The legitimation of professional practice within initial teacher education in England

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- **Context** – SCITT and motivation for my doctoral research (2017 – 2022)
- **Social realism**, legitimation and the significance of time and space for **different** forms of knowledge
- **Diffraction** The term diffraction means to 'break apart in different directions' (Barad 2007: 168)
- **Empirical focus** of the research study (analysing mentor /mentee dialogues)
- Offering a **challenge to the legitimation of professional practice knowledge**

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Context:

The SCITT's **partnership** ethos an ambition 'to build and develop a community of teachers who work together **collaboratively, critically, creatively and carefully** to understand and improve the positive impact that they have on pupil progress and achievement' (KNSTE, 2020).

The work of the SCITT's **teacher educators (mentors)**are fundamental to this responsibility and their weekly meetings with their **beginning teachers (mentee)** a key element within their obligations.
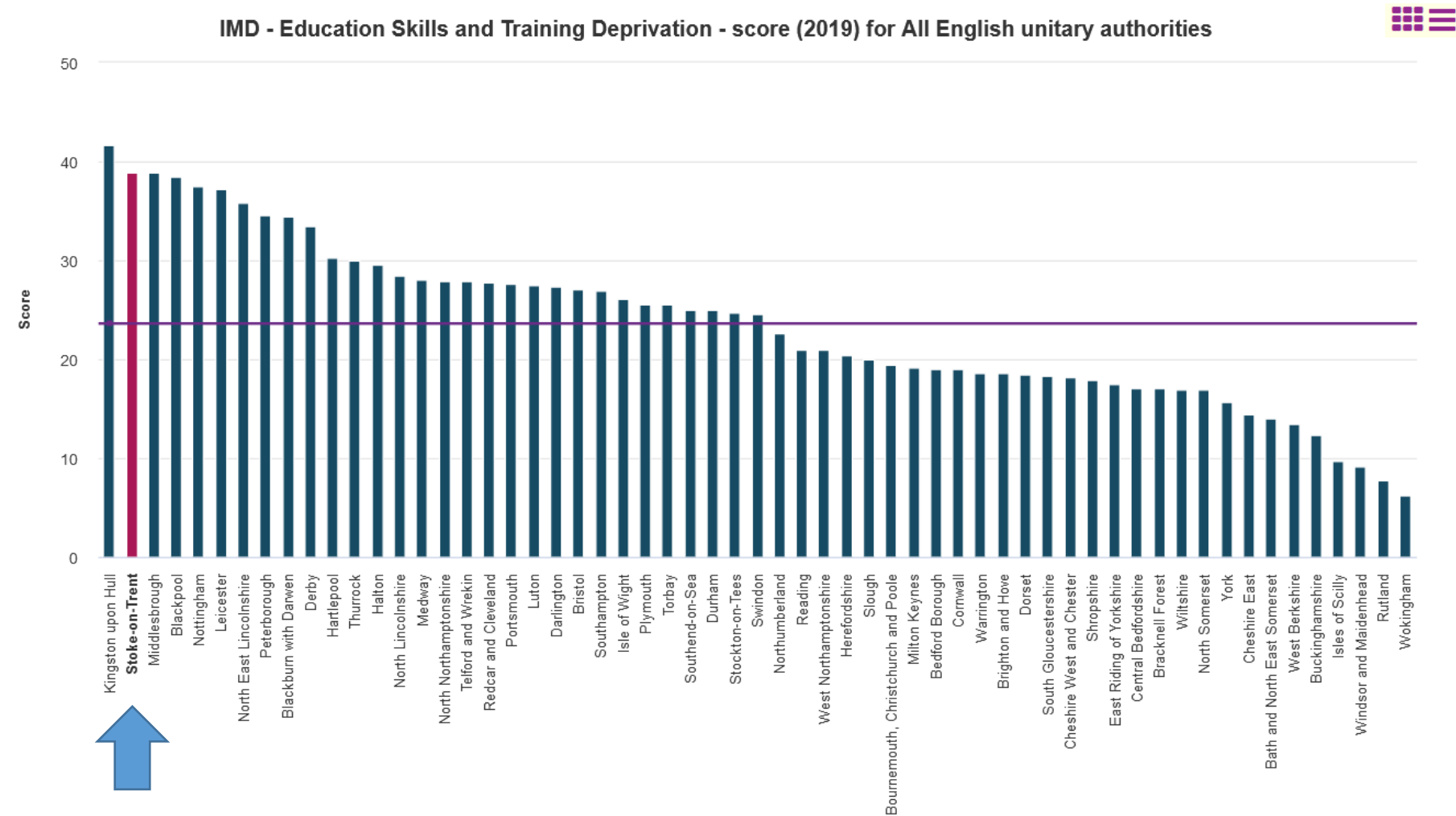
Concern: Theory / practice divide and the impact that this has on conceptions of **professional practice**

Placement Schools
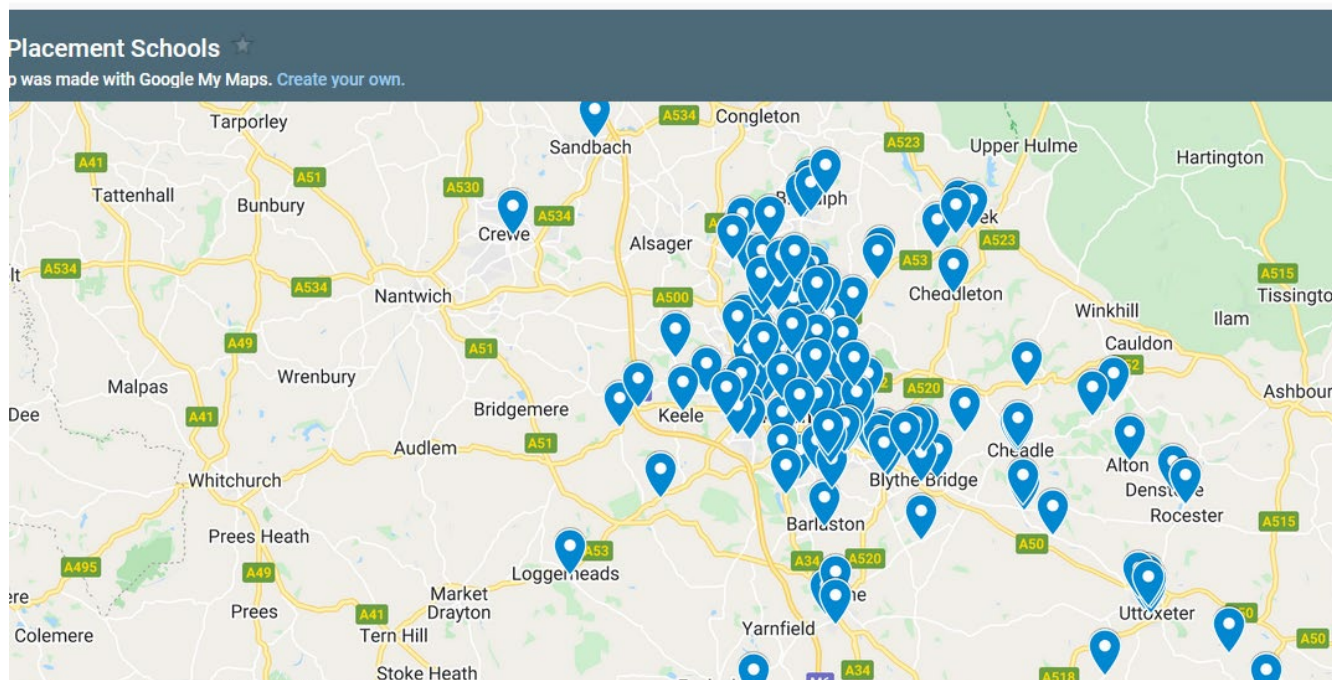
Rank	Local Authority District	Income Deprivation Affecting Children Index (IDACI) Score - Proportion of children living in income deprived households
1.	Middlesbrough	32.7%
2.	Blackpool	30.7%
3.	Knowsley	30.3%
4.	Liverpool	29.9%
5.	Kingston upon Hull	29.8%
6.	Nottingham	29.8%
7.	Manchester	29.7%
8.	Hartlepool	28.3%
9.	Birmingham	27.6%
10.	Islington	27.5%
11.	North East Lincolnshire	27.4%
12.	Wolverhampton	27.1%
13.	South Tyneside	26.7%
14.	Tower Hamlets	26.6%
15.	Hastings	26.5%
16.	Sandwell	26.3%
17.	Walsall	26.1%
18.	Stoke-on-Trent	25.7%
19.	Redcar and Cleveland	25.6%
20.	Burnley	25.5%

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835115/IoD2019_Statistical_Release.pdf

IMD - Education Skills and Training Deprivation - score (2019) for All English unitary authorities


https://lginform.local.gov.uk/reports/lgastandard?mod-metric=3905&mod-period=3&mod-area=E06000021&mod-group=AllUnitaryLaInCountry_England&mod-type=namedComparisonGroup

Teacher / teaching…where is the professionalism?
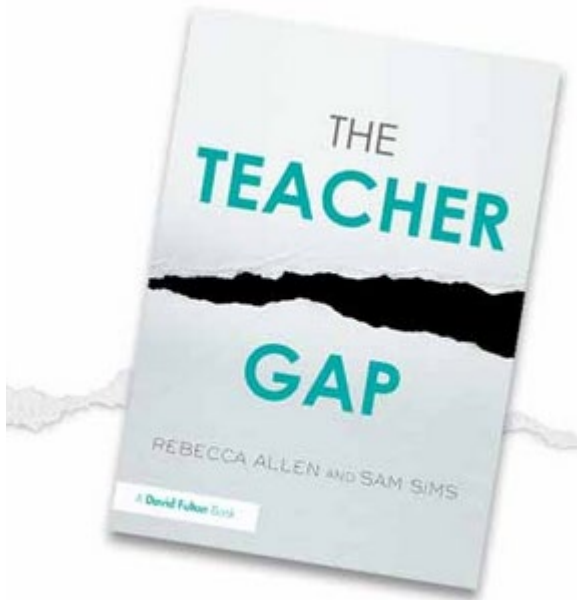
'moving a child from an average to a top teacher's class means that they will learn in six months what would otherwise have taken them twelve. Moreover, good teachers seem to have disproportionately strong impact on pupils from disadvantaged homes' (Allen and Sims, 2018: 3).
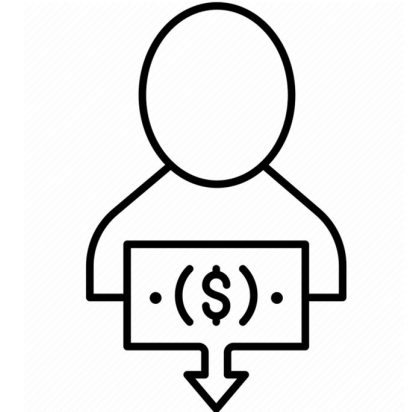
Knowledge / knowers

Sociologists (Eraut, 1994, Freidson 1986, Abbot 1988) distinguish professions, from everyday pursuits, as a professional is **able to access and utilise a body of systematic knowledge.** Articulating such a body of knowledge for student and mentor teachers to access has been an ongoing concern. Teaching has been described as a partial profession' (Gardner, 2007: 19) and as a 'minor or semi-profession' (Young and Muller, 2014: 1).

Knowledge about teaching will disappear like 'dry ice' (Shulman, 1987) and teaching will remain a 'semi-profession' lacking in a collective knowledge base.

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Social realism:

By foregrounding **knowledge differentiation** theory, social realists (Maton and Moore, 2009, Barrett and Rata, 2014) build on Durkheim's (1912/ 2008) idea of a **distinction** between sacred (i.e. propositional or theoretical knowledge, **conceptual** knowledge) and the profane (i.e. knowledge about how to live in the everyday world, **knowledge acquired by experience**). Significantly, 'the Durkheimian project was never that of segregation but of **understanding the play of contradiction**' (Muller and Taylor, 1995: 265).

Know how
Know how to
Knowledge how (extended form...agency...judgement)
Winch 2017

There this appears to be a hierarchical relationship between skill (and its technical component) transversal ability and project management ability...this has significant practical implications, particularly for the design of professional curricula' (Winch 2013b: 295)

Different knowledge types
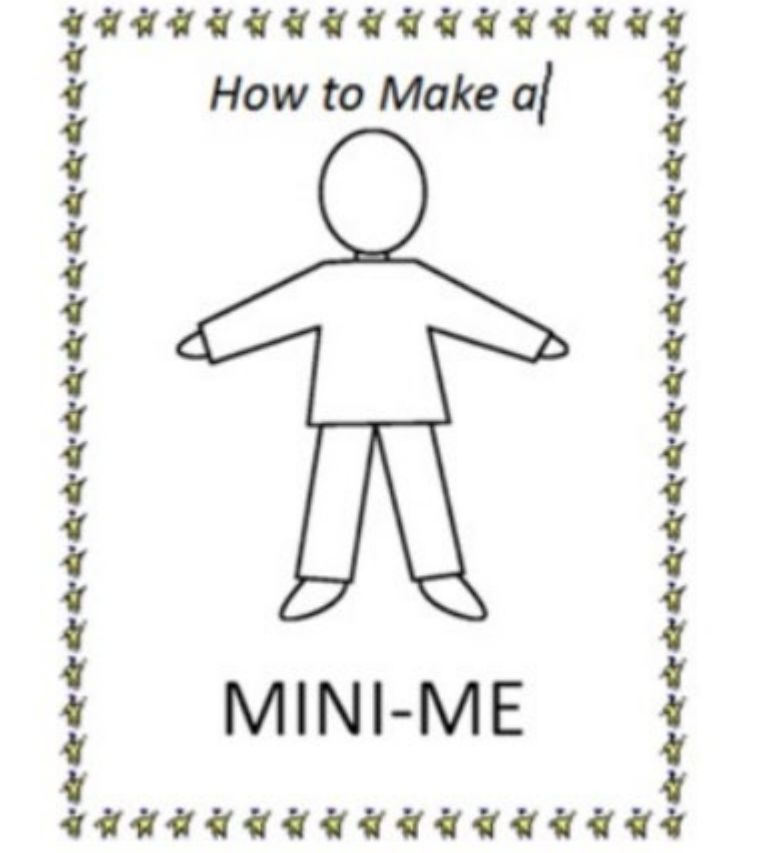
Epistemology has traditionally distinguished three distinct if related kinds of knowledge: knowledge by acquaintance, propositional knowledge and knowledge how. (Winch 2013a: 129).

As without ' transparent, clear and authoritative sources on which to base classroom decisions, teachers' conflicting common sense judgements are difficult if not impossible to resolve' (Orchard and Winch, 2015: 13).

The Importance of Teaching

'***Teaching is a craft*** and it is best learnt as an apprentice observing a master craftsman or woman' (Gove, 2010, my emphasis).

Introducing the revisions to the Teachers' Standards the minister stated that the 'strongest schools will take the lead and trainees will be able to develop their skills, **learning from our best teachers**' (Gove, 2013: 23).

The Market Review is predicated on an assertion that the 'direction of policy reform in ITT that leads to QTS (Qualified Teacher Status) since 2010 has been to increase school involvement in trainee recruitment and training delivery (DfE, 2021). This official document justifies this prioritisation by claiming that 'School-based ITT has paved the way for the **close integration of theory and practice**' (DfE, 2021).

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The then Secretary of State for Education, continued '**watching** others, and **being rigorously observed** yourself as you develop, is the best route to acquiring mastery in the classroom' (Gove, 2010, speech to the National College Annual Conference, Birmingham).

The **Teachers' Standards** are 'a clear baseline of expectations for professional practice (DfE, 2011)

Teachers' Standards

Department for Education

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

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Qualified teacher status

This is to certify that: Name Surname

*Teacher Reference Number:*_____

has attained qualified teacher status (QTS), meets the requirements for employment in maintained schools and non-maintained special schools in {country} provided that statutory inclusion period (usually three school terms) is completed satisfactorily.

Date of QTS: _____

Congratulations and best wishes for your future career

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What's the issue?

Questions in relation to the appropriateness of the ways in which professional knowledge is specified within the Standards have been cited as a factor is explaining **why so many teachers** who successfully achieve QTS, then **leave the profession** early in their careers (Nunn, 2016).

Why does this matter?

Currently within the English context, attrition rates are high, with **43% of teachers leaving** after five years' service compared with **only 2% in Germany** (Winch 2017: 206). Teachers' lack of epistemic **agency and autonomy** are factors often cited in their decisions to leave teaching (Perryman and Calvert, 2020). Additionally researchers have noted that 'teachers are sixteen percentage points less likely than similar professionals to report having "a lot" of **influence over how they do their job**' (Worth and Van den Brande for NFER, 2020: 4).

Research Focus

A focus on mentor and mentee dialogues as sites of **recontextualisation** to explore the extent to which professional knowledge is represented as being context specific **(horizontal)** or as exemplification and development of conceptual knowledge (the profession's distinctive **ecology of concepts or vertical discourse**).

Legitimation and distinction

- Conceptual knowledge – **endures across time and space,** it has specialising and organising capabilities that have the power to cohere and connect, for example: Assessment, behaviour management, curriculum, pedagogy, professional expectations (CCF, 2019)

- Context specific experiential knowledge is **used up in the moment of its realisation**. It is tied to an instant of time and space.
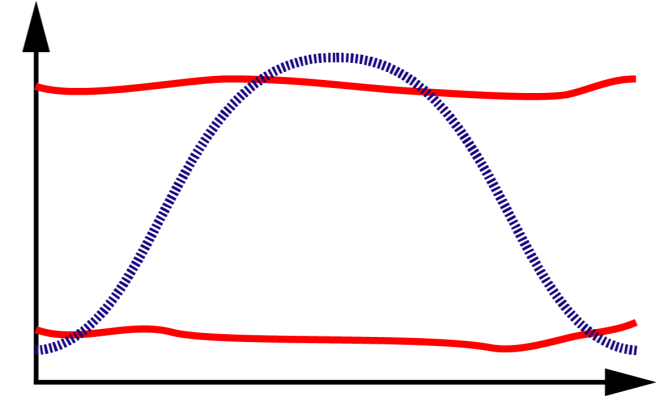
If theory appears in the guise of common sense is a 'form of **professional self-deception**' (Winch 2017: 140)

The relevance of practice...

Degrees of context independence

Degrees of concept sensitivity

Degrees of context dependency

Degrees of context sensitivity

The Teachers' Standards

An analysis of the Teachers' Standards reveals that words such as **'reason', 'reasoning', 'judgement', 'discuss**', do not appear at all, significantly neither does the term **pedagogy**. The word **'evaluate'** appears once in relation to Teachers' Standard 5, when referencing the evaluation of approaches to teaching children with identified special educational needs and disabilities (DfE, 2011).

In contrast the word **'demonstrate'** appears nine times, and **'have'** appears ten times, in the sense of having or possessing a competency. The articulation of the professional practice in the Teachers' Standards therefore depends on command words, with for example the term 'understanding' being preceded by the term 'demonstrate' five times. In this sense professional activities have been turned into a **nouns, objects or competencies**, without reference to their supervening principled professional purpose. Such an articulation suggests that professional knowledge for teaching is therefore something that **can be inertly possessed** rather than understood through evaluative dialogue and discussions.

Proximity of the **conceptual** and the **empirical**

Horizontal and Vertical Discourse

A horizontal discourse is associated with the everyday or 'common-sense' knowledge. Bernstein goes on to describe horizontal discourses as having a 'strong affective loading' (Bernstein, 1999: 161) and likely to be 'oral, local, context dependent and specific' (1999: 159). Significantly the 'pedagogy is exhausted in the context of its enactment or repeated until the particular competence is acquired' (Bernstein, 1999: 161).

Horizontal and Vertical Discourse

- **Vertical discourses** give access to 'conceptual relations, a symbolic order constructed by an accretion of 'collective representations' that are the 'work of the community' in contrast to the work of continuously changing experiential particulars' (Muller and Taylor, 1995: 263).

- A **vertical discourse** refers to 'specialised, symbolic or explicit knowledge' (Bernstein, 2000: 160) and so takes 'the form of a coherent, explicit and systematically principled structure' (Bernstein, 2000: 157).

Legitimation Code Theory (LCT)

LCT is a multi-dimensional sociological toolkit that 'enables educational researchers to **reveal (visually)** the generative principles by which knowledge claims are legitimised and authorised' (Luckett, 2012: 22).

 LCT offers an **empirical coding and profiling** framework that builds on Bernstein's theory and aims to build 'knowledge about knowledge building' (Maton, 2014: 3).

Research Participants: 8 pairs across 6 schools, video recordings of weekly development meetings

Semantic profiles
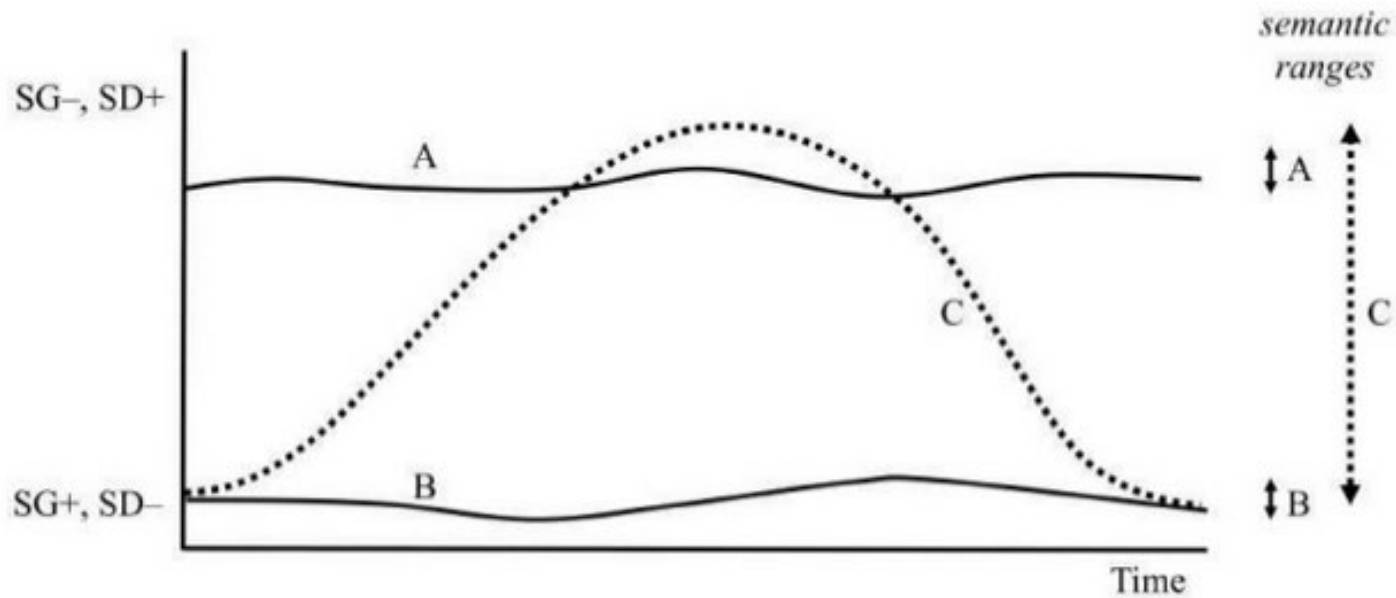
A – high semantic flatline (theoretical and abstract)
B – low semantic flatline (practical and simple)
C – semantic wave (weakening and strengthening of context and density and
  a larger semantic range)

(Maton, 2014)

Diffraction

Diffraction 'is a **mapping of interferenc**... of replication, reflection or reproductio... diffraction pattern does not map where... differences appear, but rather maps **wh... the *effects* of difference appear** (Harav... 1992: 300, emphasis in original). There... 'knowing is a matter of **differentiatial responsiveness**....to what matters' (Bar... 2007: 149).
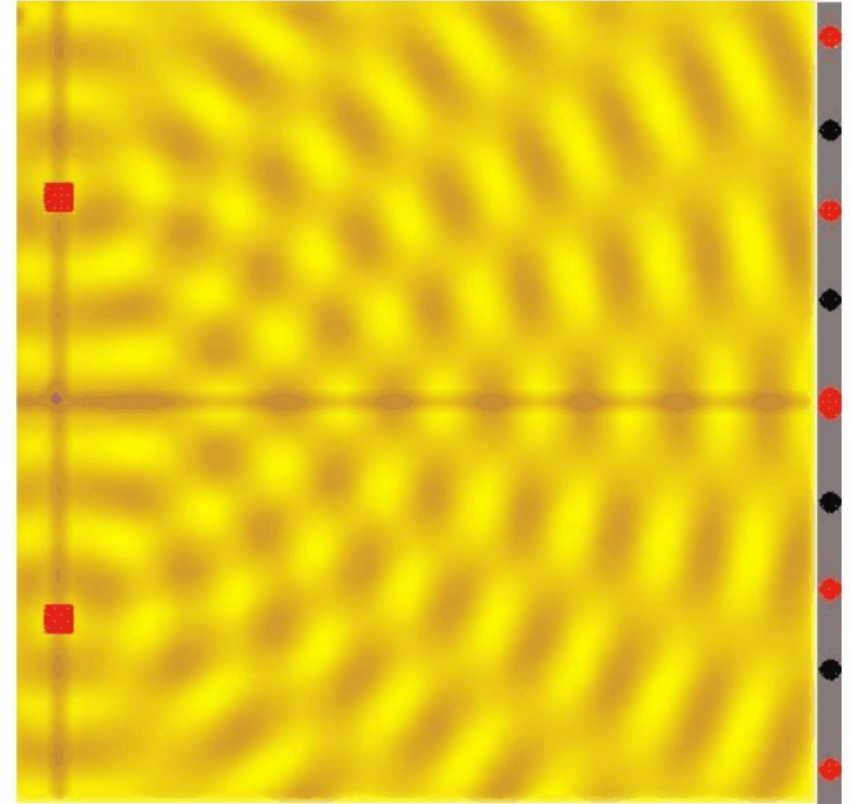
Figure 9: An interesting *interference pattern* (animation)

(*image source:* https://upload.wikimedia.org/wikipedia/commons/1/1f/Young_experiment.gif)

| Scale	Sematic Gravity	Semantic Gravity Descriptor
Range 0-1.4 Point Values 0 0.5 1	Weaker	SG- - Participants knowingly select concepts from a range of professional knowledge principles. They confidently refer to theoretical perspectives associated with such concepts. Propositions and articulations demonstrate an awareness of the unifying and integrative nature of such concepts.
Range 1.5-2.4 Point Values 1.5 2		SG- Propositions relate to ideas that are informed by context independent concepts, and are applied to the specific contest. There is some recognition that the concept can serve a purpose beyond the specific classroom context.
Range 2.5-3.4 Point Values 2.5 3		SG+ Participants draw solely on classroom contexts to articulate understanding and appreciation of activities, there is some reference to professional purposes. The meanings articulated are strongly embedded in the specific context and reference is not made to unifying or integrative principles.
Range 3.5 – 4.5 Point Values 3.5 4 4.5	Stronger	SG+ + Participants recall specific events through description of actions. These have meaning within the context, but are unlikely to inform different contexts. Articulations are expressed using common everyday terms.
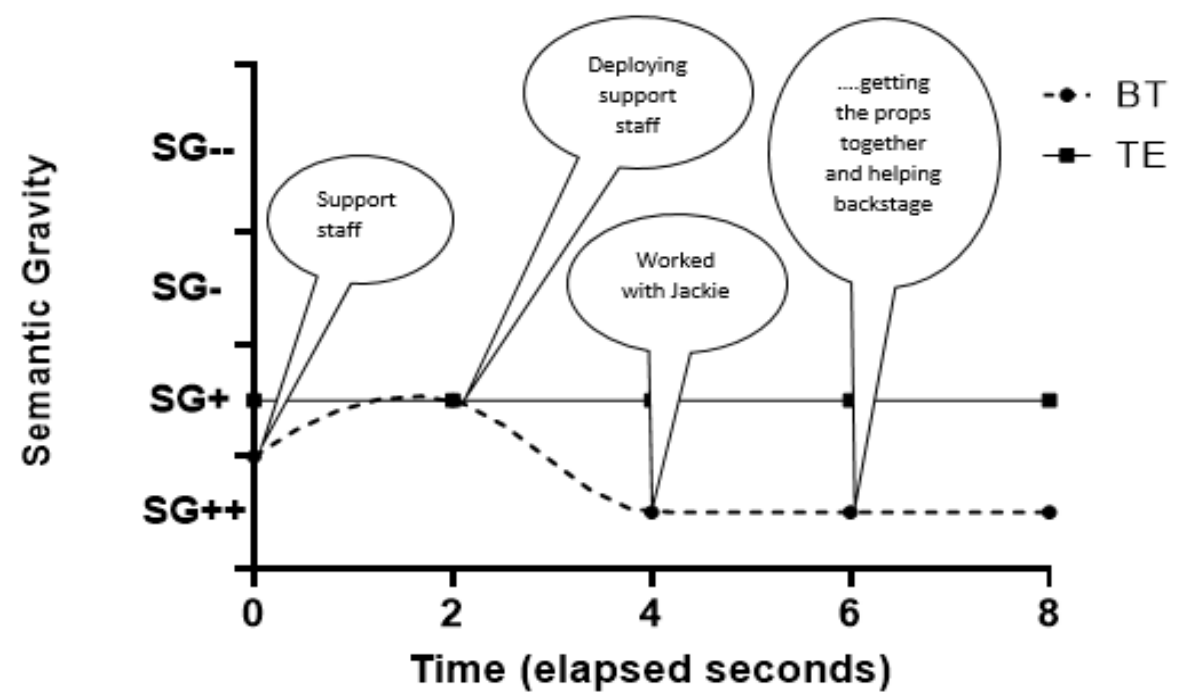
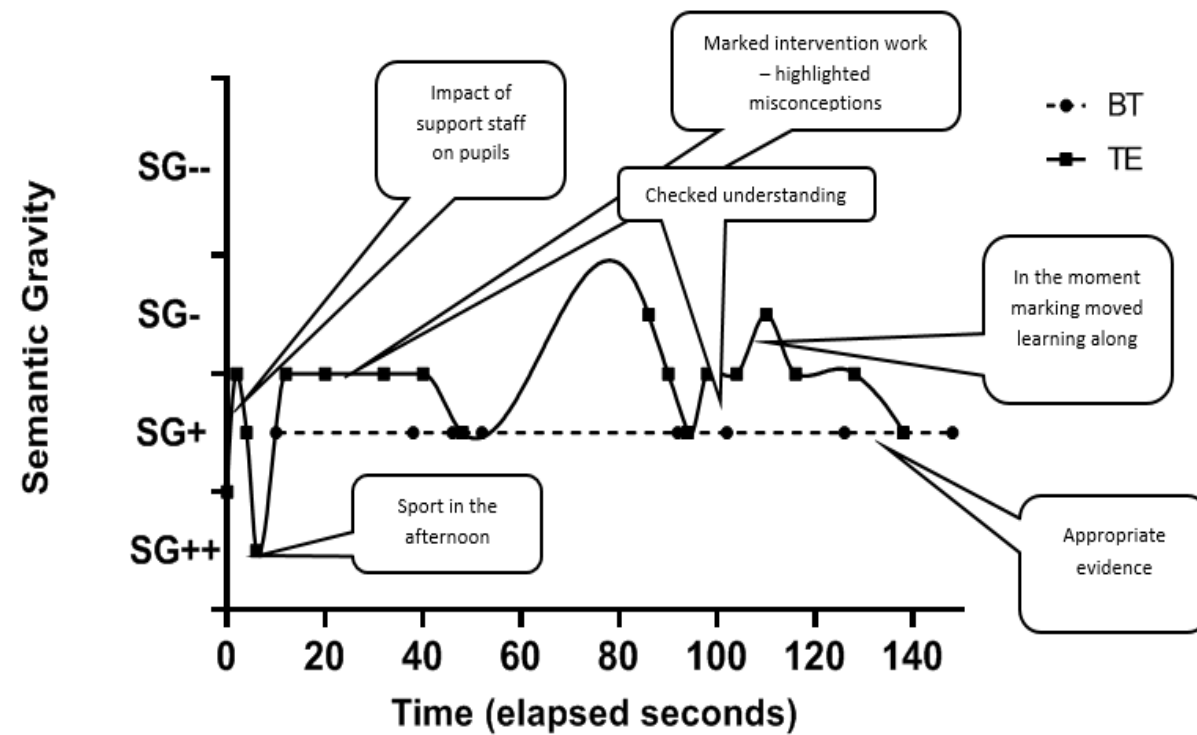Profile 5.9 (School 4: Graph 2)
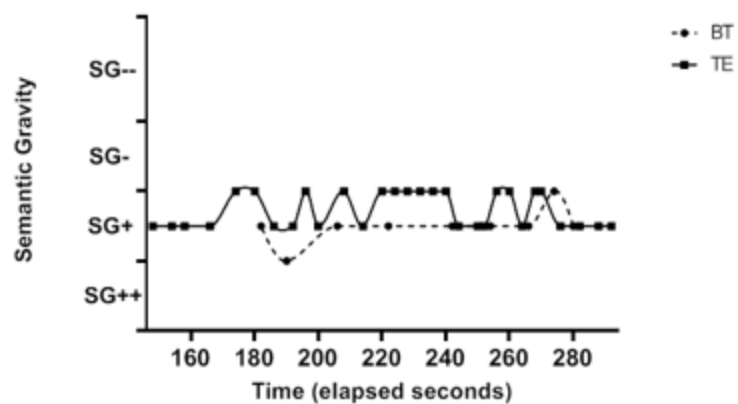
Profile 5.10 (School 5a: Graph 1)
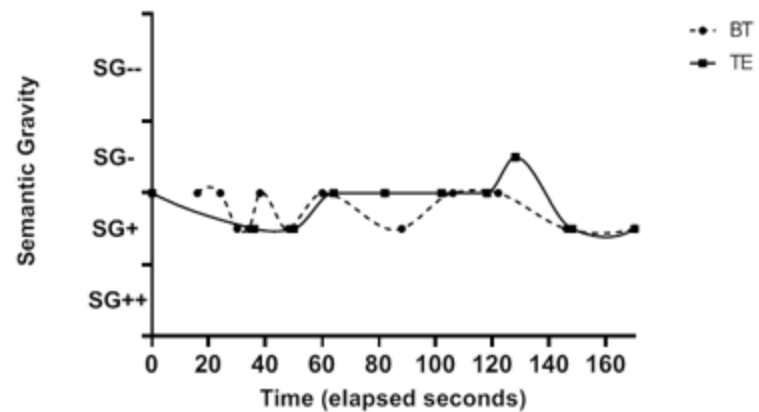
Profile 5.11 (School 5b: Graph 1)
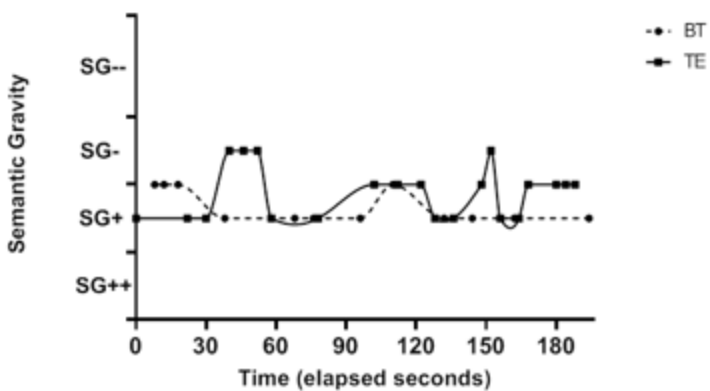
Profile 5.12 (School 6a: Graph 1)
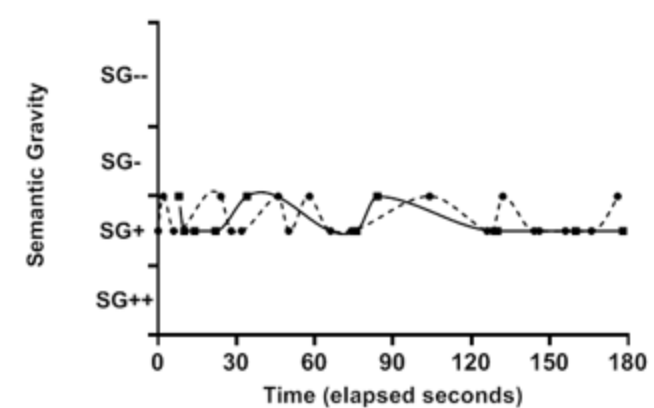
Craft as a vertical discourse

'a craft is a modality of **vertical discourse** and is characterised as a horizontal knowledge structure with a weak grammar, **tacit transmission**. This knowledge structure is the **nearest to horizontal discourse** emerging as a specialised practice to satisfy the material requirements of its segments. (Bernstein,1999: 168)

'Craft thus **barely hops over the border** between horizontal and vertical discourse' (Gamble 2014: 64)

 If tacit knowledge refers to knowledge that can't be explained then 'this would **not make a good basis for pedagogy**' (Kinchin and Cabot 2010: 156).

Diffraction – expansive interpretation of time and space

Barad (2007) states that the social world is more **like the quantum physical world** than it is like the world of classical physics . As a consequence she **rejects Cartesian dualisms**. Diffractions re-conceptualise time, space, and matter, recognising that **in a moment of practice the past, present and future 'entangle'**. They fold and unfold upon each other.

Bohr's two slit diffraction experiment

Barad draws on **Bohr's two slit diffraction experiment in physics** which demonstrated that under certain conditions light behaves as a particle and under certain other conditions it behaves like a wave.

Barad's interpretation of Bohr's experiment is that the notion of wave and particle is not naturally inherent but rather something that is **created by the measurement of it due to the particular apparatus used**.
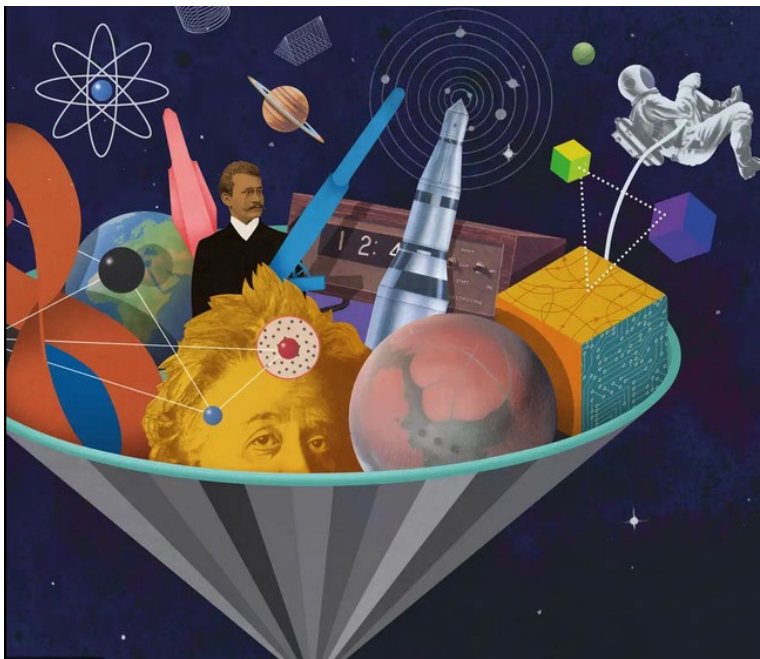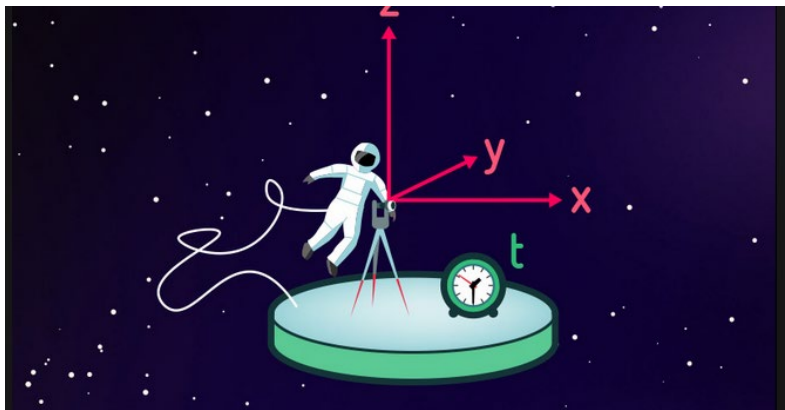
A central mystery

The classic double slit experiment seems to suggest quantum objects such as electrons are sometimes **particles**, sometimes **waves** – and we decide which guise they take
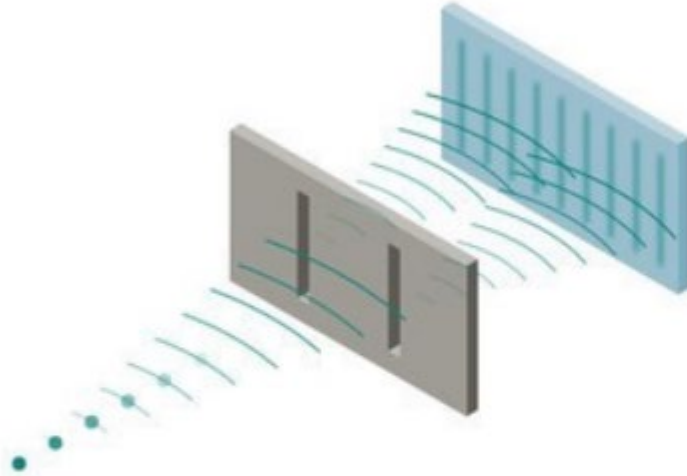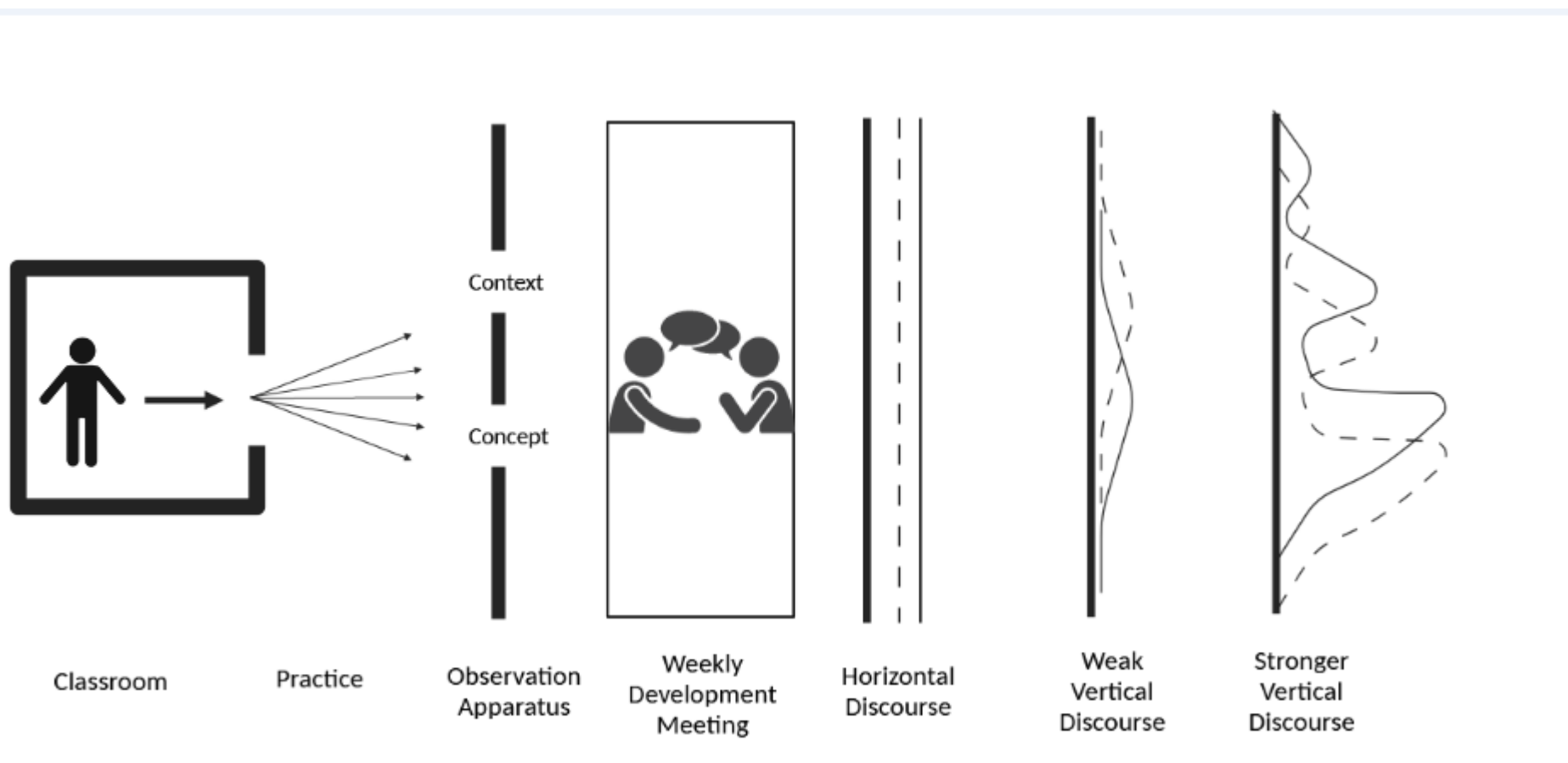

A stream of single electrons is fired at two slits and measured on a screen behind. An interference pattern forms, as if each electron were a **wave** that passed through both slits at once
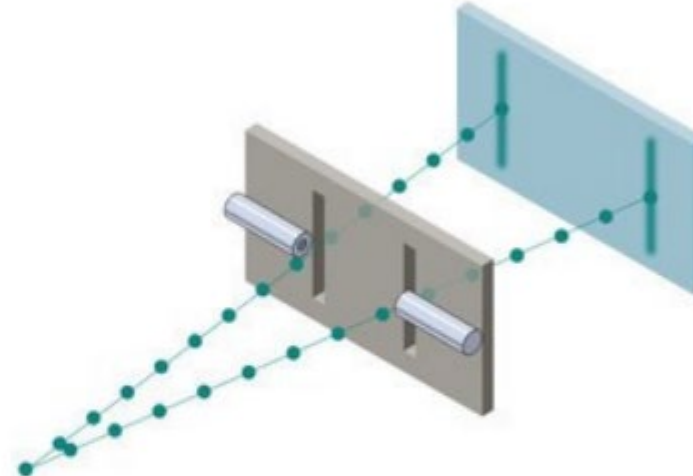
Measure the electrons first at the slits, however, and you see individual **particles** passing through one slit or the other – and the interference pattern on the screen disappears

Context

Concept

Classroom | Practice | Observation Apparatus | Weekly Development Meeting | Horizontal Discourse | Weak Vertical Discourse | Stronger Vertical Discourse

A more expansive appreciation of craft knowledge

What craft shares with other kinds of **principled knowledge** is that its procedures can only be understood if '**interpreted' through a principle**. Procedures on their own turn into algorithms….resulting the **over specification** at the procedural level of 'underpinning knowledge' (Gamble 2003: 86).

The Apparatus of the Teachers' Standards

An analysis of the Teachers' Standards reveals that words such as 'reason', 'reasoning', 'judgement', 'discuss', **do not appear at all**, significantly **neither does the term pedagogy.** The word 'evaluate' appears once in relation to Teachers' Standard 5, when referencing the evaluation of approaches to teaching children with identified special educational needs and disabilities (DfE, 2011). In contrast the word **'demonstrate' appears nine times**, and **'have' appears ten times**, in the sense of having or possessing a competency.

In this sense professional activities have been turned into a nouns, objects or competencies, **without reference to their supervening principled professional purpose**.

Profile 5.3 (School 2: Graph 2)
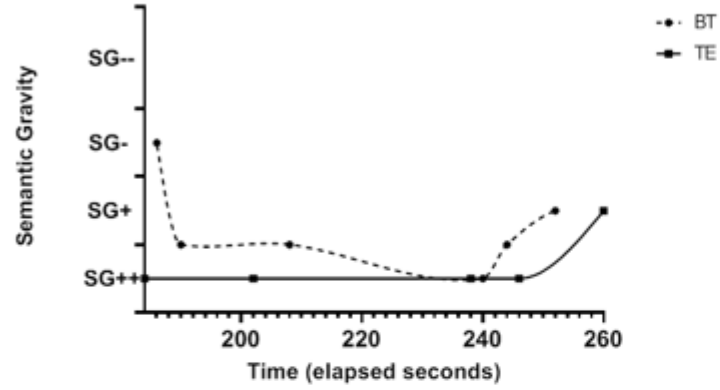
Profile 5.4 (School 2: Graph 3)
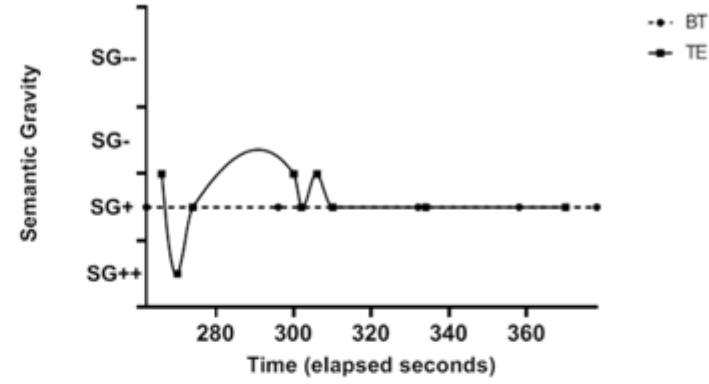
Profile 5.5 (School 3: Graph 1)
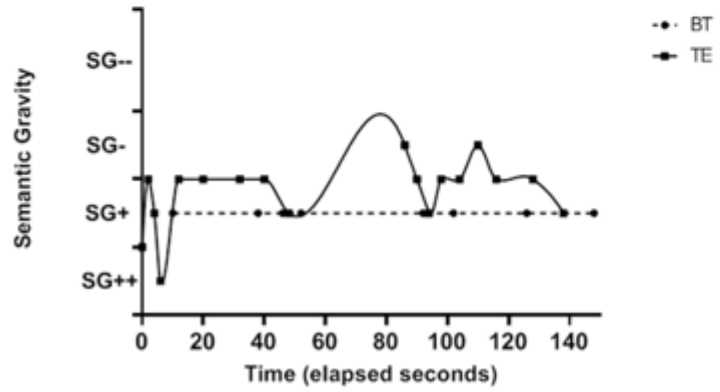
The apparatus of concepts…..

Concepts identified from the profiles
School 1: Intervention, assessment, progress
School 2: Differentiation, structure, impact, progress
School 3: Marking, curriculum, interventions
School 4: (none)
School 5a: Feedback
School 5b: Challenge, special needs
School 6a: (none)
School 6b: Subject and curriculum knowledge

Participant Quotes

- ' I suppose looking at this [their profile] now, makes me more aware of what we were talking about…and then we can talk about anything that is a specific example from class and then put it in…**wrap it with the theory** behind it' (mentee).

- ' It made us realise that we are **not just having a conversation**' (mentor).

- Having seen the profiles another mentor said that there were now ambitious to hold 'weekly development meetings that were concept based **instead of being very school specific**'.

- 'Since looking at the graphs we try to look at a different **part of the bigger picture so** that it's not just what (name of student teacher) is doing in my classroom, we are linking bigger ideas…like differentiation' (mentor).

Profile 6.11 R Profile: School 1
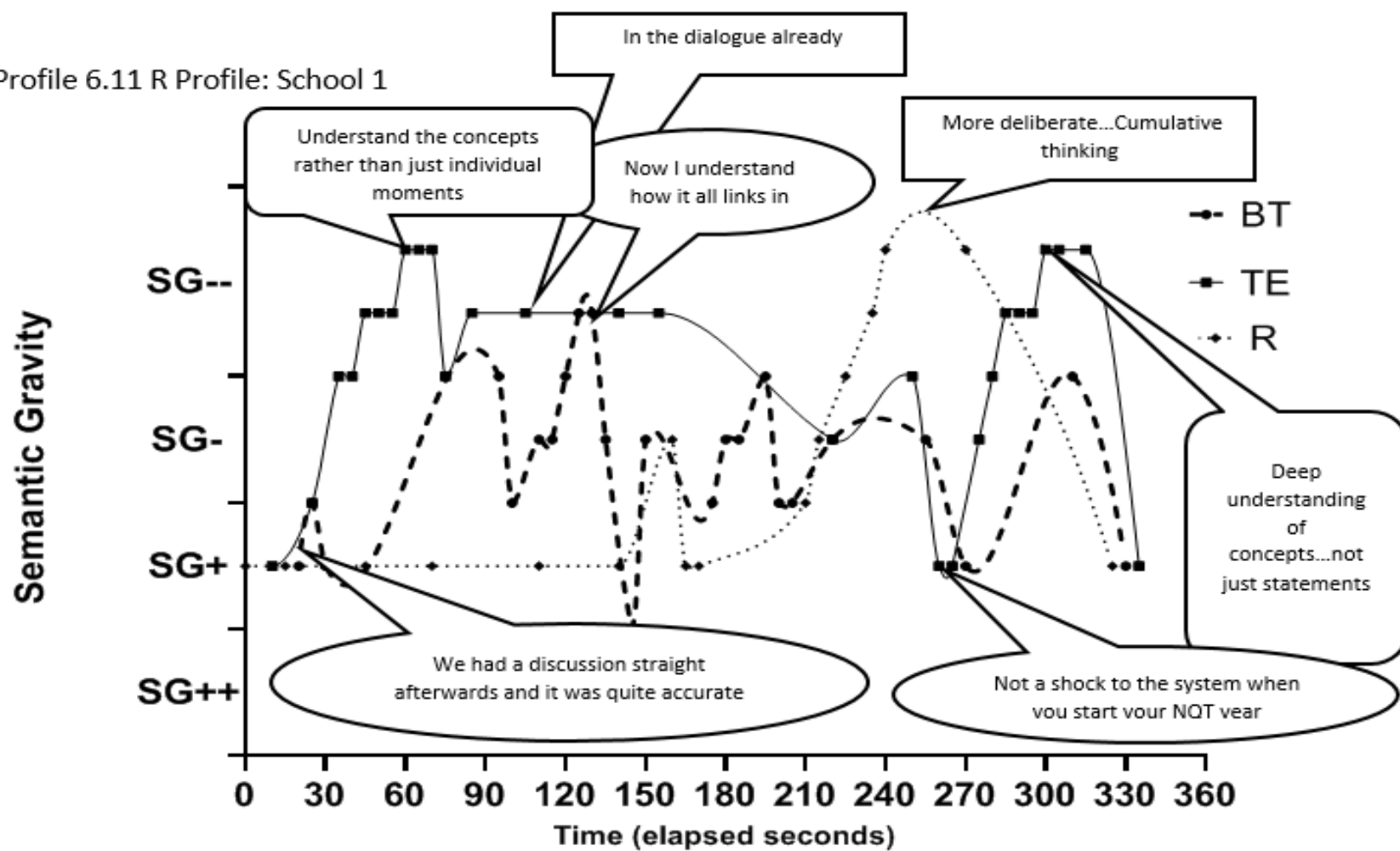
The challenge – to hold parts and wholes together..

'procedural knowledge without conceptual content is blind ' (Muller, 2014: 264),

 Need a pedagogy that holds 'wholes and parts together' (Gamble 2018: 259)

'need to conceive teachers' practical knowledge within the craft conception of teaching in a generous way' (Winch, 2017: 104)

The challenge to professional practice knowledge

Mentors and mentees benefit from a '**navigational gaze'** that enables them to access and use conceptual principles to 'interpret' practice so that **professional concepts are accessed, utilised and developed relationally within practice**... such an approach respects the distinction of knowledge forms...one does not replace the other and one is not separate to the other. Practice knowledge is therefore **both meaningful and relevant** and in this sense has much to contribute to the essence or essential nature of the profession.

ITT Core Content Framework

While the ITT Core Content Framework is presented around the Teachers' Standards for clarity, the ITT Core Content Framework is not, and should not be used, as an assessment framework. Trainee teachers will not be expected to collect evidence against the ITT Core Content Framework, and they will continue to be assessed against the Teachers' Standards only.

QTS will continue to be awarded at the end of Initial Teacher Training against the Teachers' Standards.

Design of the ITT Core Content Framework

The ITT Core Content Framework – as with the ECF – has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure congruence with the 8 Teachers' Standards, the ITT Core Content Framework is presented in 8 sections. In developing the framework, behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7); pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours are addressed in S3, S6 and S8 respectively.

The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that…' statements are deliberately the same as the 'Learn that…' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching. A full bibliography is provided with suggested reading, which can be shared with trainee teachers to support their critical engagement with research. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies.

High Expectations (Standard 1 – 'Set high expectations')

Learn that…	Learn how to…
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	**Communicate a belief in the academic potential of all pupils, by:** • *Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using intentional and consistent language that promotes challenge and aspiration.* • *Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* • *Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.* **Demonstrate consistently high behavioural expectations, by:** • *Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that*

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