A pedagogy for initial teacher education in England

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Abstract

This paper promotes the importance of a pedagogy for teacher education and proposes a pedagogical framework for teacher education in England. The pedagogy of teacher education consists of those strategies intentionally employed which facilitate teachers in learning how to teach. With one or two notable exceptions the pedagogy of teacher education in England has been under researched and under theorised, and this has led to undervaluing its importance at a time of radical change in policy. At a time of increasing focus on 'school-led' teacher education in England, this paper argues that in the context of the current policy environment it is more important to establish the *how* of teacher education than *where* it takes place. Models of teacher education and writings from America and continental Europe are used to inform a pedagogical framework that can underpin teacher education wherever it takes place. In particular Korthagen and Kessel's (1999) use of *episteme* and *phronesis* are appropriated to develop a generic framework that is exemplified through a case study from initial teacher education in music. It is argued that the pedagogical processes of the framework, when learning how to teach, can transcend the inherent conservatism of the 'local' and prepare teachers to become autonomous, creative and critical practitioners.

Keywords
Pedagogy; framework; policy; episteme; phronesis.

Introduction
This paper is about the pedagogy of teacher education. It champions the importance of a pedagogy for teacher education through a framework that has significant implications for the knowledge, skills and understandings that need to be developed by teacher educators, wherever they are practicing.

In spite of the efforts of writers such as Jean Murray, John Loughran and Fred Korthagen, a rationale for the pedagogy of teacher education is under researched and under theorised, and this is especially the case in England. Furthermore, at a time when initial teacher education (ITE) is undergoing radical change in England, and becoming increasingly school based and led, policy makers have exposed very particular views on how teachers best learn how to teach. In a speech to headteachers Michael Gove (as Secretary of State for Education) suggested that:

Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom

(quoted in Murray, Czerniawski and Barber 2011: 273).

The heritage of such a position derives from a long standing and celebrated critique of *university* based teacher education in the writings of the Hillgate group, who typically suggested that '...should not

teachers learn their craft by serving an apprenticeship under the guidance of those with more experience than themselves…?' (1989: 2). The group also suggest that ITE should be 'run by schools' and 'not the existing teacher training institutions' (ibid). While not entirely disagreeing with this position, this paper *will* argue that such a vision tends to 'minimise the complexity of teacher education work' (Murray et al., 2011: 273) thereby underplaying the importance of a professional identity for teacher educators and more pertinently here, the pedagogy of teacher education in England. One of the implications of this critique is the need for a framework for the pedagogy of initial teacher education.

The pedagogy of initial teacher education (ITE) consists of those strategies that are intentionally employed to facilitate the process by which teachers learn how to teach. The pedagogical framework outlined here arises from an exploration of previous work in this field, the developmental needs of teachers (see Field and Philpott, 2001) and the pedagogy to bring about this development (see Finney and Philpott, 2010). Developing a framework for the pedagogy of teacher education is important for a variety of reasons, and these include:

- A distinctive pedagogy for teacher education is crucial to the learning and development of the best teachers for this cannot only happen, anymore than it can happen for children, by osmosis;
- A pedagogical framework for ITE is important to validate the professional skills and identity of the teacher educator;
- A framework will guide us in the preparation, induction, professional development and accreditation of teacher educators;
- A framework will validate the knowledge base and skills of the teacher educator;
- A framework can be used to critically examine what counts as teacher education in the new policy environment.

In the future it is likely that teacher education will occur in a variety of settings based on different types of partnerships between schools, colleges, universities and private providers. However, there are some significant principles for practice to recognise if we are to promote high quality outcomes for teachers and thus their pupils. In the context of current policy in England it is now more important than ever that the *how* of teacher education is given attention beyond the *where* it takes place or *who* carries it out. While teacher education will become increasingly embedded in the local (at least in England) it can never just be for 'this' school. In this context one of the challenges in developing a pedagogical framework for teacher education is the need for learning to how to teach to transcend the 'local'. In short, learning to teach needs to transcend the inherent conservatism of any specific context and prepare teachers with the skills, knowledge and values to become autonomous, creative and critical practitioners wherever they are working. Recent changes in policy and practice afford a significant opportunity for the pedagogy of ITE to become an important area of research and scholarship.

This paper is not an apology for university based teacher education but a marker for the importance of ITE pedagogy wherever it takes place or whoever practices it. However, there are many elements of historical practice which provide an excellent foundation for a systematic and high quality pedagogical framework for teacher education. Any such framework will need to recognise that the pedagogy of ITE is a subtle, nuanced and sophisticated process that requires a deep and distinctive knowledge and skills base.

The project here is based on the assumption that great outcomes for pupils require great teachers who require a great teacher education. While the examples below are drawn from initial teacher education,

the issues raised and framework proposed could just as easily be applied to the lifelong and ongoing learning of the teacher.

What does it mean to be a teacher educator?
Locating teacher education
It is useful at the outset to locate teacher education in the wider context of education. Much writing about the theory and practice of ITE has in the past been very university centric. At a time when learning how to teach can take place in a wide variety of configurations, we need to contextualise the pedagogy of ITE within wider educational practice.

Table 1. aims to do this by showing that throughout the various layers of education there is a common focus on learning and teaching, and that teacher education (and the learning and pedagogy of teacher education) can be located within these layers.

Table1. Layers of learning and teaching in education

	Learning	**Teaching (Pedagogy)**
Learners	Learning	Learning to learn (self teaching)
Teachers	Learning about teaching and learning	Teaching learners (about learning)
Teacher educators	Learning about teaching and learning for teachers	Teaching teachers (about teaching and learning)
Researchers	Learning about learners, teachers and teacher educators	Teaching about learners, teachers and teacher educators

In the current context of teacher education three things should be noted about these layers:

1. Each layer represents a distinct orientation and intentionality with an associated knowledge and skills base;
2. The layers are not hierarchical but related i.e. we all have the potential to be learners, teachers, teacher educators and researchers in education;
3. While each layer *could* be person specific, they are not necessarily so and might be integrated in any one role in education; indeed in the new policy environment this will most likely be the case.

The layers open the possibility of conceptualising a collaborative pedagogy across learners, teachers, teacher educators and researchers and in this sense the layers represent an integrated vision of education. Here we can locate teacher education within a wider concept of learning and teaching.

While teacher education and its associated pedagogy is a distinctive activity, it can be undertaken by learners and teachers working across education (including children) and is not necessarily role specific (although it could be). For example, a teacher in school could be an exceptional practitioner with a knowledge and skills base for facilitating learners. S/he could also hold the related, but not identical, knowledge and skills base to facilitate learning how to teach. One practitioner could operate at all these levels but will be behaving distinctively in each, and this is an increasing expectation.

In terms of their pedagogical behaviour Murray (2008) suggests that teacher educators act as *second order practitioners* where they engage with producing and reproducing both the discourses and

practices of schooling *and* the discourses about education and the subject. For Murray second order practice 'demands new and different types of professional knowledge and understanding, including extended pedagogical skills from those required of school teachers as first order practitioners' (2002:26). Furthermore, teacher educators do have distinctive double role of teaching and learning *about* teaching and learning and the associated pedagogy is in need of more systematic definition in England.

The focus in this paper is on teaching teachers about teaching and learning and this is characterised here as the pedagogy of teacher education. To pursue a pedagogical framework we have much to learn from the work of continental European and American writers.

Models of teacher education beyond England
It would be fair to say that relatively little research has been carried out in England on the distinctive pedagogy of teacher education and even less attention given to the same by English policy makers. Murray (2008) argues that the reasons for this are because:

> 'Their [teacher educators] knowledge bases are complex and difficult to define, characterised in part by the (uncertainty) of professional knowledge and the pedagogical expertise of teaching teachers..'
>
> (Murray, 2008: 18).

However, more sustained work on this theme has taken place outside of England. Any pedagogy of teacher education will be an integral part of a wider notion of what it means to be a teacher educator and this wider conception has been codified in various attempts to write 'standards' and 'competencies'. For example, the American based *Association of Teacher Educators* (2008) identifies nine 'standards' which include teaching, cultural competence, scholarship, professional development, program development, collaboration, public advocacy, (improving the) teacher education profession, vision.

By far the most sophisticated work is represented by the Dutch Professional standards (see Melief et al., 2012) which after various manifestations have now been written for use in a wide variety of contexts, including school based teacher education. The Dutch takes these standards very seriously (being part of a wider move to codify all professions including healthcare professionals, HR professionals etc.) and are written in four sections.

The *Function* of the standards is to provide clarity about the nature of the profession and a benchmark for professional development. The *Fundamental* principles of the standards are expressed in terms of the relationship between the pupils' learning and the learning of (prospective) teachers. These principles explicitly recognise the teacher educator as Murray's (2002) 'second order practitioner' where modelling is used in a purposeful and considered manner to facilitate about learning *about* teaching and learning. The *Competency areas* in the standards describe the 'behaviours' required of the successful teacher educator and a summary of these can be found in Table 2.

Table 2. The Competency areas from the Dutch standards for teacher educators.

Pedagogically competence teacher educators are characterised by:	A teacher educator competent in supervising professional learning is characterised by:	A teacher educator competent in management and organization is characterised by:	The performance of a developmentally competent teacher educator is characterised by:
structuring the learning processes of (prospective) teachers;	interpersonal interaction;	contributing to teacher education management;	reflection;
educating and training by modeling;	dealing with diversity;	structuring shared education;	analytical performance;
prompting the exchange between theory and practice;	supervising the development of professional identity.	working in a multi disciplinary team;	maintaining ones expertise.
assessing the development of (prospective) teachers.		contributing to the organisation of teacher education.	

Finally, the *Perspectives* of teacher education outline how these standards apply to all teacher educators in all contexts and environments including schools, colleges and university settings. In turn these standards have been influential on the *The Flemish Teacher Educator Development Profile* (see VELOV, 2012)

Putting aside any philosophical and epistemological issues related to the use of such standards and competencies, this work *does* aim to raise the status and importance of teacher educators wherever they are found. This concern is further reflected in recent publications from the European Commission (2013), such as '*Education and Training (2013)'* and is a testament to the growing seriousness with which the pedagogical process of teacher education is being taken on the European continent. At a time of significant change in England, we are some way behind the Dutch in codifying the where, who and how of teacher education.

The pedagogy of teacher education
We have seen that teacher education can be located in the wider practice of education and that the nature and process of teacher education is being codified as part of standards and competencies in America and Continental Europe. These standards have been heavily influenced by writing and research in the field, some of which has aimed to focus on the pedagogical processes of teacher education and it is to this that we now turn.

Murray suggests that behaving and teaching as a teacher educator:

> '....involves identifying the inter-relationships between *what* is taught (the 'content') and *how* (the pedagogical modes used)....how one teachers and why...it requires a self-consciousness of pedagogy..'

(Murray, 2008:27).

Korthagen et al. (1999) (who have been influential in relation to the uniquely detailed Dutch standards) have developed this theme further in terms of the *what* and *how* of teacher education by making an important distinction between *Episteme* and *Phronesis*. Epistemic knowledge is research based 'objective' knowledge that might be applicable to a wide range of situations and could also include procedural knowledge about how to teach. For example, this might include knowledge of theories of child development, particular approaches to teaching (for example the use of role play) or aspects of subject knowledge. This is important knowledge, relatively easily taught, but not enough for the developing teacher.

Phronesis on the other hand is practical wisdom, often unconscious and perceptual rather than conceptual, and is focused on the characteristics of different teaching situations and how to act and make decisions in these situations. That is, finding helpful courses of action based on an ever strengthening awareness of teaching situations. The influence of episteme and phronesis can clearly be seen in the pedagogy strand of the Dutch standards.

The emerging pedagogy of teacher education is characterised by Korthagen and Kessels (1999) as having the following features:

1. Teacher educators need to create suitable learning situations in which the complexity of teaching and learning can be experienced and knowledge developed;
2. They should promote phronesis through explicit modelling, reflection and meta cognition to develop ever more elaborate understandings of teaching and learning;
3. They should input research and theory (episteme) to support and develop phronesis during the integration of theory and practice.

Korthagen and Kessels have proposed a sophisticated and influential cycle of learning based on this analysis which promotes the interaction of knowledge and action when learning how to teach. As we have seen this work has been influential in the development of Dutch standards for teacher educators (see also Koster, et al., 2004).

Crucial to phronesis in the pedagogy of teacher education is what Loughran and Berry (2006) call 'making the tacit explicit'. This means:

'..the ability to be explicit about what one is doing and why, is enhanced through systematically inquiring into learning through experience…so that the relationship between knowing and doing might be more accessible'

(Loughran and Berry, 2005: 194).

and

'Explicit modeling through 'talking aloud' and 'debriefing teaching', creates new ways of encouraging student teachers to grasp the possibilities for learning about teaching that are embedded in their experiences…Also, the meta-learning possibilities that are created help all involved to see and feel what is happening in our shared learning episodes.

(Loughran and Berry, 2005: 196).

Loughran (2006) also suggests that during phronesis the teacher educator has a role in 'disturbing practice' by aiming to 'purposefully confront pedagogical issues, raise teaching dilemmas…' (2004:53).

In keeping with the notion of teacher educators being second order practitioners, any pedagogical model developed will need to serve a double life where teaching and learning are both the object and means of achieving the object. For example, in relation to the educational practice and concepts surrounding the topic of *assessment*, the pedagogy of teacher education engages with episteme, phronesis and meta-cognition of *assessment* for a learner *through* the episteme, phronesis and meta-cognition of *assessment* for the learner teacher. The learning for the student teacher is both about *assessment* and is exemplified by it as part of the experienced pedagogy of teacher education. Here then:

> '….being a teacher educator requires dealing with a complex dual role. Teacher educators not only have the role of supporting student teachers' learning about teaching, but in so doing, through their own teaching, model the role of the teacher…(they) teach their students as well as teach about teaching'
>
> (Korthagen, Loughran and Lunenberg, 2005).

Any framework for a pedagogy of teacher education would *always* need to be viewed in this way.

Following these considerations of teacher education standards and associated pedagogical processes, there is a framework that can be developed to flexibly conceptualise a pedagogy of teacher education for England, wherever it takes place. We can frame the pedagogical knowledge and skills base that the teacher educator would need to develop in order carry out this distinct and intentional layer of education.

It would seem that there are three interrelated dimensions that we can draw into a framework for second order practitioners. The first of these derives from episteme and what I am calling the *what* or the content of teacher education. The second derives from phronesis and privileges exemplification (explicit modelling) in what I will call the *how* of teacher education. The third dimension derives from the integration of episteme and phronesis during meta-cognition or what I am calling the *beyond* of teacher education.

These interrelated aspects of a pedagogy for teacher education are closely related to what Swennen et al. (2008) call 'congruent teaching', a pedagogy which integrates the modeling, exemplification and meta-cognition as teacher educators 'teach as they preach'.

The emerging framework
The emerging pedagogical framework for teacher education can be seen in Figure 1. i.e. a triangle of relationships in the process of learning how to teach. The model is one which focuses specifically on the on process of the pedagogy and not the competencies, professional knowledge, planning and organisation required, although there are of course further implications for these wider professional aspects of being a teacher educator.

The emerging model for the pedagogy of teacher education will firstly be explored from a generic perspective (Figure 1. and Table 3.) and then exemplified through a specific example from teacher education in music (Table 4.).
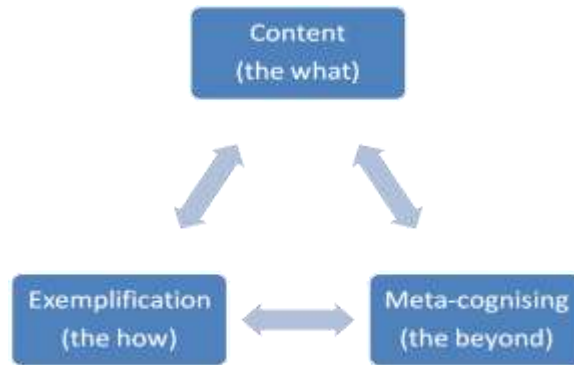
Figure 1. A triangle of processes for facilitating learning how to teach (a pedagogy for teacher education).

These generic processes are characterised below.

The content (the what)
The content can be *anything* that there is to learn while learning how to teach. The content can be about a pedagogical approach, about how to manage behaviour, subject specific knowledge, research or theory. It can be codified into a curriculum for teacher education or as in the case of England, as a set of standards for qualified teachers. For Korthagen et al (1999) this is episteme.

Exemplification (the how)
Of particular importance here is the importance of setting up suitable learning situations in which the complexity of teaching and learning can be experienced and knowledge developed; situations which model or exemplify pedagogy such that those learning how to teach can both experience the learning for themselves and also practice the learning on others. This is what Finney and Philpott (2010) call 'living the learning' during the process of learning how to teach. It also involves strategies such as 'thinking aloud' (Swennen et al: 2008), 'explicit modelling', 'making the tacit explicit' (Loughran and Berry: 2005) and reflection on practice. This is phronesis.

Meta-cognising (the beyond)
Here research, reading and critical reflection are important engines for developing the meta-cognition of teachers and where episteme and phronesis, theory and practice are integrated. Of importance here is 'disturbing [accepted] practice' (Loughran: 2006) and where intuitive assumptions are 'excavated' and interrogated (Finney and Philpott: 2010). It is here that teachers transcend the 'local' and become autonomous, creative practitioners.

It should be emphasised that this 'triangle' has a seamless and integrated relationship of parts where the *what*, the *how* and *beyond* can provide the starting point for learning how to teach with a free flowing movement between each.

If we accept the view that teachers should be 'craftsmen' who learn by osmosis as part of an apprenticeship, then this pedagogical model is of limited value. If on the other hand we require teachers who reflectively self aware, creatively committed to developing practice and not bound by the local, then we need a pedagogy that will facilitate such development. Figure 2 puts some further generic flesh on the emerging framework.

Table 3. A generic pedagogy for teacher education.

Content (what)	Exemplification (how)	Meta-cognising (beyond)
For example, topics such as: Assessment The nature of learning Inclusion Planning Pedagogy	For example, when learning through: Explicit modelling Debriefing practice 'Living the learning' Talking and thinking aloud Collaborative practice (co-teaching) Didactic input	For example, when integrating theory and practice through: 'Excavating' the intuitive Reflexivity Systematic enquiry 'Disturbing practice' Theorising practice Critique of theory and practice

While this is not the place to undertake a detailed analysis of the ways in which teachers develop it is clear that the pedagogy outlined in Table 2 would need to be differentiated depending upon developmental level and experience of the learner. However, professional skills and knowledge of all types will develop at all times, in all dimensions and at all levels. In short, the framework is intended to be dynamic and not one dimensional or static.

The detail of the emerging generic framework is best illustrated through a specific case study for teacher education in music (Figure 3.).

A case study from teacher education in music

Table 4. A case study of teacher education in music.

Content (what)	Exemplification (how)	Meta-cognising (beyond)
For example: Informal self directed learning in music	For example: Living the learning e.g. experiencing self directed learning and observing self directed learning	For example: 'Excavating' the tacit and intuitive e.g. the buried 'moment' of informal musical learning. 'Disturbing practice' through creative interpretations of the theory and practice of musical learning.

In this case study the focus of 'self directed learning' has been chosen to exemplify the framework being proposed i.e. the *what* or *episteme*. In music education recent work on informal self directed learning

(see Green, 2008) has caused a good deal of reflection on the way in which we learn in music that has led to the development of new (and controversial) approaches to the pedagogy of music education (see *Musical Futures*) and thus the pedagogy of teacher education in music. The research here has explored how the nature of self directed learning out of school could help to inform what goes on in the music classroom and in particular to heal the paradox that while children have a positive attitude to music out of school they are often alienated from music in the classroom (see Philpott, 2010).

As part of the process of 'making the tacit explicit' Finney and Philpott (2010) have argued that in order to understand the implications of this learning student teachers need to 'live' it if they are to be able to make informed and critical choices about its use in the music classroom. There are several ways in which this can be explicitly 'lived' from replicating self directed learning practices amongst a community of student teachers through to working with children and teachers in schools as they engage in self directed learning. This is what Korthagen and Kessels have described as creating 'suitable learning experiences ...in which...student teachers can develop adequate Gestalts' (Korthagen et al., 1999), as a basis for *phronesis*.

However, they also argue that of and by itself the experience may not be enough to explicitly understand it and go beyond the experience. In the case of most musicians they will have learned many times in an informal and self directed way throughout their lives. However, it is often the case that their music education has been so intent on privileging the formal moment of learning that the informal moment becomes 'buried' and is in need of being 'excavated' and 'interrogated' if it is to be fully and critically understood. The 'buried' status of such learning could be intuitively and deeply rooted in the 'habitus' of the student teacher and it is the role of the pedagogy to teacher education to facilitate such excavation. This can be carried out through critical dialogue and reading before, during and after the experience of self directed learning and is an essential moment in meta-cognition where episteme and phronesis are integrated.

The experience of self directed learning, and a critical discourse surrounding it, can facilitate teachers to transcend the local and challenge what appear to be self evident assumptions about policy and school based curricula in a spirit of continuous progress. As new teachers are called upon to interpret policy and curricula there opens up what Bernstein calls 'discursive gaps' (see Philpott and Wright: 2012) where teacher agency can transcend the local. This is what Loughran calls 'disturbing practice' where creative knowledge production is a possible outcome as teachers learn how to teach. In this case the possibility of new insights into the relationship between informal self directed learning and the formal learning of musicians.

The aim here is not to produce revolutionaries but teachers who are critically informed about the nature of musical learning such that they can enhance the learning of the children in their charge. As Finney and Philpott (2010) also suggest, while such experiences often cause 'dissonance' they do not always change the 'habitus' of student teachers and neither should they be expected to. Having said this all student teachers will have a sounder basis for their practice if they have been subjected to such a pedagogy that prepares them to teach in a variety of settings and contexts beyond the local 'training' environment.

As a case study illustrating the framework, this example from teacher education in music aims to show that the *what, how* and *beyond* can be integrated in a nuanced and distinctive pedagogy for teacher education.

Conclusion and summary
The absence of a clear notion of the work and role of the teacher educator in the England is evidence for a lack of confidence that is also manifest in a:

> '..lack of research in teaching about teaching by teacher educators themselves have as much to do with the fact that teacher educators' work has not (until recently) been valued as a form of specialised expertise within academia'
>
> (Murray and Kosnik, 2011:210).

One interpretation of this is complacency in the universities where teacher education has principally resided. However, there is also a sense in which teacher educators have been left out of the process of defining the nature of teacher education by successive governments:

> 'That teacher education should be the subject of such sustained attention from policy makers and researchers without accompanying consideration of teacher educators, as the profession with direct responsibility for designing, teaching and evaluating the programmes, seems then not a little curious'
>
> (ibid).

Either way, in England we are at a crossroads for teacher education. The nature of teacher education and the role of teacher educators is in need of research and debate at a time when learning to teach can take place in a wide variety of contexts and when teaching about teaching is increasingly undertaken by different types of practitioners.
In this paper we have seen how teacher education can be located within complex layers of the wider context of education and that practitioners can move in and between these layers. It has become clear that significant work has been undertaken in continental Europe, in particular the Netherlands, in relation to developing an all embracing conception of the teacher educator, wrapped up in 'standards'. Authors such as Korthagen, Murray and Loughran have been influential in the formation of such standards and they have begun to develop a sophisticated discourse for the pedagogy of teacher education. The following important themes arise out of this work:

- The double life of the teacher educator as a second order practitioner;
- An important distinction between episteme and phronesis;
- When considering the implications of phronesis for a pedagogy of teacher education the emergence of explicit modelling and exemplification;
- When considering the implication of meta-cognition for teacher education the emergence of 'disturbing practice', critical interrogation and making the tacit explicit when integrating theory and practice.

When considering these themes, a triangle of pedagogical relationships emerges that include the *what*, the *how* and the *beyond* of teacher education. It has been argued that this is the basis for a high quality pedagogy for teacher education that transcends the local and is fit for all teacher educators irrespective of context.

As we move on from the undoubted crossroads at which we find ourselves in England, it is vital that we recognise the importance and sophistication of good teacher education where ever it happens. It is equally important to understand what high quality teacher education looks like if we are to improve the

quality of teaching and thus outcomes for our pupils. As such the debate is not just limited to how we learn how to teach, but also the types of teachers we need to develop.

It is because we need the best teachers for our pupils that the pedagogy of teacher education is so important. We are in a time when there is a unique opportunity to raise the status of teacher education and how teachers best learn how to teach, through a critical and research driven approach to the nature of pedagogy. It is in this spirit that the framework above has been proposed by raising an awareness of knowledge, skills and understandings that need to be developed by all teacher educators, wherever they find themselves working.

Finally, teacher educators themselves need to learn how to teach teachers. Even in the Dutch context Swennen et al found that '*congruent teaching* is not self-evident' (2008: 531) and that we should not assume that good teachers become good teacher educators. They argue that teacher educators need 'the language to discuss and develop their professional expertise' (2008: 240) if they are to develop their 'level of congruent teaching' (ibid). We can only develop outstanding teacher educators who will in turn facilitate the development of outstanding teachers to support pupils in outstanding learning, if we research and theorise what it is they do and how they do it. In so doing we can provide a 'language' that will underpin a critical discourse for developing the pedagogy of teacher education. This paper has aimed to make a contribution to this discourse.

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