the political is involved here but

arguably such constraints often appear more immediate and intractable than those that are resolved in committees.

First there is the focus on subject method work seen as centrally defining the reality of the PGCE experience. Throughout the duration of the Alternative Course subject method departments established an effective challenge to the pre-eminence of discipline based education work and both exerted particular pressures on the Alternative Course. Then there is the lack of integration within the PGCE course, an accepted fragmentation of component courses that makes any attempt to provide an integrated course a hazardous undertaking. Involved in attempts to reduce fragmentation, staff as well as students became aware and subject to the pressures arising from the fragmentation. Parallel to the lack of horizontal integration of courses which make up the PGCE is the lack of vertical integration of Institute and school which makes it difficult to allow the school to influence and shape the agenda of the PGCE concerns.

Alongside this is the pedagogy of the PGCE which overwhelmingly espouses the view of teacher education as training where the university transmits essential knowledge. To move towards a view that sees students as both knowledgeable and necessarily active in their learning is not easy in this context. In many senses the pressures that arise from developing a position where the course can be responsive to both schools and students are extremely positive but they contradict mainstream practices and attitudes.

A further constraint follows from the capacity of the Alternative Course to enable staff to respond to schools and to students; to reduce fragmentation and to challenge the split between subject method and work in education. This is the effect of sustained participation in work of this nature at this level on career patterns. Institutional careers are related to departmental structures whose main concerns are long established and reflected in courses at a variety of levels and in comparison innovation has a degree of fragility and impermanence.

Each of these constraints it could be said should be faced by those institutions which are trying to change the structures and processes of their PGCE course. It has also to be said that at present staff in institutions who involve themselves in changing the structures and processes will personally face such pressures and constraints. The degree to which the personal and structural dimensions can be related and resolved through political decisions is the degree to which any permanent change will be affected and in this process innovation has an important role to play.