

TEACHER EDUCATION IN ENGLAND UNDONE:
DEVELOPING TEACHER EDUCATOR AGENCY
THROUGH THEORY AND PRACTICE

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A thesis submitted in partial fulfilment of the
requirements of the
Manchester Metropolitan University for the degree of
Doctor of Philosophy by Published Work (Route 2)

Faculty of Education

2016

Thesis (Critical Analysis) for the PhD by Publication

Abstract

UK government rhetoric and action has progressively altered the landscape of teacher education in England and marginalised the role of the university. This has impacted the professional lives of university-based teacher educators in particular ways. Significantly, they have needed to adjust their practice in partnerships with schools in relation to a shifting professionalism within the field of teacher education. The thesis provides a critical application of various theoretical lenses to one university teacher educator's professional journey through this landscape over a 20 year period. It researches the question of how she has developed agency to effect positive change in teacher education in the policy context. In so doing, articles first published by the author as university teacher educator are re-examined using readings in a contemporary setting to reflect upon thinking and practice during successive policy enactments. The discussion begins with a retrospective consideration of the use of principles of reflective practice in student teacher development and raises the question of social theorising and a psychoanalytical approach for players in teacher education. Particular focus is given to a critical discussion of the author's earlier use of Bourdieu's concept of cultural capital in social relations governing prescribed subject knowledge development of student teachers in the field; an apparent disconnect between use of the concept and explicit psychoanalytical approaches based on the work of Lacan is revealed. Significantly, the author's later professional experience of tutoring and researching on the employment-based Graduate Teacher Programme is explored specifically in relation to Lacan's four speech discourses. These are used to develop theoretical understanding about the positioning of student teachers and the university teacher educator in teacher education. It is argued that professional agency derives from the intersect of informed academic, analytical action and response between players engaged in the field. Furthermore, such professional agency is required to provide sustainable teacher education of quality able to serve schools and their wider communities in troubled times.

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1) Introduction

Context and Overview of Literature

The university contribution to teacher education in England and thereby the system of teacher education as a whole is, at the time of writing, in trouble. A peculiarity here is that governance in England is unique in the UK in this respect (Beauchamp, Clarke, Hulme and Murray, 2013), attracting fragmentation in the system through the introduction of a School Direct (SD) route in initial teacher education (ITE) (Brown, Rowley and Smith, 2016). Wales recently affirmed teacher education as a partnership between university and schools (Welsh Government, 2016), joining Scotland and Northern Ireland as defenders of the university role in teacher education in the UK. It is also the case that ITE in European states is mainly undertaken as four or five year university degree programmes and for the secondary age range, mostly at Masters level (Caena, 2014). Indeed, and perhaps paradoxically in terms of English and US government intentions for economic performance in England and North America, Hargreaves and Shirley (2012) point to a prolonged and rigorous university role in teacher education as eminent in high performing education systems such as Finland, Singapore and Canada. This thesis begins with a brief examination of the background to the problem in England and its particular implications for university teacher educators there.

The marking of teacher education as an economic driver for the Conservative UK government in England arrived in earnest with the establishment of the Council for the Accreditation of Teacher Education (CATE) in 1984. According to Gilroy (2014), CATE's real purpose was to begin to remove teacher education from universities for the first time since its placement with them from apprenticeship in the 1860s. Successive government agencies were established to control funding and assert national standards in teacher education from this time, with concomitant changes in the movement of responsibility for teacher professionalism from universities to schools in England. Since the mid 1980s successive adjustments have

incorporated the Articled Teacher Scheme and the Licensed Teacher Scheme, the forerunners of the larger employment-based Graduate Teacher Programme (GTP) established from 1998 (Furlong 2013). School Centred Initial Teacher Training (SCITT), with variable university involvement for the school-centred providers involved, was also introduced from the mid 1990s. Under successive Labour governments between 1997 and 2007, Employment-based Initial Teacher Training providers saw their share of GTP provision reach around 20% of all training numbers at their height (Smith and McLay, 2007). A returned Conservative-led coalition brought a rapidly introduced Education Act in 2010 and with it the expansion of SCITT providers. A reformed school-led provision known as School Direct (SD), a postgraduate training route for ITE for which government funded places are (at the time of writing) allocated directly and significantly to schools and SCITTs in England, followed from 2012-13. The National Audit Office reported the existence of 155 SCITT providers in 2015-16, up from 56 in 2011-12, with numbers of SD partnerships at 841 in 15-16 from nil in 2011-12 (NAO, 2016).

However, Furlong (2005), points to the UK's New Labour years from 1997 as the key period heralding the end of an era in which university teacher education linked to government agency epitomised professional reform. This period, he argues, secured state involvement in defining teacher professionalism in schools and through schools. In his analysis of the most recent policy context following the 2010 election of the Conservative led coalition government, Ball (2013), goes further in highlighting policy functions for schools as the actual agencies of professional reform: those concerned with economic performance *and* in addition, a reification of statehood. The policy model ascendant is one where schools and not universities are key to developing teacher professionalism on behalf of the state. Indeed, Whitty's view of a holistic 'professionalism' which provides for competing versions of the concept, one which fits different values depending on how its speakers

perceive themselves to be positioned by political reform, still has resonance here (Whitty, 2000)¹.

Fuelled by government pressure, the rate of growth for SD was such that in 2015-16, it was allocated approximately 40% of funded postgraduate training places. A downward pressure on the role of the university in teacher education is evident and appears to raise a series of structural issues. Due to concomitant reductions in the staffing base at some university teacher education departments, there is recorded concern regarding a shortfall of teacher educators based in universities generally, and of those teacher educators with particular expertise in specialist school subjects (Noble-Rogers, 2015). A report by Universities UK (2014) has also indicated that SD has contributed to reduced recruitment to teacher education in, for example, physics and mathematics.

In related anxiety about teacher recruitment, Zeffman and Helm (2016) reported on a dispute between Ofsted and the present government on the issue of whether there were sufficient numbers of teachers in schools. Governmental efficiency around planning for teacher numbers given increased fragmentation in schools generally, and in the teacher education system, was questioned by the National Audit Office (NAO, 2016). There also appears to be good evidence of a lack of rationale for a transfer to a school-led system of teacher education: university-led partnerships in teacher education prevalent before the introduction of SD were of high quality for Ofsted, the government education watchdog (Gilroy, 2014). This is accompanied by findings that some school-led schemes may lead to replication of local practice at the expense of broader professional perspectives (McNamara, Murray and Jones, 2013). Murray and Passy (2014) have additionally queried the validity of models of school-led teacher education which prepare initial teachers to adapt to existing practice, rather

¹ Whitty also draws attention to the distinction between professionalism as status enhancement and professionalism as teacher knowledge and skills, first referred to by Hoyle (1974), to demonstrate a propensity of the state to reposition professional competence of teachers to suit policy imperatives. It is professionalism as status enhancement which is the main focus of the thesis.

than to be responsive to the changing circumstances of their professional lives. With government priorities dominating the English system and most teacher education there located in a compromised university-led sector (Brown, Rowley and Smith, 2016), an examination of the role of the university and perhaps government within teacher education, is timely.

So who are the teacher educators recruited to work in a changing landscape of ITE and how have altering demands across the field sites concerned impacted them? A review of the literature shows that teacher educators are now a mixed breed, situated across university and increasingly school sites. Some of those longest serving as second careerists display small resemblance to those more recently drawn to the university from more school-based ITE (Brown, Rowley and Smith, 2014). Movement towards more school-based teacher education, where more student activity as training is conducted in schools by schools, means increasingly that the role of the teacher educator is assigned to former school-based trainers who have moved to lecturing posts in universities, or those who remain employed as teachers and/or teacher educators in school(s) (Reynolds, Ferguson-Patrick and McCormack, 2013).

I have reported with others (Brown, Rowley and Smith, 2014) how authors discuss the challenges faced by new entrants to the profession of teacher education in universities as its traditional base (Harrison and McKeon 2010; Shagrir, 2010; White, 2014). Such challenges have been compounded by a lack of induction into the academy for entrants to university teacher education (Murray, Czerniawski and Barber, 2011). Boyd and Harris (2010, p. 10) report on how uncertainties in 'the workplace context encourage the new lecturers to hold on to their identity and credibility as school teachers rather than to pro-actively seek new identities as academics within the professional field of teacher education.'

Once recruited from school into the university for their professional expertise, university teacher educators sit in a middle space between school and the

academy. They become two-faced, Janus figures, with little time and support for professional orientation towards research skill expected by the academy. Their capacity to develop research in teacher education is thus limited (Mentor and Murray, 2009). Indeed, what is required of them on post descriptions veils other regulatory expectations of university-school partnerships (Ellis, McNicholl and Pendry, 2012). Elsewhere, Ellis and co-authors (2013, p.270) indicate how initial expectations of academic identity that new teacher educators in universities may have entertained are too often vanquished as they attempt 'relationship maintenance' across the contested operational sites of university and school. The picture for teacher educators is therefore one of change, with roles uneasily defined and occupying an uncertain space in which to operate. It is relatively easy to predict that further fragmentation in the teacher education system anticipated by more policy reform in England will add to difficulties encountered by teacher educators, particularly those based in universities. It is harder to signal a forward direction for the system's development as a whole. The Department for Education (DfE), has called upon the Teaching Schools Council to set standards for school-based trainers (Gibb, 2015) and presented a white paper proposal to strengthen the role of school-centred initial teacher training providers as system leaders in England (DfE, 2016). It therefore looks set to invest further in teacher educators who are school-led, rather than led by universities and schools in partnership.

Aim, Theoretical Concerns and Methodology

The aim of this thesis is to capture and develop theorising from my developing agency as a teacher educator in the field of teacher education through specific enactments with initial teachers and their school-based mentors, those who support them regularly in school practice, across a 20 year period. Its contribution is the psychoanalytical intersect with social theory in this area and the longitudinal view provided. This is undertaken by responding to one primary research question: how has this teacher educator developed her agency as a researcher in attempting to effect positive change

for student teachers and those who work to educate them in an apparent state of government repression?

Theoretical concerns in my research over the course of 20 years have moved between constructivist views of professional learning (Smith, 1998; Smith and Hodson, 2010), policy narratives (Smith and McLay, 2007) and discourse-based theories of the social (Smith 2001) as exemplified, for instance, by Bourdieu. I have shown in my published research how these have influenced the developing professional identities of initial teachers and their school-based mentors as individuals in the changing, more school-based landscape of teacher education evident in England. In observing and participating in teacher education, I have become increasingly concerned with how players at the university and school sites of teacher education may use their agency to navigate the various discourses which they encounter. My most recent theoretical consideration has focused on psychoanalytical readings of what agents, theory and teacher education itself become in such spaces, and how (Hodson, Smith and Brown, 2012; Smith, Hodson and Brown, 2013). This thesis will re-examine selected work from my portfolio using insight from current reading on Bourdieu and Foucault (e.g. Steinmetz, 2006; Akram, Emerson and Marsh, 2015; Reay, 2004). It will draw on theory from Lacan, particularly his orientations for psychoanalytical discourse in governing intersubjective and intrasubjective relationships as interpreted by Rothenburg (2010), Brown, Rowley and Smith (2014) and others. Its particular contribution arises from the application of Lacan's speech orientations in discourse to position one teacher educator in relation to her practice over time. The thesis will make this contribution with the specific purpose of addressing a perceived theoretical lack in the publication portfolio in an applied and principled sense. In so doing, it will show how different theoretical lenses from aspects of the sociological and psychoanalytical may be used to address particular problems and contexts.

Methodologically my research work, as reflected in the selected publications, has been practice –based where an action research paradigm has been influential. By this I mean being involved in and reflecting on, professional

practice I am researching with the desire of improving the outcomes of that practice, or in illuminating the mechanisms and understandings in which it operates (Somekh and Zeichner, 2009). The approach points more to a commonly understood ideal, to the extent that one exists, and looks for positive change with the potential to engage researchers and participants explicitly and democratically. Emphasis is placed on interrogating qualitative data to create substantive accounts of specific contexts (for example, initial teacher education), rather than on testing and proving existing accounts of more formal theory and generalisable 'truths'. Thus, the practice-based approach described is essentially different from a realist, positivist epistemology. It has become more apparent to me that 'practice', the 'problem' represented within it and 'desirable change' may inevitably be constrained in the moment, as defined by one's relationship to ever changing social referents (Brown and Jones, 2001). This would include the theories and academic discourses one might apply to them. In addition, I now recognise the importance of a reflexive process for the researcher's relationship to previous versions of self, and her/his relationship to the other, for personal and professional growth.

Displaying a self perhaps expected in this section, I outline a methodology in practice which best describes the approach demonstrated in the articles themselves. Data gathered and synthesised as part of the production of the articles presented were generated using methods available to me as a teacher educator-researcher: typically, the qualitative techniques of the semi-structured interview and the openly framed questionnaire survey through small case studies. Analysis was conducted in the published articles using coding appropriate to the research questions posed, and through an examination of response patterns, thus creating analytical frameworks for interpretation. In Smith (1998), Smith (2001) and Smith and Hodson (2010), interviews were the main operative methods. A small questionnaire survey was undertaken for Smith and McLay (2007). For Hodson, Smith and Brown and Smith, Hodson and Brown (2012 and 2013 respectively), a more mixed and iterative qualitative process of research and feedback within and after

university teaching sessions, plus reflective diary production, was used. The parameters of the research methodology for each article are discussed in the individual publications. All selected items were peer reviewed for publication in refereed academic journals.

The method of research used here in the thesis itself is consistent with a qualitative approach in that it interprets the articles as data to illuminate, interpret, synthesise and generate ideas. It does not attempt to conduct a secondary analysis of primary data collected within the articles as some grand meta-study, as this would not be empirically valid, nor ethically sound, given the chronology and other variable aspects of contexts. Nor does it, for reasons of scale, attempt to analyse the texts using formal coding as conducted in the primary research for individual items. Rather, it selects articles in the portfolio of work presented for their scope in informing the aim of the study: to develop further theorising in relation to particular policy enactments in teacher education over time. In the method of research, use is made of the selected articles to synthesise meaning (Strike and Posner, 1983; Noblit and Hare, 1988; Weed, 2005), where articles are used as constructions to create a new entity (Paterson et al, 2001; Greenhalgh, 2005). This process of 'comparing interpretatively' is distinct from what Sandelowski and Barroso (2007) cited in Barnett-Page and Thomas (2009, p.6) refer to as 'integrating findings interpretatively', which would seek concept consistency in individual studies. Ultimately, it follows Stronach and Maclure (1997) in using the articles to open a meta-narrative of 'resistance to closure' (p.6).

2) The Publications

The Research by Publication Portfolio

(2014), Tony Brown, Harriet Rowley and Kim Smith, Rethinking Research in Teacher Education. *British Journal of Education Studies*. Vol. 62, No. 3, pp 281-296.

(2013c), Tony Brown, Elaine Hodson and Kim Smith, TIMSS Mathematics has Changed Mathematics Forever. *For the Learning of Mathematics*. Vol, 33, No. 2, pp 38-43.

(2013b), Kim Smith, Elaine Hodson and Tony Brown, The Administration of Classroom Mathematics within an Employment-based Model of Initial Teacher Education. *Research in Mathematics Education*.

6**(2013a), Kim Smith, Elaine Hodson and Tony Brown, Teacher Educator Changing Perceptions of Theory. *Educational Action Research Journal*. Vol. 21, No.2, pp 237-252.

5**(2012), Elaine Hodson, Kim Smith and Tony Brown, Reasserting Theory in Professionally-based ITE. *Teachers and Teaching: Theory and Practice*. Vol. 18, No. 2, pp 181-195.

4**(2010), Kim Smith and Elaine Hodson, Theorising Practice in Initial Teacher Education. *Journal of Education for Teaching*. Vol.36, No. 3, pp. 259-275.

3**(2007), Kim Smith and Margaret McLay, Curates' Eggs? Secondary Trainee Teachers' Experience of the Graduate Teacher Programme and the

Postgraduate Certificate in Education. Journal of Education for Teaching.
Vol.33, No. 1, pp. 35-54.

2**(2001), Kim Smith, The Development of Subject Knowledge in Secondary
ITE: a case study of PE student teachers and their subject mentors.
Mentoring and Tutoring. Vol. 9, No. 1, pp. 63-76.

*(2001), Kim Smith, PGCE Trainee Teachers' Views on the Development of
Subject Knowledge in PE: issues to consider in initial teacher education.
The British Journal of Teaching Physical Education. Vol. 32, No.1, pp. 41-44.

*(1998b), Kim Smith and Doug Averis, Collegiality and Student Teachers: is
there a role for the Advanced Skills Teacher? Journal of In-Service
Education. Vol 24, No.2, pp. 255-270.

1**(1998a), Kim Smith, School Models of Teacher Development: two case
studies for reflection. Teacher Development. Vol. 2, No.1, pp. 105-121.

[*Publications selected by the author, Kim Smith, for consideration in the
PhD by publication due to her sole or significant contribution in their
production.** Those specifically referenced and numbered in the thesis for
their relevance to the discussion. Publications 1-6 are included in full in the
appendices to the thesis.]

3) Critical Account of the Publications

In the discussion which follows, I select six articles from the publication portfolio for analysis in chronological order ([number] ** above). The first, Smith (1998) followed the introduction of university- school partnerships in initial teacher education in which resource was first transferred from universities to schools. In its rereading, I extend a theoretical discussion of reflective practice to one of performance discourse linked *inter alia* to Foucault. The second selected article (Smith 2001), written when government control of teacher education in England under New Labour extended to include curriculum content, is then explored in some depth. I revisit my use of Bourdieu's capital in initial teacher education, comparing Foucault and Bourdieu through various critiques and thereby introducing psychoanalytical readings. The third and fourth selected papers (Smith and McLay, 2007; Smith and Hodson, 2010) examined the government's progressive movement towards the diversification of initial teacher education routes to meet perceived market needs. For the third, I explored further the meaning of the introduction of the employment-based Graduate Teacher Programme for student teachers. The critical analysis uses new readings from the psychoanalytical to review the positioning of student teachers in this third article. The fourth article analysed the developing positioning of 'theory' as a symbol of perceived residual and irrelevant university teacher education. What this means for university teacher educators practising employment-based learning is further analysed from the same psychoanalytical perspective in this critique. A study of the fifth and sixth articles develops a use of Lacan's (2007) orientations to speech discourses to mark the realisation and emergence from a reduced position articulated for the university by government stricture, firstly for the student teachers learning on the Graduate Teacher Programme and then for the university-based teacher educators working with them.

Critical Analysis of Publication 1: School Models of Teacher Development

To begin, I provide some discussion based on my first published article developed in the mid to late 1990s, *School Models of Teacher Development* (Smith, 1998). The article was written shortly after the introduction of a significant period of change in university-based ITE heralded by the then Department of Education's Circular 9/92. The change was characterised by the establishment of partnerships for ITE between universities and schools in which funding was expected to be transferred by the former to the latter in exchange for a strengthened role for school-based mentors in the development and national assessment of student teachers. Writing it coincided with a transition for this teacher educator from the world of schools and professional development for teachers in two English local education authorities to a new, second career in academia.

At the time, opportunities to review the strengthened role for school mentors in this new context were presented and the prevalent view in the academic community was that externally imposed standards for teachers would lead to a technicist approach to teacher development. This in turn would undermine a broader concept of professionalism supported by reflective practice (Calderhead and Gates, 1993). I was attracted by an argument presented by some in the academic community concerning a lack of consistency in theoretical principle applied by teacher educators to support their critique: namely, that reflection was variously defined and based on an uncertain mixture of theory as explicit knowledge, theory as theorising and the relationship between the two (Furlong and Maynard, 1995).

In consequence, as a university-based teacher educator, I sought to explore some theoretical principles of student teachers' reflective practice through the impact of processes deployed by school-based mentors whilst student teachers were engaged on practice placements in schools. My main concern in this first selected article was the apparent inconsistency in judgement about student teacher performance applied across different schools.

Specifically, I wanted to explore how the practice of school-based mentors in student teacher development might be a factor in the realisation of judgements about their performance.

In relation to principles of reflective practice for teachers and through discussion of Furlong and Maynard (1995), Eraut (1995), Ecclestone (1996) and La Boskey (1993), I questioned the basis of any assumption that student teachers would necessarily have insufficient time or experience in the classroom to exercise themselves in more sophisticated forms of reflection. Such an assumption appeared to me related to a reliance on an either-or distinction between 'research-based professional knowledge and practical professional knowledge' (Smith, 1998, p.117). I argued rather, extending La Boskey's argument to student teachers, for interactive and not hierarchical forms of reflection hitherto implied by notions of student teacher reflection based on either technical or critical content. For me, effective reflection for student teachers meant that reflection needed to operate interactively between thinking about practice and thinking about more explicit ideas and theoretical concerns. Such interaction would allow the reconstruction of experience and visioning of alternative approaches for action, unbound by a specific practice or time context.

Reviewing the position taken in the article, I am struck immediately by the relative absence of discussion on making judgements about 'performance' within a policy context in which competing definitions of professional development were being played in the field of ITE (Furlong, 2005). The article speaks more from the perspective of a teacher educator acting to defend the autonomy of teacher education as professional development, rather than as any argument, theoretical or otherwise, about performance in teacher education.

Also, my own assumption at this time was clearly that effective reflection on practice would not happen automatically and that student teachers should be supported in this process, particularly by mentors in schools. The work thus offers a rather naïve view of situated school-based mentors able to assist the

process of reflective practice in their new roles in initial teacher education partnerships with universities. It is informed perhaps by a projected awareness of my own relative inability to do this as a teacher in school, whilst working to support initial teachers prior to ITE partnerships being established: a fantasy of how it might have been different for me and the student teachers I was supporting, then.

Contrast provided by my recent reading of Galea (2012), further reveals that I authored a remarkably idealised perspective on the possibility of an effective form of reflection, one where reflective practice would necessarily lead to a particular type of professional autonomy. It also seems possible that I presented reflection as a unidimensional process, orchestrated by school-based mentors and, by association, university tutors. Indeed, the agency of student teachers in developing their own teaching in response to the practice of school-based mentors and university tutors is largely absent from the research process depicted in the paper. It is, however, implicit throughout in a discussion based on why some student teachers do less well in settings where others thrive.

It is now possible, however, to analyse the publication, particularly the lack of any explicit voice of the student teacher or my own unstated position within the article in relation to treatments of theory used by Jackson and Mazzei (2012) and in relation to Foucault (1994). Jackson and Mazzei examine Foucault's discourses on knowledge and power, where knowledge (or lack of it) is an 'an effect of power' (p.49), in relation to data from two individual career trajectories in academia to explain subjectivities relationally within and between different social situations. For Foucault, we are told, the phenomenological subject is highly significant and gives meaning to their experience consciously, explicitly and without recourse to any single external structural arrangement which might be used to explain the subject's position. This is done, not from a unilateral description of self, but from analysing different accounts of the subject's position to better view the 'whole'. In this way it is argued that the subject:

[] is never stable but is constantly shifting in response to particular situations and conditions, and notions of subjectivity capture this active process of taking up certain subject positions in an ongoing process of 'becoming' – rather than merely 'being' – in the world.

(Jackson and Mazzei, 2012, p.53)

Meaning making for the subject is enacted, according to Foucauldian analysis, through power which may be neither simply repressive or intentional, or held by one over another to produce some final state, but via a force which may be productive and pleasurable leading to iteration and rhizomatic formation. The (potentially) enabling discourse(s) provides subjects with the means to either resist or use power in their social relations and, by extension, to become someone else.

Foucault's discourses on power may have particular resonance for the analysis here in that they can be used to position myself as author of School Models of Teacher Development in a set of differentially directed power relations pertinent to the context of initial teacher education. I illustrate this in general as follows: the article was the first I wrote for publication in role as a full-time university 'academic'. As one emerging from a career in teaching and professional development, attempting to make sense of some rules of the game in relation to research and researchers as 'others', it is entirely possible that a somewhat muted, restrained and circumscribed authorial voice was presented. From another, but related perspective, privileging 'professional development for autonomy' for student teachers (and by implication their mentors) in the article discussion over any wider treatment of 'performance in teacher education', may have represented a determination to strengthen some perceived loss of subjective position in relation to my previous roles in the professional development of teachers.

A discussion on the performance of student teachers as a Foucauldian process of relational power, rather than as any objective 'truth', may be exemplified through the practice of professional review between the student teacher, their school-based mentor and the university tutor prevalent at the time of writing the first article. During this practice, records of evidence of performance, such as lesson observations conducted by experienced

teachers and those of various professional behaviours were considered in relation to recognised national standards for ITE. As the university tutor, I played a key role moderating 'truth' in these reviews, where the student teacher was invited to articulate where they thought their performance stood against the standards. Points of difference between the accounts of players were most often 'ironed out', according to the understood position of the school/ university partnership; the process might lead to adjustment of previously understood performance levels of the student teacher concerned. Such adjustment happened rarely, and then at the extremes, or in cases where the process of informal exchange of understandings of performance up to review had broken down.

Briedenstein and Thompson (2015) invoke Foucault (2000) to write of a similar ritualistic process between German teachers and their 10-12 year old students at termly grading reviews. In their discussion, the self-assessment of the school students was not seen as becoming part of their grade *per se*. Rather, it represented a way of using the power enacted in discussion between teacher and taught in a 'relational understanding' (p.25) of the school student's subjectivity in performance at school. Thus, it afforded the school students opportunity to 'read' their position in the discourse and prepare to build on it (or not). Applying Briedenstein and Thompson's analysis to professional reviews in ITE, it is possible to introduce to my first article, a story of the student teacher's agency in a performance discourse. Moreover, my own position in this performance discourse, on the one hand as a review moderator, attempting to guide student teachers towards future development through discussion and raise awareness of their agency, and on the other as one who responds to relational force of the university and government 'truth' about 'performance', is brought into focus. This is an important point in that for me, it highlights the additionality of, and need for, university teacher educators in relation to establishing principles of operation in their practice and in explicitly understanding their role as mediators of power relations in the field.

Critical Analysis of Publication 2: The Development of Subject Knowledge in Secondary ITE

My second selected publication followed the introduction of a national curriculum for ITE in England and Wales by the then Department of Education and Employment in 1998 under New Labour (Smith, 2001). At this time, movement towards increased governmental control of ITE sought to define the concepts and skills necessary for student teachers to be able to teach their specialist subject, particularly in the secondary age range. A collaboration with fellow tutor researchers across a number of higher education institutions involving Physical Education (PE) emerged from a collective concern about, *inter alia*, a perceived deficit in student teachers' subject knowledge in PE and the nature of response required of teacher education to address this (Partnerships in Secondary PE, 1997-2000). Indeed, some collaborators had already reported that the development of subject knowledge in PE had been a particular problem for PE student teachers (Capel and Katene, 1999). My research had revealed an assumed link between the time student teachers of PE spent teaching in school and the quality of their subject knowledge as assessed by the schools' watchdog, Ofsted. And yet, I was sceptical of any call for extra time spent teaching in courses significantly based in schools as a singular solution. This was partly because coverage of the national curriculum in PE was felt by Ofsted (and others) to be narrowly focussed on subject knowledge as 'games' to the apparent detriment of 'dance' or 'outdoor and adventurous activities'. Those student teachers with needs in the latter two activity groups would be likely to find subject development more difficult if asked merely to teach more in schools which were largely 'games' orientated.

I was also drawn to a link between the subject knowledge development of student teachers, my previous paper (Smith 1998) on how and why student teachers appeared to develop differently across the sites of university and school in ITE generally, and Bourdieu's theory of 'field' (social relationships between student teachers, school-based mentors and university tutors), as

adopted by Grenfell (1996). In his article, Grenfell recounts an unnavigable dissonance between the method programme at the university and the teaching approach at the school in which a student teacher was practising. Despite exhibiting excellent linguistic skill, the Modern Languages student teacher in question became 'debilitated' from developing her subject knowledge for teaching as she was not able to join elements in the structure of the field of ITE. Whilst arguing for dissonance between sites *per se*, Grenfell called for better structuring of process across sites in the ITE field, which would allow greater opportunity for dissonance to be enacted by individual student teachers. This enhancement to structure would of itself provide for the development of student teachers' pedagogical 'habitus' (action or inaction), by enabling them to respond differently as individuals in their relationships in the field of ITE. In my paper, however, I argued for a more detailed explanation as to why individuals might develop their habitus differentially in relation to the opportunity which dissonance afforded:

[D]issonance between university and school is just one general aspect of the field of ITE through which student teacher development may be examined. Bourdieu himself has spoken about the positions which various agents may hold in a social field being different, mobile and defined by the relative amounts and nature of value, or 'capital', which they attract (Bourdieu & Wacquant, 1992). He distinguished between different types of capital, two of which, *cultural* and *social* may be applied to professional development in ITE. Using his conceptualisation, cultural capital is value derived from the process of education: in the case study to be described [in the paper], for example, a student teacher's subject knowledge in PE. Social capital, on the other hand, may refer to the ability of individuals or groups to use social relationships between tutors, mentors and student teachers in the field of ITE to actually acquire subject knowledge. It is therefore possible to think of PE subject knowledge as capital being conferred on, or acquired by, some players in the field of ITE in greater amounts than for others. Subject knowledge as capital may also move between players in the process of subject knowledge development.

(Smith, 2001, p.65)

Through this added articulation of Bourdieu and Wacquant's (1992) use of 'capital' as a dynamic between social relationships, I was able to highlight the role of individual agency, not merely that of student teachers through

dissonance *between* sites, but of student teachers as agents *within* the school field site of ITE. In a case study using semi-structured interviews with student teachers of PE and their mentors, I analysed the dynamic for subject knowledge development as the student teacher's ability or inability (*habitus*) to manipulate 'capital' (social or cultural) in their relationships with those involved in school, particularly school-based mentors. For example, one student teacher initiated a search of different approaches used by her school-based mentor and departmental colleagues at the same school to derive a teaching style which best matched her needs.

Furthermore, the paper argued how a dynamic involving cultural capital worked between mentors and student teachers across university and school sites and/ or within the school site to extend the agency of some mentors in eliciting the subject knowledge development of student teachers of PE. For one school-based subject mentor, subject knowledge development was felt to be prescribed by the direct teaching practice he was able to offer student teachers at his school: simply, if dance was not included in the school curriculum, the student may not develop their knowledge of teaching dance whilst placed at his school. Another actively encouraged different student teachers to use each other's expertise to plan lessons in activities they would not be able to teach at her school as a way of developing their subject knowledge. In doing so, she used capital gained from the student teachers and her own previous experience of countering shortfalls in direct practice of teaching to enhance her own agency as a mentor.

The paper illuminated further the possibilities for school-based mentors to address gaps in student teachers' subject knowledge at the school site. However, perhaps its main contribution was in the discussion of agential expression within the field of ITE and the role of the Bourdieusian concept of capital in the socio-political relationships therein. It anticipated student teachers may develop more effectively in school placements as a consequence of the exchange of capital between mentor and student teacher, whilst those where opportunity to exchange capital was diminished may not.

My critique of this article is underpinned by a theoretical turn from more sociological explanation towards the psychoanalytical. It therefore forms a more extensive and in depth undertaking as part of this account. To begin a critique of the second article from a Foucauldian perspective is to note first a possible commodification of concepts such as capital and habitus, with capital conferred on the habitus to build the subject's identity (Foucault, 1994). As indicated previously in discussion of my first selected article, power for Foucault does not represent an objective state with an exchange value, but rather sets the rules in the spaces between subjects on the road to their becoming. Furthermore, the article may harbour an implied intentionality by the players as agents or subjects in the game. Following Jackson and Mazzei's (2012) analysis of Foucault, student teachers and their mentors may have planned actions to develop subject knowledge for teaching, but it is perhaps the unintentional consequences of action on their relationships within the wider cultural practice of the school and the school university partnership which are not spoken within the article. These 'relations of power' (p.57) may well have operated to enable and restrain mentoring responses in ways beyond those (possibly) intended actions reported of the players. A wider consideration of the effect of power in process when considering the social relationships at play is possible from this viewpoint. However, in developing a theoretical analysis of how relations in the field of ITE involving the exchange of capital might shape preferences of players to be, or to act (or not), within it, it is first necessary to examine interpretations of the interrelationship of agency and structure within the social world more generally. I do so with reference to various interpretations of Foucauldian and Bourdieusian analysis in relation to agency to inform considerations touched upon in the second selected article: predispositions associated with habitus and, capital.

Akram, Emerson and Marsh (2015) describe what for them are essential ways in which Foucault may be used to inform understandings of agency. One is that social structure pre-shapes opportunities for the agent to act in the social field in a manner which goes beyond any intentionality by the

agent; another is that structure not being an 'external centre of power' saturates all elements within the field including agency. 'Accordingly, agency [...] is always already structured.' (p. 349). This account of Foucault could perhaps be viewed as a mutually dependent account of agency and structure, an account which speaks similarly to Bourdieu's notion of agency through habitus, responsive/ active as it is through the social relationships existent within the social field. Indeed, their analysis suggests that like Bourdieu, Foucault portrays the effects of power through the site of the body itself. There is also in Foucault, as in Bourdieu, a role for a psyche as a social unconscious which is shaped by structural elements. These, Akram *et al* argue, come into conscious awareness for Foucault through predetermined linguistic formation as the product of internalised social norms; as unconscious aspects, they do not affect agency. However, my reading of their later analysis in the same article signifies a key departure in the relative positions articulated for Foucault and Bourdieu. In this later analysis, Bourdieu and Foucault are portrayed as sharing a common concern for the effects of power in society which manifests in agent behaviour. Unlike Foucault, however, it is argued that Bourdieu situates his analysis of these effects as relational to the movement of resources as capital between agents and not relationally within the technologies of power within the social system. Using Bourdieu then, Akram *et al* suggest, that power may be attributed to agents *and* be mediated between them.

There is nevertheless an accusation of determinism in Bourdieu's work often cited in the literature (Jenkins, 1992; Reay 2004; Akram, 2012). This needs to be accepted or at least opened to further consideration. A reading of Akram (2012) is of interest at this juncture as it points both to the value of 'habitus' in Bourdieu (1977), as a key aspect of agency, and to an historical critique of the concept in informing the role of social agents or subjects in relation to structural elements of the social world. Her discussion sees agents and structures as both independent and autonomous, operating in tandem and capable of distinction. In this, she disagrees with Archer's (2000) view of the relationship between structure and agency for its overly reliant view of

agency and a distinct emphasis on the conscious and reflexive. Akram believes, as I do, that agency includes the unconscious *and* the conscious as integral to its formation; that 'habitus' includes for Bourdieu, not an explicit theoretical engagement with the unconscious, but one which is nevertheless stated. Habitus (feel for the game) cements a relationship between agency (game player) and structure (game) in that it embodies both. Whilst recognising the difficulty of the unconscious giving weight to an argument of over determinism for some, she cites (Swartz, 2002) when writing that 'habitus implies [...] behaviour without determining it' (Akram, 2012, p.58). In their later paper, Akram, Emerson and Marsh (2015) refer to this once more, arguing against the unconscious replacing the conscious and suggesting that agents may act in an unconscious and 'habitually [...] non-reflexive manner'. Their main point, after Adkins (2003), is that reflexivity is situated inside the habitus and not external to it. It is in this way that unconscious action is balanced through other aspects of agency to negate any accusation of social determinism.

From a different but related position to Akram (2012), Reay (2004) offers a sociological view of habitus which appears to privilege the conscious instead, arguing after Sayer (2004) and Archer (2003) that Bourdieu sometimes focuses on unconscious and 'pre-reflective' aspects to the detriment of conscious and shifting responses to the social field. According to Reay's analysis, dissonance in the social field or between fields brings conscious awareness which enables internal conversation within the self. Thereby, conscious awareness may prepare habitus, or propel a readiness to respond; the possibility of a concept of habitus being unopen to social change, buried as it is in the unconscious psyche and unresponsive, is therefore deflected.

In the same paper, Reay points to any accusation of determinism as being less significant if habitus is viewed as an approach to understanding as well as a theoretical construct. Reay appears to be arguing that the concept is presented as a kind of embodied micro-society which allows for reflexivity and is constantly evolving. This dualism of concept and method may be a

useful side step of a habitus which looks increasingly unwieldy. Reay does however acknowledge Bourdieu's various articulations of the concept over time and argues at an earlier point in the paper:

It appears that Bourdieu is conceiving of habitus as a multi-layered concept, with more general notions of habitus at the level of society and more complex, differentiated notions at the level of the individual [...] Current circumstances are not just there to be acted upon, but are internalized and become yet another layer to add to those from earlier socialisations.

(Reay, 2004, p. 434)

Nevertheless, it is this layering of experience and repeated integration of it into the habitus which raises a question about the sustainability of the concept in general. Indeed, the broadest conceptualisation of habitus in use would appear to be less adept in explaining circumstances in which individuals espouse, or behave in ways suggestive of, lost or divided identity, or divergence between identity and practice (Steinmetz, 2006). The solution, according to Steinmetz, lies in the application of Lacan's idea of the 'imaginary' to demonstrate conceptually how it is possible for a subject to integrate a range of experiences into one's identity without causing it to fracture. Steinmetz argues more generally that psychoanalysis and Bourdieu's concepts of 'habitus' and 'symbolic capital' are very much linked. Furthermore, he claims that the theoretical work of Bourdieu might have been strengthened had he turned more explicitly to psychoanalytical theory (Steinmetz, 2006, p. 453).

Steinmetz (2006) sees this foreclosed linkage to the psychoanalytical as having most resonance for Bourdieu's conceptual framework in Lacan's articulation of the 'symbolic order' and mechanisms associated with this (Lacan, 2006). Distilled, the symbolic order is presented as a linguistic register of the psyche which represents a space for making meaning alongside the emerging subject. It is in relation to the symbolic order that the unconscious subject or agent becomes through symbolic (linguistic) mediation. Such mediation happens within the subject as the subject recognises and misrecognises itself in relationship to its other (ego ideal), the

ego ideal being an imaginary representation formed with regard to the symbolic order. A dialectic between self and the ego ideal as other assists the subject in seeking recognition of him/herself in relation to the perceived resources of significant others in a social field. Bourdieu's concept of capital as the harbinger of resources is perhaps particularly relevant here.

For Steinmetz (2006), the concept of capital leans towards the psychoanalytical use of the symbolic. He claims Bourdieu acknowledged 'symbolic capital,' with associated reference to a process of recognition of the self, belatedly and reluctantly in his career. However, its use then, Steinmetz argues, is only to indicate a desire for recognition by the dominated, rather than as a universal function accessible to all players in the field. This raises for Steinmetz the issue of why, in a stratified field featuring symbolic capital, where all players are subjected to its rules and theoretically able to expect to make demands of each other, the dominant should not also look for recognition. Without an answer to this question, an accusation of determinism is once again levied at Bourdieu. As Steinmetz explains: it is the psychoanalytical notion of entering the symbolic order which precipitates the conflicting desire of the subject to have her cultural capital recognised *and* a desire to recognise that of others. This in turn sets the wheels of Bourdieusian fields in motion.

In what for me is a significant project in the context of this analysis, Rothenburg writes in a similar vein about Bourdieu's apparent disavowal of the psychoanalytical and a tendency towards overdetermination of structure over renewable practice (Rothenburg, 2010 citing Bourdieu, 1990). She is similarly critical of what she describes as 'purely external and discursive productions' (p. 26) for their disallowance of resistance for the subject. Central to her argument is that Bourdieu insists that habitus internalises aspects of social structure unconsciously into the psyche of the subject as an entity *common* to the social group to which she or he belongs. In so doing, Bourdieu does not allow for internalisation which is different for different individuals. He also reduces the capability of individuals to make different responses to any shared, internalised experience. Nor does he make space

for prior experience to be reinterpreted by individuals as part of this process. To correct this, she writes of a necessary reconfiguration of the unconscious within habitus:

Like the *habitus*, the unconscious acts creatively to preserve and rework the past with the materials furnished in the present, but with a crucial difference, the difference provided by retroversion: when the unconscious seizes these present materials, they in turn structure and illuminate the past as *different*.

(Rothenburg, 2010, p. 83)

Thus, she implies that Bourdieu conflates habitus with a definition and function of the unconscious which is not recognised in psychoanalytical theory. In the latter, the unconscious is unique in that it acts to enable individuals to change and act on past experience to fit new contexts, whilst retaining aspects of it. This 'retroversion' of the past by the subject is something a collective habitus, with its need to preserve past existence in its entirety, does not permit. Such retroversion has been applied to teaching by Brown's study of Lacan (Brown, 2008).

It appears that an analysis of Bourdieu's constructs of habitus and capital which simply acknowledges a role for the unconscious, or reference to the symbolic in mediating structure and agency is insufficient. Closer attention to psychoanalytical theory itself is therefore warranted. Rothenburg's (2010) interpretation of psychoanalytical theory in relation to social change offers such a perspective. Key to it is the notion of an excess of the subject in forming the social itself through a process of 'extimate causality'. In theorising her idea of social change, she makes a case for a space across the social and psychological which opposes, on the one hand, external causation theories and, on the other, immanent causation theories of social change. This space is 'unbounded' and yet provides a finite continuity between different objective sites or surfaces. She uses the analogy of the Mobius strip, where a rectangular strip of paper is twisted at 180 degrees with its two ends joined together to provide a continuous surface in the space. When the surface is finger traced, it becomes impossible to know which side of the surface, the inner or the outer, is being touched.

One can define each point on the band as *here* or *there*, but each point is *excessive* with respect to the determination of its 'sidedness'. The Mobius band suggests a field in which both the paradoxical boundary of external causation and the infinite mutual implication of cause and effect of immanentism cease to be problematic.

(Rothenburg, 2010, p. 31)

It is for Rothenburg (2010), the 'being touched' which materialises an excess at specific points on the band to bridge the boundary between the two surfaces and bring cause in contact with effect. In order that excess may be generated at all, and thus recognised as an object to be related to by the subject in the social field, a void must be 'nullified'. This interruption Rothenburg refers to as a 'formal negation' (p. 33). The addition of the negative separates an imaginary place for being in relation to a potential for not being, or being the other, within a state of nothingness. She argues that the operation of this 'extimate cause' which is neither external or internal, provides identity and social relations within which the excess of the subject may be appropriated by individuals who act indeterminately to effect social change and, by implication, practice. To show one's subjectivity, it needs to be spoken/ signified, but in the very act of doing so, meaning intended is received differently, as 'the excess'. Recognising this difference is therefore arguably a matter of recognising who you are. Revealing oneself or not then becomes the question; revealing is becoming and simultaneously unbecoming.

An extended analysis of my second article is now possible. This confirms its contribution in acknowledging the exchange of Bourdieu's concept of capital as resource between mentors and student teachers in the ITE field as one of an effect of power relations in the field. An extension based on a wider critique of Bourdieu's work might further acknowledge his work to integrate structure and its application in the article by drawing attention to the possibilities for agential action of initial teachers. However, my reading of psychoanalytical theory as articulated by Rothenberg suggests a convincing limitation in Bourdieu's position over the use of the unconscious in habitus to explain individual subject or agent action. It also provides a new, perhaps

more nuanced lens through which to review my previous work and to theorise the space in which training teachers may act with their mentors in the field of ITE.

So, for example, I once held,

It is therefore possible to think of PE subject knowledge as capital being conferred on, or acquired by, some players in the field of ITE in greater amounts than for others. Subject knowledge as capital may also move between players in the process of subject knowledge development.

(Smith, 2001, p.65).

However, I might write that rather than simple acquisition or conferment of capital between players in the field of ITE through an unconscious collective habitus, its rules of engagement set according to any shared understandings of those in the social field, players use excess as subjects unintentionally or otherwise within it. They exchange capital as teaching specialists to be recognised, misrecognised and to recognise that of others in a desire to assert the self and negate the other, the ideal of what they perceive themselves to be. They do this first internally, unconsciously with reference to past experience and understandings and then consciously when recognising the difference between new action taken and responses to it when revealing their subjectivity to peers and mentors. However, the consequence for the subject can only ever be an approximation; in revealing, they are open to differential interpretation and in reviewing a response, they revise part of what they have already been (Rothenburg, 2010). This, in essence, is how the exchange of 'capital' in Bourdieusian terms may be theorised to take place. As such, the exchange is a highly individualised and tentative action by the subject, the meaning of which for both subject and object is highly dependent on the object, any response s/he makes and how the response is recognised. In addition, in psychoanalytical terms, the exchange of excess is not final, but ever evolving as new imagined ideals are conjured and desired. It is also the case that implied shared meaning drawn from response is only made 'fantasmatically' (Rothenburg 2010, p. 88); it is

an approximation, brought nearer by social encounter *and* psychological process.

Critical Analysis of Publication 3: Curates' Eggs? Secondary Trainee Teachers' Experience of the Graduate Teacher Programme and the Postgraduate Certificate in Education

For the third selected article from my portfolio, I returned to the policy-practice context of government diversification of teacher education routes for economic gain in which I was engulfed as a university teacher educator and manager. In it, I write about the developing turn towards employment-based routes into teaching, by the UK government, in particular, the Graduate Teacher Programme which had followed movements to more employment-based training in North America:

The Graduate Teacher Programme (GTP) was introduced by the government of the United Kingdom from 1998, in order to provide an alternative employment-based initial teacher training route for mature, graduate entrants to the teaching profession in England and Wales. It gained recruits rapidly to become the largest of a suite of employment-based programmes. According to the United Kingdom's Training and Development Agency (TDA), currently, the percentage of trainees recruited to employment-based routes, including and significantly those on the GTP, stands at almost 19% of the total number of trainee teachers in England and Wales (TDA, 2005). The total funding provided by the UK government's Department for Education and Skills to the TDA over time reflects a dramatic rise in recruitment for employment-based routes: in 1998–1999, £3.5million was allocated to employment-based routes; in 2005–2006 this figure had risen to £86.9million (Hansard, House of Commons, 2006).

(Smith and McLay, 2007, p.35-6)

Given the percentage of recruits to and sizeable rise in outlay of resource for the GTP, there was a justifiable need to research and identify possible issues for its development as a teacher training route alongside the more traditional one year Postgraduate Certificate in Education ITE programme. The pilot study embarked upon by Margaret McLay and myself, as university tutors servicing the programme, sought to assemble an account of a sample of

initial teacher views about a range of their university and school-based experience whilst engaged on their respective secondary school age training routes. The work reflected on literature in the sub-field of the GTP (Foster, 2001; Brookes, 2005) which, along with reports by Ofsted (2002), pointed to variable practice in meeting the needs of those training for teaching on this employment-based programme. It contextualised the literature through discussion based on experience in North America (Gitlin, 1999; Darling-Hammond, Holtzman, Gatlin and Vasquez Heilig, 2005), and a reported mission for the education of teachers by the Thematic Network of Teacher Education in Europe (Buchberger, Campos, Kallos and Stephenson 2000). This we maintained, 'plays on the [university] versus school-centred (or employment-based) debate and points to England and Wales occupying an isolated position in Europe.' (Smith and McLay, 2007, p. 38). After examining the questionnaire returns of the initial teacher sample, the study concluded that:

The relative appeal of the ITT programmes to different candidates: the two routes appear to appeal to candidates from different backgrounds, with the GTP group being more likely and the PGCE group far less likely to have had significant prior school experience. [...] Regarding the relative merits of the ITT programmes, although the differences were only slight, the GTP group seemed more appreciative of the university provision, whilst the PGCE group was more appreciative of the school experience. A high number of responses from the GTP group indicated that school-based mentors were unprepared or had insufficient time to carry out their role. This appears to support general concerns about quality and consistency in mentoring practice on the GTP. The contrasting appreciations of trainees do suggest that both programmes might learn from each other, the PGCE to offer earlier and more intense school experience, and the GTP to offer more or different mentoring, support and theoretical underpinning.

(Smith and McLay, 2007, p. 51)

The outcome was supportive of previous research concerning poor mentoring practice on the GTP. Although tentative, due to the small-scale nature of the study and its reliance on initial teacher perception data, it was distinctive in its comparison with a chronological group of initial teachers on a traditional programme. The article is referenced by Hobson, Ashby, Malderez and Tomlinson (2009) in providing context for their larger, funded

comparative study of initial teachers training on different ITE routes. The particular value of Smith and McLay, 2007, is that it first raised the issue of theory in relationship to university experience on the employment-based GTP. When GTP respondents were asked to assess the ways in which their expectations of university provision had been met, only four of twelve felt very positive, citing help with planning and teaching being of most relevance. However, for the indifferent and the unsatisfied initial teachers, 'there was a strong sense that the university should have been providing more' (p. 49), and that as well as missed opportunities in support for teaching, the university needed, at least for some, to provide more in the way of ideas and 'theory'. Significantly, in terms of impact on teaching, the university was cited by most GTP initial teachers as exceeding expectations. Indeed, '[Some] acknowledged the significance of sharing ideas and discussion with colleagues and tutors as justification for its impact on their effectiveness' (p. 50).

Following Lacan (2006), one might theorise the lack expressed by the initial teachers in regard to their university provision as an expression of an unstated recognition and desire to reach some yet to be realised ideal. Lacan uses a system and process of signification through the materiality of speech to show how the excess and self-difference (gap between imagined self and ideal self) of the subject and its movement in relations may be theorised. In this, the subject comes into being in relationships in two series, one at the level of the signifier and the other of the signified. Rothenburg refers to the former as the 'formal apparatus', or rules which govern and structure the system and the latter as the 'material element': that which is produced or known within it (2010, p. 41). Four orientations or speech discourses of the two series are conceptualised as directing social relationships in the system; these typify relations between the signifier with the subject's excess or self-difference where symbols are used to denote positions in the system. The symbols are used and positioned as follows: *S1* = the dominant signifier which controls other signifiers and the signified, positing truth, with or without justification, serving of vested interests; *S2* = the signifying chain of meaning

around rules and 'unwritten laws'. S2 links back to the signifier S1 and the object of desire (petit object [a]) allowing S1 to influence desires, indirectly. \$ = the subject as a divided self which recognises its difference or loss in relation to S1 and is generative of petit object [a] to protect its position, and *petit object [a]*, the masked, phantom of desire or a symptom, positioned to remedy the gap between \$ and S1 (McMahon, 1997). The four Discourses, the Master's Discourse, the University's Discourse, the Hysteric's Discourse and the Analyst's Discourse then operationalise relations around the positions as follows:

$S1/\$ > S2/a$: *discourse of the master*: tyranny of the all-knowing and exclusion of fantasy: primacy to the signifier (S1), retreat of subjectivity beneath its bar (\$), producing its knowledge as object (S2), which stands over and against the lost object of desire (a);

$S2/S1 > a/\$$: *discourse of the university*: knowledge in the place of the master: primacy to discourse itself constituted as knowledge (S2) [], over the signifier as such (S1), producing knowledge as the ultimate object of desire (a), over and against any question of the subject (\$);

$\$/a > S1/S2$: *discourse of the hysteric*: the question of subjectivity: primacy to the division of the subject (\$), over his or her fantasy (a), producing the symptom in the place of knowledge (S1), related to but divided from the signifying chain which supports it (S2);

$a/S2 > \$/S1$: *discourse of the analyst*: the question of desire: primacy to the object of desire (a), over and against knowledge as such (S2), producing the subject in its division (\$) ($a > \$$ as the very form of fantasy), over the signifier through which it is constituted and from which it is divided (S1).

(Mitchell & Rose (eds.), 1982, pp.160-161, as cited in McMahon, 1997)

For Rothenburg (2010), it is only the Analyst's Discourse which may enable the subject to reveal its divided self in relation to ideals or objects of desire which are directed by the Master signifier and its supporting chain of signifiers (knowledge). The rest provide a 'fantasy of a relation of unity' (p. 210), whilst preserving the hegemony of the signifiers, their ability to preclude meaning and thus to deny agency. The Hysteric's Discourse may however provide the subject with the possibility of questioning the symptoms (object of desire [a]), and therefore its internal turmoil in a social world which makes no sense. The GTP trainees' questions in Smith and McLay (2007),

may now serve to illustrate theirs as a Hysteric's Discourse. This is explored below in relation to another selected item from my research portfolio, Smith and Hodson (2010).

Critical Analysis of Publication 4: Theorising Practice in Initial Teacher Education

Whilst still tutoring as a university teacher educator on the GTP in the mid to late 2000s, I chose to develop the issue of what 'theory' meant to GTP initial teachers more directly and explicitly when immersed in professionally based contexts for the fourth selected article. This issue first arose in the more general survey undertaken with secondary age range GTP initial teachers by Smith and McLay (2007). In the policy-practice context in teacher education, 'theory' had increasingly been taken as a proxy for university-based provision and used by protagonists of school-based immersion, whichever site they occupied, to reduce broader perspectives in teacher education. For the fourth article, I worked with a primary age range specialist and colleague also tutoring on the GTP, Elaine Hodson (Smith and Hodson, 2010). In this way, the research captured perspectives across the secondary and primary school age ranges in which initial GTP student teachers were training to teach. The article sought to discover 'more precisely why these trainees were attracted to 'hands on' training, why they saw university-based training routes as a retrograde step and how exactly they might come to see any significance of theory in their development as teachers' (p. 260). It did so by means of a sample of qualitative interviews with GTP student teachers undertaken in the second stage of their initial teacher training. The article theorised models of learning to teach prevalent in the corresponding literature in the field, which spoke of a need for more formal aspects of learning across the university and schools sites (Hagger and MacIntyre, 2006). These it contrasted with deliberative models (Eraut, 2008) which could be more or less formal, following Colley, Hodkinson and Malcolm (2003). Unlike, Hagger and MacIntyre (2006) and in developing Putnam and Borko (2000) writing from a

North American context in ITE, I argued for a version of practical theorising which could be less formal and *in situ*, outside as well as inside the classroom as ‘on the job’ training in school.

The work concluded that GTP student teachers did see a role for ‘theory’ and, in common with the argument commenced in Smith (2001), their views in relation to it differed according to their individual dispositions to learning how to teach. However, they were held not to ‘appear to attach intrinsic worth to ‘theory’ per se’ in that they applied ‘a much more utilitarian view of it’ (Smith and Hodson, 2010, p.262). Thus, theory was variously defined by student teachers as: ‘published work’, ‘carefully collected and valued evidence’ and ‘reasons we do things’. In one case, it was defined as ‘what should be taught’ (p.268). Specific outcomes included GTP student teachers’ espoused efficacy for how theory might be used: ‘being presented with, or researching, ideas that were then matched to previous practice experience to provide a framework of support for their teaching.’ Furthermore, ‘what appeared to be most significant to trainees’ learning seemed to be opportunities when they were able to discuss theory as it applied to their own context, in school, perhaps irrespective of its source.’ Examples of this discussion cited involved ‘group or individual discussions with mentors, discussion during tutor visits, discussion with peers (when more than one trainee was in a school), and discussion with school-based colleagues following central university sessions.’ (p.269). The message seemed clear: school-based mentors in employment-based initial teacher education must be encouraged to take on a greater role in facilitating space for ‘practical theorising’ in school.

There were some conundrums around ‘practical theorising’ and the student teacher experience of theory which, as authors, we struggled with. We talked about a ‘theory/ practice dichotomy’ being reproduced in our methodology through direct questioning on the matter. We also wrote about an awareness that as university tutors, we could, as researchers and ‘guardians of the very theory we were suggesting they [GTP student teachers] may be rejecting’, be inhibiting their articulation of theory. We deflected any potential uncertainty

about the perceived relevance of theory by GTP student teachers, arguing for theory to be presented in various guises ‘to pose a challenge between ‘theories of action’ (what is believed to work) and ‘espoused theories’ (those aligned with perceived, more general, ideals) (Eraut 2008). We hoped therefore, but could not be sure, that [GTP student teachers] would feel sufficiently immersed in our interpretation of ‘practical theorising’ to engage in a reasoned critique of theory, wherever originated’ (p. 268-9).

Applying a psychoanalytical reading, it becomes possible to theorise the teacher educators’ projected self-criticism, or the supposed unconscious conceptions GTP student teachers may have had of models of theory. This articulation may present these criticisms as symptomatic of an invented ideal of the teacher educators, out of their reach and that of the GTP student teachers as the subjects involved. In the undeveloped and imaginary space to conceptualise theory between the self and the external signifiers, the agency, first of the student teachers and then of teacher educators became masked by uncertainty. We were unable to recognise the excess provided by the student teacher responses as part of our experience, and in this act, our subjectivity as teacher educator agents was denied. From the student teacher perspective, for example, they might now be projected to ask of us as teacher educators, then: we don’t know what kind of theory you want us to talk about, why don’t you? And why didn’t we? I would argue here, following Lacan (2007), and applying a recent argument, retrospectively (Brown, Rowley and Smith, 2015) that as teacher educators, we were responding to the shifting direction of the government (Master) discourse of initial teacher education. In this perceived maelstrom, we were attempting to assist employment-based student teachers to perform and fulfil a new desired need based on a previous ideal of professional identity as university teacher educators. Additionally, we may, as signifiers, have invoked a knowledge-based discourse (University) concerned with ‘espoused theory’ and ‘practical theorising’ to explain the substance of the ideal in relation to need, the act and nature of which we were unaware, but knew not to fit. In searching amongst the confusing responses of the student teachers for an explanation

for the provenance of theory, we were in essence questioning the role of the teacher educator and, by extension, that of the university. We had reached a point of impasse, as teacher educators, one which Brown, Rowley and Smith (2015) have more recently recognised for university teacher educators as Lacan's questioning Discourse of the Hysteric.

Critical Analysis of Publications 5 and 6: Reasserting Theory in Professionally-based ITE and Teacher Educator Changing Perceptions of Theory

The thesis turns now to work with a new research partner, Tony Brown, which further developed the notion of reconceptualising theory as a university offer in a landscape of employment- based ITE. The fifth and sixth selected articles published in 2012 (Hodson, Smith and Brown) and 2013 (Smith, Hodson and Brown) are used for this purpose. It is perhaps noticeable in the discussion of these publications that it and they provide a basis for reflecting and critically analysing publications discussed earlier in the thesis. In the work which informed the fifth and sixth articles, theory was understood as arising from reflection on experience, rather than any objective truth. As experience of the context of teacher education in ITE had increasingly switched to schools, so too had expectations of the offer players were bound to deliver across the new landscape. Schools and teacher education, as sites of meeting the government performance agenda, held particular accounts of pedagogy and wider aspects of curriculum performance to be key. University teacher educators, once selected to the university to offer these models became increasingly distant from the new government school agenda over time. The relevance of the 'academic' offer was thus tested, as reflected in the expectations of GTP student teachers and their calls for more 'hands on training' on an employment-based training route. In addition, the considerable cut in time available on the GTP for university tutors to offer what they used to in earlier models of university provision, pressed them particularly on the space available and what to do in it.

Specific theoretical considerations from Alain Badiou (2009, 2011) on knowledge being dependent on the situation and always being open to alteration in new circumstances and Lacan's (2006) view of the symbolic as shaping the practice of teacher educators working to ideals of themselves were used to inform the discussion. Critchley (2008) was also invoked to highlight how Badiou's notion of subjectivity may be universalised across a social field in response to new demands. In this way, it was argued that:

A more collective approach is taken centred on shared or multiple identifications, with new ways of being where actions are assessed with respect to their 'fidelity' (Badiou) to these adjustments and to how new conceptions of theory derive from such identifications. [] This new conceptualisation of their role might be characterised through tutors and trainees working together in forging a conception of how analytical apparatus is introduced into practice to guide their emerging conception of their shared work.

(Smith, Hodson and Brown, 2013, p. 243)

A refocused research effort was deployed with two groups of GTP student teachers, one secondary and one primary, in the academic year 2011-2, as a more integrated teacher education-research process. Here, student teachers were invited by the two teacher educator-researchers to engage in a process of reflection on experience as part of the relatively few university-based teaching sessions which they received. This was done selectively during sections of sessions to coincide with particular moments of anticipated trainee development linked to the assessment of university units, so as to ensure perceived relevance. Student teacher responses to school-based tasks focused on their specific and individual experience were collected and fed-back to them with provocations to invite further discussion. Core questions running through the process were concerned with where GTP student teachers thought they were in their learning as learning professionals, what had helped them to arrive at these moments and how. Particular attention was given to the university experience as this appeared to offer the most useful site of research for both the student teachers and the university tutors. As the process evolved, we drew upon notions of theory in the responses more explicitly in the feedback loop in order to explore

meanings. Coincidentally, the teacher educators kept a reflective diary of their thoughts on the new action research and changing perceptions of theory as perceived for student teachers and themselves. These were used in a periodical research dialogue with the new member of the research team.

Findings from successive interrogation of the trainee teacher data showed how:

...[T]he term 'theory' was located in the trainees' accounts of their evolving practice and we had sought to explore what theory could become. There were many alternative, and sometimes conflicting, views of what it should become. Trainee views changed markedly during the process (Hodson, Smith, and Brown 2012). Trainees had developed an ability to both generate and to identify generic analytical apparatus that transcended the specificity of singular school locations. This apparatus sometimes came to be described as 'theory'. Trainees articulated the processes in which they were involved, both in their school training and in university sessions, which were beginning to secure for them some professional agency. They were able to variously identify with the differing ways in which the two elements of their training contributed to this agency.' Employment-based training drove the ability 'to do', governed as they were by discourses of performativity.

(Smith, Hodson and Brown, 2013, p.244)

Whilst this 'training to do' was the prominent model associated with the school-based aspect of their training, GTP student teachers increasingly positioned the university as a site to focus on 'why we are doing what we are doing'; it was the space in which redoing or doing in differently, more generalisable ways of practising, also became possible. For the teacher educators, a question concerning the nature of theory in the new teacher education had now been broadened to link to how 'building analytical capability' for trainees could reconceptualise 'a place for tutor professionalism', as theory (Smith, Hodson and Brown, 2013, p. 244).

At the beginning of this teaching as research process, the teacher educators were frustrated in that their efforts to elicit reflections from feedback produced typical GTP student teacher responses: 'ideas gleaned from the session were seen as confirming or legitimating trainees' existing practice,

rather than transforming it' (p. 246). They were also held to be shaken by the 'letting go' of an older model of professionalism based on them being 'purveyors of knowledge, preparing and arming trainee teachers for a sortie into the unknown territory of school experience' (p. 246). However, with persistence and further development of probing techniques used in sessions, later in the process, they came to recognise its value: 'The trainees' responses covered a range of insights about how they saw the learning process: 'thinking in a low pressure environment'; 'discussion helps me to understand'; and 'teaching oneself leads to ownership'. In turn, tutors came to see how, '[f]or these trainees, the opportunity for guided discussion focused on their practical experience was allowing them to begin, with support from the group, to develop their thinking, to generalise, to theorise, and to take responsibility for this theorising' (p. 247).

The research demonstrated how an action research process could be used to clarify roles of players so that practice could be re-examined across a changing field of ITE. Significantly for the education of GTP student teachers and university tutors, it showed an effective process of developing thinking as theory for new demands in more employment-based training. As a consequence, teacher educator efforts became more enabling of trainee teacher learning at the university and a reconfigured space for 'theory as a learning process, as part of theory in use' was founded. Further, the place of the university in teacher education was renewed. To revisit this teacher educator's diary as data from the work:

For this reason, the university has to offer more than models of practice and research findings. To educate those learning to teach, it needs to provide space and a framework for processes of learning to examine practice and consequent regeneration of ideas for future practice possibilities; it should implement such processes and, thereby, develop an altogether different view of its own utility.

(Smith, Hodson and Brown, 2013, p. 251)

Returning to the theoretical discussion on Lacan's (2007) orientations for social relations, it is now possible to map the Analyst's Discourse to the

research project discussed in articles five and six above. The teacher educators entered the project with their questions about a shifting role, where the student teacher response to their contribution to initial teacher education in employment-based ITE was wanting. Discussion throughout the research project between the teacher educators as university researchers and a significant other as the third researcher, had repositioned the prevalent discourse. Consequently, the discourse shifted to one enabling discussion of players' prior and desired teaching experience, the articulation of theory and research practice, in broad relation to their work on the GTP and the direction of government policy as the main signifier (S1). In this Analyst's Discourse, it became possible for the teacher educators, here configured as analysands, to recognise their divided selves and the primacy of their goals in relation to the signifier. Thus, we felt some restoration of agency as knowledgeable players in the field of ITE. Our choice as analysands was primarily to be creative with what was possible in the reconceptualised space for practice which emerged, but we did not entirely ignore perceived external demands. Rather, these were relegated to the incidental, linked to our new main purpose of facilitating general analytical capability and helping student teachers, in turn, to reveal their own agency.

4) Critical Reflection, Conclusion and Future Implications

This critical account has generated a number of issues from my earlier work which I have drawn into the following conclusion. Key to the discussion of the first published article is an emerging sense of my professional self then as a university teacher educator striving for a perceived ideal of reflective practice. Whilst pursuit of this ideal was necessary perhaps to position myself in relation to a previous role as a school-based mentor, my recent readings show it may have contributed to a lack of explicit awareness of wider social discourses impacting my relationships with student teachers, mentors and fellow university teacher educators. In processing this thesis, it is now possible to present a more nuanced view of professional practice such that the role of the teacher educator in mediating 'truths' and assisting

others' agency in social discourses concerning student teacher performance is clearly articulated.

It has also been possible through discussion of further sociological readings to revisit earlier presentations of Bourdieusian analysis, particularly around the shifting concept of cultural capital and the role of the unconscious in shifting social relationships. My earlier writing in the second article on developing student teachers' subject knowledge in ITE was largely uncritical of Bourdieu's theorising. The article is confirmed here as making an additional contribution to acknowledging the role of the exchange of capital as an effect of power relations between school mentors and student teachers in the field of ITE. However, the intention of this thesis is to explain the limiting possibility of social determinism for student teacher and school mentor individual agency in Bourdieu's work. The thesis also demonstrates, through psychoanalytic readings, an extended understanding of the role of the unconscious in habitus and the transfer of cultural capital in agential relationships of power between ITE players. As such, shared meaning brought by exchange between players is recognised as temporal and evolving, the result of social relations *and* psychological process.

Discussion on article three confirmed it as raising GTP student teacher concerns around theory in a pilot study comparison between the GTP and the more traditional PGCE. It also developed a psychoanalytical dimension in relation to student teachers' imagined ideals. Developing this dimension to include Lacan's (2007) four orientations to speech discourse, and thus locating the social within the individual in the thesis, has enabled the student teachers' concerns and those of the university teacher educators involved (article four) to be conceptualised within the discourse of the 'Hysteric'. This provides a more distanced and rounded view of their respective struggles to find a language and means to express relations between self and other, aside from government direction, here defined as that of Lacan's 'Master' discourse, or its alternative signifier 'Knowledge/University' discourse. The process of reflecting further on these relationships with a more distanced university researcher was undertaken in article five, for student teachers on

the GTP and in article six, for university teacher educators. In the thesis, a more explicit recognition of the discourse of the 'Analyst' in acting to differentiate that of the government 'Master' has restored, at least temporarily, the university teacher educator's agency.

Reclaiming one's own professional agency for the practice context matters in university teacher education because, as Zeichner, Payne and Brako (2015) state:

There is a real opportunity to establish forms of democratic professionalism in teaching and teacher education (Apple, 1996; Sachs, 2003) where colleges and universities, schools and communities come together in new ways to prepare professional teachers who provide everyone's children with the same high quality of education.

(Zeichner, Payne and Brayko, 2015, p.131)

However, it is difficult in a world governed by 'globalised capitalism' (Rizvi and Lingard, 2010, p.138), where teacher education and education policy in general is increasingly dominated by the market, to see how the governmental positioning of teacher education away from universities, as exemplified in England, will progress. At one extreme, a need for more, poorly prepared teachers for the masses, whilst those deemed of quality are retained for the few, is predicted. There is, however, perhaps hope in the variance of teacher education provision to be found across the UK as a whole and globally, brought by devolved governance and space for the mediation of education policy between governments, schools and individuals as agents in the field. Indeed, there appears to be an unsustainable contradiction between mandatory government policy on the one hand and, on the other, the attempted denial of professional agency to achieve the policy goals required. For example, Rizvi and Lingard (2010, p.20) cite a study in Singapore on the sacrifice of creativity for 'good' academic outcomes (Koh, 2004).

Policy may be as it is, dictated, but it seems that agency, in the thesis under discussion, teacher educator professional agency, has and must have capacity to come into being and to reinvent itself. Asserting professional

agency for the purpose of university teacher education is justified as a *process* of maximising reason and defending the value of 'practical wisdom' or *phronesis* (Furlong, 2013) through professional reflection. Through use of shifting theoretical lenses, the thesis makes a contribution to understandings of professional reflection which, it is argued, may have become somewhat routinised. In so doing, it highlights aspects of the context of practice which have real significance for individual teacher educator and student teacher development. In particular, the thesis has shown how the use of a psychoanalytical lens can assist teacher educators (and ultimately student teachers) to gain access to and act upon their own tacit assumptions and beliefs in relation to how they are positioned in discourse. A critical understanding of the psychoanalytical in social relations and its role in professional agency as specified in the thesis assists the teacher educator to extend her theoretical and practical wisdom. In turn, this opens further the possibility for her to extend the development of practical wisdom for her students. Professional agency may therefore be seen to respond to policy to resist, enhance or mitigate when necessary, and with the potential to benefit a wider sector of the school population.

In terms of future implications, the thesis may make a contribution to future knowledge mobilisation in a number of ways. It could be utilised to encourage theoretical and professional debate in the university amongst teacher educators or indeed amongst allied professional groups, university health education professionals, for example. There is also room for its theoretical contribution to be subjected to scrutiny in communities concerned with social science disciplines other than education. The thesis could provide stimulus for institutional review in university teacher education departments and faculties regarding a number of themes, two being: the process and purpose of teacher education research and practice, and the ways in which teacher educators may best be assisted to progress their research and scholarly activity. As teacher education is an activity with ever increasing reach into the school teaching community in England and there is a role for the university in leading its defence, the discussion of the central themes

concerning the development of professional agency and the need for practical wisdom in shifting times could also form part of a continuing professional development agenda for those professionals involved in teacher education based in schools.

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Appendix

Electronic links to the selected publications numbered and referenced in the thesis:

- 1) Smith, K. (1998) School Models of Teacher Development: two case studies for reflection. *Teacher Development*, 2 (1), pp. 105-121.
<http://dx.doi.org/10.1080/13664539800200042>
- 2) Smith, K. (2001) The Development of Subject Knowledge in Secondary ITE: a case study of PE student teachers and their subject mentors. *Mentoring and Tutoring*, 9 (1), pp. 63-76.
<http://dx.doi.org/10.1080/13611260120046683>
- 3) Smith, K. and McLay, M. (2007) Curates' Eggs? Secondary Trainee Teachers' Experience of the Graduate Teacher Programme and the Postgraduate Certificate in Education. *Journal of Education for Teaching*, 33 (1), pp. 35-54.
<http://www.tandfonline.com/doi/full/10.1080/02607470601098294>
- 4) Smith, K. and Hodson, E. (2010) Theorising Practice in Initial Teacher Training. *Journal of Education for Teaching*, 36 (3), pp. 259–275.
<http://www.tandfonline.com/doi/full/10.1080/02607476.2010.497366>
- 5) Hodson, E., Smith, K. and Brown, T. (2012) Reasserting Theory in Professionally-based Initial Teacher Training. *Teachers and Teaching*, 18 (2), pp. 181–195.
<http://dx.doi.org/10.1080/13540602.2012.632269>
- 6) Smith, K., Hodson, E. and Brown, T. (2013) Teacher Educator Changing Perceptions of Theory. *Educational Action Research Journal*, 21 (2), pp. 237–252.
<http://dx.doi.org/10.1080/09650792.2013.789723>