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The moral profession of teaching: a case study investigating trainee teachers’ public good capability formation and functioning.

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Abstract

The dominance of the discourses of globalisation and the neoliberal ideology of the free market have led to teachers being considered as central to ensuring the global competitiveness of a nation’s education service and of its citizens. The neoliberal policy reforms of New Labour (1997-2010) and the Coalition governments of 2010-2015 were continued by the Conservative governments from 2015 through to the present time in 2022. It is in this political context that an ongoing teacher recruitment and retention problem exists, and I have argued that these pervading neoliberal policies have contributed significantly to these issues.

The impact of a globalised and neoliberal policy direction has seen Initial Teacher Training (ITT) in England being overtaken by a more instrumental, action-oriented training approach, which I challenge, arguing that teaching is a moral profession which requires teachers to be educated as public good professionals. National and international teacher education literature recognises the moral nature of teaching, and the moral role of teachers yet provides very little on how these matters are dealt with within ITT programmes. To address this gap, I designed a case study that focussed on the public good professional capability expansion of six Teach First trainee teachers undergoing their ITT year within one Teach First partnership in the North of England.

It has been argued that each of the professions gets its core purpose and value from the contribution it makes to human flourishing and a good society. Accepting that a conception of the good life includes happiness and wellbeing, it can be further argued that such a life requires certain human capabilities (Sen, 1985, Nussbaum, 2000). Capabilities are conceptualised as a person’s real opportunities to do and be what they have reason to value, and what he or she is able to be or do (functioning) can determine the value of their given life. Appropriately then, the theoretical framework used to interrogate the data incorporated the capability approach (CA) to human development (Sen, 1985, Nussbaum, 2000) and in particular the Public-Good Professional Capabilities Index (PPCI) developed by Walker and McLean, (2013), as well as the literature conceptualising the moral nature of teaching. An interpretative, constructivist method underpinned the gathering and analysis of the data. This approach reflected the focus of the study which was to understand and make sense of the multiple realities, experiences and views of the trainee teachers. Data were gathered using two focus group discussions and two individual face-to-face interviews at four points across the ITT year. The analysis established how the trainee teachers understood and came to value the professional capabilities in the PPCI. Enabling and constraining factors to capability formation and functioning were analysed in order to establish the extent to which their valued capabilities and functioning could be realised.

The findings revealed that the CA and the PPCI offer trainee teachers a wider vision of what teaching and learning entails, offering them a contrasting vision to the instrumental, action-oriented view of teacher knowledge and preparation that pervaded their Teach First ITT programme. The CA with its emphasis on human
flourishing and the PPCI with its expansive view of a range of public-good professional capabilities send a message that foregrounds possibilities and aspirations, while directly engaging trainee teachers with issues of social justice. Encountering such frameworks would broaden student teachers’ visions of the purposes and possibilities of teaching and learning.

An adapted PPCI for trainee teachers is presented that reveals the valued professional capabilities and functionings held by the group as well as the enabling and constraining factors to their capability formation and achieved functioning.
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Finally, to Karl Joseph Patrick Butler ‘mo anam cara’, for sharing his beautiful, colourful self with me and loving me with such courage.
Dedication

This thesis is dedicated to my mother’s family ‘the Kennedy’s’, working class and proud. They knew poverty and the value of education.

And

To all those who pursue teaching as a moral profession.
# Table of contents

Chapter 1: Introduction ........................................................................................................ 1
Chapter 2: Review of the Literature.................................................................................... 28
Chapter 3: Methodology..................................................................................................... 64
Chapter 4: Findings............................................................................................................ 108
Chapter 5: The PPCI in this *Teach First* Context and Concluding Discussion .......... 182
References.......................................................................................................................... 214

**List of Appendices:**

1. Focus Group 1: Information sheet for problem tree activity................................. 237
2. Focus Group 2 Information sheet for ranking exercise ............................................. 239
3. Pre interview (2) Information sheet for ‘H’ - form activity................................. 242
4. Exemplar: Group analytical memo................................................................. 244
5. Exemplar: Segmentation of the data................................................................. 246
6. Exemplar: First cycle coding............................................................................. 247
7. Exemplar: Grouped data codes of constraining factors to capability
   formation and functioning.................................................................................... 248
8. Exemplar: Grouped data codes keyed to educational arrangements............... 250
9. Exemplar: Interview guide.................................................................................. 252
Chapter 1: Introduction

Overview of the Study

Driven in part by concerns that Initial Teacher Training in England has been overtaken by a more instrumental, action-oriented training approach, I determined to take ahead a study that in contrast focused squarely on the formation of trainee teachers for teaching as a moral profession. Accordingly, drawing on the policy context, theoretical literature, published research, and my own personal experiences as a teacher educator, I designed a case study that focussed on the public-good professional capability expansion of six trainee teachers. The Teach First ITT programme appeared to be an appropriate location for this case study given that it presents its mission, vision and values as concerned with addressing educational disadvantage by deploying graduates to teach in low-income communities for a period of at least two years. The extent to which this vision was in fact being fulfilled in practice was a matter for exploration and evaluation. The capability approach (CA) (Sen, 1985, 1999; Nussbaum, 2000, 2003, 2011) provided the theoretical grounding for the study. In particular my research was guided by the instantiation of the capabilities approach for the formation of professionals provided in the pioneering research by Walker and McLean (2013). As the following sections of the thesis will reveal, I deployed Walker and McLean’s (2013) Public-Good Professional Capabilities Index (PPCI) to explore and evaluate the extent to which the Teach First ITT enabled public good capability formation and functioning. These lines of inquiry led me to devise the following three research questions:

1. To what extent do the trainee Teach First teachers value public-good professional capabilities as listed in the Public-Good Professional Capabilities Index (PPCI)?
2. How are they learning to be and function as public-good professionals?
3. What can be learned from the case about the education of public-good, oriented teachers.
I believed that, investigating the values and professional learning experiences of Teach First participants would contribute in a modest way to the literature pertaining to teacher values, public-good professional capabilities and teacher education. There is, I believe, a lack of in-depth empirical analysis of the perspectives of both individuals and groups of trainee teachers, especially so in relation to those undertaking a Teach First ITT programme. Despite a thorough search of the literature, I was unable to identify published works in this specific area and accordingly I believed that this research could make a distinct contribution to the field and to the discussion of policy and practice in initial teacher education. These contributions are highlighted in the final chapter of this thesis.

Before I give a detailed account of my research agenda and its outcomes, it is necessary first: to give a sense of how my own personal vision of, and commitments to, teaching and teacher education led me to this particular study; to indicate succinctly how Walker and McLean’s (2013) conceptualisation of public-good professional capabilities guided my own research; and to firmly ground my study within the national and international policy context. This introductory chapter also provides an analytical account of the Teach First programme which was the locus of my study.

Teaching as a Moral Profession.

It was the intention of this study to investigate the professional learning experiences that were influencing the values and public-good professional capabilities (Walker & McLean, 2013) of six trainee teachers undergoing the Initial Teacher Training (ITT) year of the Teach First Leadership Development Programme (LDP) within one Teach First partnership in the North of England. Recruited to a two-year programme that espouses a commitment to a mission and vision where no child’s socio-economic circumstances should unduly affect their education, the trainee teachers seek to provide quality educational opportunities for their students within the most disadvantaged of schools and communities. Given Teach First’s espoused goals and commitments, the trainee teachers might be expected to regard moral purpose and services to be central to their work (Sullivan, 2005;
Sugrue & Solbrekke, 2011). It is the moral basis of the Teach First ITT programme that I, as a researcher, have been particularly interested in.

Carr (2003) reminds us that there is much that is complex about the concepts of education, learning and the social and other functions of schooling due to their normative, and therefore contested, character. There are competing conceptions of what might be worth learning and what the purpose of our schools actually is. He explains that these rival conceptions determine: ‘different views of what teachers are there to teach, of how they should teach it, and of the basis of their authority with respect to those who they are charged with teaching’ (p.35). In the contexts investigated in this thesis, decisions about these matters have been underpinned by neoliberal and neoconservative policies that have ultimately determined what teachers employed in schools and other educational institutions are expected to accomplish. This education policy direction has been seen by many as an attempt to de-professionalise teaching and reduce teachers to mere technicians with very little control and autonomy over what and how they might go about their work.

Neoliberal technologies of performativity, managerialism, and accountability in all aspects of education, have meant that students, teachers, schools, and other educational institutions now seek both individual and institutional recognition against very narrowly defined measures of success within a culture of competition formally reserved for those employed in the commercial services (Smyth, 2017; Ball, 2003; Goodson, 2003).

According to Carr (2003), ‘the notion that there are imperatives that override considerations of personal or corporate gain is arguably the key to understanding proper professional practice, construed as the practice of professions’ (p.37). He offers the ancient Hippocratic Oath which medical practitioners must take as an example of where: ‘improving health and saving lives — rather than wealth or status seeking — should be the foremost concern and duty of medical professionals’ (p.37). Drawing on the ethics of Kant, he proposes that access to the service of professionals practising medicine, law and education is an essential human right and, as such, meeting the needs of individuals seeking these services
Carr (2003) argues from this Kantian basis that the distinctive nature of the professions is that they are essentially moral practices:

medicine, law and education might well be regarded as the three principal bulwarks against the most basic human evils of pestilence, injustice and ignorance from which any civil society worth its salt will seek to provide some institutional and professional defence for its citizens. (p.39)

He observes that in the absence of these human rights ‘any human life stands to be seriously impoverished or diminished’ and therefore the role of the professionals who are teachers, practice medicine, or law is to accept that there are certain ‘overriding moral obligations to address the needs and interests of pupils, patients and clients in recognition of their medical, educational and legal rights.’ (p.39)

My own conception of teaching is that it is a moral profession and I therefore fully accept that, as Carr (2003) states, there are moral obligations on teachers. However, in my experience as a teacher and then teacher educator for 20 years I have come to believe that there are many issues that constrain teachers from being able to fully embrace their moral obligations beyond ensuring that they meet the essential expectations of the institution where they work. Whilst later in the thesis I level a strong critique at Teach First and its Initial Teacher Training (ITT) programme, it undoubtedly foregrounds a moral conception of teaching and the mission and vision of Teach First clearly outlines the opportunities that can be gained through a more equitable state education. In a previous seconded role as institutional lead and professional tutor for Teach First I became very interested in the Teach First trainee’s understandings of the vision offered by their ITT as I wondered what it was that was keeping them returning to the classroom each day when they were facing extremely challenging situations that were at times causing them great stress and leaving them emotionally vulnerable. What seemed significant about all the trainee teachers that I worked with was their undeniable commitment to the Teach First mission and their motivation to uphold its values, whilst dealing with workplace conditions that presented many challenges to them and caused them much distress.

It was important to me, as a teacher educator, to consider how we could better
prepare and support these trainee teachers to develop and retain the ethical and service nature of the work they set out to achieve as teachers. My belief that teaching has a moral basis and my desire to improve professional education is what has inspired this research.

**Public-Good Professional Capabilities**

Walker and McLean (2013) argue that professionals working for the public good would possess certain types of knowledge, skills and values that could be formed and developed through their professional education. The authors conducted a large-scale research project with professional stakeholders in South Africa that investigated what knowledge, skills and values were deemed significant to professionals when working towards poverty reduction in post-apartheid South Africa. The conceptual frame for their research was the capabilities approach to human development with an understanding of capabilities as a person’s fundamental freedoms to be able to choose a life that they may have reason to value. The emphasis on choice is important here because someone might value things that are not reasonable to value, a concept Nussbaum discusses as *adaptive preferences*. For example, a woman might ‘value’ taking up traditional roles for women in her community rather than considering studying engineering, although she is actually technically and mathematically able (Sen, 1985, 1999 and Nussbaum, 2000, 2005).

The professional groups investigated in Walker and McLean’s (2013) study were engineering; law; theology; social work and public health; and their research led them to identify eight capabilities that appeared to be significant for these professional groups when working towards poverty reduction in the post-apartheid South African context. The eight professional capabilities: *informed vision; integrity; knowledge and skills; emotional reflexivity; affiliation; assurance and confidence; social and collective struggle and resilience*; are presented as the Public-good Professional Capabilities Index (PPCI). Importantly, the PPCI includes reference to the educational arrangements and the role of professional education in the
formation of these capabilities detailed for the South African context (Walker & McLean, 2013). Their research concluded that professionals working for the public good in this context would require this set of eight professional capabilities and that their professional education had a significant role in providing the opportunities for their formation and development. In this way their study expanded the capabilities approach to human development by introducing the concept ‘public-good professional capability’ and developing the PPCI. This ground-breaking study inspired my own work by providing an instantiation of the capability approach for the professions on which to ground my own research which investigated the relevance of these public-good professional capabilities to Teach First trainee teachers undertaking their ITT in England. As following chapters will reveal, my research builds on the work of Walker and McLean (2013) by exploring the extent to which: (1) Teach First trainee teachers placed importance on these public-good professional capabilities; and (2) the Teach First ITT programme enabled or constrained their formation and development.

**The policy context**

In his paper ‘Neoliberal education? Confronting the slouching beast’ (2016), Stephen Ball refers to England as ‘the social laboratory of neoliberal education reforms’ (p.1046) and sets out his understanding of, and perspective on, neoliberalism when referring to the changes brought about in education policy. It is a perspective that very appositely sets the political context for this thesis. He considers neoliberalism in terms of: ‘interpersonal relations, identity and subjectivity, how we value ourselves and value others, how we think about what we do, and why we do it’ (p.1046). He continues: ‘I want to address neoliberalism ‘in here’ – in the head, the heart and the soul – rather than ‘out there’ in politics and the economy’ (p.1047).

The following sections of this chapter outline how the neoliberal policy reforms of New Labour (1997-2010) and the Coalition governments (2010-2015) acted to align education to the needs of the economy with a particular focus on how this has
affected teacher recruitment, the professional role of the teacher, and the opportunities provided to address poverty and educational disadvantage. This trend has continued with the Conservative governments from 2015 to the present time in 2022.

*Teacher recruitment and retention in England*

Looking first at teacher recruitment, the days of teacher recruitment achieving national targets in England appear to have ended in the year 2006 to 2007. Since this time there have been growing signs of shortages. The *Schools White Paper* (2010) identified and offered some solutions to these shortages by increasing school-led and employment-based training numbers, including the expansion of *Teach First*. However, in the House of Commons briefing paper (Roberts & Foster, 2017) it was reported that teacher recruitment has been below target in each year since 2007, with wide variations across subjects. Significantly, the number of full-time teacher vacancies and temporarily filled posts have both risen significantly since 2011 (Foster, 2018). In England a variety of government strategies have been adopted, including an investment of £1.3 billion up to 2019-20 announced in the 2015 spending review to attract new teachers into the profession, particularly into Science, Technology, Engineering and Mathematics (STEM) subjects and to deliver the English Baccalaureate (EBacc). Growing numbers of school students in England, with an expected 19% increase between 2017 and 2026, alongside the introduction and drive towards the English Baccalaureate curriculum are likely to place further pressure on teacher recruitment in the coming years (Foster 2018).

The dominance of the discourses of globalisation and the neoliberal ideology of the free market have led to teachers being considered as central to ensuring the global competitiveness of a nation’s education service and of its citizens (Hulme, Rauschenberger & Meanwell, 2018). It is in this political context that an ongoing teacher recruitment and retention problem exists, and it can be argued that pervading neoliberal policies have contributed significantly to these issues. Kelly (2010) maintains that the ‘global neoliberal consensus … dictate[s] that states should be competitive abroad and facilitate a favourable pro-choice regulatory
framework at home’ (p.54). Such frameworks are designed to ensure prosperity in a quasi-market and are ‘in keeping with governance themes of economic efficiency, competition and narrow but high-stakes forms of accountability’ (Angus, 2015, p.396). In England these have included the decision to introduce management systems and performance measures that have increased political control over education in the name of school improvement and raising standards. (See: Hargreaves, 1994, 2003; Day, 2000; Helsby, 2000; Fullan, 2001)

This neoliberal drive and resulting reforms have led to a change in the professional lives of teachers that have since become determined by top-down reforms that reduce levels of autonomy and satisfaction (Hargreaves, 1997; Smithers & Robinson, 2003). Tony Blair, as the incoming Prime Minister of New Labour in 1997, had previously expressed concerns about the lack of accountability in teaching; and, accordingly, his government introduced several educational reforms that held teachers more accountable to their schools, parents, the local communities and of course to government. These reforms further threatened the professional autonomy of individual teachers and held them to even greater account.

This neoliberal ideology and its associated policy reforms has permeated across all aspects and phases of education in England, with imposed nationally prescribed curricula, pedagogical approaches and both internal and external accountability mechanisms. As Ozga (1995) and Menter et al. (1997) predicted and feared, this course of policy decisions signalled an erosion of teacher professionalism where their ‘self-concept as professionals entrusted by the state to use their expertise to manage the educational context has been emaciated by the reactions of the politicians’ (Radnor 2020 p.16). These reforms have impacted the traditional concept of teaching as a vocation (Day, 2000) and have acted to reduce the work of teachers to that of skilled technicians (Smyth, 1995; Robertson, 1996; Goodson, 2003) who are, as Ball (2003) claims, required to:

organize themselves as a response to targets, indicators, and evaluations. To set aside personal beliefs and commitments and live an existence of calculation. The new performative worker is a promiscuous self, an
enterprising self, with a passion for excellence. For some this is an opportunity to make a success of themselves, for others it portends inner conflicts, inauthenticity, and resistance. (p. 215)

The ‘inner conflicts’ to which Stephen Ball refers between the personal and professional values of teachers and the educational settings in which they work cause stress for those who are sceptical of the imposed role of ‘technician’ and strive to retain a sense of having a ‘moral purpose of teaching’ (Day, 2004) at the heart of what they do. Hargreaves and Fullan (1998) claim that it is those teachers with a moral purpose who can act as ‘a source for societal development’; and, as Hargreaves (2003) argues, teaching ‘should be a career of first choice...a social mission, a job for life’ (p.51). The discourse of education policymakers, however, highlights efficiency and productivity (e.g., Miliband, 2003), and the resultant intensification of work pressure increases stress (Gold, 1996; Hargreaves, 1997; Day, 2000). Such stress is a well-documented contributory factor to withdrawal from the profession, as teachers struggle to maintain a work life balance within a framework of values that is, for many at least, in conflict with their own. It can be argued that the new professionalism created by the neoliberal reform process in England requires of teachers total compliance to demands from the centre and has led to a normative view that ‘the “professional teacher” in common parlance is one who “does things right” rather than one who “does the right things” ’ (Darling-Hammond, 1990, p. 31). According to Ball (2016), professionalism:

becomes defined in terms of skills and competences, which have the potential for being measured, and rewarded, rather than a form of reflection, a relationship between principles and judgment. The ‘new’ professional is flexible and adept in the languages of reform. (p.1050)

The changes brought about by the interdependent neoliberal technologies of the market, managerialism, and performance are considered by Ball (2016) as:

not simply changes in the way we do things or get things done. They change what it means to be educated, what it means to teach and learn, what it means to be a teacher. They do not just change what we do; they also change who we are, how we think about what we do, how we relate to one
another, how we decide what is important and what is acceptable, what is tolerable. (p.1050)

The impact of these technologies can be observed in a significant increase in teacher workload and in work intensification (See: Lawn, 1996; Dow, et al, 2000)

Attempts made by government to attract and retain teachers by means of incentives, that simultaneously increase the ‘professionalisation’ of the teaching force in terms of bureaucratic control, only serve to further intensify teachers’ work and thus contribute to the ‘flight’ of teachers. There is little surprise then that teacher retention has become a growing concern in many countries with large numbers of teachers leaving the profession, creating substantial teacher shortages (UNESCO, 2003). The problem of recruitment and retention of teachers is even more acute for schools serving the poor, minority, and low-achieving children whose learning must increase significantly if ‘closing the achievement gap’ between the most advantaged and disadvantaged students is to be achieved. Unfortunately, those affected most by teacher shortages are disadvantaged students from communities outside London and other large cities where schools struggle to attract and retain their teachers. (Darling-Hammond & Sykes, 2003)

Addressing issues of poverty and disadvantage and the relationship with the professional education of teachers.

The New Labour government introduced education policies designed to address issues of poverty and disadvantage that were couched in the terms of inclusion and exclusion. Its equal opportunities discourse was centred on how to ‘enable ‘them’ (‘the different’) to overcome barriers that prevent them from becoming like ‘us’ (‘the normal’)’ (Clarke & Newman, 1998, cited in Powell, 2000, p.48). The language of ‘inclusion’ as a response to economic disadvantage was prevalent, as Furlong (2005) observed:

raising educational standards has been one of the government’s key priorities because at one and the same time education is seen as being able to create economic growth in the flexible, knowledge-based economies of the twenty-first century, and to promote social inclusion by creating pathways out of poverty. (p.123)
The first New Labour administration (1997-2001) introduced three major initiatives each with varying assumptions about how best to address issues of poverty and disadvantage and raise educational outcomes for children living in such conditions. The *Sure Start* initiative was launched as a flagship Labour policy in 1999 and was designed to provide families with young children improved access to health services and educational support that included increased childcare and access to early years education. Based on the assumption that professional services working in partnership with parents to design local programmes was key to success, *Sure Start* was considered the most appropriate approach for providing the best opportunities for young children in their early years in both health and education. *Education Action Zones* (EAZ) were also introduced in 1998 (DFEE, 1998), based on the assumption that public-private partnership and business investment in local communities would improve economic conditions that would impact on educational outcomes. The *Excellence in the Cities* (EiC) initiative was designed on the premise that compensatory interventions such as learning mentors and funding for gifted and talented students would bridge the opportunities gap created by poverty and disadvantage.

In 2003 the second Labour administration (2001-2005) introduced the wide-ranging and ambitious *Every Child Matters* (ECM) programme across England and Wales which offered ‘a more universal approach to children: propos[ing] universal prevention and early intervention, rather than just targeted protection, and draw[ing] these into the goal of ending child poverty and enabling every child to reach their potential’ (Williams, 2004, p.407). Fundamental to this programme was inter-professional collaboration with health and social services working closely with schools to establish strong supportive networks to combat the effects of poverty.

Although there appears to be a lack of coherence between these policies in terms of how best to achieve positive impact, it can be argued that with their introduction there was a commitment shown to addressing educational disadvantage. However, elsewhere in the policy arena, as argued by Walford (2006), the New Labour
government introduced and extended previous Conservative legislation with ‘strong neoliberal resonances’ (Burn & Childs, 2016, p.390). A neoliberal policy direction created greater diversity within secondary education that extended the opportunities for further involvement of private sector investment. Diversification came in the form of the City Technology Colleges programme and the extension of parental choice and greater competition between schools through the creation of Beacon Schools. These Beacon Schools which were considered as high achieving state schools were now tasked with providing support to local low-achieving schools in disadvantaged areas. In addition, academies were created, which were privately sponsored schools in areas of socio-economic disadvantage aimed at driving up standards. Ball, Bowe and Gerwitz (1996) had previously argued that greater diversity of provision, together with parental choice, could in fact reinforce inequality and hierarchies of social class. The new academies were introduced to address long standing under-achievement, but, as Gorard (2005) argued, there was no evidence to suggest that these early academies provided opportunities that improved student outcomes beyond those achieved by their previous schools.

**Teacher Education**

The policy direction for teacher education pursued by this government closely reflected that of the previous Conservative administrations of Margaret Thatcher and John Major, with a combination of both state regulation and a continuing commitment to the neoliberal ideology of the market (Furlong et al. 2008). Policy intervention in the content of initial teacher training (ITT) programmes, the setting out of a nationally prescribed ITT curriculum and the introduction of the national standards for the award of Qualified Teacher Status (QTS) were designed to exert tighter forms of state control (Furlong et al. 2000). The commitment to neoliberal, market-oriented diversification policies within the teacher education landscape was shown through the creation of the school led Graduate Teacher Programme (GTP) and the emergence into teacher education of the social enterprise charity *Teach First*. 
Burn and Childs (2016) have observed that these policy decisions ‘created profound tensions’ (p.390) for the professional education and preparation of teachers to work with young people and children living in poverty. They acknowledged that state regulation of the ITT curriculum and the creation of qualifying standards for teachers might provide ‘considerable scope to examine the ways in which social class, poverty and disadvantage combine to affect the educational outcomes of pupils and to investigate research claims about kinds of interventions that have most potential to make an impact’ (p.390). However, they also noted that the diversification and inclusion of school-led ITT programmes ‘tended to inhibit any sustained focus on such theoretical or research-based perspectives’ (p.390).

In a response to Every Child Matters (ECM), Kirk and Broadfoot (2007) proposed that its agenda had a number of implications for ITT including: a need for an examination of the policy context; a reconsideration of the place of knowledge in teacher education; and a need for student teachers to:

- undergo sustained study of the theoretical perspectives of child development, on human learning, on the environmental and other obstacles to human flourishing, on conditions that maximise learning, and on the manifold ways in which learning is facilitated and managed. (p.13)

Within the new qualifying standards published by the Teacher Training Agency (TTA) for qualified teacher status (QTS) against which student teachers are assessed, it was expected that they should understand the developmental needs of their students by recognising social, ethical, or linguistic influencing factors that might impact on their progress (Standard 18). It was implicit in the standards that teachers were expected to take account of diversity to ensure the promotion of equality and inclusion (Standards Q19 and Q25) in their practice. ITT programmes were responsible for assuring that student teachers considered issues of socio-economic disadvantage, understood the interaction between poverty and education and were able to translate this into pedagogical approaches and professional practice (Burn & Childs, 2016). Arguably, university programmes were best placed to provide access to the underpinning theoretical and research
informed perspectives needed to address these policy implications, but the diversification agenda reduced their role considerably and lessened the time student teachers spent pursuing scholarly work of this sort.

The Coalition government of 2010-2015 declared their commitment to social mobility and to addressing the attainment gap between the rich and poor, with the Education Secretary Michael Gove proclaiming it as a scandal (DfE, 2010) and the Schools Minister David Lawson declaring his determination to address this stubborn attainment gap between the richer and poorer pupils (Laws, 2014). The policy direction taken to address these issues was principally neoliberal with a continuation and expansion of diversification policies but with a neo-conservative drive revealed in the introduction of a more rigorous and traditional national curriculum as well as an emphasis on greater and more demanding testing. The introduction of the Pupil Premium Grant was a compensatory financial initiative, applied to individual students in receipt of free school meals. Schools were expected to use the funds to improve the educational outcomes of these individual students and were held accountable for the achievement of those economically poor students.

Commentators noted that very little progress could be attributed to the New Labour and Coalition governments’ policy initiatives and that there were few signs of success at closing the education ‘achievement gap’ between the most advantaged and disadvantaged of children. As Burn and Childs (2016) observed:

> although the overall failure might be attributed to the limited time for which some interventions were sustained, the most consistent policies across the whole period were essentially based on establishing a quasi-market: promising increased freedom and diversity in order to maximise ‘choice’, while effectively seeking to mandate achievement through punitive accountability mechanisms. (p.400)

The notion that greater diversification can act to reduce disadvantage has been disputed (Feinberg & Lubienski, 2009). Significantly this view is based on what can be considered as the discredited assumption that schools alone can tackle the impact of wider structural inequalities. Schools and teachers can and do have a
positive impact on the outcomes of their disadvantaged students (Mortimore & Whitty, 1997) but to expect them to assume sole responsibility for this, given the complex nature of the issues involved, is irresponsible and leaves much room for failure.

**Neoliberalism and the professional education of teachers in England**

For more than three decades, teacher education across the world has become a principal area of government policy. As discussed earlier in this chapter, teachers can be considered as central to ensuring the global competitiveness of a nation and how they are selected, trained, and developed as professionals are essential concerns for every national educational system that wants to compete and be successful in the global market economy. Whilst there may be agreement internationally that the quality of teaching is a critical element in 21st-Century learning, there is a wide range of views about what the professional education and continued professional development of teachers should look like (Barber & Mourshed, 2007).

In England national politics has played a significant part in the development of policy concerning teacher education, with the first reforms beginning with the Conservative administrations of Margaret Thatcher and John Major, who opened teacher education to the neoliberal ideology of the market (Furlong, et al, 2008). There was also a neo-conservative drive to ensure that student teachers would spend greater time learning how to teach within schools rather than in universities. In 1994 a new regulatory body, the Teacher Training Agency (TTA), was introduced to manage initial teacher education in England. The objectives of the TTA were ‘to contribute to raising teaching standards, promoting teaching as a career, improving the quality and efficiency of initial teacher education and to promote other routes to training’ (DfE, 1994 p.1). The establishment of the TTA marked the formal end to university autonomy over the education of teachers in England and instead initiated a closely regulated national system of funding and regulation. One of the consequences of the development of this national system was that initial teacher
education in England became intimately bound up with changing national politics and policy priorities.

The New Labour government continued with the neoliberal policy direction of the TTA by further diversifying ITT routes through their modernisation agenda of ‘partnership’. Significantly, this included a continued move away from Higher Education Institution (HEI) domination of teacher education to ever increasing partnerships that included employment based, HEI and school-led programmes (DfE, 2010). A change in terminology from initial teacher education (ITE) to initial teacher training (ITT) was significant and indicative of the neoliberal and neoconservative positions taken during these times. It was in the wake of this political climate that, in 2001, the social enterprise charity Teach First emerged within the teacher education landscape in England.

In the Department for Education (DfE) School's White Paper, The Importance of Teaching, (2010), the Coalition government attempted to address issues of teacher recruitment by continuing with both neoliberal and neoconservative reforms to teacher education through the expansion and diversification of ITT routes and a significant move away from HEI-led ITT to a greater number of school-led programmes. In 2011 the implementation plan Training our next generation of outstanding teachers (DfE, 2011) took a neoconservative position favouring practical school-based training above the theoretical training in HEIs. It resulted in an unprecedented move away from HEI-led ITT, giving schools much greater control of teacher education in England. The reasons for this move were outlined by Michael Gove, (2010) the Minister of State for Education, who claimed 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. (n, p.)

This move to school-led, school-based ITT saw a continuation of neoliberal policy that created the new School Direct training routes where schools were now able to select and recruit their own trainees with an expectation of employment on completion of the training year. The employment based GTP was later replaced by
the School Direct salaried route and there was an expansion of the *Teach First* programme. The paper also outlined plans to introduce a new network of Teaching Schools to support the increased volume of school-led ITT. As Gove (2010) stated, these training schools:

> will be outstanding schools, which will take a leading responsibility for providing and quality assuring initial teacher training in their area. (p.23)

In this way, teacher education in England became a diverse landscape with a range of providers emerging. Although both Teaching Schools and School Direct were required to work with a provider this did not have to be an HEI but alternatively could be a School Centred Initial Teacher Training (SCITT) provider.

As discussed earlier in this chapter, the neoliberal policy direction that valued compliant and technically proficient teachers and acted to establish competence-based approaches to teaching can be mapped alongside this gradual shift away from teacher education as an academic discipline to one of preparation for a skill or craft-based occupation (Hayes, 1999). As the move towards school-based ITT continued the time spent on the theoretical studies of education was much reduced and HEI teacher education in England has since focussed predominantly on subject and curriculum studies. Observing this development, Childs (2013) argued that by removing the sociologists, psychologists, philosophers, or historians has achieved the neoconservative/neoliberal agenda of reducing the amount of theory in ITE courses and thus favouring a move to school based ITE. As Reay, (2006) has argued:

> With no access to sociological and historical understanding of social class and in particular the positioning of the working classes within education, initial teacher trainees are left ill informed ... and ill equipped to broach, let alone tackle, the greatest problem the education system faces: that of working class educational underachievement, alienation and disaffection. (p.303)

The review of the standards for the award of QTS by the Coalition government in 2012 (DfE, 2012) failed to include the kinds of knowledge that trainee teachers might need to begin to understand the barriers to learning faced by young people suffering from the consequences of socio-economic disadvantage. This was also the
case when the DfE’s response to the findings from the Carter Review of ITT (2015) failed to reference the relevance of ‘any kind of sociological understanding of social class or of the psychological implications of deprivation’ whilst accepting that greater consideration should be given to knowledge of child and adolescent development (Burn & Childs, 2016 p.400).

A further initiative seen to devalue the role of theoretical study and the professional status of teaching was the very radical, neo-conservative move announced in a 2012 DfE press release that school academies were now able to employ unqualified teachers. Many of these academies were based, as noted earlier, in the most disadvantaged communities and now had the opportunity to recruit unqualified teachers to work with some of the most vulnerable of students. This move was deemed by many as an attempt to de-professionalise the teaching profession and was much criticised for reinforcing the belief that teaching is ‘a “craft”, as opposed to an art or science, that can be learned “on the job”’ (Childs, 2013 p.322).

Charlie Taylor (2013) the leader of the newly formed National College for Teaching and Leadership supported this policy direction and welcomed a more school-based, school-led system, proposing a future where schools:

will blaze a trail towards a school-led system. They are the ones who will make school direct [sic] a success, transform CPD, create robust systems of school-to-school support and grow the best leaders. It is in these schools and their leaders that I have faith to change fundamentally, forever. (n.p.)

Significantly for the preparation of teachers to work with the most disadvantaged of students, these policy decisions that changed the role of universities in the professional education of teachers very much contradict what the international literature advocates. Burnett and Lampert (2016) conducted an examination of international teacher education programmes that were recognised as achieving success in preparing their teachers to work in schools in deprived areas. The study found that the success of these programmes could be attributed to their effectiveness in challenging unhelpful deficit models of poverty. They achieved this
by enabling their trainee teachers to engage in an examination of the nature of poverty in specific contexts, (with attention given to race and social class), through meaningful engagement with theoretical frameworks and reflexive professional practice.

The global network of *Teach for All* programmes

As indicated earlier, the diversification of the ITT landscape emerging from neoliberal reforms gave rise to the social enterprise charity *Teach First*. Modelled on *Teach for America* but re-invented for the English context as *Teach First* (Rauschenberger, 2016), the charity aims to address educational disadvantage. Its stated ‘mission’ is to ensure that all children regardless of their socio-economic status have access to quality educational opportunities by bringing a new pool of talent into teaching, developing them as leaders and placing them into schools that need them the most.

*Teach First* is part of an international network of organisations that sit under the *Teach for All* umbrella which was co-founded in 2007 by Wendy Kopp, the founder of *Teach for America* and Brett Wigdortz, the first chief executive officer of *Teach First*. The rise of *Teach for All* came at a time where neoliberal political ideologies promoted individualism, social entrepreneurialism and a marketised economy (Price & McConney, 2013), all of which are evident and promoted in the discourse and fundamental principles of the *Teach for All* programmes including *Teach First*.

Each of the *Teach for All* organisations has a common structure and model of initial teacher education. They all focus on preparing teachers to work in disadvantaged schools in areas of socio-economic deprivation. International research indicates that concerns of equity, poverty, and the preparedness to work in contexts where students are living in distress are poorly understood by graduating teachers (Mayer et al., 2013; Florian, Young & Rouse, 2010). Accordingly, this gives prominence to organisations, such as *Teach First* in England, that can act as catalysts for particular forms of public good professionalism, policy and advocacy for disadvantaged groups (Scott, Trujillo & Rivera, 2016).
Many scholars have commented on the neoliberal foundations of the Teach for All model that include: its focus on the individual, choice, deregulation, competition, corporate-style leadership, business, and market forces (Ahmann, 2015; Friedrich et al., 2015). Olmedo et al. (2013) commenting on Teach First’s Leadership Development Programme claim that it produces a ‘new kind of professional and teaching subject’ (p.497); and La Londe et al. (2015), as cited by Elliott (2018, p. 266), assert that Teach for All teachers personify neo-liberal ideology, in the form of assumptions about ‘meritocracy and credentialism as means and method of individualistic economic competition’. This claim was supported by a study of Teach for Australia teachers conducted by Rice et al. (2015) who found that their participants overwhelmingly promoted the neoliberal value of individualism and the notion that it was possible for the individual ‘exceptional’ teacher to overcome inequality. Conklin and Zeichner (2005) draw attention to the contested nature of the belief that Teach for All teachers, with limited preparation, can truly offset historical inequities in the classroom in their first two years of teaching.

The success of Teach for All organisations’ ability to secure government, corporate and philanthropic support has been widely commented upon. (See: McConney et al., 2012; Scott et al., 2016.) Lahann and Reagan (2011) propose that this success can be attributed in part to an ‘ability to articulate the tragedy of educational inequity in a manner that is accessible to the public, largely through its use of statistics and example’ (p.23). This coupled with a ‘highly successful and internationalised marketing strategy’, as noted by Price and McConney (2013, p.105), has allowed Teach for All programmes to ‘accomplish the impossible’ by making the teaching profession attractive to a large number of people who could, they propose, easily choose other high-achieving career options.

Teach First

In England, Teach First assumed from the outset a strategic position in the ITT landscape by offering possible solutions to the problem of teacher recruitment
which, as discussed earlier in this chapter, is a more serious issue for schools serving disadvantaged communities. As an organisation they have specific eligibility criteria for working with schools and in line with their mission they target schools in areas of socio-economic and education deprivation using the *Income Deprivation Affecting Children Index* (IDACI) and *Achieving Excellence Areas* (AEA) to check eligibility (teachfirst.org.uk, 2018). The 2019 *Teach First* annual report recorded that for the 2018-19 academic year they placed 1,300 trainee teachers in secondary schools in England and Wales, compared to 848 the previous year. Of this number (29%) are teaching crucial STEM subjects — Science, Technology, Engineering and Maths as opposed to (22%) the previous year (teachfirst.org.uk, 2019).

*Teach First* recruit high achieving graduates from mainly Russell Group universities and, like all other *Teach for All* organisations, *Teach First* runs very effective marketing campaigns that rebrand what it means to be a teacher and raise the profile of teaching as a career option by ‘appealing to a make-a-difference sense of social justice and altruism’ (Elliott, 2018, p.266) and by creating the idea of a ‘hero’ teacher (Rice et al., 2015, p.498). According to the 2019 annual report, *Teach First* maintain that having a diverse workforce where their staff represent the communities they serve is fundamental to the way they work. The diverse nature of their September 2019 cohort, based on self-reporting, included: 22% (up 7%) Black, Asian, Minority, Ethnic (BAME); 12% (up 3%) Lesbian, Gay, Bisexual, Transgender (LGBT); and 17% (up 1%) with a disability. As a charity working with schools in low-income communities, they claim to appreciate the significance of the educational diversity of their trainee teachers. Again based on self-reporting, the educational diversity of the September 2019 trainee teachers included 49% who were the first in their families to go to university; 24% who were eligible for Educational Maintenance Allowance and/or Free School Meals, and 30% who attended a *Teach First* eligible secondary school. Interestingly these percentages remained the same as for the previous year.

Ahmann (2015) suggests that *Teach First* teachers are led to believe by the organisation that they are ‘saving children’ and part of a ‘moral project’, whilst
other commentators propose that they are embarking on a ‘crusade for justice’ (Friedrich et al., 2015) as they challenge educational inequality by ‘doing a noble, missionary-like’ (Elliott, 2018, p.266) and ‘redemptive service through giving back to the community’ (Price & McConney, 2013, p105). Brett Wigdortz, (2012) stressed this moral endeavour when he proclaimed that Teach First recruits would:

become outraged about this problem together and would bond together in this adversity... They would work with schools of education, other teachers and leaders inside and outside of their schools through continuous training during the two years and learn how to be highly effective. (p.24)

The above quotation from the then CEO of Teach First is representative of the sort of institutional discourse that, it can be argued, seeks to frame Teach First teachers as ‘special’ and as leaders with a moral purpose. It thereby serves to set them apart from, and superior to, the ‘ordinary’ teachers graduating from more traditional ITT routes.

Elliott’s (2018) critical discourse study explored Teach First’s institutional discourse and the ways in which it served to shape its teachers’ understandings of themselves, teaching and their potential career prospects beyond their initial two years. Her research concluded that within the institutional discourse of Teach First ‘teachers are constructed – and construct themselves – as elites who are other and better than teachers, doing heroic, philanthropic, life-changing work’ (p.272). She argues that the message embedded in the Teach First documentation and rhetoric is that for these high achieving leaders teaching is a transient profession rather than a career for life. A similar conclusion was reached by Price and McConney, (2013) who note that Teach for All organisations’ marketing documentation highlights the transferability of skills, promoting the view that success in Teach for All programmes can offer a ‘steppingstone to a different career’ (p.106). Sounding a similar note, Labaree (2010) declares that Teach for All allows participants to move on ‘to their real life of work with high pay and high prestige’ after their two-year stint as a ‘kind of domestic peace corps’ (p.48). Scott et al. (2016) support these views, suggesting that Teach for All teachers view their time in teaching as an interim period before
continuing to more ‘high-prestige’ career options. *Teach for All* teachers are very well placed for such opportunities to progress to alternative careers, due to their membership of what is a national and global network with sponsors in businesses, multinational corporations, and social enterprises, as well as education.

Ball (2012) observes that *Teach First* by becoming ‘boundary spanners’ (p.77) who straddle different organisations within networks can serve to keep *Teach First* agenda priorities and their institutional discourse about teaching and teachers prominent within conversations in highly influential circles. These opportunities have drawn further criticism of *Teach First*, with Elliott (2018) claiming that:

> With its neo-liberal ideological underpinnings, Teach First shapes its already privileged ambassadors into its own image, creating a Trojan army of mini neo-liberals, empowered to move onwards and upwards from the classroom to the boardroom, taking with it its elitist sense of entitlement and a heroic, individualistic, meritocratic approach to the work that it does. Teach First and its missionaries are then strategically positioned to gain influence within powerful national and international educational, political, business, socially entrepreneurial and philanthropic organisations at the expense of those outside of the project. (p.272)

As we can see the neoliberal foundations of the *Teach for All* programmes including *Teach First* have come under much criticism in the literature. However, there are those scholars who present a more nuanced examination, rather than a straightforward critique of the *Teach for All* models. Zeichner (2006), for example, claims that these programmes are more closely associated with ‘progressive neoliberalism’, a position that assumes that state education is an arena for social activism and where educators work for equity in education. Referring to *Teach for America*, Zeichner (2006) argues that although their ‘policies’ are characterised by neoliberal business qualities, their agenda remains firmly focused on equity and activism in education. Likewise, Lahann and Reagan (2011) also support this view, identifying that although *Teach for America* is built upon several neoliberal assumptions inherent in its use of business language and appropriation of corporate culture, it can also be seen to break away from others in order to pursue its social justice goals of an equitable state education. They claim that such positioning has ‘created a guiding set of assumptions that can be thought of as “progressive’
The competition created by neoliberal policies is anything but fair — historical inequities reproduce themselves because marginalized groups lack the resources to overcome their dominated positions. Moreover, the critics find that neoliberal polices do not even attempt to redress injustices, focusing instead on the paradoxical missions of creating systems of fair competition within inherently unjust societies. In contrast, TFA recognizes this systemic injustice and attempts to challenge hegemony by using business practices to specifically improve the political and economic positions of the disempowered. Progressive neoliberals work within and against the unjust system to reform the system itself, actively pursuing those goals for which neoliberalism is critiqued for ignoring, if not subverting. (p.20)

There are many rhetorically persuasive examples to be found in Teach First publications that clearly articulate the organisation’s social justice mission. Their marketing strategies and institutional publications provide clear statements about the injustice caused by educational disadvantage and set the challenge to their teachers and to government to actively engage with and address the negative impact of poverty and educational disadvantage to the life opportunities of young people. Strong calls for change appear in their publications, such as those in ‘Impossible?’ (teachfirst.org.uk, 2017), their social mobility report published in 2017, that challenged the Prime Minister, Theresa May, to act on the effects of socio-economic disadvantage claiming that:

These barriers to social mobility are preventing us from achieving a country that works for everyone; where equal opportunities for all is a reality, not an impossible dream. These are the hurdles the Prime Minister must focus on clearing away if we are to achieve the vision, she has set out for social mobility. (p.4)

The report suggests that these barriers cannot be broken by training great teachers and leaders alone, but rather government and society must work together to enable every child the opportunity to ‘smash’ through the ‘class ceiling’.
position presents an important shift in Teach First discourse away from their preceding narrow focus on their own efforts in addressing educational disadvantage to now have a wider vision beyond recruiting and placing outstanding Teach First teachers into disadvantaged schools. Similarly, other Teach First publications have shown some movement in rhetoric, such as ‘Britain at a crossroads: what will it take to provide the teachers our children need?’ (teachfirst.org.uk, 2018). It addresses the issues of teacher recruitment and retention as a responsibility of all the teaching workforce including Teach First.

It has been noted that Teach First recruitment strategies have come under much criticism for marketing their programmes and teaching as a transient profession. However, in this report they identify the impact of teacher shortages and challenge policymakers to address its causes proposing that: ‘to overcome the momentous recruitment challenge, teaching must have all the elements of an attractive and modern career, including the chance to achieve a good work-life balance, satisfactory pay and job opportunities to develop’ (teachfirst.org.uk 2018, np).

Reinforcing this message, Russell Hobby the new Teach First CEO stated that: ‘It is not just about Teach First. We will do our bit, but bigger changes need to happen for the entire teaching workforce’ (p.3). (teachfirst.org.uk 2019)

Teach First, and their teachers, it can be argued, do attempt to contribute to the common good by committing to creating improved educational opportunities for those most disadvantaged by their socio-economic circumstances. Whilst there appears to be little radical challenge from Teach First to the systemic neoliberal and neoconservative assumptions underpinning education in England, their mission and vision statements provide some hope that the moral significance of teaching is at the forefront of what they do when preparing their trainee teachers for their professional work ahead. This thesis reports on the findings of a case study of six trainee teachers that investigated their perceptions of the extent to which their Teach First ITT programme provided them with the educational arrangements and opportunities to develop their professional capabilities, achieve functioning and contribute to the public-good oriented Teach First mission and vision.
The Teach First ITT programme undoubtedly foregrounds a moral conception of teaching and arguably its mission and vision clearly outline the human suffering caused by socio-economic disadvantage. They challenge this situation in many publications as well as using it effectively as a powerful marketing strategy. However, in pursuing its social justice goals of an equitable state education Teach First builds upon several neoliberal assumptions inherent in its use of business language and appropriation of corporate culture. According to Lahann and Reagan (2011), such positions exist where a complex web of political agendas driving education policy have been formed by stakeholders who may understand themselves as members of one group while inadvertently contributing to the goals of another. Following this line of argument, the Teach First ‘boundary spanners’ (Ball, 2012, p.77) with their systemic neoliberal assumptions deployed to achieve their somewhat progressive aims may have inadvertently contributed to further inequality for those they claim to advocate for.

**Structure of the Thesis**

Having introduced and set out the context for the study in this first chapter, in chapter two I embark on my review of literature which has informed my thinking and analysis. The chapter is structured in three parts. In part one I focus on the professions, society and the public good and argue that teaching is a moral endeavor. Part two explores international perspectives on teacher education and contextualises the Teach First ITT programme within the global and national education policy landscape. In the final part, I introduce an overview of the conceptual framework of the study with an analysis of the Capabilities Approach (CA) to Human Development (Sen, 1985, 1999; Nussbaum, 2000, 2003, 2011). This includes a discussion of the work of Walker and McLean (2013) in relation to Public-Good Professional Capabilities and the Public-Good Professional Capabilities Index (PPCI), and a consideration of the context in which this index was developed. In chapter three I describe the methods used to address the research questions, I explain the design of the study including the research paradigm adopted, the
methods used and the sampling strategy. Following on from this account of, and rationale for the design of the study, the interrelated processes of data-gathering, and analysis are outlined.

Chapter four provides an exposition of, and an analytical commentary on, the findings which are organised around the eight public-good professional capabilities. I draw on a wide range of literature associated with each of the capabilities to frame the findings within the research field. The analysis of the findings highlights: how the trainee teachers understood each of the eight capabilities; whether and how they viewed these capabilities as applicable to themselves; and what functionings they associated with them.

Finally, chapter five provides a discussion of the evaluative and educative power of the PPCI and its applicability in the context of initial teacher training in England. I present an adapted PPCI for trainee teachers that identifies valued functionings and the enablers and constraints associated with them. The chapter presents a critical commentary on the findings associated with the enablers and constraints to capability formation and functioning for each of the eight professional capabilities identified in Walker and McLean’s (2013) PPCI. I draw on a range of literature to frame these findings within the research field; and in so doing I discuss the relative merits of a capabilities approach to supporting the formation of a public-good professional and the Teach First mission, vision, and values. The chapter concludes with a discussion of the broader political and social issues involved in thinking about education and the professional formation of teachers oriented to the public good.
Chapter 2: Review of the Literature

Overview

This chapter provides a discussion of the literature that is most relevant to addressing the research questions that guide this study. In setting the context for this research a wide range of the literature on professionalism and professional formation was explored and consulted; however, to stay focused on the study’s research aims and questions this review concentrates on the moral dimensions of teacher professionalism examining contemporary conceptions of the professional ideal and what it means to be a professional working for the public good (Walker & McLean, 2013).

First, I set out the wider structural view of the place of the professions in modern society. To this end, the first part of this chapter considers Larson’s (1977) concept of the ‘professional project’ to explain the rise of professionalism and the professionalisation of occupational groups. I then go on to argue that despite elements of self-interest, individuals and professional groups can be a force to work toward the public good. I review the contributions of Sockett (1993), Carr, (1993, 2003), May, (2001) Campbell (2003, 2008) and Sullivan (2005) to explore conceptions of the professional ideal viewed from a moral perspective; and I argue the case that teaching can be seen as a moral endeavour that reflects professional ideals. The work of Carr (1993) is considered in some depth as it can be seen to bring a degree of clarity to discussions about the moral and ethical role of teachers and recognises the importance of virtue dispositions.

The second part of this chapter draws on the international teacher education literature to examine the place given, and the value attached, to the moral and ethical dimensions of teacher development within initial teacher education (ITT). The review considers the importance of moral and ethical matters in teacher education programmes in different countries such as Finland (Tryggvason, 2009; Malinen, Väisänen, & Savolainen, 2012) and examines how and where these are dealt with in the curriculum.
The final part of this chapter introduces the theoretical framework for this thesis, examining the Capability for Human Development theory (Sen, 1980, 1999; Nussbaum, 2005, 2011) also known as the Capability Approach (CA). The CA frames social justice in terms of fundamental entitlements to a range of ‘capabilities’, i.e. sets of opportunities and substantial freedoms (Nussbaum, 2011, pp. 18-19).

The CA is concerned with a view of society that affords its citizens certain capabilities. Central to my Ed.D. thesis is the pioneering work by Walker and McLean (2013) who applied the CA to the study of professionals and their clients. The CA and the eight professional capabilities identified in the Public-good Professional Capability Index (PPCI) these authors developed aligned with my vision of the teacher as a moral agent and guided the design and data analysis in this thesis.

**The professions, society and the public good: teaching as a moral endeavor**

A large body of the literature in the sociology of the professions suggests that the historical rise of the professions was a result of the increasingly complex economic and social demands of developing societies that relied on experts with specialised knowledge and skills (Walker & McLean, 2013). Larson (1977) in her sociological analysis of the professions introduced the concept of the ‘professional project’ which underpins her study of the professionalisation of occupational groups. The premise of the professional project is that there are many groups in society that compete for economic, social and political rewards. Occupational groups where members hold higher level educational qualifications that provide an opportunity for income are regarded as driven by such a professional project as they seek professional status alongside the traditional professions of medicine, law and architecture. These groups pursue a ‘project’ that ensures the maintenance and enhancement of the group norms, where their ‘elite’ members take responsibility for articulating the objectives of the group and setting out how these can be achieved.
An occupational group’s pursuit of the professional project ensures a monopoly in the market for services based on their expertise as well as status in the social order. Larson proposes that both these aspects are ‘inseparable’ (1977, xvii) in relation to would-be professional groups. Occupational groups whose members require a degree qualification can present themselves with greater credibility not only in terms of business but also in social standing. Macdonald (1995) suggests that social standing and economic success are related for knowledge based occupational groups because of ‘the problem with [the] intangibility of what they have to sell’ (p.188). Their clientele have no actual goods to examine, but instead must trust their practitioner to provide a quality of service deemed appropriate for the goods that they offer. Only eligible members of such a group have access to its knowledge, its market and the status it affords. In what could be argued to be a monopolisation of specialised knowledge, the occupational groups seeking professional status must set about ‘producing the producers’ (Larson, 1977, p.71) by ensuring future members of the group have been ‘through an appropriate system of selection, training and socialization, and turned out as a standardized professional mould’ (Macdonald, 1995, p.189). To this end public respect becomes significant to the occupational group. If such respect is achieved, it has both market and status consequences, resulting in both a professional monopoly and moral authority in how they go about their work.

*Contemporary understandings of the professional ideal*

Professionals in modern society are now fully integrated into the welfare state, providing expert knowledge and skills in a range of professional fields ranging from the traditional professions of medicine and law to nursing, social work and school teaching. A large body of literature exists (see Abbott, 1983; Brint, 2006; Downie, 1999; Carr, 2003; Locke, 2004) that represents a particular view of the ‘professional ideal’, which is founded upon the acceptance that professionals are awarded a prestigious position and occupational autonomy in return for their specialised knowledge and their devotion to public service (Walker & McLean 2013).
May (2001) presents a view of professionals as power wielding, occupational groups who entered the modern universities of the twentieth century ‘to celebrate the powers which knowledge itself would generate to alter human life for the good’ (p.1). The universities became the ‘corridor to power’, where those wishing to enter the traditional professions of law, architecture, and medicine as well as others could ‘secure and expand the knowledge which generated the power they exerted’ (p.2). This newly acquired knowledge and the pre-eminent position in society of several professions gave rise to major developments in important domains of the western world including business, engineering, science, law and medicine. Academics, although commonly paid less in comparison with other professions, were bestowed with considerable power and respect in that they taught, accredited, or ordained members preparing for the professional fields. Yet, May (2001) argues that although professionals could exercise their power and live a privileged life full of material wealth they might also:

...feel beleaguered. They do not see themselves as power wielders. They feel marginal, insufficiently appreciated, suspect, harassed, often under siege. Patients, clients, and various publics respond to them ambivalently. Society grows restless with these knowledge-bearing rulers. Lay people contest professional authority. (p.4)

In addition, May argues that professionals who feel beleaguered are more likely to dissent from their role as public servants. He also asserts that whilst universities opened their doors to those would-be professionals desperate to join the elite and privileged club that had professional obligations to the common good, these professional obligations were soon to be considered as minor compared to the gains in career advancement, income and professional standing achieved through an attitude of self-interest. These neoliberal dispositions of competitiveness and self-advancement coupled with the feeling of being beleaguered have, according to May (2001), accounted for an ‘unstable seat of power’ (p.6) amongst these professional occupations. He concludes that ‘the seat itself was not steadied in the fundamentals of professional identity’ (p.6). He goes on to argue that this instability in professional identity is
problematic, given that the ethical quandaries that beset professionals in their day-to-day practice rely on them having a strong sense of professional identity, knowing who they are and what their purpose might be. Referring to the influences of globalisation and neoliberal technologies on the way professionals are obliged to conduct their work, (as discussed in the previous chapter), May (2001) suggests that professionals ought to reflect on what they might see and value about themselves in such workplace conditions. He asks professionals to consider whether they are: ‘A mix of technician plus entrepreneur? A careerist making my [their] own way in the headwinds and crosswinds of the corporation? Or something more?’ (p.7)

In considering this 'something more', Sullivan (2005), in his book Work and Integrity, explores the civic and moral grounds of the professions. He argues that society needs professions as examples of ‘ethical work’ (p.22), and that essentially professionals assuming such a civic identity are accorded status and authority in order to serve the public and uphold the values essential to their particular profession. He proposes that:

> The professions have become responsible for key public values. They have in effect taken responsibility for domains of knowledge and skill that are essential to modern life. If individuals are to realize their potential in modern society, then they must be able to rely upon certain public goods: health care, civil regulation, publicly available information that is reliable and comprehensible and high-quality education. It is this responsibility for public goods that sets off professionals from other knowledge workers. (p.4)

Sullivan (2005) presents a conception of the professional ideal that advocates that professionals are required to have specialised knowledge gained from having a formalised education beyond schooling as well as a time spent apprenticing within the practice for which they are studying.

In line with the main body of literature depicting a view of the professional ideal, Sullivan also identifies autonomy at work as a characteristic associated with the traditional view of professions. This recognition that professionals are best placed to make judgments about how they conduct their work has been made possible due to the public's trust in the professional community for upholding standards. In acknowledging the importance of the professions in society, Sullivan (2005)
progresses the idea of civic professionalism which he argues captures the social partnership between the professions and the public that they serve. Making a success of such a partnership requires that the professions are both responsible and accountable for the service that they provide whilst active public engagement is a necessary too. This civic and ethical dimension, proposed by Sullivan, reflects an Aristotelian perspective whereby the self-development of the professional fuses with societal welfare, with the individual seeing him or herself as part of the community and as such the community’s values become integrated with his or her own. The values of such a community he claims are linked to the ‘condition of the polity’ and as such threatened by a future where ‘interest in civic affairs continue to decline, while the conditions of even much professional work tend increasingly to link skills less with public purposes than with market advantage’ (p.5).

**Professionalism and the public good**

The final characteristic of professionalism recognized by Sullivan (2005) is that there is an expectation that the relationship between the professional practitioner and the public goes beyond financial gains and instead is one where the practitioner provides an excellent standard of service to their public. He talks about ‘civic professionalism’ where, for him, the fulfilment of the professional’s goals is tied up with supporting and furthering the goals of the wider community. This expectation for moral character has attracted special praise and status for the professions and in Sullivan’s words:

> Popular moral vocabulary has come to give special prominence to professionalism. It has emerged as a widely esteemed and sought-after virtue. Saying someone acts ‘professionally’ is high praise in any situation, whilst the most damning epithet hurled at politicians, financiers and athletes by their enemies is the charge of being ‘unprofessional’. (p.37)

In addition, he states that:

> The ethical spirit of civic life can be manifested and given content in professional work. Within this civic understanding of the professional vocation, each specific professional responsibility gets its point and value from the contribution it makes through shared commitment to the good society and the good life. (p.38)
Consonant with this ‘civic understanding of the professional vocation’, Sullivan (ibid) considers that professionals feel a commitment to the public by providing good service and in so doing achieve a sense of personal value. He sees a distinguishing feature of professionals as having a real sense of commitment to their professions and to their communities. This alignment of personal values to those of the communities they serve highlights and recognises that they are part of a community and therefore responsible to act as citizens of that community.

In summary, Sullivan argues for a view of professionalism that reflects the ideas of democracy and public service in what are contemporary and complex economic environments. He terms this reconstructed view of professionalism as ‘Civic Professionalism’ and he proposes that:

The vital mission of professional work is to infuse economic activity with opportunity for individuals to develop themselves through contributing to public values. At its best, professional life models this aim in practice. When successful, the professionalization of work is not only a means towards intense individual satisfaction but also a source of integrity helping to unify and justify personal effort. Civic professionalism means becoming more conscious of these defining values. (p. 185)

Professional responsibilities

Pursuing this theme of the responsibilities of professionals to a community, Sugrue and Solbrekke (2011) examine the meaning of professional responsibility, defining it from an etymological perspective as ‘a sense of calling to provide service for the benefit of others, to take care of individuals as well as cater for the public welfare’ (p.13). This meaning, they believe, represents the nature of contemporary professional work as it is lived day-to-day. In this way, these authors draw comparisons with Sullivan’s (2005) notion of civic professionalism. They maintain that Sullivan, ‘links professional responsibility to moral reasoning in practice’ (p.21) which resonates with their own understanding of professional responsibility as ‘a concept that is oriented more towards appropriate actions and what it means to act in a professionally responsible manner’ (Sugrue & Solbrekke, 2011, p.11).
Sugrue and Solbrekke (2011) propose that by reconsidering the early foundation on which professions are based, it is possible to provide a strong basis on which contemporary professionals can deal with the pressures and changes that impact on their professional work and their professional identities. They conclude that:

Ethical dimensions as well as wider social responsibilities have been caught in the cross-fires of increased specialisation, professional proliferation and attendant competition, and exacerbated by the influence of international market competition. When the language of new public management is added to this cocktail of competing interests, a 'narrowing of horizons' and a withdrawal from wider social commitments is not surprising. (p.25)

The content of this quotation is relevant to this research in that whilst the Teach First participants are in school and trying to achieve their mission they will be faced with the 'cross fire' as it presents itself to the teaching profession. Ball (2003) considers the performativity culture as one such pressure that is impacting on education and the professional lives and work of teachers. In defining performativity, he states that it is:

a technology, a culture and a mode of regulation that employs judgments, comparisons and displays as means of incentive, control, attrition, and change based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organisations) serve as measures of productivity or output, or displays of ‘quality’, or ‘moments’ of promotion or inspection. (216)

The extent to which the trainee teachers can deal with these pressures and retain their commitment to the moral pursuit that requires them to act explicitly in the interest of their students whilst working in conditions like those identified by Ball will rely on them having certain types of knowledge, skills and dispositions to enact their moral agency and contribute to the Teach First mission within their own school contexts.

As noted in the previous chapter, ongoing policy reforms, originating from the neoliberal policies of the Thatcher government and the modernisation agenda of New Labour have changed the nature of professional work. Some would argue that these reforms have greatly reduced professional autonomy and replaced it with
accountability (Hoyle & Wallace 2005). For example, the intrinsically restricting nature of the centralisation of curriculum and assessment has led to claims by teachers that they are becoming ‘deskilled’ and ‘deprofessionalised’ as a direct result of the imposed changes in, and constraints on, their work (Ozga & Lawn, 1981; Ozga, 1995). In contrast, research by Nias et al, (1989, 1992) reported that these reforms also offered teachers opportunities to work collaboratively with colleagues on such undertakings as whole school curriculum development projects which teachers considered as occasions for professional growth. Webb and Vulliamy (1996) however, argue that there are increasing tensions developing between collegiality, and managerialism within what has become a culture of competition and individual accountability. It can therefore be argued that the current climate presents distinct challenges for teachers who are committed to a ‘civic professionalism’ and may introduce tensions within teachers’ sense of their professional identity, the topic to which I now turn.

Professional identity and more specifically teacher professional identity has become an area of growing interest for researchers. While an in-depth exploration of professional identity is not possible within the scope of the thesis, a more targeted review of work that relates specifically to how teachers’ identities are shaped is important in addressing the research questions. Van Huizen et al (2005) specify that: ‘From a Vygotskian perspective, the overall aim of a teacher education program is best conceived as the development of professional identity’ (p.275). The focus of my study is the Teach First ITT programme which has a public good, orientated focus and therefore it is imperative that the trainee teachers develop and maintain a professional identity that encompasses the social justice mission explicit in their course. Rodgers and Scott (2008) summarise recent trends in the literature concerning identity and they propose that:

Contemporary conceptions of identity share four basic assumptions: (1) that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with others and involves emotions; (3) that identity is shifting, unstable, and multiple; and, (4) that identity
involves the construction and reconstruction of meaning through stories over time. (p.733)

A study by Lasky (2005) examined the relationship between teacher identity, agency and context, the interplay between these and the ways in which secondary school teachers experienced professional vulnerability. She found that teachers’ early professional training alongside the political and social contexts in which they worked influenced their professional identity formation. Of particular interest is her finding that the teachers' conceptions of their own identities were ‘inextricably interlaced’ (p. 913) with their beliefs about the nature and purpose of schooling and the values and virtues that they attributed to good teaching. The teachers felt that their identities were being adversely affected by policies that ‘focused on improving schools and raising student achievement within a restricted, measurable range of subjects, abilities or competencies’ (p.913). This is relevant to my research in that the Teach First ITT programme is an employment route to Qualified Teacher Status (QTS) where the trainee teachers are full time unqualified teachers during their ITT year and as such are subjected to the same pressures from the current policy agenda as qualified staff.

The moral nature of teacher professionalism

In this current pressured, performative teaching environment with its emphasis on measurable outcomes and technical competence, I would argue that it is important to refocus attention on the moral nature of teacher professionalism. Accordingly, I turn now to examine in more depth the moral nature of teacher professionalism. Campbell (2008) provides a helpful review of: the range of the scholarly contributions to the field of professional ethics in teaching; and to the moral dimensions of teaching and schooling. Campbell noted that mid-19th Century scholarly concerns about teaching were mostly directed to the moral education of the young rather than dealing with the ethical role and professional responsibilities and practices of teachers. Whilst it was generally accepted that teachers held the highest moral standards and would exert such moral influence over their pupils, there was a dearth of scholarly activity that examined the ethical nature and moral
role of teachers as a professional group. However, by the early 1990’s a growing interest on the part of educational philosophers and researchers in the concept of teacher professionalism served to cast light on the moral complexities of teachers’ work and emphasised the ethical responsibilities of both individual teachers and the collective professional group. The following pages will highlight important contributions to this body of scholarship on the moral nature of teachers’ work, with particular attention being given to those that connect with the key concern of this thesis with the promotion of human flourishing.

David Carr (1993) argues that education like other professions such as law and medicine is a public service ‘of the kind which contributes crucially to the improvement of the general personal and social condition of humankind’ (p.194). He asserts that through an initiation into forms of knowledge, skills and expertise, education can create opportunities and life chances that promote human flourishing. Many scholars (e.g., Arthur, Davidson & Lewis, 2005; Hansen, 2001b; Sanger, 2008) support such a view and maintain that education should be viewed as primarily an ethical, normative activity where things of value are taught in order to improve people and the lives they live.

Sockett (1992) reviewed moral education and curricular initiatives which brought attention to issues of moral and ethical debate. Approaching his work from a virtue ethics, Aristotelian position he allies himself with the view that schools are sites of moral significance. He recognises that individual teachers and the process of schooling will inevitably influence students in both positive and negative ways bearing in mind the virtue dispositions of the teachers.

Considered as a moral activity, the complex, value-laden nature of teaching gives rise to challenges that are not easily resolved through value-neutral, technical terms. Hansen (2001a) asserts that moral values defined as ‘notions of good & bad, better & worst’ (p. 828) are evident in any action that a teacher undertakes, whether they are aware of it or not, including who they pay attention to in class, the pedagogical approach they take, or where and how they stand when speaking to their students. Carr (2003), also approaching these issues from a virtue ethics
perspective, outlined three foremost epistemological stances about the nature of moral claims and judgments and their related implications for the role of teachers in inculcating moral values:

1. Moral claims and judgements are (in principle) absolutely and/or objectively true or false, right or wrong — or, at any rate, they are not merely products of individual choice or local social consensus. There are at least two importantly different versions of this view:
2. Moral claims and judgements are essentially humanly constructed social codes or conventions: as such they are largely a function of local social consensus, and to that extent have only local or relative authority.
3. Moral claims and judgements are little more than non-rational expressions of personal predilection, preference or taste: as such they are subjective, and have therefore at best personal or private authority (p. 221)

The perspectives outlined in such a continuum undoubtably imply diverse and sometimes opposing conceptions of the moral role of the teacher. In his paper ‘Moral Values and the Teacher: beyond the paternal and the permissive’, Carr (1993) argued that there are limitations in liberal theories, and offered a critique that considers two liberal conceptions that are important to the discourse concerning the practice of teachers: paternalism, as mostly aligned to the first claim and liberalism aligned to the third claim.

Paternalism

According to Carr (1993) paternalism proposes that those in society recognised as having superior wisdom, insight or knowledge, have the right and responsibility to decide what is good for others. Paternalism views values as objectively true or false; therefore, if we are to consider the moral development of the young as an aim of education, then the objective would be the transmission of the true, right or good values. The teacher would, whilst acting in the best interest of their students, have the moral authority to oppose the values upheld by parents or local social or community consensus. This paternalist conception of the moral role of the teacher is inherent in the traditional approach to education and characteristic of culturally homogenous societies or communities where teachers are considered the guardians of the higher wisdom, virtues and appropriate values for that community.
(Carr 2003). Carr (1993) maintains that as values are innate in both character and conduct then the values considered appropriate to a society can only be conveyed effectively by those who possess and exemplify them. In relation to teaching, he explains:

the paternalist takes the view that there is a definite connection of a strong or internal kind; the teacher has a role in the community which is precisely to stand for something in moral and evaluative terms, he has a responsibility to defend the value of a form of life and, by virtue of his authority and superior wisdom, a duty to initiate young people into that way of life. (p.196)

_Liberalism_

Carr’s (1993) general definition of liberalism centres on the view that individuals have a moral right to ‘free expression in speech, thought or conduct’ (p.197), within the realm of the law. In taking such a view, Carr claims that liberal progressive educators would be highly sceptical of the paternalist stance that endorsed teachers as moral custodians entrusted with the moral betterment of their students. Such liberal theorists maintain that education and teachers should protect learners from indoctrination and coercive practices that affect their basic right to ‘liberty of thought and action’ (Pantić, 2011, p.92).

In contrast to paternalism, liberalism, according to Hampshire (1978), makes an important distinction between the private and public realms and proposes that values are a matter of personal choice and that teachers, alongside parents and students themselves, have the right to their own private views. In this conception, if teachers honour and adhere to the standards of professional ethics then their personal values and private moral stance are not considered important in that their principal role is to teach literacy and numeracy or help their students to achieve success in specialist subjects such as science and English literature. A liberal perspective advocates that inculcating moral values in the young should principally be the responsibility of parents or carers in the home not the school. Carr (1993) asserts that there are:
two main aspects of the teacher’s role; first, his craft knowledge — those managerial and pedagogical competences apt for the efficient and effective transmission of knowledge and expertise; and second, that professional understanding in terms of which he recognises his accountability to others as the provider of a public service. (p.197)

Pantić (2011) agrees, claiming that this conception of the teacher’s role is strongly connected to the ‘highly regulated, value-neutral and impersonal quality of teaching’ (p. 94) very much recognisable in contemporary schools. And as Carr (2003) affirms the best of teachers:

are not those that apply the off-the-peg strategies of pedagogy or management for the quasi-technical manipulation of this or that impersonal learning process, but those whose approach is characterised from the outset by sensitive interpersonal engagement with the unique needs and interests of particular human persons: the very best teachers are invariably remembered for their human touch, and their transactions with pupils are better conceived as relationships grounded in general care and concern for the particular interests and needs of others. (p.24)

Distinguishing between the moral values and judgments in terms of what a teacher sees as right or fitting, and the ethical judgment seen in the codes of professional conduct concerned with the values espoused in schools can create moral dilemmas for teachers (Carr, 1993, Colnerud, 2006; Hansen, 2001). Extensive empirical research, such as that conducted by Campbell (1996, 1997b,1997a, 2000, 2001, 2003, 2008), found that teachers experienced:

moral turmoil when faced with normative expectations in schools that they found ethically objectionable. The dilemma for the teachers, regardless of the specifics of the situation, was always whether to voice moral opposition openly at some personal risk, to “suspend morality” and quietly subvert the expectation in order to be able to “live with” oneself yet avoid trouble, or to accept the objectionable and live with the guilt of doing nothing to address that which one feels is morally wrong. (2008, p.367)

However, as Halstead (1996) points out liberal values such as equity, protecting individual liberties and respecting difference provide a strong foundation on which such ethical dilemmas can be negotiated. This is also Nussbaum’s view which will be discussed later in this chapter. In the context of modern and culturally diverse
societies, teachers with a liberal view of their role in conveying appropriate values would be celebrated for equipping their students with the rational autonomy that would serve them well in negotiating from a fair and unbiased position a variety of competing values (Carr, 2003).

Carr (1993) argues that paternalism, which he proposes fails to deal with the contentious nature of moral and social issues, and liberalism, with its value neutral approach to teaching them, are both inadequate when considering the moral and professional judgements required of teachers. He maintains that opportunities for the personal and social development of the young would be limited with a paternalist approach to education which would omit issues of moral or social significance from any curriculum founded on such an approach. Whilst it can be argued that a liberal perspective on education would encourage learners to critically appraise values and moral viewpoints, it would be wrong to assume that teachers could maintain a neutral position when discussing matters of values or moral stances. Carr (1993) points out that such an assumption could only be achieved with ‘the presence of a gross distortion of what it is to acquire a value’. (p.198)

The role of values in matters of human affairs such as teaching, gives rise to complex deliberation. Carr (1993) poses two important questions for such deliberation: firstly, ‘an ethical or social question concerned with our right to free choice in matters of value and morals’, to which he believes paternalism and liberalism provide a reasonable response. The second question is epistemological and concerns ‘our knowledge of values and the status of our judgements about them’ and here he suggests the need for an examination of the distinction between ‘value objectivism’ and ‘value subjectivism’. Value objectivism holds that moral and other judgements of value are based not on one’s own intrinsic feelings or rational thoughts but instead refer to perspectives based on the moral discourse concerning value ‘truths’, observed in the recognised customs, conventions or contracts that exist within any given social reality. In contrast to this view, value subjectivism proposes that moral and other value judgements are expressions not of rational thought and consideration but of one’s own self determined desires, preferences or
inclinations that have little cognitive content and have not been subjected to scrutiny.

**Communitarianism**

Carr (1993) argues that liberal theory fails to provide a significant concept of value or what might be judged as worth choosing. He claims that it pays little respect to the contributions of culture and tradition as undeniable determining factors for forming human value, and their significance to matters of a social, moral and political nature. He argues too that the moral dimensions of the teacher’s private and professional role cannot be sufficiently characterised by the perspective of paternalism with its failed ethical-social view that he attributes in part to its ‘rigid and dogmatic forms of values objectivism’ (p.201). Nor can they be sufficiently characterised by liberalism as a social theory given its defence of an ‘individualism which is deeply influenced by a subjectivist construal of value preferences’ (p.201). In response to the limitations of paternalism and liberalism, Carr (1993) offers an alternative position that he describes as communitarian and claims that this perspective provides an advanced view about how we might justify, uphold, and sustain human values within culturally homogenous societies. Crucially, he also argues that a communitarian perspective offers a specific interpretation of how values are formed and instilled in human life, which, so he maintains, provides an alternative understanding of the social and political impact of values and value preferences to the paternalist and liberal perspectives. He claims that communitarianism allows for a clearer view of how values can be appraised as good or bad, right or wrong. He suggests that values are best evaluated against the contribution they make to the common good and individual human flourishing.

The communitarian (MacIntyre, 1981) view states that if we accept that teaching is a moral profession and teachers have a moral role in the education of the young then there can be no separation of the values a teacher holds for their private life and those which are expected of them in their professional life. Carr (1993) argues that this is the case because values are expressed through a commitment to a held belief and a teacher who conveys that a certain form of conduct is a ‘better’ or a
‘right’ way yet takes a different path for themselves in their private life would lose all due respect from their students. He proposes that ‘subscription to a value can make a profound contribution to the sort of person someone is; values of every shade — moral, social, professional, aesthetic — crucially determine the ways in which people are known for who they are’ (p.202). In this sense then, it can be argued that values are connected to our ethical conceptions of what it is to live a good life and upholding values deemed conducive to our personal and social wellbeing would be our goal. As Hansen (2001b) has proposed, teachers are in the position to express both good and bad values in their day-to-day engagement with students. If we are then to accept that the acquisition of values is a question of induction into established traditions, conventions, customs, rituals, virtues or skills that require substantial experience for their proper appreciation, then it is crucial that teachers can enact and enable values that are good rather than bad.

Taylor (1989), a key proponent of communitarianism, maintains that the effective teacher of values, would be characterised by those values orientated towards the good and as a moral agent they would be fully committed to expressing and enacting such values that promote the best vision of a moral life. To achieve such a life, it would be deemed necessary that teachers aspire towards the good life and engage in practical reflection or, as Taylor calls it, ‘reasoning in transitions’ to make continual improvement to a moral life through their wisdom and good will. A communitarian conception recognises that value judgements are enacted through explications, elaborations, or developments of one’s general commitment to the goals of human flourishing rather than what the finished product of that flourishing must always and in all circumstances be like (Carr 1993).

As future sections of this review will show this focus on human flourishing resonates with the central place given to human flourishing in Sen (1999) and Nussbaum’s (2011) capability approach, albeit in their case grounded on the foundations of political liberalism.

In promoting the good life for their students, teachers would need to engage critically and sensitively with matters of moral significance with an openness that
recognised the fallible nature of their own personal values. In this respect the education and training of teachers, ‘should make every effort to resist the ever-present temptation to construe such professional training in terms of a narrow initiation into technical or craft skills of management and pedagogy’ (Carr, 1993, p.207). In accepting that teaching is a moral profession, courses that engage trainee teachers in moral and evaluative enquiry about the ethical dimensions of education and teaching should be fundamental to their professional education.

**Virtue dispositions and the role of the teacher**

In considering the vulnerable nature of children, ethical concerns and considerations become imperative for teachers. Carr (1993), however, maintains that there is little universal agreement concerning the shared qualities of mind and character by which we can appraise people as morally right or wrong. He suggests however that a commitment to such virtues as integrity, honesty, tolerance, care, compassion are expected of teachers with a professional responsibility for ‘setting young people on the right road to probity and responsibility in their adult lives’ (p, 206).

In his book *The Moral Base for Teacher Professionalism* (1993), Sockett focusses on the moral essence of teaching and ethical professionalism, providing both philosophical argument and empirical evidence to support professional virtue in teaching. He presents four primary dimensions of teacher professionalism that include a recognition that:

1. teaching is a professional community and as such involves moral relationships that call on varying levels of trust and collegiality
2. the professional expertise of teachers is rooted in the virtuous nature of their moral character
3. professional teachers are morally responsible to the needs of their clients and should be held to account for their moral obligations and to the ethical standards of the teaching profession
4. teaching is grounded in, ‘...some moral vision of human betterment, some set of professional ideals which describe the moral purpose of the enterprise and to which altruists and others are attracted’ (p.17).
He asserts that teacher professionalism is recognised by the quality of professional practice and professional conduct and ‘how members integrate their obligations with their knowledge and skill in the context of collegiality and of contractual and ethical relations with clients’ (p.9). The characteristics of a professional teacher, according to Sockett, go beyond their specialised knowledge and technical skills and include their sense of moral agency which he describes as a state whereby a teacher ‘considers the interests of others, does not make discriminations on irrelevant grounds, and has a clear set of principles or virtues in which he or she believes and on which he or she acts’ (p.108). In relation to the development of moral qualities, he argues that virtues can be both learned and sustained; and in relation to teaching that the virtues of honesty, courage, care, fairness, and practical wisdom are essential to an understanding of the practice of teaching.

Carr and Sockett, endorse a virtue ethics perspective when considering the moral nature of teaching and the moral role of teachers. It can be argued that Nussbaum’s (2011) conception of the capability approach, while grounded in political liberalism, also draws strongly on a virtue ethics approach. From such a perspective it would follow that good teacher would be those that are not only competent in a range of technical skills but those who display certain virtues. As discussed previously, characterising what is morally best, and worst, is complex; but, that said, virtues are essential qualities for the moral identity of teachers and should be considered when designing and evaluating initial teacher education programmes and assessing teacher effectiveness.

**Initial Teacher Education— an international perspective**

Turning now to focus on initial teacher education, the international teacher education literature (Darling-Hammond, 2017) identifies the use of professional standards to assess teacher effectiveness. Typically, these standards draw on the term ‘dispositions’ in the triadic articulation of ‘knowledge, skills and dispositions’ to emphasise the moral and ethical nature of the professional role of teachers. Importantly, Sockett, (2009) claims that dispositions are ‘the property of the agent,
manifest only in intentional action, and they function as predictions about human actions but are not the causes of them’. (p.292) He proposes that virtues are the refined version of the concept of dispositions brought about because of ‘an individual’s initiative, formed against obstacles and [are] intrinsically motivated’ (p.292). Similarly, Osguthorpe (2013), argues ‘we want teachers of good disposition because we want them to have the virtues, habits of mind, and/or professional judgment that constitute effective and responsible teaching and to realize all of the noble ends of education’ (p.20). He proposes that dispositions should be interwoven throughout every stage of a teacher education programme to ensure they remain at the forefront of practice. Additionally, he claims that to ‘teach in moral ways is to connect content knowledge and methodological skill with its moral manner of conveyance’ and in this way dispositions ‘become visible via the practice of teaching as a modifier to method — displayed in a teacher’s manner’ (Osguthorpe, 2008, p. 297).

If we accept that virtue dispositions can be modified, shaping how trainee teachers approach their moral role may require structural changes in their dispositional meaning-making systems and character. Reiman (2004) suggests that theories of human development such as the capability approach (CA) could offer an important contribution to the design and evaluation of teacher education programmes. Research that investigates the moral agency of teachers would provide an insight into how they act in a moral manner in their classrooms, examining what influences their moral choices and importantly what enables or constrains their flourishing as a professional with a moral identity. While various frameworks have been developed for examining teachers’ beliefs about teaching knowledge and teaching ability (Fives & Buehl, 2008), values are rarely included despite the strong consensus in the educational literature that they are integral to teaching as a moral activity (Sanger, 2008).

An international survey by Maxwell et al. (2016) that included five Organisation for Economic Co-Operation and Development (OECD) countries investigated: the extent to which teacher educators valued a contribution of ethics content to the
professional education of teachers, whilst also examining how their existing
programmes met their aspirations. The findings showed that 90% of teacher
educator participants from the United States, England, the Netherlands, Canada and
Australia felt that ethics courses, whether integrated or stand-alone, were an
important aspect to teacher education programme whilst only 24% of the
programmes surveyed contained at least one compulsory ethics course. The
authors concluded that there was a desire within teacher education internationally
to expand ethics education within the curriculum and that integrated courses were
a preferred model for the delivery of ethics content relevant to teachers. The
findings highlighted that the constraints to the inclusion and development of input
on ethics, as perceived by the teacher educators, were not ideological but practical.
The consensus amongst the participants was that the key challenge to increasing
ethics content was the competition for curriculum space with other teaching and
learning content. The authors rightly recognised that these teacher educator
perceptions and the curriculum decisions they took were most likely influenced by
the normative assumptions perpetrated by a neoliberal policy direction about what
content should be prioritised in teacher education programmes.

The most recent review of teacher education in England, the *Carter Review of Initial
Teacher Training* (CRITT) (2015), highlighted the significance of new teachers having
a clear understanding of their professional roles and responsibilities. The report
concluded that explicit content on professionalism should be included throughout
the length of training. Whilst the view of professionalism it presented was a
narrowly conceived version implicit in the *Teachers’ Standards* (DfE, 2012), the
report did claim that teaching was one of the most important professions and
recognised that good teaching could transform the lives and opportunities of
children whilst positively affecting the ‘well-being of the nation by building a fairer
and more knowledgeable society’ (p.25). The review determined that the best of
the ITT programmes made this moral imperative explicit and they identified that the
Teach First programme had succeeded in explicitly and effectively demonstrating it
through its vision and values. The authors concluded that trainees recruited through
the *Teach First* programme ‘speak passionately and with great pride about their moral purpose’ and that the ‘sense of mission and pride is so integrated into all aspects of the Teach First provision that its impact goes well beyond usual vision and values statements and is an outstanding feature of the programme’ (CRITT, p.25). In response to the findings of the Carter review, the Association of School and College Leaders proposed that:

> ITE should actively encourage teachers to see themselves as contributing collectively to social change, the common good and the creation of a fair society. We would like to see a renewed focus on the moral imperative of teaching and the purpose of education, which we believe will create a strong sense of energy, collective purpose and professionalism from the point of entry to the profession. (CRITT, p.25)

The strategy for setting professional standards for teaching has had growing currency around the world (Darling-Hammond, 2017). The moral and ethical nature of the professional role is not easily captured in such narrow conceptions of teacher effectiveness. Typically, it remains implied through ideas of professional behaviours such as those set out in part 2 of the *Teachers’ Standards* (DfE, 2012) in England. Whilst the teacher education literature recognises the importance of professional values and the moral significance of the role of the teacher, there is little known about how actual practices in initial teacher education programmes prepare, (yet alone assess), trainee teachers for their moral role beyond narrowly prescribed behaviours. Hansen (2001) recognises the challenges for teacher education when he states that ‘the moral aspects of teaching often occur in unintended, unwilled and unconscious ways’ (p. 852). This was also found to be the case in Willemse et al’s (2005) exploratory study in one teacher education institute in the Netherlands of teacher educators’ practices concerning the moral education of trainee teachers. Their research established that there was little evidence to suggest that there was a clear curriculum pathway for moral aspects of teacher education. Instead, the research concluded that the moral education of trainee teachers appeared to be implicit, unplanned and based on the efforts of individual teacher educators.
Similarly, research by Pantić (2008) and by Zgaga (2006) found that despite teaching being regarded as a normative profession by teachers and teacher educators in Southeast European countries, there was little evidence that curriculum content about professional values and how to deal with ethical issues were explicitly taught in initial teacher education programmes. These findings are important as teacher educators must consider how, and to what extent, they carry out their moral task of promoting the development of values in their trainee teachers that will enable them to go on to fulfil their moral role. It would follow then that a professional education should inspire student teachers to develop their own values and norms and to become teachers who are aware of the ways in which they express those values through their teaching. Additionally, teacher educators must also prepare trainee teachers to help their students to develop the norms and values that will help and prepare them to fulfil their individual social responsibilities.

Darling-Hammond, (2017) examined the research concerned with the policies and practices in teacher education in Australia, Canada, Finland and Singapore — in comparison with the United States — in order to determine best practice in the professional preparation of teachers. Her findings identify several practices that stand out as promising strategies for the improvement of teacher learning and teaching. Darling-Hammond (2017) noted that high quality teacher education was evidenced where the professional standards focussed attention on the learning and evaluation of critical knowledge, skills and dispositions. Whilst most in teacher education could make some sense of what critical knowledge and skills would be included in a teacher education curriculum there is little guidance given in this review to the more complex area of dispositions.

A review by Perry et al. (2019) of the international teacher education literature focussing on the initial teacher education curriculum found that whilst issues about professionalism and developing a teacher identity remained important when learning to be a teacher, the evidence from their research suggested that the presence of professional standards was constraining the development of a coherent curriculum. Again, the review articulated the triad of knowledge, skills and values.
that underpinned the curriculum for initial teacher education (ITE) in each of the international contexts but identified that few countries gave a significant place to values in their curriculum content. Singapore, however, expressed the values aspect by identifying that having learner centred values of empathy, the belief that all children can learn, and valuing diversity would be promoted in teacher education curricula and assessed through professional standards. Finland was identified as being different in that they placed great emphasis on developing teachers who had the means to deal with delicate moral and ethical issues that included taking responsibility for their own choices as well as working with diverse groups of students (Tryggvason, 2009; Malinen, Väisänen, & Savolainen, 2012). In Australia the move towards explicit values education in the school curriculum meant that teachers would be required to express, support and model values in their teaching that would help build positive character traits in their students. This included raising students’ self-esteem, encouraging a positive outlook whilst also supporting their ethical choices and social responsibility. Perry et al. (2019), drawing on Mergler & Spooner-Lane (2012), recognised that a move such as this would require a change in initial teacher education to ensure that teachers developed dispositions that would support and model values and qualities in their teaching, such as challenging egocentrism, demonstrating sensitivity, encouraging student expression, promoting a supportive context for learning (Brady, 2011).

The capability approach to human development
Moving now to the final part of this chapter, I introduce the theoretical framework for this thesis. The capability for human development theory also known as the capability approach (CA) is a framework that involves two core normative claims: first that the freedom to achieve well-being and pursue one’s overall agency goals is of primary moral importance and second that freedom to achieve well-being is to be understood in terms of people’s capabilities, that is, their real opportunities to do and be what they have reason to value.
Development of the capability approach

The CA was first developed by the economist Amartya Sen (1985, 1999) as an alternative to ‘standard’ economic frameworks for thinking about poverty, inequality and human development. In contrast to these standard economic frameworks, CA is concerned with human capability and freedom. It was further progressed by the philosopher Martha Nussbaum (2000, 2003, 2011), as well as by other scholars who have made significant contributions to the development of the approach. The CA has been used by academics, researchers and policy makers in a wide range of fields including development studies, policy making, welfare economics (Crocker & Robeyns, 2009), social justice (Walker & Unterhalter 2010), and professional education (Walker & McLean, 2013).

Sen advocates that capabilities are of prime importance in recognising the quality of a person's life. This quality of life cannot, he argues, be measured by macro measures of societal growth such as those expressed through Gross National Product (GNP) and Gross Domestic Product (GDP). Such indices alone, he claims, do not actually consider the circumstances of the most deprived in society. Accordingly, he advocates for an approach that recognises what people are actually able to do and to be, as this he maintains would be a better measure of their freedom and well-being. The CA functions as a normative theory rather than an explanatory theory in that it does not explain empirically notions of poverty, well-being or inequality but can help to conceptualise them. According to the CA approach, the achievement of well-being, justice and development should be conceptualised ‘… in terms of people's capabilities to function; that is, their effective opportunities to undertake the actions and activities that they want to engage in and be whom they want to be’ (Robeyns, 2005 p.95).

Capabilities and functionings

Robeyns (2005) expresses Sen's understanding of, and distinction between, capabilities and functionings when she states that:

The distinction between achieved functionings and capabilities is between the realized and the effectively possible; in other words, between achievements on the one hand, and freedoms or valuable options from
which one can choose on the other. What is ultimately important is that people have the freedoms or valuable opportunities (capabilities) to lead the kind of lives they want to lead, to do what they want to do and be the person they want to be. (p.95)

**Capability**

A capability, according to Sen, reflects a person’s actual ability to achieve a given functioning. He considers capabilities as ‘substantial freedoms’ that allow a person the opportunity to choose and to act and therefore achieve a number of different functioning combinations (Sen, 1985). There is much that is complex about the concepts of capability and functionings but it is important to recognise that capabilities are not just abilities that people have but that they rely on the freedom of opportunity to choose to use them. This freedom of choice can be affected by political, social or economic environments. Nussbaum (2011) addresses such matters when she presents her particular conceptualisation of the CA approach that shares guiding concepts such as capabilities and functionings but also differs somewhat from the work of Sen. Nussbaum (2011) asserts that the CA approach ‘is focused on choice or freedom, holding that the crucial good societies should be promoting for their people is a set of opportunities, or substantial freedoms, which people then may or may not exercise in action: the choice is theirs’ [italics in original] (p.18).

Nussbaum has progressed the CA and has constructed a theory of ‘basic social justice’ (2011, p.19) exemplified through a list of central human capabilities that are developed from what she considers basic political entitlements that all governments should provide to all their citizens to ‘at least a threshold level’ (Nussbaum, 2011, p.33). These capabilities are:

1. **Life.** Being able to live to the end of a human life of normal length; not dying prematurely, or before one’s life is so reduced as to be not worth living.
2. **Bodily Health.** Being able to have good health, including reproductive health; to be adequately nourished; to have adequate shelter.
3. **Bodily Integrity.** Being able to move freely from place to place; to be secure against violent assault, including sexual assault and domestic
violence; having opportunities for sexual satisfaction and for choice in matters of reproduction.

4. *Senses, Imagination, and Thought.* Being able to use the senses, to imagine, think, and reason – and to do these things in a “truly human” way, a way informed and cultivated by an adequate education, including, but by no means limited to, literacy and basic mathematical and scientific training. Being able to use imagination and thought in connection with experiencing and producing works and events of one’s own choice, religious, literary, musical, and so forth. Being able to use one’s mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to have pleasurable experiences and to avoid nonbeneficial pain.

5. *Emotions.* Being able to have attachments to things and people outside ourselves; to love those who love and care for us, to grieve at their absence; in general, to love, to grieve, to experience longing, gratitude, and justified anger. Not having one’s emotional development blighted by fear and anxiety. (Supporting this capability means supporting forms of human association that can be shown to be crucial in their development.)

6. *Practical Reason.* Being able to form a conception of the good and to engage in critical reflection about the planning of one’s life. (This entails protection for the liberty of conscience and religious observance.)

7. *Affiliation.* (A) Being able to live with and toward others, to recognize and show concern for other human beings, to engage in various forms of social interaction; to be able to imagine the situation of another. (Protecting this capability means protecting institutions that constitute and nourish such forms of affiliation, and also protecting the freedom of assembly and political speech.) (B) Having the social bases of self-respect and nonhumiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails provisions of nondiscrimination on the basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin.

8. *Other Species.* Being able to live with concern for and in relation to animals, plants, and the world of nature.

9. *Play.* Being able to laugh, to play, to enjoy recreational activities.

10. *Control Over One’s Environment.* (A) *Political.* Being able to participate effectively in political choices that govern one’s life; having the right of political participation, protections of free speech and association. (B) *Material.* Being able to hold property (both land and movable goods), and having property rights on an equal basis with others; having the right to seek employment on an equal basis with others; having the freedom from unwarranted search and seizure. In work, being able to work as a human being, exercising practical reason, and entering into meaningful relationships of mutual recognition with other workers. (Nussbaum, 2011, pp.33-34)
It is these conceptions that define Nussbaum’s version of the CA as significantly different from Sen’s version where the ‘primary concern has been to identify capability as the most pertinent space of comparison for purposes of quality-of-life assessment, thus changing the direction of the development debate’ (Nussbaum, 2011, p.19).

In her conception of capabilities Nussbaum presents the idea of ‘combined’ capabilities which Sen describes as substantial freedoms; however, Nussbaum also introduces us to a further conceptualisation, that of ‘internal’ capabilities, which she considers are characteristics of a person that contribute to their overall and combined capabilities. Examples of these might be a person’s intellectual and emotional capacities to learn and cope with stressful situations or their bodily health and fitness. She recognises that these internal capabilities are dynamic and not fixed and are very much shaped by, for example, a person’s social, political and familial environments. Recognising these internal features as fundamental to a person’s capability to function allows for analysis as to what resources any given society has provided for its citizens to help them to develop these internal capabilities. Nussbaum (2011) defends her decision to distinguish between internal and combined capabilities and states that:

The distinction corresponds to two overlapping but distinct tasks of a decent society. A society might do quite well at producing internal capabilities but might cut off the avenues through which people actually have the opportunity to function in accordance with those capabilities. Many societies educate people so that they are capable of free speech on political matters—internally—but then deny them free expression in practice through expression of speech. (p.21)

The CA approach is fundamentally concerned with promoting justice for those individuals and groups in society for whom life is both complex and disadvantaged. In the case of this thesis, it addresses: the economic, emotional, and social challenges that the school students face; and the developmental needs and opportunities of the trainee teachers themselves. In this way I would argue that the CA offers this thesis a framework by which to explore the trainee teachers’ human and professional flourishing and a lens by which to understand their practice as an
effort to improve the life chances of their students through their capability expansion.

*Functionings*

Sen defines a ‘functioning’ in the following terms:

> an achievement of a person: what she or he manages to do or be. It reflects the ‘state’ of that person. (Sen, 1985 p.10)

These beings and doings, or actions and activities, that people want to be involved in are what Sen considers as functionings. Taken together such functionings would contribute to the value of a given life for those who are choosing them and believe that they are valuable to that life. Having the capabilities to determine what functionings make up one's life is intrinsically valuable. Education can be considered as having a special relationship with functionings, in that it offers the opportunity for individual persons to make thoughtful, well informed and rational decisions about what they value for their own life. Nussbaum herself maintains that:

> At the heart of the Capabilities Approach since its inception has been the importance of education. Education (in schools, in the family, in programs for both child and adult development run by nongovernmental organizations) forms people’s existing capacities into developed internal capabilities of many kinds. This formation is valuable in itself and a source of lifelong satisfaction. It is also pivotal to the development and exercise of many other human capabilities: a “fertile functioning” of the highest importance in addressing disadvantage and inequality (2011, p.152)

It can be argued that without a formal education, choices about what beings and doings are possible would be very much limited. The *Teach First* mission considers that, by deploying high achieving graduates with particular sets of competencies and values into schools with the most challenging of circumstances, they provide a better education for children suffering from the effects of social and economic deprivation. It is thought that by deploying *Teach First* trainee teachers in this way, schools in low income areas, which find it difficult to recruit qualified teachers, will be supported to improve the education outcomes and therefore provide better life chances and choices about the future for their students.
In this sense then the CA provides an appropriate theoretical frame to explore the trainee teachers’ perceptions of the extent to which their Teach First ITT programme is in fact enabling their capability development as well as their freedom to achieve their most valued functionings in their quest to contribute to the Teach First mission and vision.

It is important to recognise when discussing the CA that the emphasis is on capabilities rather than the aligned functionings because capabilities are about having freedom of choices and doing what one values. It can be argued, however, that functionings are of particular and of central importance to the trainee teachers as they are in a position where they need not only develop their own functionings as professionals but crucially they are to develop their students’ functionings also. Nussbaum (2000) affirms this by proclaiming ‘the more crucial a function is to attaining and maintaining other capabilities, the more entitled we may be to promote actual functioning in some cases’ (p.92). Addressing attainment gaps in literacy levels in their students is an example of this because by doing so, the trainee teachers will support the development of further capabilities and improve the life chances of their students. To achieve this, it would follow that the trainee teachers themselves must, through their Teach First ITT programme, be afforded the opportunity to develop the capability of being knowledgeable and skilful in their teaching practice.

**Professional capabilities**

Walker and McLean’s (2013) pioneering work is an extension of the CA in that they used the concept of capability and applied it to professionals. Their extensive research with professionals in the South African (SA) context was informed by the work of Sen and Nussbaum but the creative leap they took was to introduce the new concept of ‘professional capabilities’. The focus of their research was ‘to transform Higher Ed in SA to meet the challenges of professional contribution both to alleviating poverty and enhancing human talent and well-being’ (p. 57). Their research determined that an ideal professional working for the public-good was someone who was able to expand their own capabilities to their clients; and to
achieve this capability expansion, these professionals would have public-good professional capabilities that would allow them to do so. The aim of the research was to produce a set of essential public-good professional capabilities that could be applied to educational policy and practices to transform higher education in South Africa. In the creation of the Public-good Professional Capabilities Index (PPCI) the authors identified a capabilities set based on their investigations of professional education in five professional groups of: Engineering; Theology; Law; Social Work and Public Health. The final PPCI outlines a capabilities set of eight, alongside meta-functionings and educational arrangements that were deemed essential for professionals working to reduce poverty in the South African context. (See Table 2.1)
Public-Good Professional Capabilities Index

<table>
<thead>
<tr>
<th>Meta-functionings</th>
<th>Professional Capabilities</th>
<th>Educational Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(South African) context and history: social, economic and political constraints and enablesments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Able to recognise the full dignity of every human being.</td>
<td>1. Informed vision</td>
<td>Department:</td>
</tr>
<tr>
<td>• Able to act for social transformation and reduce injustice.</td>
<td>2. Affiliation (solidarity)</td>
<td>• Transformative curriculum;</td>
</tr>
<tr>
<td>• Able to make sound, knowledgeable, thoughtful, imaginative professional judgements.</td>
<td>3. Resilience</td>
<td>• Appropriate Pedagogies;</td>
</tr>
<tr>
<td>• Able to work/act with others to expand the comprehensive capabilities ('fully human lives') of people living in poverty.</td>
<td>4. Social and collective struggle</td>
<td>• Inclusive department culture.</td>
</tr>
<tr>
<td></td>
<td>5. Emotional reflexivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Integrity</td>
<td>\textit{University}:</td>
</tr>
<tr>
<td></td>
<td>7. Assurance and Confidence</td>
<td>• Transformative institutional culture and environment;</td>
</tr>
<tr>
<td></td>
<td>8. Knowledge and skills</td>
<td>• Critical, deliberative and responsible;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Socially engaged.</td>
</tr>
</tbody>
</table>

Table 2.1 (Adapted from Walker and McLean, 2013, p.87)

The selection of the professional capabilities was based on a theoretical understanding of what an ideal public-good professional ought to be and do whilst also recognising the practical reality of the limitations on addressing the impact of
poverty in the daily working lives of professionals. In keeping with Sen (2004), who advises against developing ‘one canonical list of capabilities, chosen by theorists without any general social discussion or public reasoning’ (p.77), Walker and McLean (2013) generated their list, in line with five criteria identified by Robeyns (2003) which ensured transparency and justification. The following criteria guided the research process:

1. *Explicit Formulation* — a list should be ‘explicit, discussed and defended’.
2. *Methodological justification* — clarifying and scrutinizing the method that has generated the list and justified its appropriateness.
3. *Sensitivity to context* — taking into account audience and situation so that, in some contexts, the list might be more abstract or theory-laden than in others.
4. *Different levels of generality* — involves drawing up a list in two stages, where the first stage involves an ‘ideal’ list and the second a more ‘pragmatic’, second-best list, taking actual constraints into account.
5. *Exhaustion and non-reduction* — the listed capabilities should include all important elements and the elements should not be reducible to each other, although there may be some overlap. (Robeyns, 2003, p.70)

Sen thinks differently about constructing lists of capabilities and he has been criticised by Nussbaum (2003) for being reluctant to identify single lists of capabilities. He proclaims that the act of creating lists turns the CA into a theory which he contests. His original conception of the CA, as discussed earlier in this chapter, is that of a normative framework for quality-of-life assessment. Sen is interested in the expansion of real freedoms by ‘the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency’ (Sen, 1991, xii). Context is therefore significant and to this end it was apposite that the public good professional capabilities were embedded in the social arrangements that would allow the expansion of individual freedoms, as well as the educational arrangements that would serve to improve the life chances of individuals living in poverty post-Apartheid South Africa. Drawing on Sen (1999) Walker and McLean explain:

While the exercise of freedom is mediated by values (public good in our case), these values are influenced by public discussions (in professional
associations, professionals working alongside civil society, and so forth),
which are influenced by participatory freedoms.

For Sen, public discussion and reasoning are crucial when thinking about valued
capabilities because they ensure that all members of any collective such as
professional groups, are co-creators of development and change. Walker and
McLean, (2013) set out to ‘develop a capabilities set which would align professional
practitioners with social justice and which could be applied to educational policy
and practices’ (p.57). They attest that the processes followed in the creation of their
PPCI demonstrated ‘the connections between the values, discussion and freedom’
(p.59) therefore averting any concerns raised about capability lists whilst ensuring
that the PPCI was in keeping with the CA. The construction of the PPCI is the
outcome of an involved staged process that employed several procedures to come
up with the eventual capabilities and functionings within the list.

In creating a list of essential public-good professional capabilities, Walker and
McLean (2013) align closely to Nussbaum’s conception of the CA in which she, as a
philosopher, formulates, justifies and defends a conception of the good life
(Crocker, 2008 cited by Walker & McLean 2013, p.32) and grounds her approach in
the dignity of every human being (Nussbaum, 2011). In so doing she claims that any
'decent' plan, such as, one might argue, the plan for public-good professional
education, would ‘seek to promote a range of diverse and incommensurable goods,
involving the unfolding of distinct human abilities’ (Nussbaum, 2011, p.127). She
claims that as every human being has dignity, ‘it is bad to treat them like objects,
pushing them around without their consent’ (2011, p.130). It can be argued that
respect for human dignity should be a key tenet of the education of public-good
professionals, that it should guide trainee teachers in their role of working with
vulnerable, and indeed all, students.

Treating students with human dignity will require that the trainee teachers make
moral judgements about what sort of 'decent' community they will create for their
students within their classes; a community where justice is displayed in the
dignified treatment of students even amidst the somewhat challenging situations
that they may encounter. Encapsulating such valued capabilities within a list, determining their importance for certain situations or fields of professional work provides guidance to those for whom the pursuit of a more equitable education is important. Robeyns (2012) argues for both ideal and non-transcendental theorising of justice in order that justice itself can be fully achieved through focused action for change. Walker and McLean (2013) proclaim that the ideal they argue for in the field of professional work and education is public-good professionalism, that ‘is the yardstick against which we adjudicate our practical ‘justice enhancing’, efforts’ (p.33). The authors claim that their study can be applied across professional groups and countries, maintaining that the capabilities can be ‘widely applicable as long as they remain 'vague' and 'thick', while the functionings are contextual and specific and will vary according to the profession’ (p.74).

Crucial to Walker and McLean’s research was the recognition that for both Sen and Nussbaum the advancement of justice was closely connected to inclusive democracy, which, they believe, is only possible if diverse people are engaged in discussion and collective reasoning. In this sense the role of education in the CA should be one that engages would-be professionals in the ‘practice of rich, dialogic, and participatory pedagogical processes’ (Walker & McLean, 2013, p.29) in order to develop the belief in their own ability, and the necessary skills, to contribute confidently to democratic debate. This research can be seen to have afforded this to the trainee teachers and also in terms of the pedagogical processes and opportunities that they afford their students to expand their capabilities.

**Conclusion**

This review has presented a view of an ideal-type professionalism whereby individuals and groups of professionals have fundamentally an intrinsic desire to work in the best interests of the clients and the communities they serve. Arguments have been presented that establish teaching as a moral profession and that teacher education has a responsibility to ensure that teachers are well prepared for their moral and ethical roles. This idea of service and the moral nature of professional work has been captured by Walker and McLean (2013) in the term public-good
professionalism. Drawing on the professionalism literature, Walker and McLean assert that ‘professions can and should build their moral missions because there is a close relationship between the integrity of professional life and the health of civic cultures’ (2013, p.26). National and international research in teacher education recognises that teaching is a profession with a moral and ethical purpose and that teacher quality is best determined by a set of professional standards that outline the knowledge, skills and dispositions deemed appropriate to particular national contexts. However, whilst developing professional knowledge and skills is well understood and catered for in teacher education curriculum models, there is very little evidence as to how or where the moral and ethical aspects, often recognised as values or dispositions, are accommodated and more importantly, developed in teacher education.

Guided by the professionalism literature, the capability approach and the work of Walker and McLean (2013) the following methodology chapter sets out how I explored a case of public good professionalism. I foregrounded and reapplied the public good capabilities index (PPCI) to investigate how: trainee teachers in this study understood the professional capabilities that are part of the PPCI, whether and, if so how, these trainee teachers thought they were applicable; and what functionings they associated with them.
Chapter 3: Methodology

Introduction
This chapter outlines the aim and purpose of this study and explains the decisions and choices that I made to ensure that the research design fully explored the research questions in the most apposite way. It explains how my ontological and epistemological assumptions informed both the theoretical framework and the methodological decisions that guided my research.

The purpose of this study
The purpose of this study was to explore the perceptions that trainee teachers had about their professional education and how their learning experiences enabled or constrained their development of the knowledge, skills, and dispositions that they considered important. Specifically, the study pursued four goals: In determining whether Teach First trainee teachers understand their role as working for the public good, I was particularly interested in their personal and professional values, how these were developing and if these aligned with those espoused by Teach First. Building on this first goal, my second goal was to explore what knowledge, skills, and dispositions Teach First trainee teachers considered important in order to work for the public-good in their role as teachers. Following from this second goal, my third goal was to know to what extent Teach First student teachers valued public-good professional capabilities as listed in the Public-Good Professional Capabilities Index (PPCI), realizing that the notion of “public good” underlying the PPCI is not identical to that espoused by Teach First. Fourth, and finally, I wanted to gain a deeper understanding of the extent to which the Teach First trainee teachers perceived the learning experiences they had on the Teach First ITT programme to enable or constrain them in developing public-good professional capabilities as listed in the PPCI.

Eventually these interrelated goals were achieved by pursuing the following three research questions:
1. To what extent do the trainee Teach First teachers value public-good professional capabilities as listed in the Public-Good Professional Capabilities Index (PPCI)?

2. How are they learning to be and function as public-good professionals?

3. What can be learned from the case about the education of public-good, oriented teachers?

For the purposes of this study, I understand 'capabilities' to mean the fundamental freedoms (Sen 1980, 1999 and Nussbaum, 2011) that might be afforded to the trainee teachers that would enable them to be and do what they had reason to value as professionals with a public-good orientation. When deliberating over my decisions about the principles and conceptual framework that would guide my study, I had to reflect carefully on what my research was for and consider its contribution to theory as well as how it might impact on professional practice in teacher education and teacher professional development. As the aim of this research was to generate practical insights and judgements about what it takes to produce public-good professionals by exploring the professional education of the Teach First trainee teachers, I considered case study as the most apposite research design to address both the purpose of this qualitative research and its research questions.

This study therefore pursued the insights of these trainee teachers in relation to their learning experiences in the following three aspects of the Teach First ITT leadership development programme:

- The HEI led professional and subject based education that included tutor support towards the achievement of the PGCE and QTS Award.
- The school-based context and professional and subject mentor support.
- The Teach First leadership programme including individually assigned leadership development officer (LDO) support.

The Capability for Human Development theory (Sen 1980, 1999, and Nussbaum 2005, 2011) and in particular the Public-Good Professional Capabilities Index (PPCI) developed by Walker and McLean, (2013) could be seen to offer apposite and well-
established frameworks by which to explore the experiences of the trainee teachers in this case study to discover what might be learned about the professional education of public-good, oriented teachers.

**Methodological approach**

A study is grounded in its methodology which provides a sense of vision and sets out a research pathway (Strauss & Corbin, 1990), providing a blueprint for the research (O’Leary, 2013) and focusing the study, outlining the steps the researcher is taking to achieve their purpose and answer the research questions (Kothari, 2004).

Aiming to ensure the quality and credibility of this research I adopted a realist approach that draws significantly on the perspective argued by Maxwell (2012) who himself recognises that his ideas are comparable with exponents of the critical realist tradition such as Campbell (1988) and Cartwright (1999, 2007). The distinctive feature of all these understandings according to Maxwell (2012) is that they:

- deny that we can have any “objective” or certain knowledge of the world and accept the possibility of alternative valid accounts of any phenomenon. All theories about the world are seen as grounded in a particular perspective and worldview, and all knowledge is partial, incomplete, and fallible. (p.5)

The philosophical position for this research is founded in an ontological realism that accepts that there is a real world that exists separate to one’s own personal views, beliefs and interpretations of it. At the same time, again following Maxwell’s arguments (2012, p.180), it accepts that the knowledge of such a world and how one interacts with it is founded within an epistemological constructivism, on our own interpretations of this lived reality.

The methodological approach for this study is framed within an interpretative constructivist paradigm (Schwandt, 1994) which assumes there is a social world made up of emotions and social interactions that are significant that exists beyond
that of the physical and one’s own sense of reality (Pring, 2004). I clearly recognised that addressing the research questions would not be a straightforward task. As Creswell (2007) observes, beliefs and values can be ‘varied and multiple, leading the researcher to look for the complexity of views … that are not simply imprinted on individuals but are formed through interaction with others … and through historical and cultural norms that operate in individuals' lives’ (p. 20). As a researcher within this tradition, I acknowledged that the trainee teachers in relationship with others would be negotiating the social reality which they shared to create their own individual reality in respect of their Teach First ITT journey. Pring, (2000) presents a helpful synthesis of the influences that shape the nature of this social reality when he proposes:

First, there are social forces and structures which we may not be conscious of but which none the less shape relationships; these are what social scientists seek to discover and to bring to our conscious understanding so that we can do something about them. Second, there are social understandings which we have inherited, which we are conscious of and which shape how we see the social world. Third, there are the processes through which we sometimes transform these understandings for our own purposes or as part of a much wider cultural change. (p.60)

Case Study
While most scholars writing on case study research agree on some of its key elements, the literature also reveals significant variance in how case study research has been interpreted and justified. In this section I shall first summarize the points of commonality I observed when examining the writings of different authors on case study research before outlining the dimensions of difference I noted. I will conclude with the specific interpretation of case study research that guided my study.

As noted, there is a plethora of definitions of case study within the methodology literature. However, for the purposes of this research I have drawn on Tight (2017) who considers case study as: ‘small scale research with meaning’ (p.43). He argues that case study is a design and like other designs, ‘represents a way of pursuing a particular research project or projects’ (p.21); and therefore, proposes that to adopt
a case study approach within an overall research design would be justified. I was interested in exploring the experiences of the Teach First trainee teachers as a case of what it takes to produce public good professionals across their ITT year and, as such, I adopted a longitudinal design (Bryman, 2005) and case study approach (Tight, 2017).

Strengths of case study
There has been long standing scrutiny of case study has had long standing attention in the research methodology literature with its very nature and credibility being interrogated by many scholars, including Tight (2010, 2017) who draws our attention to the complex debate surrounding the nature of case study and its significance to social research. Proponents of case study present a variety of understandings including those who have recognised it as an approach to qualitative research (Blaxter, Hughes & Tight, 2006; Merriam & Tisdell, 2016) whilst others such as Cohen, Manion and Morrison (2007) present case study as a style of research alongside other styles such as action research and survey. Burns (2000) considers case study as a qualitative method together with other methods such as action research whilst Punch (2005) argues that Case study is a significant approach to qualitative research design that should be understood as a strategy not method. Yin (2003), like Punch (2005), also considers case study as a research strategy and suggests that it is most appropriate for addressing research involving the “how” and the “why” questions; and he considers it as one of many strategies such as surveys or experiments each of which offers an alternative approach to collecting and analyzing empirical evidence.

According to Yin (2003) case study is most apposite for the study of a phenomenon in the real-life context and more so than the experiment or the survey. It offers opportunities, for comprehending the phenomena under investigation holistically by combining information from several sources. Experiments produce measured results from testing under controlled conditions, whilst large-scale surveys use questionnaires or multiple interviews that provide quantifiable data, whereas a case
study seeks to achieve a different kind of understanding. This understanding can be achieved through the commitment of case study research to derive meaning from the experiences of the individuals involved and to reveal their beliefs, values, and actions in an ethical and considered way (Pring, 2000). Whilst the above scholars argue for the importance of case study for qualitative enquiry, Burns, (2000) advocates that as a design case study need not sit exclusively within qualitative research and argues its relevance to both quantitative and qualitative enquiry.

Such debate about the nature and significance of case study and the overlapping use of terminology could leave the novice researcher like myself very much confused and act as a persuasive argument against adopting case study design at all. However, close reading of the research methods literature did reveal though that Tights’ (2017) definition, offered a very useful conception of the purposes and nature of case study that fitted well with the object of my research and my research questions.

Following Tight’s (2017) definition, my approach to the case study required a strategy that would help me ensure that the case study was meaningful. In considering what makes for such a meaningful case study Tight (2017) suggests addressing the following questions:

- Can you understand what the researchers have done and why?
- Does their interpretation of their findings seem reasonable and defensible?
- Can you relate the case study to other research on the topic?
- Does the study suggest plausible change actions and/or further research directions? (p.45)

A common thrust across the case study literature is the ‘binding’ of a case. Punch (2005) points out, “almost anything can serve as a case, and the case may be simple or complex. But... we can define a case as a phenomenon of some sort occurring in a bounded context”. (p.144) According to Yin (2009) these boundaries must be defined by the research question and the study propositions. Each of the propositions, “…directs attention to something that should be examined within the scope of the study” (p.28). Given that this is a case for what it takes to produce
public good professionals, it is bound firstly by the six-participant trainee teachers from the Teach First ITT programme within one HEI partnership, secondly, by the conceptual framework that foregrounds public good professionalism and finally by reapplying the Public-Good Professional Capabilities Index (PPCI) to the experiences of these six trainee teachers. Separately, it is important to acknowledge that the case is located in the English ITT landscape of the time.

Sturman (1994) presents a conception of case study research that identifies the object of a case as a system of human interaction and one that considers not just the different elements in that setting in a somewhat disconnected way but examines how a mini-social system works together. He suggests that the individual elements of these systems and the patterns and themes that emerge from them require in depth investigation. He states that:

... the distinguishing feature of case study is the belief that human systems develop characteristic wholeness or integrity and are not simply a loose collection of traits. As a consequence of this belief, case study researchers hold that to understand a case, to explain why things happen as they do, and to generalise or predict from a simple example requires an in-depth investigation of the interdependencies of parts and of the patterns that emerge. (p.26)

Similarly, Stake (1998) asserts that a case: “... has working parts, it probably is purposive, even having a self. It is an integrated system. The parts do not have to be working well, the purposes may be irrational, but it is a system”. (p.87) Understanding the case from such a perspective, I adopted data collection methods that I believed would not only secure a breadth and depth of understanding from individual participants but that would enable me to capture emerging themes across the case. This was an important consideration as ‘case studies can represent something of the discrepancies or conflicts between the viewpoints held by participants’ (Adelman et al, 1980, p.23).

The longitudinal design involved a return to the case on four separate occasions providing the opportunity to explore public-good professionalism as it related to the six trainee teachers. Through carefully selected methods as outlined later in this
chapter, I was able to capture any conflicts as well as commonalities whilst gaining a close understanding of the particularities and complexities of the case appreciating its activity within the given boundaries.

**Weaknesses of Case Study**

According to Tight (2017) there are three main weaknesses of case study research: generalisability, reliability, and validity. However, considering that this was a relatively modestly sized qualitative study, the question of reliability did not arise.

**Generalisability**

Whilst generalisability remains an issue that requires attention for case study, it has been argued that this is also an issue across much of social science research (Thomas, 2011). In terms of my research I was interested in this case due to its particularity and in investigating how comparable it was to other cases explored in Walker and McLean’s (2013) study. This supports the view of Ruzzene (2012) who argued that ‘the emphasis should be placed on the comparability of the study rather than on the typicality of the case’ (p.99). My case study was designed to explore the experiences of 6 *Teach First* trainee teachers during their ITT year to investigate how they learned to become professionals with public-good orientations. The relevance of public-good professional capabilities developed by Walker and McLean (2013) was examined and the enabling and constraining factors to their capability expansion within the given context was explored. In this way the findings from this case can offer opportunities for future studies to compare the similarities and differences between cases that may include trainee teachers following alternative ITT routes or with other public-good oriented professional groups within any given context.

**Validity**

The concept of validity as it applies to qualitative research is contested in the literature with key scholars such as Denzin and Lincoln, (2005a) arguing that the term is discordant with the nature of qualitative research and that any sense of reality that is constructed in the beliefs, values, and individual interpretations of
both the researched and researcher cannot be judged by any objective standards. They have advocated other terms such as ‘trustworthiness, authenticity and quality’ (Maxwell, 2013, p.122) as more appropriate concepts for judging qualitative research. However, other scholars continue to apply the concept of validity to qualitative research (e.g., Lincoln, Lynham, & Guba, 2011). Reviewing these conceptions of validity in qualitative research, I found Maxwell’s (2012) realist perspective on validity to be consonant with the ontological and epistemological foundations of this research and it is the approach I have taken in assessing the validity of my accounts.

Maxwell (2012), like Wolcott (1990), proposes that ‘understanding is a more fundamental concept for qualitative researchers than validity’ (P.146) and presents a typology of distinct categories of understanding and corresponding types of validity which he claims are representative of the sorts of understanding that can emerge from qualitative accounts. His typology includes the categories: descriptive validity; interpretive validity and theoretical validity which he believes are the most important factors ‘in assessing a qualitative account as it pertains to the actual situation on which the account is based’ (p.141). This typology set out in the following paragraphs, provided a useful framework when I reflected on the nature of validity as well as validity issues and validity threats when conducting this qualitative research.

Descriptive validity

The descriptive accuracy of the qualitative researcher’s account of a given situation is what Maxwell (2012) considers as a ‘primary aspect of validity’, (p.135) on which all validity categories depend. For Wolcott (2009) ‘description provides the foundation upon which qualitative research rests’ (p.27); and as Geertz (1973) affirmed ‘behavior must be attended to, and with some exactness’ (p.17). The descriptive validity of what the researcher has physically observed and accounted for is what Maxwell (2012) goes on to describe as ‘primary descriptive validity’ (p.135). He also draws our attention to what he considers as ‘secondary descriptive
validity’ where the researcher’s accounts could have been observed but instead are inferred from other available data. In Maxwell’s (2012) view the validity questions associated here are related to the descriptive accuracy of accounts and any disagreements could ultimately be resolved by careful attention to available data. I was particularly attentive to the descriptive validity of the data and ensured straightforward factual accuracy of my account as can be seen in the data analysis section of this chapter.

Interpretive validity
There is much more for the qualitative researcher to reveal about the objects, behaviours, or events under investigation than a mere description of them. Qualitative inquiry is also concerned with what meaning the people involved make of their engagement with such objects, events, and behaviours. In Maxwell’s terms he understands ‘meaning’ to include ‘intention, cognition affect, belief, evaluation and anything else that could be encompassed in what is broadly termed the “participants’ perspective” (Maxwell 2012, p.138). As it is impossible to directly observe such meanings that are essentially mental and not physical, an interpretative understanding of the phenomena is always inferred by the researcher based on the words and actions of the accounts conceptualised by the participants themselves. An important factor to consider as Maxwell points out is that ‘it is essential not to treat these latter accounts as incorrigible; participants may be unaware of their own thoughts or feelings, may recall these inaccurately, and may consciously or unconsciously distort or conceal their views’ (2012, p.139).

Understanding validity and the validity threats associated with how I interpreted the accounts from my participants’ perspectives is thus somewhat different from matters pertaining to descriptive validity, and accordingly these were dealt with differently. The data analysis section later in this chapter explains how I was scrupulously careful in representing my participants’ views and the strategies I adopted to ensure that this was the case.
Theoretical validity

According to Maxwell (2012), theoretical validity goes beyond descriptive accounts of the physical or mental constructions, or the concepts and theories which the participants understand and engage with within a given situation. Theoretical understanding for Maxwell ‘refers to an account’s function as an explanation, as well as a description or interpretation, of the phenomena’ (2012, p.140). The theoretical construct that the researcher brings or develops during the study to explain the given situation involves questions of validity concerned with an account’s validity as a theory of the phenomenon under investigation. In my study rather than inductively establishing a theory of my own, I employed an existing theory where close attention had already been given to the ‘concepts or categories’ and to ‘the relationships that are thought to exist among these concepts’ (2012, p.141). The Capability Approach (CA) to human development and specifically Walker and McLean’s (2013) extension of this in which they used the concept of capability and applied it to professionals was apposite for exploring the professional learning experiences of trainee teachers. Using Walker and McLean’s (2013) concept of professional capabilities, offered the opportunity to investigate the commonality of the values, skills and dispositions presented in their PPCI between the trainee teachers in my study and other professional groups working for the public good. The application of the PPCI in this context allowed for an examination of the extent to which the Teach First ITT programme enabled or constrained professional capability development and functioning.

Analysing the data

Deductive and inductive reasoning were both necessary for, and applicable (Schwandt, 2001) to, the analysis of the findings and themes as they emerged in this study. The theoretical underpinning to this research required a deductive approach, in that the data were closely examined and the findings that emerged from this analysis were developed in combination with the research questions and from a
Capability for Human Development theoretical approach (Sen, 1980, 1999 & Nussbaum, 2005, 2011) that included the Professional Capability Index (Walker & McLean, 2013). At the same time, more inductively, I was very alert to insights and patterns that emerged from the data.

It was important that my methodological approach would allow data to be revealed that would ultimately answer the research questions, so I decided to add a level of analysis whereby I could keep a check on this. I consequently took note of the pertinent points that I highlighted in the transcript notations from each trainee teacher and aligned these to the research questions. I then proceeded to type up, using Microsoft word, my interpretations of each of the trainee teachers’ transcripts into analytical memos, adapted from the model provided by Miles, Huberman, and Saldana (2014), which I updated after each interview cycle. I produced both individual memos for each trainee teacher and then a group memo identifying any points of convergence and divergence emerging across the responses from each of them (Cohen, Manion & Morrison, 2007). An example of a group analytical memo can be found in Appendix 4.

In what I call the more formal process of data analysis, I had to break the data down into smaller segments that could be assigned a label or code. Saldana (2013) cited in Miles, Huberman and Saldana (2014, p.3) describes a code as ‘... a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data’.

After examining the many coding approaches outlined in the qualitative research literature, I felt that the most appropriate method for my research design of creating codes was to devise a provisional coding start list, as suggested by Miles, Huberman and Saldana (2014). In line with the deductive approach to analysis, a number of these codes directly referenced the capabilities in the PPCI and were keyed to the three research questions. I formed this start list not at the beginning of the field work, as suggested by Miles, Huberman, and Saldana (2014), but once all four cycles of fieldwork were completed, data transcribed and prepared ready for
analysis. The strength offered by this was that I was able to develop a list that was not only keyed to the research questions but also informed by the theoretical and conceptual framework of the study and created with some knowledge of the data gained through the early memo analysis.

In summary, Maxwell (2013) thus proposes that validity ‘refer[s] to the correctness or credibility of a description, conclusion, explanation or other sort of account’ (p.122). He argues that such an understanding does not cause any philosophical issues as there is no claim to any ‘objective truth’ to which the findings can be compared. For him, a theory of validity that gives researchers ‘some grounds for distinguishing accounts that are credible from those that are not’ is acceptable and he advocates that one is not ‘required to attain some ultimate truth for your study to be useful and believable’ (Maxwell, 2013, p.122).

**Validity threats**

There has been much written about adopting alternative ways to strengthen the validity of results within qualitative research. Reige (2003), for example, offers alternative criteria and identifies checks for qualitative case study research by introducing the concepts of credibility, trustworthiness (transferability), confirmability and dependability. Denzin and Lincoln (2005b); Farquar (2012); and Denscombe (2014) provide somewhat similar criteria for judging the quality of qualitative research.

In seeking credibility for my own research, a key concept that I considered during the design phase was the ‘validity threat’ to any of my descriptions, interpretations and conclusions. According to Maxwell (2013) there are two broad types of threats often targeted at the validity of qualitative research: ‘researcher bias, and the effect of the researcher on the individuals studied, often called reactivity’ (p.124). However, he also recognises that each individual study will have specific threats that will need to be addressed. In respect of researcher bias, I recognised that any conclusions drawn from my research that represented data selected that suited my own personal values, theories and interpretations would be a validity threat as well.
as any influence I had on the trainee teachers. I therefore carefully examined my interpretations and construction of the account, amending where necessary. Identifying and dealing with this validity threat was a priority in how I conducted this case study research and ‘subjectivity’ and ‘reflexivity’ became two important concepts in the data analysis process.

**Subjectivity and reflexivity**

Subjectivity and reflexivity are often the preferred terms used when discussing researcher bias and reactivity within the qualitative research community and are the terms I will employ within this chapter. The very nature of qualitative work implicates an involved, subjective relationship that provides insight into the social reality of the participants' world (Le Voi, 2000). It was essential that I therefore approached the research with an alertness to my own paradigmatic and prescriptive assumptions (Brookfield, 2017) recognising that these were ultimately formed from my professional background and having knowledge and experience of ITT and the professional preparation of teachers in England as well as of the *Teach First* programme. By accepting this, I was able to address the issue of subjectivity often levied at qualitative research (Bryman, 2008). As identified in the introductory chapter of this thesis my own positionality was examined and I recognised that as a researcher I brought with me my own values and expectations for this research. I did my best to keep in view Robinson’s observation that ‘personal, professional and political histories, identities and dispositions will influence actions, reactions and interactions’ (2010, p.85).

In recognising my position, throughout the research process, I maintained a reflexive stance and was sensitive to the implications of my methods and the values, biases and decisions in relation to the knowledge about the social world that I was interpreting and creating. Burgess, et al (2006) highlights the importance of this when they advocate that:
The stance that you take as you write up your data implicates you in the construction of knowledge represented in your thesis and reflects the choices that you have made throughout the research process. (p.39)

Being reflective about my personal values and biases about the subject of my research and recognising that my opinions could influence what I might value in the findings can be viewed as contributing significantly to the validity of my research. Subjectivity and reflexivity were aspects that I carefully attended to by considering the common values that underpin research including those related to impartiality and criticality as well as recognising the significance of having transparent and rigorous methodological procedures, to ensure the validity of the findings (Griffiths, 1998). Although there can never be any claims to eliminating bias or to adopting a detached, objective stance (Fontana & Frey, 2005) I did, from a reflexive position, at least try to recognise the influences that I may have been exerting.

In undertaking this research, it was important that the trainee teachers had the confidence in me as a researcher and that they felt assured that the knowledge gained would make a positive and valuable contribution to the professional education of teachers with public-good orientations. As Griffiths (1998) points out in terms of social justice the two main reasons for conducting research are:

- to get improvements in social justice, in and from education; and to get knowledge and learn from it. This is 'better knowledge' in two senses of 'better': knowledge which can be relied on and knowledge which can be used wisely, to a good purpose. (p.129)

I was aware that the relationship between me as the researcher and the trainee teachers required careful consideration at the early design stage and as such, I made the decision to meet with the prospective participants face to face at the recruitment stage so that they had some familiarity with me from the outset. At this recruitment session I felt that it was important to explain to them that I had recently been an Institutional Lead for their Teach First ITT programme and that my research was motivated by a professional commitment to improve practice. I
remained very open to what the trainee teachers had to say as the focus of the research was to gain *their* insights whatever they had to say.

It was important for me to make clear at the beginning of this study what my relationship to the trainee teachers would be and in so doing the notion of 'insider' and 'outsider' researcher relationships became significant. Both bring their own ethical issues that must be considered at the outset. My position may be considered as an 'insider' in that I am employed by the university provider in which the research was conducted, and I had previously held a leadership role and was a professional tutor on the *Teach First* ITT programme. The advantage of this was that I had knowledge of all aspects of this programme, and I was familiar with many tutors and *Teach First* personnel, particularly at the senior leadership level who made it possible for me to gain access. However, I had no professional involvement with this programme any longer and I was not known to the trainee teachers. As explained earlier, I did inform them of my motives for conducting this research and that I was someone particularly interested in the education of teachers with public-good orientations. Griffiths (1998) argues:

> that no one in educational research is a complete 'insider' or 'outsider'. However, it is possible to recognise that some people are relative insiders or outsiders, in specific research contexts. (p.137)

Considering this argument, I was fully able to recognise that I was something of an ‘outsider’ who might be too distanced from the programme and the trainee teachers that I was researching and as such I may have been guilty of presenting my own opinions, thoughts and feelings from an empowered voice rather than representing the experiences and perceptions of the participants themselves (Griffiths, 1998, p.138). Luker (2008) reminds us of the potential downsides of being an ‘insider’ when she observes that: ‘Because you know the setting so well, you overlook what to the outside observer would seem quite strange. ... You know the rules of the game so deeply in your body that you never even notice that there are rules.’ (p.157).
**Sampling and selection of the case**

There are many approaches to qualitative sampling featured in the research literature (Teddlie & Tashakkori, 2009; Onwuegbuzie & Leach, 2007). Miles and Hubberman (1994) alone provide a typology of 16 qualitative sampling strategies. They also offer a helpful set of questions that I considered before settling on my sampling plan. These were:

- Is the sampling relevant to your conceptual frame?
- Will the phenomena you are interested in appear?
- Does your plan enhance generalisability of your findings, either through conceptual power or representativeness?
- Can believable descriptions and explanations be produced, ones that are true to real life?
- Is the sampling plan feasible, in terms of time, money, access to people and your own work style?
- Is the sampling plan ethical, in terms of such issues as informed consent, potential benefits and risks, and the relationship with informants? (p.34)

As outlined in chapter one of this thesis and identified within the research questions, I was interested in the particularity of the professional education and learning experiences of *Teach First* trainee teachers. In the literature review I argued that teaching is a moral profession which requires teachers to be educated as public-good professionals. I maintained that the Capability Approach for Human Development and the Capabilities identified in the Public Good Professional Capabilities Index (PPCI) by Walker and MacLean (2013) provided a most suitable conceptual frame for exploring the opportunities offered by the *Teach First* ITT programme for developing teachers with a public-good orientation. In line with Miles and Huberman’s (1994) advice I used a purposeful (p. 28) sampling strategy whereby the trainee teachers were selected based on their suitability to this conceptual frame that bound my case.

**Access and recruitment**

I recruited the trainee teachers from a sub-region of a regional provider of the *Teach First* ITT programme in the North of England. Access to this sub-regional
group was granted by the regional *Teach First* management team who acted as ‘gatekeepers’ (Silverman, 2010, p.203); and I negotiated a convenient time slot with the professional tutor attached to the group to make a recruitment visit to one of her teaching sessions. I prepared a short presentation about my research and offered those interested in participating time to ask me any further questions. There were 17 trainee teachers interested and they all completed informed consent forms giving their consent to take part in the research on that day. I had been worried that I might not recruit many participants as I knew how time demanding the *Teach First* ITT programme was and I felt that the longitudinal nature of the research design may have put many of them off, so I was delighted to have recruited this number. Thomas (2009) considers attrition as a major downfall in longitudinal research, and it was, I must admit, a key concern for me from the start of the process and remained so throughout. This attrition was evident in that from the 17 recruits who initially signed up in June 2015, only 10 responded to my follow up emails and confirmed their attendance at the first focus group discussions. Despite my best attempts at retaining them through email contact and ‘thank you’ cards and chocolate sent through the post, 4 of the participants; Jackie, Carol, Carla and Laura either failed to respond to my communication attempts or I received notice of withdrawal. I was quite upset by this but not surprised as I was aware that the first couple of months of teaching would have been very demanding for them as trainee teachers with all that it entailed. I understood that my research was not likely to be a priority to them. Recruiting other participants at this stage was not appropriate to the purpose of my research so I accepted that my sample was small and remained extremely thankful to those 6 participants that I retained. In the thesis, I have given them the names: Matt, Tom, Samuel, Rose, Julia, and Barry. Attrition therefore had a major impact on my research and unfortunately a direct result of this was that whilst the original sample had contained trainee teachers from five different subject areas (History, Maths, Science, English, and Modern Foreign Languages) the final sample included 5 trainee English teachers and 1 MFL
trainee. These 6 Teach First trainee teachers formed the case for what it takes to produce public good professionals.

Selecting the methods for collecting data
A rationale was established for adopting an interpretivist, constructivist paradigm as the foundation for this study and in line with the qualitative approach I selected appropriate methods that allowed me to fully explore the research questions. The methods adopted for gathering and making sense of the data emerging from the case were informed by the capability for human development theory and the PPCI.

Interviews
Qualitative research can allow for a more emerging design than its quantitative counterpart (Silverman, 2010; Edwards & Skinner, 2009; Boeije, 2010). Selecting a qualitative approach, therefore, allowed me more flexibility when considering the data collection methods. The longitudinal strategy and the nature of my research questions required me to build a rapport with the trainee teachers that I was working with over the year. Accordingly, I felt that research methods such as one-to-one, semi-structured interviews and focus group discussions were best suited to achieving my research aims. These research methods also supported the longitudinal nature of the research process, offering focus group events, to bring participants together and individual interviews for variety and to add interest to avoid further attrition across the year. Pre (individual one-to-one) interview tasks were set for interview 2 and the data gathered by these tasks were used to inform the interview questions. (See Appendix 3)

My principal reason for the decision to use the interview, albeit both focus group and individual, as my only data collection tool was based on the knowledge that the experience of each trainee would be unique, socially constructed and context specific. Jones (1985) highlights that interview have the potential to allow the research participants to express themselves ‘in their terms ... and in a depth which addresses the rich context that is the substance of their meanings’ (p.46).
I recognised that the emerging data from the interviews would be constrained in some way by the context in which they took place (Burgess, et al, 2006) and as such I stayed alert to this during the process of data analysis. Repeated interviews across the year allowed for the building of a long-term relationship with the trainee teachers and offered a validity check in that long-term involvement ‘can help rule out spurious associations and premature theories’ (Maxwell, 2013 p.26). This long-term involvement and intensity of interviews with a range of stimulus activities enabled me to collect rich data that provided a full and revealing picture of the complex nature of the case being studied as well as reducing a validity threat.

I realised that my role as researcher and facilitator for two sets of focus group interviews including multiple groups would be demanding therefore, in order to record information about context, environment and the individual trainee teachers' input as well as non-verbal communication, I felt that these interviews needed to be video recorded. The use of video could be considered to have its disadvantages including, as Barbour (2007) suggests, having ‘the potential to increase participants’ discomfort or self-consciousness, difficulty in anonymizing individuals [and] logistical challenges about the positioning of cameras’ (p.76). In order to counter these issues to a degree, informed consent was requested for video recording and was given by all the trainee teachers. In planning the focus group interviews, I tried to ensure measures such as breakfast, self-selecting groups and making use of stimulus materials would help to make them feel more comfortable and relaxed throughout the interview.

I also decided to use video recording for the one-to-one interviews, to record any interesting non-verbal communication which, I might not have been able to note as the interviews progressed. I was conscious that I really needed to build rapport with the trainee teachers in order to secure their commitment to the research, so it was important to fully concentrate on them and what they had to say during the interview rather than busying myself taking notes. Reassuring the trainee teachers that what they had to say mattered was important; and I did this by retaining eye contact with them as well as using non-verbal signs to show my interest. Note
taking was kept to a minimum as any important non-verbal signs or particularly interesting moments during the interview would be captured by the video recording. These video recordings were uploaded from the camera as MP4 files, and I personally transcribed all the focus group and one-to-one interviews verbatim. Conducting and recording the interviews in this way allowed for further validity checks in that as Becker (1970) argues, data collected and presented in this way can:

> make it difficult for the observer to restrict his observations so that he sees only what supports his prejudices and expectations. (p.5)

These recordings and transcripts were all held securely in the research store within my university's data management system. The visual recordings made what was a long and laborious process not only more interesting, but they also acted as a reminder of the people behind the data and reinforced what was my duty to ensure that their perspectives were represented accurately in my transcripts ready for analysis. The schedule for the interviews which took place from July 2015 to July 2016 is shown in table 3.1.
<table>
<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Data collection point</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2015</td>
<td>Focus Group Interview 1</td>
<td>Conducted during week 3 of the <em>Teach First</em> Regional Summer Institute.</td>
</tr>
<tr>
<td></td>
<td>Location:</td>
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<tr>
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<td>Regional <em>Teach First</em> University</td>
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<tr>
<td>Oct 2015</td>
<td>Individual One-to-One Interviews</td>
<td>Conducted at the time when participants had prepared for their autumn review.</td>
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<tr>
<td></td>
<td>Location:</td>
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<td></td>
<td>Rose - Teaching school</td>
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<tr>
<td></td>
<td>Samuel - Teaching school</td>
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<tr>
<td></td>
<td>Matt - Teaching school</td>
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<td></td>
<td>Julia - Teaching school</td>
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<tr>
<td>March 2016</td>
<td>Focus Group Interview 2</td>
<td>Conducted at the time when participants had prepared for their spring review.</td>
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<tr>
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<td>Location:</td>
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<td>Quaker House - Regional City</td>
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<tr>
<td>July 2016</td>
<td>Individual One-to-One Interviews</td>
<td>Conducted at the time when participants had completed their summer review and were nearing the end of their ITT year.</td>
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<td></td>
<td>Location:</td>
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<td></td>
<td>Rose - Teaching school</td>
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<td></td>
<td>Samuel - Teaching school</td>
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<td></td>
<td>Matt - Teaching school</td>
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<tr>
<td></td>
<td>Julia - Teaching school</td>
<td></td>
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</tbody>
</table>

Table 3.1 Data collection schedule
Conducting the focus group interviews

In the research methods literature authors appear to use terms such as 'focus group interviews', 'focus group discussion' and 'group interview', interchangeably (Barbour, 2007; Thomas, 2010), presenting a somewhat confusing picture. For the purposes of my research, my understanding and intention was to organise focus group 'discussions' to bring the trainee teachers together to focus on topics that would allow me to elicit information that would address the research questions. These discussions would allow the trainee teachers to create consensus and/or reveal contrasts in views through interaction with each other in the discussion. As a researcher I actively encouraged group interaction and considered this within my choice of stimulus for the interview and in respect of my analysis of the data (Kitzinger & Barbour 1999, p.20). I followed the advice of Barbour (2007) who suggested that:

Being actively encouraging of group interaction relates, most obviously, to running the focus group discussion and ensuring that participants talk amongst them-selves rather than interacting only with the researcher, or 'moderator'. However, it also relates to the preparation required in developing a topic guide and selecting stimulus material that will encourage interaction, as well as decisions made with regard to group composition, in order to ensure that participants will have enough in common with each other to make discussion seem appropriate yet have sufficiently varying experiences or perspectives in order to allow for some debate or differences of opinion. (p.2)

The focus group discussions and related stimulus materials that I selected could be considered as belonging to what Barbour (2007) terms ‘dialogical research methods’ (p.7). The purpose of such methods was to produce knowledge that could help develop my participants’ own professional practice through dialogic participation with their peers about important issues in relation to their development as a teacher as well as to generate data for the purposes of this research.
Focus group discussion interview 1 - July 2015

These focus group discussions were held during the regional Teach First summer institute when I knew that all the research participants would be hosted in the regional University student accommodation. The summer institute involves long scheduled days and therefore it was only possible to access the trainee teachers in the early morning before the timetabled teaching sessions began. I offered a continental 'working' breakfast which I felt was important so that I could show my gratitude to them and fuel them for the day ahead. My intention was also to create a more relaxed atmosphere for the interviews.

The trainee teachers were aware that their data would be held ethically and anonymized. I checked the video recording equipment the day before the interviews, and I had selected a large room to allow enough space to record all three of the focus group discussions at the same time. On the day of the interviews, I arrived early at the room to set up the equipment, check that the breakfast buffet had arrived and organised the resources for the focus group activities. The trainee teachers arrived for a 7.30am breakfast and I introduced the stimulus activities that I had planned for them in time for an 8.00am start. This allowed for a 60-minute interview, which I felt was probably a little too short, but the trainee teachers had a 9.15 am teaching session to attend so it was the most that I could expect from them.

As discussed earlier in this chapter, it was important for me to keep the trainee teachers on board in a longitudinal strategy, so I decided not to approach the focus group interview with a set of researcher led questions. Instead, I decided to use a participatory tool called problem and solution trees, (sportscotland, 2013) which I felt would be more interesting for them to complete but would yield insightful and nuanced data. I was familiar with this tool and made use of it as a learning strategy within my own university undergraduate and postgraduate teaching. The activity provided the participants with a visual and non-threatening way of exploring the complex issues and personal values relevant to the purpose of my research. I planned the focus group to include three activities which I felt would uncover and
elicit both their 'public' views (activity 1 and 3) through providing an opportunity for the trainee teachers to contribute to a group activity as well as their 'private' views (activity 2) by asking them to record personal views on an individual tree. The detail of the activities can be found in Appendix 3 and completed examples are shown in table 3.2, figs a, b, c.

Piloting the stimulus material

To ensure that the stimulus material was appropriate for this research, I managed to recruit three Teach First participants who had recently completed their ITT year in order to conduct a pilot of the method. I understood that these participants were not a true representation of the stage that the trainee teachers in my research were at, but as I was simply testing the appropriateness of the method, I felt that it would be a worthwhile endeavour. The three interviewees provided positive feedback. They thought that the tasks would also be relevant and interesting for the trainee teachers at their point in training.

However, during the pilot the teachers needed reminding of the focus of each of the activities as they moved from one to the other and therefore, I felt it was necessary to provide an information sheet (Appendix 1) outlining the activities for the actual focus group discussions. This was particularly important because due to restricted access to the trainee teachers, I had organised three focus group discussions at the same time and in the one room so my time would have to be split between them. I also felt that providing the groups with a helpful 'tree' illustration template to complete the individual solutions trees would be useful to save time as it had become obvious that 60 minutes to complete all three activities was going to require efficient action.

Conducting the focus group discussions

The focus group discussions took place in a large teaching room at the regional University. I organised three focus groups of smaller numbers in order to maximise the opportunity for individual contribution (see table 3.2, fig c). Although Barbour (2007) suggests that the researcher should carefully consider decisions about how focus groups are composed, I decided to allow my trainee teachers to come into the
interview room and sit at any of the desks where there was an available seat. I felt that for the first meeting it was important that they felt comfortable so allowing them to select where they sat was important. The final group composition can be seen in table 3.2 below.

<table>
<thead>
<tr>
<th>Focus Group 1</th>
<th>Group Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Carla, Tom, Samuel, Rose</td>
</tr>
<tr>
<td>Yellow</td>
<td>Matt, Barry, Jackie</td>
</tr>
<tr>
<td>Orange</td>
<td>Julia, Carol, Laura</td>
</tr>
</tbody>
</table>

**Activity 1 (20mins)**

**Focus group question:**
What are the causes and effects of educational disadvantage?

**Stimulus**

Create a *Problem Tree*

Groups discussed and negotiated their thoughts in order to complete a group *problem tree* to consider the causes and effects of educational disadvantage. Group ideas were discussed, agreed then recorded on flip chart paper. (See fig a).

**Activity 2 (20mins)**

**Private (Individual) perspectives:**
How can you as an individual *Teach First* participant offer a solution to the effects of educational disadvantage?

**Stimulus**

Create a *Solutions Tree*

Each participant completed an individual *solutions tree* to consider what they felt they could offer as a solution to the issues raised in activity 1. These thoughts were recorded on A3 paper (See fig b as an exemplar from Matt).

**Activity 3 (20mins)**

**Focus group question:**
How and in what ways can *Teach First* participants help to address educational disadvantage in their schools and communities?

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a <em>Solutions Tree</em></td>
<td>Each of the groups considered what impact that they as <em>Teach First</em> participants could have in offering a solution to educational disadvantage. The negotiated thoughts were completed and recorded onto flip chart paper (See fig c) This activity was recorded using audio/visual equipment.</td>
</tr>
</tbody>
</table>

The above exemplars of the completed *Problem* and *Solution Trees* show both the 'Public' or group perspectives in Fig a & Fig c and the 'private' perspective of one trainee teacher, Matt in Fig b.

Table 3.2 Details of Focus Group 1
Focus group discussion interview 2 - March 2016

These focus group discussions were held when the trainee teachers were working full time in their Teach First contracted schools which posed a challenge to bring them together to conduct the interviews. However, I managed to arrange a suitable time on a weekday evening, and I booked a room in a local Quaker meeting house in the city of the region that the trainee teachers were based in. Sensitive to the fact that the trainee teachers would have completed a full day of teaching as well as their need to prepare for the following school day, I felt that I should offer to take them for dinner after the interview, to a local restaurant. Three of the trainee teachers took up my offer and it was a relaxed environment that allowed us to build further researcher-participant rapport.

Conducting the focus group discussions

I conducted these second focus group discussions based on the same rationale as the first, so I used a stimulus activity designed to promote discussion. The detail of how I organised the groups and information about the stimulus activity used can be seen in table 3.3 below. The information presented to the trainee teachers can be seen in Appendix 2. The stimulus activity that I used was a ranking exercise, often associated with 'nominal groups' aimed at identifying participants concerns or priorities (Barbour, 2007). This focus group was designed to access the trainee teacher's thoughts about how and in what ways the professional capabilities and functionings included in the PPCI might resonate and align with their own understandings of the skills, knowledge, and dispositions that they valued in their professional role as a teacher. It gave the trainee teachers an opportunity to discuss how relevant they found these professional capabilities; and it stimulated discussion and negotiation in order to reach consensus on how valuable each capability and functioning was to them. I did not conduct a pilot of this ranking method, as it was a strategy that I had used many times in my own university teaching. I was confident that the trainee teachers in this study would engage enthusiastically with the exercise as I had recognised their commitment to and their investment in the research thus far.
<table>
<thead>
<tr>
<th>Focus Group 2</th>
<th>Group Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple</td>
<td>Julia, Tom, Rose</td>
</tr>
<tr>
<td>Green</td>
<td>Matt, Barry, Samuel</td>
</tr>
</tbody>
</table>

**Activity 1 (60mins)**

**Focus group question:**
Rank the PPCI’s in order of value to you as trainee teachers in your professional role.

**Stimulus**

**Task:**

Introduction to the 8 Professional Capabilities and Functionings included in the PPCI (Walker & McLean, 2013)

The groups discussed and negotiated an agreed ranking of the PPCI not as an end in itself but as a means to ensure that they engaged closely with each one. They were also asked to identify any other capabilities or functionings that they felt may be missing from the PPCI that were particularly important to them in their role as Teach First trainee teachers.

**Activity 2 (15 mins)**

**Post focus group and pre-one-to-one interview stimulus:** Evaluate the enablers and constraints to your capability development and functioning during your ITT year so far.

**Stimulus**

**Task**
**'H-Form' activity**

I introduced the pre-one-to-one interview task and presented an example of how to complete the 8 templates identifying the enablers and constraints to their professional capability development and functionings, in readiness for the one-to-one interviews later in the year. They were also asked to add any other ideas for capabilities that they felt were important but not included in the PPCI. I asked them to consider three aspects of their *Teach First* ITT programme:

- *Teach First* leadership programme (Yellow post it)
- SHU subject/professional academic and tutor support (Green post it)
- School based context (Pink post it)

**Exemplars from the post focus group task and pre one-to-one interview stimulus**

Table 3.3  Details of Focus Group 2 and pre interview stimulus task

<table>
<thead>
<tr>
<th>Exemplars</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig d</td>
<td><em>Assurance and Confidence</em> (Matt)</td>
</tr>
<tr>
<td>Fig e</td>
<td><em>Informed Vision</em> (Samuel)</td>
</tr>
</tbody>
</table>

**Post focus group and pre-one-to-one interview stimulus material**

At the end of the focus group discussions, I introduced an *H-Form* (sportscotland, 2013) stimulus activity (see Appendix 3) that I wanted the trainee teachers to complete before the one-to-one interviews later in the year. This was a reflection task that required them as individuals to consider the enablers and constraints to their capability development and functioning in relation to those presented in the PPCI (See fig d and fig e for completed exemplars). I felt that this was an appropriate
activity to do after the public ranking exercise. Crabtree et al (1993) suggest that
group discussions allow the opportunity for ‘people to recognise previously hidden
parts of themselves in others. They can also reconstruct their own life narrative
from others' stories’ (p.146). Therefore, the ranking exercise not only elicited data
about group values but also familiarised each individual trainee teacher with
knowledge of and perspectives on, the PPCI. This knowledge might in turn guide
them to reflect on their experiences in a more critical and astute fashion. Again, I
believed that the private and public activities using stimulus material would elicit
breadth and depth of reflection. The trainee teachers were asked to post their
completed templates to me by a given date (13th May) so that I could analyse the
data to inform each of their individual one to one interviews and allow me to
prepare specific questions or probes during the interview. I provided an information
sheet (see Appendix 3) a stamped and pre-addressed envelope; coloured post it
notes and 10 templates for completion to each of the trainee teachers for them to
take away with them to complete and then return to me.

Reflected on the focus group discussions
As a higher education teacher with 28 years teaching experience that includes 15
years teaching on ITT programmes, I felt very comfortable about the focus group
interviews and as mentioned earlier in the chapter, I had conducted a pilot and had
used the exercises numerous times before. This experience helped me to anticipate
how the discussion might go. My role in the focus group discussions was that of
facilitator (Bloor et al 2001) with no intervention in the group discussions other
than if the trainee teachers asked for clarification on any matter, which they did a
couple of times. There were no instances where I felt that I should step in to
manage difficult situations between the trainee teachers during their discussions.
Any points of differing opinions were negotiated between the group members until
agreement was achieved through persuasion. Murphy et al (1992) list arguing and
disagreement among group members as a problematic situation in focus groups,
however this was a positive feature that I intended for my focus group Two
discussions. These interviews were planned in such a way as to create a situation that would allow for discussion and disagreement so that the trainee teachers would reflect on their experiences to reveal their own professional values and thoughts about the PPCI.

**The effectiveness of the stimulus material**

*Focus group interview 1*

The decision to include both public and private solution tree activities was, I believe, the right one in that they fostered both breadth and depth in reflection and discussion offering plenty of material for the trainee teachers to reflect upon during the follow-up one-to-one interviews. The trainee teachers understood the expectations of the activities. They engaged well with both sets of stimulus materials completing a private solutions tree which helped them to 'feed into' the public group solutions tree. (See table 3.2, figs a, b and c)

The trainee teachers were asked to reflect on the ideas presented on their completed solution trees during the follow up individual interview. This allowed me to elicit what they understood about their role as a trainee teacher working towards a moral mission, vision and values espoused by *Teach First*. It was interesting that at times the trainee teachers did not identify themselves with some of their personal contributions in the group and when shown their personal tree they had to reflect on the rationale for their previous contributions. In this way I was able to engage with this specific validity threat by providing an opportunity for the trainee teachers to check their responses.

*Focus group interview 2*

The *ranking* exercise successfully stimulated discussion about the PPCI and the relevance and importance of its capabilities and functionings to the trainee teachers. This success was gained through the sophisticated group working skills of members who were able to probe each other and encourage individuals to think through and articulate why they held particular views and opinions about the ranking. The strength of these extended explanations was that the trainee teachers
revealed in considerable detail aspects of their personal experiences that had led to their decisions about what they valued in the PPCI. Data from this interview directly addressed research questions 1 and 2.

**One-to-one interviews**
I was aware that the quality and richness of data that I would gain from the one-to-one interviews would be very much dependent on me and my ability to draw out and capture what I believed was worth knowing from the trainee teachers. I recognised the need for structure, to ensure responses covered specific aspects of their experiences, and open-endedness for them to explore and describe their accounts in whatever direction they wished. My interviews were therefore semi-structured in nature. The procedures I employed in the semi-structured interviews are succinctly captured in the following quotation from Roulston (2010):

> In these kinds of interviews, interviewers refer to a prepared interview guide that includes a number of questions. These questions are usually open-ended, and after posing each question to the research participant the interviewer follows up with probes seeking further detail and description about what has been said. (p.15)

I selected this method for both the second and final data collection points. The first one-to-one interview took place three months into the ITT programme and here I was interested in finding out how they understood and identified with their role as a trainee teacher with a moral mission and their initial thoughts about the PPCI and the importance of the identified capabilities. The trainee teachers were asked to reflect on the focus group one activity which allowed them to organise their initial thoughts about their role as a public good oriented teacher. Data from this interview addressed research questions 1 and 2. In the second one-to-one interview I was interested in the trainee teachers’ reflections on how and in what ways their professional education had enabled or constrained their professional capability development and functioning. Data from this interview addressed research question 3 in particular.
These areas of interest were not something that I was able to observe; it required me to ask questions in order to find out the trainee teachers’ perspectives. Patton (2002) asserts that: ‘... a deep and genuine interest in learning about people is insufficient without disciplined and rigorous inquiry based on skill and technique’ (p.341). In considering this point I decided to conduct my interviews using an interview guide, an example of which can be seen in Appendix 9, with a brief extract from such an interview featuring in Appendix 5. This approach ensured that all the interviews covered each line of inquiry that had emerged from my research questions. One of the key factors that I considered at the outset of my research design was to ensure that I built in sufficient flexibility in order to relate the interview to individuals and circumstances, to offer the individual trainee teachers the opportunity to express their lived experiences of their ITT programme within their school, specialist subject groups and their Teach First cohort. In summary, as the nature of the research questions required a longitudinal strategy, I included elements that generally belong to ethnographic interviewing such as building rapport with participants, multiple interviewing across the year and ongoing analysis (Roulston, 2007).

The two one-to-one interviews were informed by the analysis of the previous focus group discussions and the completed Solution trees and H-forms. These documents provided me with the opportunity to probe into specific areas of interest and offer the trainee teachers a chance to express and clarify their own individual ideas as conveyed in the data presented within the group discussions. The one-to-one interviews therefore included questions that were stimulated from points raised during the previous focus group interviews along with the general interview guide that allowed me to explore the participants’ experiences in relation to the research questions.
Conducting the one-to-one interviews

The arranging of the face-to-face individual interviews was complex as both the participants and I were in full time employment and the interviews required me to travel between two cities to meet with them. The agreed schedule can be seen in Table 3.1. I arranged the interviews at the participants’ convenience and at a location of their choice. Most of these interviews took place in the trainee teacher’s classrooms in their schools at the end of their teaching day.

Data analysis

In attempting to ensure the quality and credibility of this research I took a critical, analytical eye to the assumptions that the participants appeared to hold concerning teaching, their students, and the communities in which they worked. This approach allowed me to interpret why the trainee teachers might have held particular perspectives and critically review whether such perspectives could be seen as being limited or not.

I adopted a perspective that followed a realist approach (Miles & Huberman, 1994) which as Patton (2002) notes aims to ‘... use qualitative methods to describe and explain phenomena as accurately and completely as possible so that their explanations correspond as closely as possible to the way the world is and operates’ (p.546).

Considering the ontological and epistemological foundations of this research described earlier in this chapter, I understood that in explaining the realities experienced by the trainee teachers I had to acknowledge that my own understandings and orientations had influenced the research process and as such the data analysis. Denscombe (2007) has suggested that in the process of qualitative data analysis there are five identifiable stages common to all research approaches. These stages comprise:

- Preparation of the data
- Familiarity with the data
- Interpreting the data
- Verifying the data
I approached the data analysis process for my study by carefully considering each of these five stages and used them as a guide.

**Familiarisation with the data**

With the preparation of the data complete and ready for analysis, it was important that I became familiar with it and this involved me watching closely and listening to the MP4 files twice as well as two readings of the transcripts. The first reading gave me a broad view of the data whilst the objective of the second reading was to ‘read between the lines’ (Denscombe, 2007, p.291) to identify meaning and highlight particular points of interest using Microsoft Word document review to annotate the text. The longitudinal strategy meant that data were collected in cycles, four times across the ITT year and therefore it was essential that a process of ongoing analysis was adopted (Bogdan & Biklen, 1982). In adopting this approach, I was able to analyse and reflect on the existing data and then design stimulus materials as well as progress my questioning strategies to include points of interest to follow up in the next cycle of interviews. This method was selected in a quest to ensure that I gained data that would best respond to my research questions (Miles, Huberman & Saldana, 2014). This initial analysis allowed me to immerse myself in the data and to ‘load it into my memory’ (Esterberg, 2002, p.157).

**Analysing the data**

Deductive and inductive reasoning were both necessary for, and applicable (Schwandt, 2001) to, the analysis of the findings and themes as they emerged in this study. The theoretical underpinning to this research required a deductive approach, in that the data were closely examined and the findings that emerged from this analysis were developed in combination with the research questions and from a Capability for Human Development theoretical approach (Sen, 1980, 1999 & Nussbaum, 2005, 2011) that included the Professional Capability Index (Walker &
McLean, 2013). At the same time, more inductively, I was very alert to insights and patterns that emerged from the data.

It was important that my methodological approach would allow data to be revealed that would ultimately answer the research questions, so I decided to add a level of analysis whereby I could keep a check on this. I consequently took note of the pertinent points that I highlighted in the transcript notations from each trainee teacher and aligned these to the research questions. I then proceeded to type up, using Microsoft word, my interpretations of each of the trainee teachers’ transcripts into analytical memos, adapted from the model provided by Miles, Huberman, and Saldana (2014), which I updated after each interview cycle. I produced both individual memos for each trainee teacher and then a group memo identifying any points of convergence and divergence emerging across the responses from each of them (Cohen, Manion & Morrison, 2007). An example of a group analytical memo can be found in Appendix 4.

In what I call the more formal process of data analysis, I had to break the data down into smaller segments that could be assigned a label or code. Saldana (2013) cited in Miles, Huberman, and Saldana (2014, p.3) describes a code as ‘… a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data’.

After examining the many coding approaches outlined in the qualitative research literature, I felt that the most appropriate method for my research design of creating codes was to devise a provisional coding start list, as suggested by Miles, Huberman and Saldana (2014). In line with the deductive approach to analysis, a number of these codes directly referenced the capabilities in the PPCI and were keyed to the three research questions. I formed this start list not at the beginning of the field work, as suggested by Miles, Huberman, and Saldana (2014), but once all four cycles of fieldwork were completed, data transcribed and prepared ready for analysis. The strength offered by this was that I was able to develop a list that was not only keyed to the research questions but also informed by the theoretical and
conceptual framework of the study and created with some knowledge of the data gained through the early memo analysis.

**The coding process**

*Developing a coding start list*

In creating the provisional start list, I began to produce a 'codebook' that clearly defined a set of criteria for each coding category, outlining the kinds of ideas encompassed within it. This was an important part of my attempt to combat any validity threat when interpreting and coding the data. Bernard and Ryan (2010) provided a detailed example and useful guide from which I constructed my codebook. This included:

- Short description of code:
- Detailed description of code.
- Inclusion criteria (features that must be present to include data from this code);
- Exclusion criteria (features that would automatically exclude data from this code).
- Typical exemplars (obvious examples of this code).
- Atypical exemplars (surprising examples of this code).
- ‘Close but no’ exemplars (examples that may seem like the code but are not) (p.99)

*Familiarisation with the data*

The process of coding began with what I have called familiarisation, which involved a further reading of the previously annotated transcripts to re-acquaint myself for a third time with the data.

*Focussed annotation of the data*

On a new electronic copy of each of the transcripts, I began to segment the data. An example of how I went about this can be seen in Appendix 5. During this process I was alert to ‘certain words, phrases, patterns of behaviour, subjects’ ways of thinking and events [that] repeat and stand out’ (Bogdan & Bilken, 1982, p.156) which informed my descriptive annotations and helped me identify aspects of the data that were not the best fit to my provisional start list of codes.

*First cycle coding*
Having carefully annotated the transcripts, I then began to apply the codes to the transcribed interviews using the review option in Microsoft Word. I applied the codes alongside the annotations that I had completed earlier in the process. An example of how I did this is shown in Appendix 6. Whilst applying the codes to the data, other new codes emerged and were added to the list. This 'inductive' coding was particularly revealing in that it acknowledged important issues highlighted by the trainee teachers that were not defined within the deductively created set of codes (Miles, Huberman & Saldana, 2014). Having completed this process I produced a 'data coding list' for each of the trainee teachers that included data that were aligned to the coding categories. I colour coded the data to identify the interview cycle from which they had emerged in order to return to that segmented data later in the analysis process. I produced a data coding list for each individual trainee teacher that showed only those coding categories where data had emerged.

**Second cycle coding**

In a process that I called 'second cycle coding', which I adapted from that advocated by Miles, Huberman, and Saldana, (2014), I created a master coding template and placed all the codes from each of the trainee teacher’s data in the appropriate coding categories. Appendix 7 shows an example of how I organised and grouped the data from the individual trainee teachers’ coding lists onto the master coding template. This exemplar shows the data that relate to the factors that are constraining to the trainee teachers’ integrity capability formation and functioning. I used the annotations produced at the start of the coding process to write short descriptions that added meaning to the codes as they appeared in the data. I began to examine the annotated transcripts that I had produced at the start of the coding process and analysed them to identify common patterns and themes running through all the trainee teachers’ data. I then identified the common themes from the coding categories and applied colour coding using highlighter pens to show where a trainee teacher’s data aligned with the sub-coding categories related to educational arrangements (see Appendix 8).
In my attempts to identify patterns and themes as they emerged within the coding categories, I continued to return back and forth to the original transcripts seeking to ensure that the meanings conveyed in these transcripts were accurately represented. I explored the commonalities and differences emerging from the responses of all the trainee teachers across each cycle of interviews. This stage of the data analysis process involved scrutinising these responses for emerging patterns and themes. I then organised and displayed this ‘vast array of condensed material into an ‘at-a-glance’, format for reflection, verification, conclusion drawing and other analytical acts’ (Miles, Huberman and Saldana, ibid, p.91). Having scrutinised the data in this way, I was able to identify overarching themes from each of the coding categories that aligned to the research questions. According to Morse (2008), a category is ‘a collection of similar data sorted into the same place’ and a theme ‘a meaningful ‘essence’ that runs through the data’ (p.727). Themes were generated from, for example, how the trainee teachers understood the functionings and their value to them in achieving their public-good intentions. In contrast to the classification of codes into categories where I simply looked for similar data and sorted it into one place, I used interpretive analysis to think about what the data were expressing when establishing these themes. The group analytical memos developed during fieldwork, and discussed earlier in this chapter, proved to be extremely valuable when considering these overarching themes.

**Ethical considerations**

*Informed consent*

In a thesis focusing on public good professionals, their values and ethical standards, the need to research in an ethical fashion is very much brought to the foreground. Accepting that ethical considerations are not straightforward I tried to foresee and carefully plan for any ethical dilemmas at the design stage of my research in order to avert any potential issues that might arise. I successfully submitted my ethics proposal to Moray House School of Education Ethics Board, and I followed ethical procedures as advised by the British Educational Research Association (BERA, 2011).
I ensured that my research followed the most prominent of the generally accepted principles as outlined by Silverman (2010) that include: ‘voluntary participation; protection of the research participants; assessment of the potential risks to participants; obtaining informed consent; and not doing harm’ (p.153). Boeije (2010) presents us with the term ‘beneficence’, which refers to ‘maximising good outcomes for science, humanity and the individual research participants while avoiding or minimising unnecessary, harm, risk or wrong’ (p.45). In recognising these principles, I took account of informed consent, privacy, confidentiality, and anonymity when conducting this research.

Confidentiality

Bassey, (1999) emphasises that it is a moral duty of researchers to ensure that the participants, the research setting, and the data are treated with the utmost confidentiality and with the greatest respect. However, an ethical dilemma to consider here would be the privacy rights of the individuals or organisations and my own right as the researcher to publish the findings. There are several key ethical issues in the research process that I carefully considered which helped to ensure a positive relationship between myself and the trainee teachers which I believed ultimately helped to alleviate any such dilemmas.

Limiting these dilemmas and in order to gain consent for my research then access to trainees to recruit as participants in my study, I made telephone contact and arranged a meeting with the Teach First manager and the Teach First programme leader based within the regional university. I discussed with them the aims and objectives of my research and assured them that anonymity and confidentiality of the research site (ITT regional programme), would be maintained throughout the study. Permission was granted and the programme leader identified appropriate time slots when I could access the participants during the 2015 regional Teach First summer institute. I was given a 20-minute time slot to present the aims and objectives of my research to one regional group of participants at the start of their professional studies taught session. I provided them with an information sheet at the end of my presentation and I offered them the opportunity to meet with me.
during their break if they wanted to ask any follow up questions. At the end of this break 17 of the trainees agreed to participate and signed an informed consent form to take part in the study.

*Privacy*

At the start of the first focus group session a few weeks later, I reminded the trainees about the aims and objectives of the research and their involvement in it. I explained that their privacy would be maintained throughout the process and that they had the right to withdraw at any time. Respecting the privacy of the trainees, I reassured them that their identity would be anonymous and in relation to confidentiality, their names, the names of the schools and the regional *Teach First* University training provider were replaced with pseudonyms. Furthermore, I asked them at each data collection point if they objected to the audio-visual recording of the interviews which I stressed would be securely stored and sensitively dealt with. The trainees were knowledgeable as to who from their cohort of *Teach First* peers were involved in the study; however, they were not aware of who each of the pseudonyms referred to which served to ensure that an element of privacy was retained. In addition, I respected privacy during the one-to-one interviews where I made as little reference as possible to any of the other trainee teachers participating in the research.

It is important that I am sensitive to ethical considerations in respect of the dissemination of the findings of my research. Consideration of what I am to gain from a successful piece of research in relation to what those who have given their time and shared their experiences with me have to gain is extremely important to me. I believe there is a responsibility to share my findings through published academic journal articles, practitioner journals and to the teacher education community through conference presentations in order that all those involved in the research might feel that their efforts and experiences are represented in this contribution to knowledge.
Credibility and legitimacy of the case study

At the outset, I regarded my research as a ‘quest for understanding’ (Peshkin, 1993, p. 28) rather than an opportunity to demonstrate that my findings about the trainee teachers’ ‘reality’, were true. I went to great efforts to ensure that I built in several strategies to minimize investigator bias, in order to deal with that validity threat. As described earlier in this chapter, throughout the data collection period I kept ongoing analytical memos keyed to the research questions, which I kept in a systematic fashion which helped to maintain a questioning and coherent view of the data as the analysis progressed (Silverman, 2010). By including focus group stimuli and pre-interview tasks, I allowed for dialogue and private reflection. I adopted an overall iterative approach that included going back and forth to the data transcripts, analytical memos, and coding check lists which, I revised, adapted and changed where necessary to ensure accurate interpretation. Scrutinising the data in this way was a strategy that I built into the analysis to ensure rigour. Further to this, I recognised that as a novice qualitative researcher, my choice of interviews and the interpretations made from them could have been called into question in that as Silverman, (2001) points out they may have been ‘gravely weakened by a failure to note apparently trivial, but often crucial, pauses, overlaps or body movements’ (p.33). I overcame this by making video recordings of the interviews so that I was able to concentrate on what the trainee teachers had to say as well as focussing on my questioning and probing techniques, without the worry of missing any key insights shown in their attitudes or body language. I was then able to examine the video recordings any number of times at a later stage.

In terms of the validity of this study, I was resolute about resisting the problem of ‘anecdotalism’, and therefore made every effort to ensure that my findings were based on a critical investigation of all the data and not dependent on ‘a few well-chosen examples’ (Silverman, 2010, p.276). My efforts here extended to the development of codes and the codebook which attempted to define the parameters for the codes as clearly as was possible. I found that at times I had to review, adapt, and include further codes so that the nuances within the data were captured.
Limitations of this study

In concluding this chapter, it is essential to consider any limitations and recognise areas that could have strengthened the research overall. Firstly, a relatively small sample, (due to the impact of participant attrition), limits any claims that can be made from these findings. However as detailed in the methodology chapter this study was set within an interpretivist, constructivist and qualitative paradigm, where generalisation was not a consideration. Instead, the aim of my research was to provide a rich and detailed account of the Teach First trainees’ learning experiences during their ITT year of the LDP. Qualitative enquiry of this sort can, as suggested by Guba and Lincoln, (1985) produce transferable results if the researcher provides adequate contextual information, whilst Stake (1994) and Denscombe (1998) argue that a qualitative case although unique, should be considered an example of what exists in a larger group and thus cannot be discounted. To reinforce the transferability and validity of these findings, it would be beneficial to pursue similar research questions with a larger sample group and across a variety of subject specialisms as this study was limited to the perspectives of one Modern Foreign Languages trainee and five English trainees.

It is inevitable then that the findings are constrained by being small scale and small sample research, nevertheless as the following Findings chapter establishes interesting questions have been raised about the freedoms (Sen 1980, 1999 & Nussbaum, 2011) and opportunities that these Teach First trainees were afforded to develop their values and professional capabilities, in their quest to become public-good professionals. Similarly, insights have been gained into the barriers and constraints they faced in developing their professional capabilities and a more critical mind-set. I now turn to an exposition of these findings and insights.
Chapter 4: Findings

Overview

This chapter presents the findings related to the three research questions:

1. To what extent do the trainee Teach First teachers value public-good professional capabilities as listed in Walker and McLean’s (2013) Public-Good Professional Capabilities Index (PPCI)?
2. How are they learning to be and function as public-good professionals?
3. What can be learned from the case about the education of public-good, oriented teachers?

It will be recalled that the eight capabilities presented in Walker and McLean’s (2013) PPCI were derived from theory that conceptualised a professional ideal and data gathered from different interest groups within 5 professional fields. Walker and McLean (2013) argue that ‘all the professional capabilities identified are important and incommensurable’ (p.81). They assert the importance of the capabilities as a set arguing that the existence of one cannot make up for the absence of another in that each capability contributes to ‘the building and strengthening of the others’ (p.81). (Not all of the professional groups in their study necessarily expressed valuing particular capabilities, and with some professional groups and individuals ‘some of the capabilities were faint or implied’. (p.111).)

Walker and McLean (2013) maintain that each of the eight capabilities could be tracked back to functionings explored in their data; and whilst the public-good professional capabilities are deemed normative and relevant across contexts, the functionings are very much context specific and likely to vary from case to case. I made the decision to work with these assumptions and explored the Teach First trainee teachers’ valuing of, and functionings within, each of the eight capability dimensions.

This chapter presents an analytical commentary on the findings in eight sections representing each one of the public-good professional capabilities; and in the
interest of clear exposition, and to avoid unhelpful repetition, will only briefly consider the enablers and constraints to capability functioning. I will be giving a more comprehensive treatment of these enablers and constraints in the final discussion chapter. The ordering of the commentary is as follows: Resilience; Emotional Reflexivity; Affiliation; Assurance & Confidence; Knowledge & Skills; Integrity; Social and Collective Struggle and Informed Vision. They will be reported in terms of the functionings identified by Walker and McLean (2013) and I will draw more widely on literature associated with each of the capabilities to frame the findings within the research field. For clarity of exposition, I will focus on the reported functionings one by one but will also draw out any interconnections with the other capabilities as I work through each one. The analytical commentary includes what the trainee teachers found to be the enabling and constraining factors to their achievement of certain functionings within the educational arrangements offered by the three aspects of the Teach First ITT programme: university, school-based practice and Teach First. These enablers and constraints to capability functioning will be explored more fully in chapter 5 of the thesis.

In summary, in addressing research question 1, the following sections present how the trainee teachers understood each of the capabilities and their perceptions of how the eight capabilities were applicable to them. In addressing research questions 2 and 3, the valued functionings that mattered to these trainee teachers with public-good orientations are explored along with what they perceived to be the enabling and constraining influences of the educational arrangements within the Teach First ITT programme.

**Resilience**

Walker and McLean (2013) point out that with public-good professionalism there is never an easy path and that in any national or local context there can be barriers and constraints to individual professionals upholding their service ideal. Their research was set in a particular context where professionals had what could be considered an overwhelming task ahead with multiple constraints to their work to
improve conditions post-Apartheid. These constraints included: ‘entrenched poverty, increased inequality, the incompetence and sometimes corruption of professionals in their fields’ (p. 115); and they noted that under such challenging conditions many professionals moved to work in the private sector. Their research findings showed a strong emphasis on resilience because it allowed professionals ‘to bear the suffering that is witnessed; to overcome day-to-day obstacles; to retain some ideals; to remain motivated; to get work done; to avoid long term burnout; and to sustain a twenty-year or more career in difficult circumstances’ (p. 116).

Considering the concerns about teacher recruitment and teacher attrition outlined in the first chapter of this thesis, it is a significant finding of my EdD thesis that the trainee teachers considered resilience as the most important public-good professional capability for teachers.

The trainee teachers identified resilience as the most important and necessary professional capability due to the nature of their Teach First programme. They felt that the high levels of resilience they required were relative to the demands placed on them within their placement schools due to the many challenges they encountered when working with children and communities that were suffering from the effects of social and economic deprivation. They reported that the experiences gained from their time spent at their alternative school placement reinforced this view. Matt expressed how resilience was especially important for Teach First trainees when he explained:

...all the sorts of things we’ve been talking about, they are all kind of, like, attacks on your kind of person and your personality and your well-being, by kids who hate you and where basically, where like something has just gone wrong and they are taking it out on you. Whereas I’m not sure that is the case in like, all school settings.

The other trainees also reported needing to deal with distinctly challenging situations; and can be viewed as showing resilience functioning that enabled them to continue despite such challenges. This is in line with a conventional understanding of resilience that appears in much of the medical and psychological
sciences literature. For example, Masten, Best, and Garmezy (1990) maintain that resilience is ‘the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances’ (p.425). Brunetti, (2006) described resilience as a ‘quality’ that enabled teachers to ‘maintain their commitment to teaching’ (p.813). This was a view expressed by Samuel who explained, 'I think resilience is the most important [professional capability] because if you're not resilient there's just no way that you could get through the year, or two’. Barry agreed, stating that ‘the people who don’t have much resilience are the ones that leave' the Teach First programme.

The deficit view of teacher attrition understood as reflecting a lack of expertise or appropriate personal characteristics in the teacher, as seen in Samuel and Barry’s view of resilience, has been disputed by scholars such as Smith and Ulvik (2017) who analysed attrition in terms of the interplay between motivation and context. These authors argued that leaving teaching for another career does not necessarily indicate a lack of resilience but instead could demonstrate the opposite. They maintained that resilience could be viewed as being able to see positive career alternatives elsewhere, making the decision to leave the profession a possible indication of both agency and commitment. Yinon and Orland-Barak (2017) similarly argue that attrition may reflect teachers’ dedication to their vocational calling and moral commitment to education and their students. They maintain that if teachers in practice can no longer live up to their vocational calling and moral commitment then a change of careers could be viewed as a positive move. Studies by Gallant and Riley (2017) investigated the demotivating impact of teaching also found that teacher attrition was best understood in terms of individual agency, values and choices as well as the organisational and institutional working conditions in schools. As Kelchtermans, (2017) suggests, attrition may be the outcome of active deliberation and decision making: ‘should I stay, or should I go?’ (p.967) rather than a lack of resilience.

Moreover, moving the debate on from a straightforward ‘scientific’ view of resilience, Johnson and Down (2013) argue that there is very good reason to be
critical of scientific descriptions of resilience and they identify four key concerns about this scientific approach to understanding teacher resilience. Firstly, (as reported in Johnson et al (2014), they raise concerns that the approach ‘over-relied on an atomistic reductionist model that promotes discrete risk and protective factors’ (p.533). Secondly, they suggest that it ‘reverts to individualized explanations of human problems and their suggested amelioration’ (p.533), explaining them in relation to a person's own psychological and pathological make-up. A third criticism is that it ignores the social, cultural, and historical origins of how this conception itself has been constructed as the ‘positive and negative outcomes in life’ (p.533). Finally, they argue that resilience should be viewed as a ‘guiding metaphor that helps us focus our attention on the dynamic and complex interplay between individual, relational and contextual condition’ (p.533). They maintain that this is a more helpful way of understanding teacher well-being than the assumption that a psychological element is of primary importance in all human behaviour.

Despite the variety of approaches to understanding resilience, the given context in which the development and demonstration of resilience is needed is crucial to what meaning one might make of it (Johnson et al, 2014). There were two functionings from Walker and McLean’s (2013) PPCI that the trainee teachers felt were significant to them: perseverance in difficult circumstances and fostering hope. Attention is now given to why these functionings were viewed as significant and what the trainee teachers perceived as the enabling and constraining factors to their resilience development and functioning within their Teach First ITT context.

Before I take this agenda forward, it is helpful first to consider how resilience in early career teachers was conceptualised in an earlier study. Johnson et al (2014) explored and analysed the experiences of early career teachers using a framework that provided an explanation of resilience from a more social and cultural position that aimed to modify yet retain the common scientific explanations to ‘make sense of human coping and adaption in the face of adversity’ (p.533). They argued that this more social conception of resilience focuses not on the teacher's individual
problems, but on how and in what ways these teachers succeeded in overcoming similar challenges to become competent teachers. Their approach focused on what the teachers themselves in their school communities, teaching their students and working alongside their colleagues judged their competence levels to be. This they suggested allowed them to develop a greater ‘understanding of what fosters or inhibits their resilience’ (Bottrell, 2009, p. 335). This approach to understanding resilience, Johnson et al (2014) argued, was best placed to be able to identify collective experiences of the adversities faced by these early career teachers by the ‘operation of unfair and unjust policies and practices’ (p.534). Examples of such practices and policies and of their impact on resilience functioning will be discussed when considering the professional capability integrity later in this chapter.

As the literature reviewed earlier noted, the definition of resilience in the context of teaching is varied. Egeland, Carlson and Sroufe (1993) proposed that resilience was developed over time and that adverse situations became the catalysts for resilience building. My findings support this view with the trainee teachers identifying that their resilience levels increased as they progressed through their ITT year. They highlighted that challenging student behaviour as well as heavy workload and workplace pressures were the most significant catalysts to their resilience development. Matt expressed the group feeling when he explained how the gruelling nature of his daily practice had been a catalyst for his resilience functioning:

...your resilience grows in virtue of how gruelling it is. It would be impossible for your resilience level to remain stable throughout the year because it is just not possible. Like your resilience just grows because you are constantly, every single day, like I had a lesson today, where every single time I have had this lesson, every single time throughout the year; I have it once a fortnight and every single time it is just a complete nightmare. Like, just in virtue of going through that process for a year, you’re like, you show up and you’re like ‘Oh God, it’s going to happen again’, so everything goes wrong again no matter what you planned and what you do.

Werner (1995) indicated that individual, familial or environmental resources offer safeguards to the impact of such workplace stresses. She proposed that individuals
could, by making good use of their resources, adjust to negate the challenges presented in their environment and thus increase their resilience levels. The evidence from my study suggested that the trainee teachers achieved resilience functioning by drawing on various resources. This is in line with the findings from a survey of 200 early career teachers by Mansfield et al (2012). These authors concluded that the qualities of a resilient teacher could be grouped into four dimensions:

1. Emotional dimension: Doesn’t take things personally; Has a sense of humour; Manages emotions; Enjoys teaching; Cares for own well-being; Copes with job demands/stress; Bounces back.
2. Social dimension: Builds support and relationships; Has strong interpersonal and communication skills; Solves problems; Seeks help and takes advice.
3. Motivational dimension: Likes challenge; Maintains motivation and enthusiasm; Sets realistic expectations and goals; Has confidence and self-belief; Focuses on learning and improvement; Persists; Is positive and optimistic.
4. Professional-related dimension: Committed to students; Is organised, prepared, and manages time; Has effective teaching skills; Reflects; Is flexible and adaptable. (p.362)

How the findings from my own study align with these dimensions is illustrated in the subsequent sections that consider the two functionings within the capability resilience of: perseverance in difficult circumstances and fostering hope, which were identified by the trainee teachers as significant to them.

**Perseverance in difficult circumstances**

Perseverance in difficult circumstances was understood by the trainee teachers as a quality needed to deal with the challenging student behaviour they encountered as well as the workload pressures generated by a culture of performativity and accountability. Thus, the findings concurred with Tait’s (2008) claim that teacher
resilience related to the ‘regulation of emotions and effective interaction in social environments’ (p.72) and involved ‘a mode of interacting with events in the environment that is activated and nurtured in times of stress’ (p.58).

Samuel recognised that he needed to be resilient to manage his emotions when dealing with the challenges he faced. He explained: ‘I think that it’s really important because something might happen in one lesson and then you’ve just got to teach them again in another lesson, you’ve just got to be resilient to move forward’. Castro et al, (2010) proposed that resilience is ‘specific strategies that individuals employ when they experience an adverse situation’ (p.263); and for Julia her strategy drew on virtue dispositions such as tolerance. She explained that ‘If you aren’t tolerant, you know when, when, someone lobs a book at you ... you just have to be patient and calm and understand them and not reject them’. Here Julia showed that not only had she achieved resilience functioning as a public-good professional but that she had also acquired what Walker and McLean (2013) considered as the ‘values which dispose them to choose to function in this way’ (p.82).

The group identified workload pressure as significant within this functioning of resilience. Matt illustrated the group feeling in relation to resilience while also exemplifying the capability of ‘integrity’ as Walker and McLean (2013) define it, when he observed that:

> You have got no time; you are always on the back foot and you have got no time to do anything and you have got no life. No, it is not that you have got no life but compared to people in other jobs you have got very little room to manoeuvre. Well, at least I have in my kind of school.... I think if you are a conscientious person and you want to do both of those things properly the stuff that the school obliges you to and the stuff that is in the interest of the pupils, you have to just accept that you’re going to spend your life doing it.

However, despite the workload challenges they faced, the evidence suggested that all the trainee teachers remained committed to the job and believed that their resilience to cope with the demands developed over time. Tom illustrated what might be considered as another functioning of resilience: ‘fostering hope’, for himself in being able to deal with the challenges. He stated:
I might be a bit grumpy because I’m tired, but I don’t wake up and think, ‘I’ve got to go to work again or it’s another day’. I do enjoy coming into work, I would prefer to have less hours and to have a couple of hours in the evening where I don’t have to do anything, but I think it will get better, it has got better.

This resilience functioning resonates with Mansfield et al.’s (2012) conclusion that having an enjoyment of teaching is an important resource within the emotional dimension of resilience that helps perseverance in the difficult circumstances faced by these trainee teachers. Samuel recognised the high demands and workload pressures of the ITT programme, but he appeared to display the emotional and motivational resources of resilience outlined by Mansfield et al (2012). This is revealed in the following quotation which suggests he had little time for those who complained about the challenges:

Erm, you go into teaching knowing that it’s going to be long hours during term time. It’s going to be stressful, that kids are sometimes not going to be very nice to you but it’s not personal and if you don’t want to do it then that’s fine.

Barry described how his resilience had developed over time and recognised that reflection and professional purpose were enabling the process of that development:

I feel like it [resilience] develops though because I have had a tough sort of half term with wanting to leave and everything. But by going away and thinking about it, and why I did this programme, and why I was feeling the way I was, and being able to basically take a step back and having perspective on it helped me to develop and then if that happened again, I would deal with it better and that would be me being more resilient second time round. So, I feel like you have it like as a base level but then it develops.

The following response from Samuel highlighted resources in both the professional (reflection, commitment to students) and motivational (positive and optimistic, maintains motivation and enthusiasm) dimensions of resilience outlined by Mansfield et al (2012). He talked of how:

... in those times when it does not go well, erm, it is important that you are able to remember why you are doing this job and you are able to reflect upon what you have done and not focus so much on the negativity but focus
on the positives that you have seen and be resilient to come back the next
day because without that resilience you are not going to get through them.

In the professional and motivational dimensions, resources were identified by, and
appeared to sustain, the trainee teachers. This echoes Gu and Day’s (2007) findings
that having an inner motivation to teach founded on a strong sense of professional
purpose was a significant resource for teacher resilience. Gu and Day (2007) also
suggested that resilience should be understood as occurring within ‘social systems
of interrelationships’ (p.1305). Applying this insight to my findings, while these
trainee teachers identified that challenging and at times violent behaviour was the
most significant form of adversity that they experienced, they also noted that their
resilience functioning was enabled by their ability to develop positive relationships
with their students. Samuel felt that the Teach First programme could do more in
respect of helping their trainee teachers to know how to form positive relationships
with students. He explained:

I think then there needs to be more explicit teaching for the value of that
collaborating with students and being able to build relationships. They could
maybe build it into policy, I suppose, but just more training on the
importance of relationships, erm, and the effect it can have on the students
because I think that is underestimated by the school and then reflected in
their policy.

The acknowledgement that relationship building sustained the trainee teachers’
perseverance to cope with, at times, violent and extremely challenging behaviour
from their students is in line with the work of Brunetti (2006) whose research with
inner city teachers revealed that those who held a strong sense of responsibility and
commitment to their students were more able to deal with and overcome difficult
circumstances. Likewise, Kitching et al (2009) found that positive relationships
sustained teachers in the face of challenges. In my own study the findings revealed
that the trainee teachers valued building positive and caring relationships with their
students. This commitment to their students will be further explored when
discussing the findings and significance of the capability affiliation later in this
chapter. The trainee teachers acknowledged that as Teach First teachers their role
was to provide care and attention where needed and building positive relationships was therefore necessary. Here again we see the interrelation between capabilities with affiliation and emotional reflexivity being important and necessary as Matt explained:

with some of them you just kind of lose patience with them and you don’t want to see them for a bit, but then obviously you do, and you try to stay positive, and you don’t want to, I don’t know, come down on them too hard or anything. Erm, so if you have to tell them off, if they’ve done something really bad or you make them feel bad about something then you do obviously build them back up, so they feel fine again. So, yeah, and that is, just in your day-to-day interactions that you are always having with them.

The findings from my research reflect those from previous studies by Howard and Johnson, (2004) and Mansfield et al (2012) that identified the social dimension of resilience, particularly the significance of building support relationships and using help seeking strategies. The trainee teachers agreed that they were able to deal with the many challenges they faced because they knew they could seek help within what they felt was a supportive network of Teach First peers, leadership development officer’s (LDO’s), university tutors, school mentors and colleagues. The importance of relationship forming was also confirmed in the Johnson et al (2014) study where their findings concurred with others in that the strength and quality of the relationships that teachers formed enabled their sense of belonging and connectedness to their school community. The emotional support gained from such relationships was enabling to their resilience.

However, despite recognising that they felt supported by the three aspects of their ITT programme, there was evidence from all the trainee teachers to suggest that more time spent with the university element, including subject and professional tutor support would have enabled their resilience development in all the dimensions outlined by Mansfield et al (2012). The following quotation from Barry is illustrative of the group feeling:

I wish we had more time with X university, erm, because I think the most positive interaction with the training provider that I’ve had and the most effective ones, apart from my subject mentor that I see everyday, have been from [the named university] and certainly [named tutors] at the
subject sessions, erm, and it’s a shame that they’re so good and access to them is so limited.

Previous research about resilience has shown that those who are suffering the most are less likely to seek help (Ryan, Shochet, & Stallman, 2010) whilst more resilient teachers, like those in this study, use help seeking strategies (Castro et al, 2010). Building positive relationships with colleagues and those responsible for their training was important for the trainee teachers. Having such positive relationships gave them the confidence to seek help, an important resource within the social dimension of resilience.

Earlier research by Smith and Ingersoll (2004) and Sumson (2003) indicated that supportive mentors were beneficial to early career teachers’ well-being and ability to cope in challenging situations. Matt reflected the group’s feelings when he talked about the support he gained from the three elements of the Teach First ITT programme:

I think the thing that does actually make you feel resilient, and probably does make you feel that you can keep going is the fact that you’re in a supportive environment and that there are people around you who are able to help and who are willing to help you with problems. Yeah, so you feel like you’re not kind of on your own and that’s one thing.

Research by Day (2008) and Howard and Johnson (2004) found that social networks can enable the development of resilience. As the preceding quotation suggests, the Teach First ITT programme can be considered as providing a supportive culture through social networks that included: subject and professional mentors in school; subject and professional university tutors; LDO’s as well as Teach First peer groups that had an enabling effect on the development of their resilience capability.

It has been noted earlier that the findings suggested that all the trainee teachers felt able to seek help from their mentors to develop their subject or subject pedagogical knowledge. Mansfield et al (2012) highlighted seeking help as an important resource within the social dimension of resilience and having effective teaching skills as a resource in the professional dimension of resilience. Barry’s case
when he was expected to teach German which was an unfamiliar subject for him highlighted both these aspects. He explained:

...also, my erm, subject mentor in school who’s also my head of department... we have these weekly mentor meetings and she’s really militant about those and we have them every Tuesday for an hour and we talk about loads of different things but one of the portions of it, every week is subject knowledge with German, how I can deliver this text or whatever...that’s been invaluable really.

Mansfield et al (2012) recognised caring for one’s own well-being, enjoying teaching and having a sense of humour as key resources in the emotional dimension of resilience development. The significance of emotional reflexivity as a professional capability was important here and could foster the trainee teacher’s ability to cope and overcome adversity in the most difficult of situations. The trainee teachers all highlighted that when they needed someone to talk to about issues affecting their general well-being, they approached their leadership development officer (LDO) and their peer group for support. Julia explained how she relied on resources such as these when she dealt with the emotional pressures of teaching in a Teach First school:

I do really enjoy it and even though it is tiring and there are things that are difficult about the programme and it is intense, I genuinely do quite enjoy it and I find myself going home smiling to myself and, and, or like laughing about something ridiculous that happened and I live with someone else who, who is doing Teach First here and like the stories you can share and it’s, it’s nice and I don’t know that you can get that from any other career.

The importance of looking after early career teachers’ well-being to promote resilience has been identified by Peters and Pearce (2012) who found that a school culture that promoted the learning and well-being of both staff and students was an important factor in building resilience in early career teachers. In relation to school support, Tom identified a risk factor to his resilience development when he expressed the kind of added pressure that he felt when subjected to the culture of the performance management system adopted in his school. He described his
experience of being judged in the same way and against the same criteria as his qualified teacher colleagues, which he deemed as an unfair performativity practice:

I had two observations from curriculum focus week within the school and the whole department was completely stressed about it, its performance management; and I was told I wasn’t going to be doing it, then I was going to be doing it, then I was going to be doing it but I wouldn’t be graded. But then I did the lessons and I was graded and I got a 3 minus and I was like ‘Oh no, that’s rubbish’. Err, so that was, I was like, I felt really rubbish for quite a while there.

Johnson et al (2014) found that local school or department policies that supported early career teachers’ strengths positively nurtured their resilience and sense of agency. The findings from my study supported their conclusions in that the trainee teachers believed that school policies were significant in either enabling or constraining their resilience functioning and there were examples of both throughout the data. The trainee teachers believed that they could persevere and act with courage in the face of adversity when they had confidence that an effective school policy was in place to support their actions. However, where they felt that policies and practices were inappropriate in terms of supporting their needs, they felt insecure and less able to deal with challenging situations. Matt illustrated this when he was critical of the school behaviour policy which he felt did very little to address the challenging student behaviour he faced regularly. Matt explained:

the behaviour system specifically is not right for this school. It needs to be just tightened up. Erm, yeah, because in a school like this you’re always going to have behaviour problems. It’s not to say that like there should be no behaviour problems because that’s stopping me doing what I want to do, and it’s obvious you’re going to get that, but it’s more like having the systems in place and the support in place, and manage them, and keep them to a minimum to resolve them quickly with as minimum disruption to lessons. The systems we have don’t have that; the systems we’ve got don’t really resolve anything and cause maximum disruption and it’s just like a lot of hassle basically. Like, so it’s kind of like having a strong policy that actually supports you.

The trainee teachers indicated that they were able to build their resilience by reflecting on, and learning from, their past experiences which they believed made
them more able and confident to deal with any future adverse circumstances having overcome similar issues previously. They frequently noted that they reflected carefully on their lessons and considered observation feedback to develop new ways of teaching to ensure they could act on identified actions for improvement. Yost (2006) in her study of novice teachers’ resilience development concluded that critical reflection, seen as a problem-solving skill, was highly significant to the teachers in her study. In this study there were several examples of such problem-solving critical reflection throughout my data. These examples included researching specific resources, adopting new approaches or seeking opportunities to observe other staff overcoming the problems they faced. Johnson et al (2014) found that the early career teachers in their study struggled with the complex and intense role of teaching and could quickly become overwhelmed with the emotional and relational aspects of their work. Providing timetable release and support with curriculum planning, assessment and reporting as well as with managing challenging student behaviour, helped them cope better with such issues. A key factor in securing the well-being of these teachers was the school culture. A culture that was characterized by ‘an ethos of trust and respect, supportive leadership, teacher influence over decisions and ongoing collegial support’ (p.542), led to feelings of self-worth and empowerment, whilst cultures characterized by ‘isolation and threats to self-esteem and self-efficacy’ (p.542), ultimately led to feelings of disempowerment. Peters and Pearce (2012) also found that school culture was a significant factor in fostering early career teachers’ resilience and noted that it was enhanced when school leaders promoted a culture that supported the learning and well-being of both staff and students and modelled relationships that were ‘trusting, generous, helpful and co-operative’ (Barth, 2006 p.8). Support from mentors is conducive to early career teachers’ sense of well-being and ability to cope (Smith & Ingersoll, 2004; Sumsion, 2003). Johnson et al (2014) concluded that school leaders taking a “humanistic approach to mentoring that acknowledged the importance of building self-esteem while also developing professional knowledge and skills’ (p.260) was particularly conducive to feelings of
both personal and professional well-being amongst the early career teachers participating in their study. Whilst we have seen earlier in this chapter how performativity and accountability management cultures acted as constraints on resilience functioning, the trainee teachers also talked about the supportive nature of their school-based training and identified many examples of how this support was provided. They were all aware, however, that their experiences did not reflect everyone’s. Holly described how:

I genuinely feel really lucky where I’ve been placed, and I think had I have come a year earlier maybe I wouldn’t be saying the same thing because, I think, there’s two, erm, participants here in English who are in the year above and the changes they went through last year just sounds extraordinary to deal with on top of having to have your own stability, and I think there were like three different behaviour policies and three different heads and God knows what. Erm, but I think for me joining this school at this time under the leadership, and under the direction of my head of department and everything else, for me it has been really, really, positive, and I couldn’t imagine not being placed at this school. I think from speaking to other people on subject days it’s quite difficult that not everyone has that experience.

The importance of positive relationships for fostering teacher resilience has been reported elsewhere in the literature (Flores & Day, (2006) and Gu & Day, 2007) along with having strong interpersonal skills to enable the formation of social support relationships (Howard & Johnson 2004; Tait 2008). The strength and quality of the relationships that the trainee teachers formed enabled their sense of belonging and connectedness to their school community and the emotional support gained from such relationships was, they felt, enabling to their resilience functioning.

Fostering Hope

Johnson et al, (2014) concluded that teachers who displayed a personal commitment to the wider moral and ethical dimensions of teaching were more likely to succeed in shaping a satisfying professional identity that took account of the ‘person within’ (p.543). Linked to this idea, previous research by Brunetti (2006) and Chong and Low, (2009) identified that teachers with a sense of altruism as well
as those with a strong internal motivation (Flores, 2006; Kitching, Morgan & O’Leary, 2009) displayed improved resilience levels. The trainee teachers, having committed, by choice, to the Teach First programme with its public-good oriented vision, had what Walker and McLean (2013) consider an informed vision, which is another of the professional capabilities that will be discussed in a later section.

All the trainee teachers agreed that inspiring and raising the aspirations of students from disadvantaged communities was one of the most important aspects of their role as a Teach First teacher and they therefore interpreted the fostering hope functioning in the PPCI as principally fostering hope in their students rather than themselves. In understanding this functioning in this way, the trainee teachers displayed the values of public-good professionalism and recognised that capability expansion to their students was of prime importance.

For Rose this remained a key focus for her throughout her training year. During the one to one interview, she maintained that she had been ‘pushing the idea of aspiration’ and expressed how she would ‘always speak to them about it, particularly my year 11 form’, where she was ‘sort of getting them to understand what the university that they want to go to will want them to do at A level, to help them to make that progress’. The trainee teachers valued their role in raising aspirations to foster hope amongst disadvantaged groups, as well as fostering hope for themselves as teachers, which can be argued as an important professional resource (Mansfield et al, 2012) in their resilience capability and functioning.

**Emotional Reflexivity**

Walker and McLean's (2013) research found very little evidence to suggest the importance of Emotional Reflexivity to the professional groups in their study. However, they did report the findings from Social Work, Theology and Law. Social workers understood this capability to mean emotional labour which supported the view proposed by Hochschild, (2012, cited in Walker & McLean, 2013) that recognised it as, ‘operating the human skills of encouraging, motivating, and so on
to ‘uplift’ communities and deal with very difficult circumstances’ (p.116) The Theology participants believed that it was important and necessary for them in order that they could recognise their transformational journey to becoming the sorts of professionals who needed a social conscience and a working responsibility to contribute to social transformation. Law participants when considering this capability, reported that emotional attachment to their clients was something that could be problematic for them. Whilst Walker and Maclean (2013) recognised a general weakness in their data from the professional group participants, the working group participants proposed that ‘being able to reflect on and manage emotion is central to professional work’ (Walker & McLean, 2013, p.81). This view is supported by Nussbaum (2003) who argued that the emotions are valuable reminders of a common humanity and are essential to the formation of a decent society. Walker and McLean (2013) argued that Emotional Reflexivity was an important capability for those professionals with public-good intentions and therefore the authors included this professional capability in their PPCI.

Much of the theoretical literature concerning reflexivity fails to place emotions and feelings at the centre of the way in which individuals might structure, review and reflect on the activities that they engage with (Burkitt, 2012). Instead, much of this literature proposes ideas based on a Cartesian tradition whereby reflections are essentially knowledge based and not fuelled by emotional experiences of the past. Holmes (2010), however, argued that ‘the reflexive self is formed by emotional relations to others and thus emotions play a more complex part in deliberations than helping us form and maintain commitments to our projects’ (p.142). The latter understanding places emotion at the centre of the reflexive process in that judgements about situations cannot, it is argued, be made purely on a cognitive understanding of them. Burkitt, (2012) expands this argument and proposes that:

> Emotion is the source of all our thinking as it is integral to the relations we have with our world and the people within it. As the psychologist Lev Vygotsky put it, the emotional-volitional sphere is behind every thought that arises in human consciousness. A whole range of emotions colour, enliven and animate those social relationships and are central to our reflexive thinking and choices. Furthermore, reflexivity is not a given but is based on
self-reflection which emerges from the reflexive dialogues that humans hold with themselves. (p.462)

These reflexive dialogues or ‘internal conversations’ (p.462) resonate with Archer’s (2003) definition of reflexivity as the rational capacity of individuals to recognise themselves in relation to their social context. The internal conversation, she suggests allows individuals to mediate between the structure of their social context (which includes the enablers and constraints to social action) and their agency. In this sense agency is seen as deriving its fundamental powers from the internal conversation which in turn allows for self-reflection, which can be regarded as synonymous with reflexivity. In exploring this idea, she explains:

What I am looking for is a kind of mental activity which of its nature has to originate in the private domain ... The only candidate, which necessarily fits this bill, is reflexivity itself, as a second-order activity in which the subject deliberates upon how some item, such as a belief, desire, idea or state of affairs pertains or relates to itself. (Archer, 2003 p.25)

If we accept that judgements about situations cannot be made purely on a cognitive understanding of them, then emotions, it can be argued, should be centrally placed within the reflexive process. For Archer (2000) emotions ‘are among the main constituents of our inner lives’ (p.194) and they arise from three orders of human engagement ‘our physical well-being in the natural order, our performative achievements in the practical order and our self-worth in the social order’ (p.9). Here Archer argues for the primacy of self-reflection, where one judges one’s own performances in relation to the above orders of human engagement through a reflexive dialogue with oneself.

Burkitt (2012) provides a powerful argument for this when he states that: ‘Reflexivity is not just rational and involves rationalization; it is also relational, dialogical and emotional’ (p.471). His view is eloquently expressed below and provides a strong claim for dialogical reflexivity beyond the self and the internal conversation. He states:

dialogical reflexivity is bound up in relations to others and populated by their voices, as well as the voices we identify as our ‘own’, the emotions
entangled in those relationships animate, shape and colour the way we reflexively see ourselves and the way we consider ourselves in relation to the social context: indeed, it influences the very way in which we see the social context itself. Our own ‘self-feeling’ is coloured by the emotional stance that others take, and have taken, towards us, especially at key or formative periods of our lives, and something of this stays with us in our reflection on the social world and self. This is bound to influence the way people interpret the situation, monitor their own actions and make choices in social contexts. (p.471)

As subsequent quotations throughout the chapter illustrate, self-reflection and the internal conversation have been considered by the trainee teachers to be key to their development, however the dialogical and emotional relationship with others such as their LDO’s and professional tutors in deliberating and making judgements was also seen as highly relevant and essential to their development too.

If we consider teaching and the learning process itself, we cannot underestimate the significance of the emotional dimension for the agency of teachers in their everyday professional practice and engagement with their students. Nias (1996), acknowledging the importance of the emotional dimension proposed that:

1) teaching involves interaction among people; 2) teachers’ personal and professional identities are often so inseparable that classrooms and schools become sites for their self-esteem, fulfilment and vulnerability; and 3) teachers have profound feelings about their work, since they invest so much of themselves in it, particularly with their values. (p.414)

In contrast to Walker and McLean’s (2013) findings, the trainee teachers in this study considered Emotional Reflexivity as one of the most important professional capabilities. The new and complex social conditions of their programme and the diversity of the relationships they needed to form meant that being able to reflect on and act in response to one’s own and other people’s feelings was important to them. The following excerpts from Julia and Matt expressed the feelings of the group:

The one [of the eight capabilities in the PPCI] that I’m quite drawn to is the emotional reflexivity one because I think that seems so fundamental [to teaching] if you’re not compassionate, if you’re not going to empathise, if
you’re not going to look after yourself… yeah that idea of reflexivity like being adaptable because you have to deal with a lot of emotional situations and manage your emotions so much. (Julia)

You have such a wide range of emotionally taxing situations which in other jobs you don’t. Erm, and the ups and downs, I mean they say at the start that ‘Oh, the ups and downs are so big’ and you think at the time, ‘Yeah, yeah, whatever’, and then it actually is so that’s one, [Emotional Reflexivity] I’d say definitely is. (Matt)

An analysis of the data identified integrating rationality, compassion, being emotionally reflexive about power and privilege, empathy and narrative imagination and self-care as the most relevant functionings to them as Teach First trainee teachers. These are discussed below in line with relevant literature in the field.

**Integrating rationality**

Day and Leitch (2001) propose that for teachers recognising and handling such common feelings as ‘hurt, guilt, fear, injustice and shame’ (p.403) is crucial at the interface between their own self and their developing identity as a teacher. Considering the key role that emotions played in the personal and professional growth of teachers, Day and Leitch (2001) suggested that there is a:

> a delicate interaction between the rational (cognitive) and the non-rational (emotional) and, in particular, the powerful influencing role of the latter upon the former. Teaching at its best requires motivation, commitment and emotional attachment, and this requires a deep knowledge of self as well as students. (p.414)

Day and Leitch claim that for teachers to acknowledge this intertwined relationship between thought and emotion they must recognise its central importance to their professional development and professional practice which they suggest would support efforts to maintain ‘the qualities of teachers and through this the quality of teaching and learning’ (2021, p.414).

A focus group discussion between Matt, Barry and Samuel revealed the importance of this interaction between cognitive and emotional elements in supporting their professional development. As previously noted, when Barry was required to teach a German class, a language he was unfamiliar with, it was stressful and at one point,
he considered leaving the programme because of the negative impact it was having on his emotional state. He explained to Samuel and Matt why he felt this was an important functioning for him:

Integrating rationality and emotions ... is so important... especially with the whole thing when I wanted to leave because of the pressures with teaching a subject I don’t know. Being able to be rational about it and also when you feel so many emotions like I can’t do this, this is so unfair, there’s so much pressure, being able to kind of measure those and actually think, well, how much of this is actually coming from me? I had to remind myself why I’m here doing this job.

Samuel in recognition of what Barry had accomplished responded with:

Absolutely and to think that, however many weeks ago actually what you did was err, pretty amazing [and] the fact that you’re going through every single day and just, and just managing to do that.

The personal commitment to teaching as well as the emotional engagement displayed by teachers can, according to Nias (1986) and Zembylas (2003), be considered a guide to their identity as teachers. Barry was originally motivated by the leadership and business opportunities that the Teach First ITT programme offered him, rather than the moral and ethical dimensions. However, on completion of his ITT year he believed that his values about life on a personal and professional level had changed. He explained:

I’ve had these really challenging but positive experiences with these kids and I'm like my whole focus on actually what I want out of life has really changed. I want to make that difference to like, the lives of kids rather than my bank account which is where I was before. That’s why I did the degree that I did [Law] and I just wanted to make as much money as I possibly could. I think that was just a result of where I grew up and what was taught to me as a child. You know like, go to university, have a great job and earn lots of money and that was what a measure of success was. Because of this year my whole definition of what success is has completely changed, which is really nice.
Julia also expressed the importance of the interweaving of thinking and emotion and the positive impact this had for her relationships with students and ultimately her teaching.

That boy that came in [during the interview] called me all sorts of things. If you don’t see beyond that…, you’re not going to want to come in the next day, you’re just going to lie in bed all night and cry. That’s why you have to see beyond the behaviour and understand that that’s not the whole picture and when they say something awful to you, they’re not saying something awful to you — they’re actually demonstrating something else that is well beyond your control. Something at home or something may have happened to them at break or whatever and you just have to be patient and calm and understand them and not reject them or treat them any differently from how you treated them the day before. You just keep going and you have to be relentless in that …and show them that you’re empathetic and sensitive to their needs and one day they’ll come round and say something really sweet and that’s gratifying.

Hargreaves (2001) argued that it is essential for teachers to have a genuine emotional understanding and empathy towards their students and the trainee teachers in this study were firmly of that view. There was strong evidence of this functioning from the trainee teachers in this study, as is further illustrated in the following excerpts from Matt and Rose:

You are aware a lot of the time that you are providing some sort of stable and safe environment for them. Like there are quite a few kids who you know like, who hate being at home and they hate going home. (Matt)

I think when you’re in the classroom on a day-to-day [basis] and you can recognise who is known as a pupil premium student, for example, knowing and getting to know them and investing in them is… I think ultimately, well for me, it’s about doing it for those students. (Rose)

**Compassion**

There was strong evidence to suggest that compassion was a highly valued functioning for the trainee teachers, and it was understood as helping them to develop positive relationships with their students. It appeared to support them to build their resilience and enable them to cope when dealing with the challenging behaviour posed by their students. The following excerpt from Rose highlights how she was achieving this valued functioning. She explained:
I think that having compassion and being approachable are certainly things that children especially in this type of area need because you might be their only role model or the only person that they feel comfortable, maybe talking to. I think that’s probably even more the case for men in particular because I think if you are a male teacher in an area like this, because so many of our students come from one person families, which is often without any fathers. So, I think maybe the demands for male teachers are high in that aspect, but then at the same time so many children seem to need mothering and almost looking after in a sense that making sure that they look presentable and making sure that they are getting lunch and those sorts of aspects are, I think, really important.

The trainee teachers’ commitment to the moral purpose as espoused in the Teach First vision and values was significant in their ‘call to action’ in that they chose to act with compassion towards their students. Goleman (2005) defines compassion as ‘a benevolent attitude, a predisposition to help others. Compassion lifts us out of the small-minded worries that center on ourselves and expands our world by putting our focus on others’, (p. x). Compassion was considered a an important functioning because it allowed these trainee teachers to cultivate some sense of unity with their students. This unity is further discussed when considering the professional capability of affiliation later in this chapter. The following excerpt from Julia, considering the students she taught, expressed the group feeling about the importance of compassion:

You see it for yourself and when you hear what has happened to some of the more challenging kids you can’t hold that grudge. You have to learn to have that compassion for them and to, not take it personally and to, I was going to say be forgiving but that suggests that you hold it in the first place. You have to just learn to brush it off and look forward rather than looking back and that comes to your language. How you speak to kids when something’s happened, you could spend hours arguing about something in the past behaviour which is not productive but by directing your language towards the future, you’re kind of helping them to be better next time, like that wasn’t great, but how can you learn to make it better?

The role of self-reflection and internal conversations (Burkitt, 2012) was important to the trainee teachers, as the following excerpt from Barry illustrates. He relied on
his 'inner voice' to remind him of the need to be compassionate in challenging situations:

If you have a bad lesson, and you know that like you’re annoyed, having that ability to, when you’re standing in front of 30 other people, albeit children, you have to step back and think... I need to be a lot more compassionate here.

Bialka (2015) argued that through deliberate reflection, such as this, teachers can review their thinking and alter their personal dispositions, which she argued are the union of one’s beliefs and actions.

Being Emotionally Reflexive about Power and Privilege

This functioning was something that the trainee teachers understood to be extremely important; and they believed that it was very much reflected in how they approached their work with students. Rose and Barry referred to themselves as having similar working-class backgrounds to their students and attending schools that could have met the Teach First criteria but still accepted that their lives were more advantaged than those they now taught.

Julia, Samuel and Tom acknowledged that they had been very privileged and early in their ITT year they recognised that it was necessary to be more sensitive to the needs of their students, as illustrated in the following excerpt from Samuel:

I grew up very much in a bubble, erm, from a very nice area, I went to a private school my whole life and I went to a top university, and I had genuinely never come into contact, and this might sound really snobby, and I don’t mean it to at all, as I’m very, I’m very, erm, aware of how lucky I’ve been, I’m so fortunate, so fortunate and this [experience] has exemplified it.

Whilst the trainee teachers in this study seemed to recognise and enact this functioning, Barry highlighted that there were others who didn’t appear to do the same. In the following excerpt he explained a situation he found himself in during a taught session at the Teach First summer institute where he witnessed the following perceptions from others in his peer group:

I think coming from the kind of communities where Teach First teaches, I found it very uncomfortable ... because in one particular [summer institute session] there were people talking about schools, that were in my community where I grew up, in ways that really, really, were quite upsetting
because it showed a complete lack of understanding. Like as if we were thick and we all had to still go outside to the toilet and drink from a well, you know.

Ullucci (2011) found similar issues in her research on the professional development of trainee teachers, where one of the mentors within her study observed that: ‘The less we know about people, the more we make up.’ (p.575) Such perceptions and misunderstandings can prevent the privileged, in this case trainee teachers, from connecting with the poor and disadvantaged students whom they taught. These perceptions can of course be influenced by media portrayals, as Samuel reflected on how his non-teaching privileged friends viewed the poor and disadvantaged students that he taught and how, with some commitment, he was able to build the unity despite his own privileged background.

I can see what they’re saying [his friends] I mean you do get things on the media like people on benefits and that, that do portray people badly without really getting underneath the surface of it to see the suffering, like I see it in the students. People [his friends] can't comprehend it because you can't comprehend it and it’s, I mean again, I'm from where I come from and it’s ... just like a bubble and this [his school community] is just like a bubble and they don't interlink at all and I just could not comprehend in the first few weeks what was going on in the way even just the way people speak it's just, it’s foreign isn't it? People are like ‘Oye, you're not from Leeds’ and I'm like, ‘I am, I'm local’. It's totally different but it's amazing how we all get on and it just shows that everyone could get on if they want to get on but it’s people’s stubbornness to change away from the way they view things.

Such media rhetoric that demonises, or presents a sentimental or patronisingly admiring view of those living in poverty for overcoming their disadvantage, can work to distance the students from their more advantaged teachers through a process of ‘othering’. Barry showed some sensitivity to this:

Everyone on the outside world is or everything at least is telling them [his students] they are not good enough or that they are not enough, and... and I think identifying them [like] that, they are, like them, as a community is 'othering' them. If that makes sense?
Julia, recognised the negative impact of these attitudes on the students she taught when she offered the following response when asked what she believed to be the most important thing to the students she taught:

That you think that they can achieve and that they can do it and it’s not a case of ‘Oh, I’m teaching poetry because you have to learn it and you’re not going to get it, because it’s really hard’. You have to have those explicit, really high expectations for them and even if they find something really difficult you have to constantly remind them that ‘you can do this’, like ‘I really want you to do this’ and ‘I believe you can do this’. You see a chronic lack of confidence in a lot of the kids. They’re like ‘I don’t get it. I don’t get it’.

Ladson-Billings (1999, cited in Bialka, 2015, p. 147), when discussing how issues of race and privilege could be effectively addressed in teacher education programmes, suggested that:

Rather than viewing discussions on race as an “add-ons,” the author emphasizes the need for programs that deliberately and consistently consider the way that race factors into the fabric of teaching. She called for a culturally relevant pedagogy and stressed the importance of programs that immerse the teacher education students in the culture of their respective schools rather than having them act as “voyeurs.”

Whilst Ladson-Billings’ (1999) work concentrated on race and privilege, its findings can be applied to my study which revealed similar issues concerning how the trainee teachers experienced their ITT programme from a class and privilege perspective. Barry identified such issues from his experience in the first weeks of his training at the Teach First summer institute. He reflected on this when discussing the functionings related to the professional capability affiliation as presented in Walker and McLean’s (2013) PPCI. He explained:

Erm, like the understanding of the poor and the vulnerable that I think sometimes comes across as quite, erm, what’s the word I’m looking for? Not detached, erm what am I looking for? Not patronising but, they don’t seem to understand how it comes across, like they don’t understand what it means to have solidarity within these communities, like I’m really struggling to find the word really. It was a bit like when we were made to go into the community and write a report, it just felt a bit, a bit detached from reality, really.
Empathy and narrative imagination

The schools in which the trainee teachers were placed are situated in some of the most deprived areas of West Yorkshire with many children suffering from the negative effects of economic, social, emotional and deprivation. The trainee teachers acknowledged that the circumstances affecting the lives of these children differed from their own and they emphasised the necessity for both empathy and a narrative imagination as a functioning of Emotional Reflexivity.

Ullucci (2011), in her study of race and class consciousness in white teachers in urban schools, found that successful white teachers were those who could see something of themselves in their students. Solidarity and empathy were not gained based on being of the same race but through shared experience and realities. She explains that the white teachers:

> came from high poverty communities and struggled with school, abuse, violence, loss and to some degree, ethnic marginalization themselves. My participants seemed to show great empathy towards their students because they themselves have lived through many of the hardships associated with life in urban centers. (p.576)

She found that her participants were able to build ‘bridges between their lives and the lives of their students across these places of struggle’ and the data revealed that ‘such shared experiences matter[ed].’ (p.576) Whilst the trainee teachers in this study did not reveal that they had shared their students’ experiences of poverty or disadvantage, they could get to know about their lives and cultivate a narrative imagination that allowed them to at least acknowledge the struggles these students faced and how their needs were different from their own. To have a narrative imagination, as Nussbaum (2006) explains, is having:

> The ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the emotions and wishes and desires that someone so placed might have. (p.388)
The following excerpts from Samuel and Julia are representative of how these trainee teachers highlighted the importance of this functioning and how they enacted it:

... to meet students like this, who ... you sort of ... don’t think exist or you walk past them in town and think ‘God, what are they wearing’, and that’s how it is but now I know the people behind them and maybe that made me a judgemental person before ... and now I have so much empathy and listen to their stories and am thinking ‘My god, as if you go through this, as if that’s what your home life is like, this has happened to you’. (Samuel)

You can’t help but feel ... guilt, and responsibility when you scratch the surface a bit with some of these kids and you see what they’re going through and they still turn up to school every day and they try their best and, err, sometimes they do exceptionally, exceptionally well and ... that’s a very humbling thing to see. (Julia)

**Self-care**

According to Lee (2019) emotional job requirements are typically formed by an organisation’s rules or the expectations of a profession and are presented by workers as an ‘emotional display’ (p.239). For example, those in the service industry would be expected to display positive emotions towards customers (Grandey, 2000) and teachers are commonly expected to display compassion and care whilst suppressing anger towards their students (Kinman et al., 2011). Attempts to regulate emotions have been characterised by certain scholars as internal emotional regulation which consists of: surface acting, deep acting, and genuine expression (Diefendorff et al., 2005; Grandey & Gabriel, 2015). Surface acting is the process of modifying one’s outer expression without altering interior feelings (Grandey & Gabriel, 2015). Teachers who suppress their anger toward students’ challenging behaviours and fake outward displays of calmness exemplify surface acting, whilst deep acting is an attempt to transform one’s own feelings into the organization’s emotional requirements (Grandey & Gabriel, 2015). Those teachers who try to experience and express empathy by thinking that there are factors that cause their students’ challenging behaviours would demonstrate deep acting. Genuine expression occurs when teachers experience appropriate emotions and
express them automatically (Diefendorff et al., 2005). In responding to the many challenges they faced with students, colleagues, tutors and policies, the unqualified and inexperienced trainee teachers had to learn to modify their emotional display in order to cope with the demands of the role. As discussed in chapter 2 of this thesis, Carr (1993) maintained that the values considered appropriate to a society can only be conveyed effectively by those who possess and exemplify them. If we consider the role values play in terms of the cognitive and emotional responses to the challenges the trainee teachers faced during their ITT programme, we see that throughout the data there is strong evidence that they had a sense of moral purpose which drove a strong sense of commitment and an obligation to their students which mediated their emotional display. However, this mediation was challenging to them, as illustrated by this excerpt from Tom:

I spend so much time trying to make everything good that I don’t look after myself and then if you don’t then that’s going to falter because you’re knackered, you can’t do anything, you can’t think, you’ll be really snappy in your lessons, so I think it’s a bit of a really difficult thing to balance but it [self-care] definitely needs to be there [as a functioning].

Looking at the findings concerning emotional reflexivity as a whole, they can be interpreted as aligning with Brotheridge and Lee (2002) who argued that deep acting could generate a feeling of authenticity by aligning felt emotions with expressed emotions. In addition, it could result in positive interactions between students and their teachers because students could feel their teacher’s authenticity. This deep acting and authenticity they argued could lead to feelings of personal accomplishment as a form of self-evaluation. This could also be reinforced with positive feedback from the students they taught. This is now explored when discussing the professional capability affiliation and the ‘caring relation’ (Noddings, 2012).

**Affiliation/Solidarity**

The findings from the professional group participants in Walker and McLean’s (2013) study strongly suggested that building relationships with people from
differing backgrounds was central to valuable professional work. Most mentioned that building relationships was highly dependent on having respect for their clients who were living in poverty (Walker & McLean, 2013). The law participants recognised that dehumanising legal processes and traditions had left their clients cast down and as such they saw it as part of their responsibility ‘to make their clients feel respected and human’ (p.113). The social work and public health participants identified respect as essential for building positive relationships with their clients and along with theology participants they recognised that community and individual empowerment were necessary to ‘counteract feelings of helplessness and hopelessness in poor communities’ (p.114). Encouraging the development of self-reliance and self-determination was deemed crucially important by all professional groups except engineering. It is important to note, however, that whilst the capability of affiliation has been recognised by Nussbaum (2000) to be ‘architectonic’ in that it permeates all other human capabilities, the functionings identified in Walker and McLean’s (2013) research were relevant to the professionals working to reduce poverty within the very specific political, social, economic and historical context of post-Apartheid South Africa.

The trainee teachers in this study recognised the value of Affiliation/Solidarity as it related to their experiences of their Teach First programme within the political, social and historical context of ITT in England as set out in the introduction to this thesis. As argued in chapter one, contemporary education, including teacher education is fundamentally shaped by international policy discourses that emphasise performativity and measurable outcomes for teachers, students and their schools (Ball, 2003; Ball & Omeldo, 2013). The effects of such neoliberal and neoconservative policy decisions are an education system which values the pursuit of skilled, technical rational capital that supports the market but fails to recognise the value of those activities and methods where human flourishing is possible through a more liberal conception of education (O’Brien, 2011). It is in this context that the trainee teachers believed the professional capability of Affiliation/Solidarity was important to them if they were to support the
disadvantaged students in their schools. Matt in a focus group discussion illustrated its importance. His view was shared by the group as a whole:

I feel like you couldn’t work, or you wouldn’t be effective if you worked in a school like this if you didn’t believe in something like, or have some sense of erm, 'solidarity'. That sort of goes to the heart of the kind of, sense of professionalism that I think you need to function in a school like this.

Nussbaum (1995) proposed that the measure of a 'good society' is the extent to which human flourishing is possible and where the weakest in society are enabled to achieve a life that they value. As discussed in chapter one, the vision and values espoused by Teach First have a moral purpose which the trainee teachers in this study were motivated by: and they had shown a commitment to the Teach First route to work in schools within low-income communities. They believed that all functionings of Affiliation/Solidarity as outlined in Walker and McLean’s (2013) PPCI were important to them in their role as a trainee teacher. There were significant findings for the following functionings that warranted further analysis and discussion: Developing Relationships Across Social Groups and Status Hierarchies; Care and Respect for Diverse People and Critical Respect for Different Cultures.

Care and Respect for Diverse People and Developing Relationships Across Social Groups and Status Hierarchies

These two functionings of Affiliation/Solidarity capability were the most important to the trainee teachers. They understood these functionings as caring for and respecting the students they taught and developing positive relationships with them. The following excerpts from Samuel and Rose illustrate the feelings of the group:

…to be able to build personal relationships with the kids that goes beyond teaching them for one hour a day, because I feel that, especially in this school, students often feel that they are just a number, or they’re just part of a big, you know, a big cog in a massive chain, erm, and I’ve found especially that when you take time out to speak to children on a one-to-one basis, erm, you can really get more out of them because they are willing to do more for you. (Samuel)
I think it’s quite idealistic to come into it and think I love English I’m going to come in and teach English everyday and that’s my job because it’s so much more than that. I think it’s about having relationships and being able to speak to children on their level like, ‘what have you done this week-end’ and speak about some things that aren’t really related to your subject. (Rose)

According to Noddings (2012), there are central features such as: ‘listening, dialogue, critical thinking, reflective response, and making thoughtful connections among disciplines and to life itself’ (p.771) that are essential to establishing and maintaining relations based on care and trust that are crucial to teaching. There was much evidence to suggest that the trainee teachers identified themselves as caring teachers, as is illustrated by Julia:

Like at the start of the year there were a handful of kids that were like that [abusive] with me but you just have to not condemn them for that. You have to try and get to the bottom, to find out why they’re doing that to you but also how can you win them over. How can you get them on side? How can you show that you care about them and that you care about their progress and care about what they are interested in?

The concept of ‘relation’ requires some critical appraisal when considering the act of ‘caring’. Caring relates to the ‘carer’ (teacher in this context) and the ‘cared-for’ (student) within a ‘caring’ relation (Noddings, 2012). The caring relation between teachers and their students might appear unequal, in terms of the role of the carer and cared-for; but, seen from a care ethics perspective, both the teacher and the student contribute to the establishment and maintenance of caring. Teachers can do this by being sensitive to the needs of their students, encouraging dialogue, preparing engaging materials that excite, stretch and challenge their students and by remaining committed to the caring relation. Consequently, Noddings (1996) suggests that as teachers:

we may have to learn new subject matter to maintain the growth of our best students, and we may have to change our methods entirely to work effectively with students who have great difficulty learning. In a fundamental essential way, caring implies a quest for competence. (p.162)
This quest for competence was evident in the trainee teachers’ desire to achieve ‘excellence’, a value espoused by Teach First and one that they aspired to be and to portray in how they conducted themselves in their role as a teacher. They talked about the challenges they faced in ensuring that they kept up their responsibilities to their students and colleagues. They recognised when they made mistakes; and there was strong evidence to suggest that they used these mistakes as learning opportunities that inspired their improvement. The following excerpts from Julia and Samuel illustrate some of the challenges they faced in the early part of their training:

We had exams, erm, for year 8 recently and I marked them all and they were moderated, and a lot of mine were really, spectacularly off. I saw how I had given the top mark and then they had been given the bottom mark on the assessment criteria. I was really embarrassed and, yeah, frustrated and I was like ‘I’m so sorry, these are so off, I don’t know how I got them so wrong’. (Julia)

I’m really, like when you get a child’s book, and you think I’ve taught that so wrong because they’ve clearly not understood anything and it’s about that, ‘Right it’s done, now look dust yourself off’, and then get back into it the next day and just try again. (Samuel)

The teacher carer is someone who can be both attentive to their students’ needs and active in catering to them within the boundaries of their role. One would expect a teacher carer to listen in order to understand what their students are experiencing, to acknowledge them and have an interest in what their needs are, rather than emphasising the needs assumed in school policies or the expectations of prescribed programmes of study.

It is understandable then that caring teachers may find themselves negotiating conflict between the expressed needs of their students and their contractual responsibilities that are motivated by a culture of performativity and market driven policies that place very little value on the well-being of teachers or their students (Ball, 2003). The caring teacher then must be ready to display a commitment to their students, even if they are not able to meet their expressed needs. This may be
due to several reasons including a lack of resources or that their expressed needs are somewhat illegitimate. In these situations, caring teachers who are unable to address such needs risk damaging the caring relation and must try everything they can to retain the trust and respect of their students. Matt highlighted such concerns when he discussed some of his most challenging students:

There are a lot of kids who you don't have to convince them that you respect them, you just kind of do. It's when you have to, like, be sanctioning kids and pulling them up for stuff and coming down on them a bit more, that's when you get these more negative relationships and that's when I think you really need to start thinking about how you're perceived by them.

Samuel illustrated the commitment required to establish and maintain a caring relationship with one of the most challenging students in his school:

I think that's [caring] of massive, massive importance. The students I've had, erm, that have been difficult, have in my opinion, I get on with them all because I care about them and they know I do. So I have one student who comes from a really bad background who you know is on the CP programme, you know the child protection programme, lots of social issues, erm, had a terrible time in English the past two years and he, I got worried about him and I made sure that every time when he was in isolation, I'd go down with work, I'd give him work to do and I'd sit with him and help him through, then I'd mark that work straight away to show that I care and I'm not just about to forget about him.

As Noddings (2012) points out: 'The response of the cared-for completes the caring relation. Without it, there is no caring relation — no matter how hard the carer has tried to care’ (p.773). Those 'cared-for' students have an important role to play in maintaining the caring relation with their teachers and they do so by showing that the caring has been received. This can be recognised by seeing a student engaging in their learning with a new sense of curious desire or they may acknowledge the attention in several other ways, such as a smile or waiting back after the lesson to chat. There were many examples presented in the data that suggested that the trainee teachers were developing caring relations with their students. For instance,
commenting again about the student discussed earlier, Samuel described how a caring relation had been formed.

Yes, he can be challenging at times absolutely, but erm. A few weeks ago, the head of year 9 did a briefing about this child and said, erm, to all the staff he said, if you want to know how to handle this child then go and watch me [Samuel] teach him because he’s openly told me that he’s the only teacher that he respects in the school and he adores his lessons. To me, I didn’t expect this [and] I was all quite emotional.

Noddings (2012) also draws our attention to another sort of 'caring' that relates to the conduct or character of the teachers themselves. The importance of the moral and virtuous character of teachers has been discussed in chapter 2 of this thesis when considering the work of Sockett (1993) and Carr (1993). Considering caring from this perspective involves teachers being committed to helping their students achieve their best potential. They are conscientious with strong beliefs about the needs of their students, and they work tirelessly to help them achieve success. Such commitment and the characterisation of caring that Noddings (2012) has delineated were revealed in the data from all the trainee teachers; but as Barry reported there were those teachers whom he considered lacking in such commitment. At the same time, he identified a role model teacher in his head of department. He explained:

I feel like [with] some of the more experienced teachers, their commitment is just to reach retirement, if that makes sense? They don’t seem to have any driving force anymore other than to go to retirement. I feel like that’s quite common about most of the older members of staff who just feel that they can't move anywhere, or they just don’t want to. But somebody like, like my head of department is incredible and she is so committed to it, like it's, she’s so committed she lives and breathes the whole job like you should and that really shows. So, I feel that what is really important to make a difference is that commitment.

Importantly, Noddings (2012) argued, that attention to the 'assumed' needs of the cared-for students, worthy as this might be, does not form part of a caring relation. She explains:
I have called such teachers ‘virtue carers’, contrasting their mode of teaching with that of ‘relational carers’: they do not establish caring relations or engage in ‘caring-for’ as described in care ethics. As a result, their efforts to care often misfire, and the students who most need to be part of a caring relation suffer most. (p. 773)

This fits to some extent with what Walker and McLean (2013, p. 94) found with the responses by the engineers in their study for whom they noted: ‘there was a hint from them that poor communities are composed of passive others to whom ‘good’ needs doing, rather than being composed of equals with whom to consult and collaborate.’

The following excerpt from Barry is representative of such teachers who may feel that their efforts are wasted when students do not acknowledge or respond positively to them.

So, my argument is like when you speak with other members of staff in the staffroom who say things like: ‘Well, I don’t care, they should not be like this they should listen to me and that should be it’. Erm, [they] are the ones who don’t necessarily have the best relationships with the kids or get them the best of grades.

*Critical Respect for Different Cultures*

The trainee teachers’ experience within their own school contexts very much shaped what they had to say about this functioning of Affiliation/Solidarity. Matt, Julia and Barry were placed in culturally diverse schools whereas Tom, Samuel and Rose were placed in schools where almost all of the students were of white British heritage. The importance of this functioning was expressed explicitly by Matt in a focus group discussion when he explained that community cohesion was important to success in education at his school because there was such cultural diversity. He talked about the importance of respect and its relationship to cohesion in his school community. He felt that it was enabled by the support offered between teacher colleagues, the school leadership team and students. This support meant that he as
a trainee teacher could cope better with the challenges that a diverse school community might pose. He explained: ‘so my school is really diverse and stuff so you couldn’t, you couldn’t go in there and hold any sort of prejudice views at all you just wouldn’t survive’. Tom, who was involved in a different focus group, had overheard what Matt had to say and responded by discussing the importance of this functioning regardless of the nature of a particular school context:

I really, really, see that, I just think that’s an aspect of modern life, I wouldn’t be like, [pause], to be a teacher you need to have a critical respect. I, that is an aspect of being a decent human being in the 21st century.

Julia concurred with Tom and pointed out that regardless of context having a critical respect for different cultures was a professional value and therefore an important functioning:

You were placed in your school by chance, [and] had you been placed in my school you still will have coped just as well because you have that belief. I think that you’re right it is so fundamental for being in the 21st century… that it’s almost implied.

Carr (1993) argued that in promoting the good life for their students, teachers would need to engage critically and sensitively with matters of moral significance through moral and evaluative enquiry about the ethical dimensions of education and teaching. Whilst this group of teachers recognised that being a teacher in 21st century England entailed the need to display critical respect for other cultures, there was no evidence within my data that they were enabled through their ITT programme to engage in enquiry in relation to cultural diversity.

**Assurance and Confidence**

Assurance and confidence as a professional capability were valued by all the trainee teachers and, like resilience, they considered it particularly important for them as Teach First trainees. They understood it in terms of their role as teachers, aligned to the Teach First vision, working in deprived and challenging contexts. The following
excerpt from Samuel illustrated the group feeling when he stated that: ‘the Teach First programme means you have no choice but to be confident and assured because you are thrown in at the deep end’. Bandura (1986) and Gibson and Dembo (1984) have proposed that self-efficacy can be conceptualised as a person’s assessment of their ability to successfully realise a behaviour essential for achieving certain outcomes. Gibson and Dembo (1984) propose that self-efficacy is a construct that has two components: efficacy expectations and outcome expectancy. In Giallo and Little’s (2003) definition: ‘efficacy expectations are the beliefs pertaining to one’s personal capacity to perform a behaviour, task or skill, while outcome expectancy is the general belief that a behaviour will result in a particular outcome’. (p.22). The following excerpt from Rose exemplifies the multi-dimensional nature of self-efficacy as she explained how her confidence was enabled and developed over her ITT year:

I think my confidence has probably grown slightly in a sense of, it was really interesting, I said to my friend the other day that when I first started my whole thing was ‘I really hope they like me’, like sort of a self-doubt and being like, ‘what if they don’t like me’ and ‘what if it doesn’t go well’ and doubting my own ability. Whereas now, it’s probably a really bad example to use but, for example, if someone needs to be sent out of the lesson, I’ve probably become more resilient, in a sense that, not to take it [their behaviour] personally. I think for me to have a bit more confidence in myself to stand at the front and not doubt any decision that I have made or doubt my ability so to speak. I think my confidence in being able to deal with situations head on and find solutions to things quite quickly that certainly worked. Like, for example, if PowerPoint doesn’t work in a lesson, it just doesn’t faze me at all now because I know what to do and can think on my feet. So, I think I’ve got a lot quicker with things like that in a professional sense and that probably stems from a growth in confidence.

This example from Rose was typical of the trainee teachers’ reported experiences and is in line with the view that behaviour, in this case teachers’ behaviour, is influenced not only by the belief that a certain action or approach will lead to desirable outcomes, but also by the belief that one can perform that action which is backed up by experience of success. This was particularly relevant when the trainee
teachers recognised their limitations in subject or pedagogical content knowledge, as illustrated in the following extract from Julia who talked about her struggles with knowing what to plan for her lessons:

I’ve had lots of freedom which has been really great and really exciting. It was really empowering to teach kids whatever I really wanted to teach them. Erm, but then on the other hand I’ve had, I don’t know, five forty-five-minute periods to fill and I don’t really know what to fill them with or what’s going to work or what structure works. I kind of know the approximate structure of a good lesson but what is a good starter and what is a good plenary and what is going to keep them engaged and that’s all quite daunting.

The experiences of these trainee teachers are consonant with the findings of the work of Ewing and Manuel (2005) who established that a preoccupation with discipline and behaviour management was a common focus of early career teachers as they consolidated and refined their pedagogy, and their confidence level grew as they became more able to manage challenging student behaviour through effective pedagogical approaches. Gains in awareness and confidence can be seen to be integrally connected to, and enabled by, development in the other capabilities. As the following quotation from Rose displays, the trainee teachers worked hard to create a sense of order and structure to their classroom practice. McCormack, Gore and Thomas (2006) have noted that establishing such a sense of order and structure supports early career teachers’ confidence in creating a positive classroom learning community. Rose explained what she believed was important to her students’ engagement:

From a classroom perspective and in a classroom sense, I think they need a teacher that is organised, that is quite good at promoting a routine and a structure that they are used to, and I think it’s gaining that familiarity, but having that idea that when they come into your lesson this is more or less how it will work, and they’ve got those expectations set out. I think that if you are quite inconsistent then it can create issues with behaviour or whatever else, but they certainly need someone who is very focussed, very clear and fair.
Bandura (1997) has described how individuals high in confidence or self-efficacy are more likely to overcome problems by persevering in their quest to find alternative means to achieving more successful outcomes. He also maintained that confidence levels can influence both the cognitive and emotional responses of individuals when approaching problems such as those encountered in classroom situations. Julia explained how a sense of responsibility enabled her confidence:

I think there's probably something in terms of my character but a lot of it comes from necessity because you must have the confidence to deal with things. Like there are kids in here [her class] who started squaring up to each other and my instinct was like to get straight in between them and push them apart. Whereas, if I saw that in the street that wouldn't be my instinct, but for some strange reason you're empowered with this confidence to try and deal with it and even if that means, like in that situation you're putting yourself in physical danger. Erm, and you have to get up in front of a class and demand that you're listened to. Again, it would probably be easier to stand up and like let those two at the back carry on talking and let those two there who aren't listening get away with it and think that's okay, it's not the end of the world. Then you realise that choice, it's just not acceptable, and to deal with that [behaviour] you have to be confident in how to approach it. You have to use strategies to deal with voice and like stance and gait and things like that and you have to develop, you have to develop that role and you know it's not going to be a very enjoyable experience.

Bandura (1997) has described how individuals who are low in confidence tend to focus on their deficiencies, viewing their situations as far more challenging than they really are. Therefore, enabling assurance and confidence functioning for the trainee teachers can be considered crucial if they are to begin to achieve success in the classroom and in so doing contribute to an informed vision. As reported earlier in this chapter, having a vision orientated to the public-good was fundamental to the trainee teacher’s development of their professional knowledge and skills and, (as Julia illustrated), in enabling resilience and the confidence to act for change. The trainee teachers recognised the importance of all the related functionings as identified by Walker and McLean, (2013) in their PPCI: Having confidence in the worthwhileness of one’s own professional work; Contributing to policy; Having confidence to act for change; Contributing to policy. However, the extent to which
they achieved these functionings varied and was dependent on enabling and constraining factors in their own school contexts.

*Having confidence in the worthwhileness of one's own professional work and having confidence to act for change*

As the findings presented in the *informed vision* section of this chapter revealed, the trainee teachers all agreed that they wanted to do worthwhile work and they believed this to be fulfilled by their commitment to the public-good, oriented vision espoused by *Teach First*. They valued developing the confidence that would enable them to act for change. The excerpts below from FG2 discussions between Tom and Julia are illustrative of how they both described the value of having confidence in the worthwhileness of their professional work, whilst also recognising the constraining factors to achieving this functioning:

> One of the things that I have said to my flatmates and whoever, you definitely get that from the summer institute, I think. I think at the start I didn’t know the why and the worthwhileness of what I was doing, I’m really like ‘Wow’, I’m changing the world’. I think it’s starting to wear off a little as I realise how much I have to learn. [Tom]

In response to Tom, Julia observed: ‘Yeah, and how deep the problems are and how small our impact might feel. But we are making a difference’. Whilst all the trainee teachers felt confident about the worthwhile nature of their work with the individual students that they taught, the following excerpt from Matt highlights the general recognition by the trainees of the limitations on what they could achieve, and of what *Teach First* itself was achieving in terms of its stated aim of reducing educational inequality. He explained:

> I guess what I kind of mean is that I think TF talk about kind of achieving their vision of reducing this socio-economic education inequality, but they don’t kind of campaign on it at all. They’re not actually a campaigning organisation and they don’t talk about the drivers of the attainment gap at all really in public. Erm, and they kind of present and talk about it as if it were a problem that can be solved just by deploying graduate teachers in schools in challenging areas, which is, I think to anyone who thinks about it, it’s obviously not possible to anyone who thinks about it for a second, but it sounds nice.
The trainee teachers understood the functioning *having confidence to act for change* as that needed to address inappropriate and disruptive student behaviour and promote positive engagement in learning through their teaching approaches. Julia expressed the group feeling when she explained: 'you have to stand up for yourself when the kids are really, really rude you have to stand your ground. All of that is confidence and being able to just stand up every day and teach'. Ewing and Manuel (2005) identified a preoccupation with discipline and the management of disruptive student behaviour as a common focus of early career teachers as they consolidated and refined their pedagogy. As the findings discussed in this and in the *informed vision* section of this chapter reveal, the trainee teachers believed that having a vision with a public-good orientation, albeit in Matt’s case no longer that of *Teach First*, supported their resilience functioning and enabled them to develop and refine their teaching skills and classroom practice. This in turn enabled a growth in the confidence levels of all the trainee teachers as they progressed through their ITT programme.

*Expressing and asserting own professional priorities*

The findings revealed that this was a functioning very much valued by the trainees and there are many examples across the data where they stated this to be the case. Rose, for example, talked about how she considered priorities for her teaching:

> having the confidence as well in yourself which does come with time then to be able to say that: ‘Right, this is what I need to be able to try and tackle’ and ‘this is my identified area if I’m having a year in this school, what can I do now to really try to tackle that?’

However, again the extent to which this functioning was enabled was very much dependent on their context specific experiences. Julia explained the importance of having the confidence ‘to stand up for yourself if unreasonable things are being asked of you and if it threatens your own priorities’. Barry provided a good example of such threats when he talked about how neoconservative influenced national assessment policy was constraining what was deemed more appropriate assessment practice in his own department. He explained:
Yeah, it's definitely an exam factory culture. I never realised what that meant until I started working. I think again my department has got quite a bit of autonomy on this, so at key stage 3 we don’t do formal exams which is really nice. We assess them formatively, but summative assessment is very rare. I think this is why in Leeds our progress is so good for languages. Like we had three times the national entry for German last year which is insane.

He continued:

But the constraint would be that we’re still forced to give data about that, so on the one hand we’re given the autonomy to avoid summative assessments, but we still have to fit into the spreadsheet which is sometimes quite challenging. Like, so you can see and feel that the kids are making progress because you’re seeing it all the time because you’re assessing them all the time, but you don’t have a number at the end of a paper.

Contributing to Policy

The trainees valued this functioning and it was one that they all felt they would like to put into practice, but they recognised that it was beyond their level of experience. However, Samuel and Rose, had secured a shared leadership role as literacy co-ordinators for their Academy Trust. This role meant that they had the opportunity to create a literacy development programme and literacy policy for several schools within the Trust. It will be revealed later in the chapter, in the section on social and collective struggle, that while Samuel believed that he could have an impact beyond his own classroom, he had a clear-sighted view of the limitations of the policy that they were developing.

Knowledge and Skills

Knowledge and Skills was a valued professional capability for the trainee teachers and what they understood about it was predicated on the Teach First vision and values that set out the expectations required of them. Principally the trainee teachers understood this capability as meaning the specialist subject knowledge they required to teach the curriculum content, as well as knowledge of the teaching skills and pedagogical approaches to teach the content effectively. They valued aspects of the functionings presented by Walker and McLean (2013, p.82) that included: ‘Having a firm critical grounding in disciplinary, academic knowledge;
Being enquiring, critical evaluative, imaginative, creative, and flexible and Integrating theory and practice’. The trainee teachers suggested that in terms of applying the PPCI to teachers, there should be a functioning that related to subject pedagogical content knowledge (Shulman, 1987) and teaching skills.

Teacher knowledge

Hansen (1994) proposed that “teaching...presumes...an activity whose meaning is larger than the sum of its parts,” (p. 269). This statement can lead to varied interpretations, with Duncan (1998) proclaiming that if one agrees with Hansen’s statement then teaching can never be described by looking at the individual elements that constitute it. She argues that teaching is a collection of both activities and knowledge that cannot be analysed separately without losing something in the process. However, Hansen’s statement can also be read as suggesting that whilst we can only ever look at the constituent parts, the strength of paying careful attention to each of the small complex pieces can allow a greater goal to be realised.

The issues here were raised in an earlier scholarly debate between Shulman (1987) and Sockett (1987) who had a similar view on good teachers needing to use judgement but differed on what that judgement involved. As discussed in chapter 2, Sockett recognises teaching as a moral profession and therefore argues that it cannot be reduced to the sorts of propositional knowledge or rule governed practices espoused by Shulman who reasoned that knowledge is central when considering the nature of good teaching.

Whilst Shulman acknowledges that a moral perspective might enlighten some aspects of teacher practice, he maintains that knowledge and rational deliberation form the basis of teacher judgment and classroom practice. Shulman (1987) argues that morality and interactional aspects of teacher practice can be analytically separated from the knowledge implemented and learned in classroom practice. He advocated for separate categories of teacher knowledge, suggesting that effective teachers possess the following seven domains of knowledge: content knowledge, pedagogical knowledge, knowledge of educational contexts, knowledge of pupils,
curriculum knowledge, pedagogical content knowledge and knowledge of educational ends, purposes or values. Wortham (1998), in support of Sackett (1987), argues that this suggestion by Shulman is ill-considered and maintained that teacher knowledge and action cannot be easily disentangled. Wortham’s work focussed on the use of language as the primary medium of both cognitive content and moral action in the classroom and concluded that knowledge-based approaches such as that proposed by Shulman underestimated how deeply knowledge and action interpenetrate in the classroom.

Verloop, Driel and Meijer (2001) propose that ‘the knowledge base of teaching is conceived as all profession-related insights, which are potentially relevant to a teacher’s activities’ (p.441). From this viewpoint, these authors argue that teacher knowledge, or teacher practical knowledge, should be included within this knowledge base, along with formal propositional knowledge. Whilst they recognise that teacher knowledge is clearly related to individual experiences and contexts, there are aspects of teacher knowledge that are shared by all teachers or large groups of teachers, such as, I would argue, those trainee teachers following the Teach First ITT route with its public good orientation.

As Calderhead (1996) has observed, teacher knowledge has many origins including that gained from both teacher education programmes and practical experience. If we are to accept Verloop, Driel and Meijer’s (2001) proposal then we might anticipate that the theoretical knowledge the trainee teachers gained through their university academic study and the focus on values within the Teach First vision may to some extent be absorbed and integrated into their practical knowledge developed through working as a full-time trainee teacher. However, such a process of integration may not be straightforward. Synthesising knowledge from the different perspectives of school settings, academic theory studied in university and the Teach First work on values and embedding this understanding into practice can be seen to pose a considerable challenge.

Briefly summarising other important viewpoints within the broad expanse of literature on teacher knowledge, Connelly & Clandinin, (1985) and Elbaz (1991) view
teacher knowledge as ‘personal knowledge’ suggesting that this knowledge is exclusive whilst Schwab (1971) considered it as ‘the wisdom of practice’ and his concept of teaching (1978) acknowledged the significance of subject matter, teachers, learners and milieu. Brown and McIntyre, (1993) as well as Shimahara, (1998) represent teacher knowledge as ‘professional craft knowledge’ which was, as discussed in the introduction to this thesis a view favoured by those in the Department of Education who introduced policy measures that began the shift from HE-led ITT to school-led and employment-led providers including Teach First. Such a view promoted the component of knowledge that is largely the product of the teacher’s practical experience. Other scholars, such as Carter (1990), have advocated ‘action-oriented knowledge’ which emphasises the ‘readiness’ of knowledge gained for direct use in classroom practice. Interestingly this perspective was how the Teach First summer institute had been promoted, Barry recalled his thoughts on this: ‘I think it was really good that they described it as a classroom readiness programme’ as he viewed this time as preparation for day one in school as a full time, unqualified teacher.

*Having a firm critical grounding in disciplinary, academic knowledge, valuing indigenous and community knowledge*

Whilst the trainee teachers failed to recognise or discuss valuing indigenous and community knowledge as being relevant to them, they valued having a firm critical grounding in disciplinary, academic knowledge, which supports the ‘subject matter’ element that Schwab (1978) advocates. They felt enabled in this functioning because they had the subject disciplinary (content) knowledge required to teach the expectations of the curriculum. Matt illustrated the group feeling when he stated:

> I’ve never, ever been caught out ever, I don’t think, even remotely. I don’t think anyone has ever complained about asking me a question that I don’t know or me not knowing the material comfortably better than they do. You know what I mean? Like my subject knowledge has never been pushed that far ever.

However, as the following excerpt from Samuel illustrated, being enabled in this functioning was very much based on the school context:
I think in our setting [school], having academic knowledge is less important than other functionings. Like, I did my school experience at [XXXX school] a big independent school, where teaching was just, it was like seminars at university. The kids would just come in, they’d have a chat about it, no lesson plans. But when I was teaching a lesson, one of the kids asked me a question and I had no idea [of the answer] and they knew when I had just sort of just made something up. It was a different challenge [to my current school], and you would really have to solidify your knowledge to do that.

Barry concurred with Samuel, ‘That’s really true. I had the same experience at [XXX school] with a year 13 class who asked me a really specific question about this tense, and I was like, I really don’t know’. While not doubting that these trainee teachers had sufficient subject knowledge to function adequately in their school contexts, the question could be posed as to how they were envisaging the capabilities of their pupils. Might they have challenged their pupils in ways that led to the pupils testing out the limits of their subject knowledge?

**Integrating theory and practice**

The trainee teachers valued this functioning and believed it to be essential for teachers. The general feeling from the group however was that they were not fully enabled to achieve a high level of functioning. The excerpts below from Tom and Matt highlight the constraining factors to greater functioning and the importance of the academic input to their subject knowledge for teaching:

> Integrating theory and practice is, I think, really important. I wish I had more time to look at the theory because I think it is so important and I think it would help my teaching so much but at the minute I’m just like when? When does this fit into my time if anything? (Tom)

> … that’s why those subject days [at university] are so nice and I think you should probably get more of them, because they do allow you to step back and have a breather because again, you’re so constantly in the churn of it you don’t get a chance to step back and really think about what’s going on in a way like I never get to do. Whereas those subject days do feel like a bit of a kind of an academic away day where you get to actually think things through a bit more. Erm, and although doing the essay was, erm, that’s a bit of a nightmare, I do see the point in them. (Matt)
Interestingly, Matt recognised that having knowledge of relevant academic and education policy perspectives was important when considering this professional capability. His views align with Shulman (1987) who understands this as a domain of teacher knowledge. The excerpt below illustrates that this was for Matt an important aspect of knowledge and that he would have valued greater opportunity to develop it:

It [a taught professional session] was about Ofsted and how they function and how all of that of works. I said that was really interesting and I’d said that I would have preferred more sessions like that. Again, at SI [Summer Institute] there were sessions on, kind of children’s mental health, things like theories about engagement and attachment and stuff like that and I found that really interesting and...much more satisfying and helpful, far more than the 'teaching like a champion' type stuff. So, erm, I personally would have liked more of that in the training, erm, but maybe that was just me. I don’t think everyone else has such an interested perspective as I personally do which is perfectly reasonable, but I do think it would help everyone.

Matt differentiates between ‘teaching like a champion’ (TLC) and the academic and political theory that he felt would enable him to approach his work as a teacher in a more informed way. He felt that a more expansive repertoire of knowledge than he was receiving through the opportunities offered by the Teach First ITT programme would improve his professional practice.

Predominantly TLC content was based on activities designed to develop knowledge of teaching skills that were easily transferable to the classroom or, as Carter (1990) would define it, ‘action-oriented knowledge’. As the quotation illustrates, the limited attention to underpinning theory was in Matt’s opinion a constraint to his knowledge and skills functioning.

*Pedagogical content knowledge and teaching skills.*

The trainee teachers felt that for them the most important consideration in the knowledge and skills professional capability was subject pedagogical knowledge and teaching skills. They agreed that for teachers this would be an important
functioning. Matt illustrated the group feeling when he was first introduced to the PPCI.

I mean there's obviously not a category there of kind of to do with pedagogy, which maybe there probably should be. I dunno, something like that because obviously that [the PPCI] being a generic list and not teacher specific and [then] clearly your teaching practice, your pedagogy is something that you are working on all the time so something like that needs to be there.

Julia and Barry when discussing pedagogical approaches emphasised the importance of technical skills such as communication and teaching strategies, but also identified the value of the professional judgement needed to adopt appropriate responses in the classroom. We can thus conclude that Barry and Julia recognised the importance of pedagogical content knowledge (Shulman, 1987) with their functioning enabled through opportunities for academic study of the theoretical or scientific knowledge relevant to their subject. How this knowledge was then absorbed, integrated, and enabled as a functioning in their classroom practice as pedagogical content knowledge (Shulman, 1987) was complex and difficult for the trainee teachers to disentangle. The trainee teachers agreed that this was a valuable functioning and one that they sought to develop and that they had improved on as they progressed through their ITT year. The excerpts from Julia and Barry illustrate the importance of pedagogical content knowledge at the start of their ITT journey.

I actually think it's so much more about skills than knowledge. You can get knowledge, and knowledge will come over time and it's not necessarily about being the cleverest or seen to be from the best university or ... being the most well-read. I think if you can apply what you do know in a way that’s clear and that the kids can understand, relate to [and] you and the kids enjoy and engage with, then that’s primary. (Julia)

if you don’t have the pedagogical knowledge and skills then the class can just implode. (Barry)
Whilst the trainee teachers felt their subject content knowledge was strong, they all recognised the challenges they had with how to approach teaching it. The following illustrative example from Tom highlights the challenges they faced during the first few months of the ITT year. He stated:

Yeah, sometimes [I felt confident], but sometimes I’m a bit like, I don’t get what they don’t get. I can’t see sometimes how they don’t get it, so I link to ‘how’ questions. How do you know? How to do this? Like, how did you get to school? And for me it was, how did you get to school? [What] was the method of doing it? [Maybe] it’s a bus, or walking, or a car. How they write it, how they write it to be, [as] it’s using a metaphor. [But] in my head it was such an obvious clear link but for them it was like, totally over their head. They were like, why are we talking about buses and stuff? For them it didn’t click, when I was planning it, I was like what a great way of teaching it, but it, it just didn’t work, it didn’t work at all.

**Being Enquiring, Critical Evaluative, Imaginative, Creative and Flexible**

The trainee teachers did not discuss this as a valued functioning in an explicit way except for Rose who illustrated why it was important to her:

My experience of education from [having completed] the 3 or 4 years at university has been altered because you’re used to a style [of teaching] where it is a discussion style or it’s a style where someone is literally lecturing at you. So again, I think you need to have that imaginative and creative flair to you as a character, or as a person, to know that that [approach] isn’t going to entertain a bottom set year 11; and understanding how you can make something, that you find interesting anyway, interesting to them. So, for me from this first term the idea of informed vision and knowledge and skills is really important.

Although the others did not make as direct reference to these functionings, there were clear indications throughout the data to suggest that they were displaying these functionings. The following excerpt from Samuel is an illustrative example of a trainee teacher showing this functioning. It shows how Samuel created a lesson which merged the prescribed curriculum requirements within an activity that he believed would also contribute to the personal growth of his students. This example clearly demonstrates that Samuel was not only knowledgeable about his students and their needs, but he was also showing what he valued and believed to be the purpose of education beyond curriculum knowledge. According to the scheme of
teacher knowledge advocated by Shulman (1987) this example from Samuel, would represent several of the knowledge domains. He described the creative and imaginative approach to the design of a lesson as follows:

I was doing dramatic monologues and I know that I was having to teach them about the structure of dramatic monologues so I played a Charlie Chaplin speech, erm, about what society should be like and we had a whole discussion about that so it's sort of merging the two together and being able to teach them what is relevant to what they are studying whilst also trying to help their personal growth.

Social and Collective struggle
The trainee teachers had different views about the importance of social and collective struggle as a professional capability. The scope to exercise the related functionings also varied based on the experiences and opportunities offered to them in their own individual school contexts. Matt understood social and collective struggle as that associated with ending educational disadvantage as espoused by Teach First in their mission statement. He talked about how the focused work on the Teach First vision at the summer institute had inspired and energised him to actively contribute to this mission. However, when asked about the value of this professional capability near the end of his ITT year, he stated that:

if you had asked me that question at SI, I probably would have put more focus on that. But now I would have to put less because you're dealing in the finer grain of you know, day-to-day kind of school life.

Whilst he valued social and collective struggle as a professional capability, he felt that the daily challenges of teaching, being responsible and accountable to the school, parents and children meant it was difficult to develop or enact it as a trainee teacher. He was frustrated with the Teach First input on the programme and explained why he didn’t feel quite part of a ‘collective’:

I guess that’s the thing, like I feel Teach First talk a lot about the movement and the vision and stuff. I don’t know, I think the comment I made there [on the pre-interview task] was that as an organisation, I view Teach First with some suspicion really. Like I don’t really trust them or like think ‘they’re all that’, because I think a lot of the things that they do and a lot of the things, like parts of the programme, I think are silly or like not right, and aren’t a good use of resources and are not actually part of achieving their aims.
Rose, on the other hand, felt that, in her role within a large Trust, she was part of a collective with a clear vision to improve the standard of education for their students. She explained:

In terms of that social struggle to become that [Ofsted outstanding], you have that in mind that we [as an academy] need to get to this point because we are the weak link or the weakest link [in the Trust] so that’s the end goal. I think that’s necessary because I think if you were in it alone as a school that had just become an academy, I think you could possibly slightly lose sight of what you are doing it for. But because there is a community centre with the Trust and the academies it has helped with that collective change because you have had people coming in from different schools bringing in their expertise.

Whilst the context of Walker and McLean’s (2013) research, post- Apartheid South Africa, was very different from the context of my study, it was interesting that the trainee teachers valued and discussed five of the six functionings of this professional capability: community empowerment approach/promoting human rights; contributing to policy formulation and implementation; identifying spaces for change/leading and managing social change to reduce injustice; participating in public reasoning/listening to all voices in the conversation; and finally building and sustaining strategic relationships and networks with organisations and government. They did not discuss the working in professional and inter-professional teams functioning.

Community empowerment approach/promoting human rights
The trainee teachers felt that this was a valuable functioning, but most responses in respect of the community empowerment approach aspect concentrated on how their functioning was constrained by their position in the school. Whereas, in terms of promoting human rights the trainee teachers, felt enabled by the subject matter that they taught (English and Modern Foreign Languages) or, as exemplified by Rose, the opportunities that the school or Trust offered to explore such topics. Julia and Tom explained their views on the community empowerment aspect of this during a focus group discussion:
I mean, I find that one a bit of a funny one because I feel quite removed from the community. Like, I’m in my school community obviously, but the wider community I know about, but I don’t live in the community so I’m not really a part of it. I guess I’m invested in the children and the school community, and I do feel strongly about that, but I don’t for the wider community. It depends on your role, because there are people in my school whose job it is to work in the community, like, for instance, the safeguarding team and they go and visit families and like, yeah, they’re so involved but I just think I’m removed, very removed. (Julia)

Tom agreed and stated that:

I think maybe if you moved up like into SLT [senior leadership team] you would probably want to be getting involved with the community. Erm, but at the minute whether it’s about rightly or wrongly you’re not really involved with the community, you’re part of the community but you’re not necessary involved as such.

Rose took a different stance on this. She viewed her role as being much wider than simply teaching English and as offering scope to pursue this functioning as she explained in the following excerpt:

Well, I’m just reading the idea of community empowerment, promoting human rights, that in itself is quite difficult in a classroom environment. I think that the community empowerment is when you become more than just a teacher because you can have empowerment in your classroom certainly and I think you can empower students especially through the promotion of human rights to think differently.

She described how she was able to achieve this functioning through the approach that her school had taken in preparation for the European Referendum:

Erm, so a couple of weeks ago with the European Referendum, our school had a full day where we had guest speakers in arguing for and against why we should leave or why we shouldn’t and educating the students in terms of what the term migrant might mean and what immigrant might mean. Because typically, in the background of where our students are from, they would, you know, it’s very white British and XXXXXXX is an area where it’s the only BNP person in the country that has been elected, so it’s that sort of climate that a lot of them are from. Erm, so I think certainly promoting human rights is something you can do through lessons and days like that and it does have an impact because our students voted 66% to remain and if you
think about our children and when we did the first ‘snapshot’ it wasn’t like
that at all, the majority of our students said we should leave and I think that
in itself is a sense of empowerment. I think the context at the minute is
quite restricting, but I certainly agree that being an educator is much more
than just teaching your subject. I think it’s teaching about all sorts of things
like human rights and a lot more about the society that we live in and
everything else.

Leading and managing social change to reduce injustice

Considering how the trainee teachers had viewed the Teach First mission and their
knowledge, understanding and commitment to its vision, one might have
anticipated that this functioning would not only be valued but that they would feel
enabled in achieving it. Rose, however, was the only trainee teacher who felt that
she was achieving this functioning and she considered that the strategies adopted
by her school as part of the Academies Trust was enabling her to do so. She
believed that her work within her own classroom and with individual students was
contributing to social change as she described in the following excerpt:

I think there is an element of the leading and management of social change
because you have to alter slightly the local society around you for them
[students] to think positively about the school and with what we’ve [the
school community] have been through. Also, with the students to develop
as I’ve said, the idea of their pride and how they view their school.

Barry, whilst valuing this functioning did not feel enabled to pursue it in the same
way. He explained that:

I’m a trainee, so I feel like leading and managing social change and reducing
injustice might be things that my head of department knows about because
she’s a consultant and that’s different. I believe that I’m having an impact
with some children who wouldn’t have a foreign language before. But in
terms of teaching as a whole [leading and managing social change and
reducing injustice] that’s, I mean that’s very niche.

Matt felt that this was an important functioning and that the Teach First
organisation should be more active in the political arena and in so doing, offer the
opportunity for their trainee teachers to be part of a political solution that ends
injustice. He observed that:
I think the reason why people are probably attracted to *Teach First* in the first place, well why some people are, is because of their politics and I guess *Teach First* is an organisation that is driven by an actual kind of commitment to service, or whatever. Erm, and that’s partly why it’s so frustrating when you’re in the *Teach First* machine that you find that it’s actually apolitical beyond that. It expresses the vision but there is nothing too much behind it, well at least not what I’m aware of.

He continued:

The thing is you realise that *Teach First* is just the same as any large organisation where you have people who are basically there self-serving, doing stuff that you’re like — ‘What?’, ‘Why?’ — that’s, not a good use of money, it doesn’t help me. But it’s like they’re spreading their tentacles around and they’re trying to publish things and raise their own profile.

Reid, McCallum and Dobbins (1998) assert that teaching is ‘a political process and teachers are political actors’ (p.247). They argue that because schools are central to the communities in which they are based, and teachers are responsible for the education of youngsters within that community, they are inevitably sites of contesting purposes, values, and practices. The authors rightly claim that the nature of any disputations that arise require complex dealings with a range of stakeholders including parents, teachers, students, politicians, education bureaucrats, employers, and universities. They also assert that such relations are not equal or innocent but ‘structured and lubricated by the exercise of power, and it is in this sense that they represent politics par excellence’ (p.247). Whilst Matt did not necessarily articulate that individual trainee teachers themselves should occupy the political space, he did recognise the political landscape and the need for greater activism if *Teach First* as an ITT provider were to promote education concerned with creating a better world as espoused in their mission statement.

*Contributing to policy formulation and implementation*

This functioning was something that the trainee teachers valued. However, as Tom illustrated in the following excerpt, their position in the hierarchy of the school was constraining to this functioning and other than for Samuel and Rose, who had been given a leadership role in their academy trust, it remained an aspiration. Tom explained:
I mean in the day-to-day life of a trainee teacher these things aren’t going to pop up. Like you’re not going to be the one that gets to add to policy. You’re not going to be the one that gets to contribute to policy formation and implementation, you’re just not unfortunately.

Whilst the Teach First ITT programme promoted a leadership element and they had a named leadership development officer to support this, only Samuel and Rose felt they had any opportunity to enact this functioning. They both felt enabled in this functioning because they were offered the joint opportunity to lead literacy development across their Academy Trust. They reported that through this literacy co-ordinator role they were having an impact beyond their own classrooms. However, Samuel expressed some scepticism about the value of this development work as he explained in a focus group discussion:

Rose and I are now co-ordinating literacy across the Trust so it’s something that we’re contributing to policy; and we’re now having to look at the literacy policy and sort of put our own slant on it basically. Erm, so I would say that it’s quite important like for making a wider impact [because we] as individuals don’t really get the chance for a more collective [contribution]. However, it is very, and I’ll say this even though I’m on camera, it’s all very, you know, no one, not really, [we are] re-inventing the wheel, we’re just tick boxing and so I’m sort of still a little bit cynical about how policies are made and implemented because no-one really has any new ideas.

He continued,

However, I would like to think that with the right strategy something would make a difference; but what I’m saying is that I don’t think for us that’s probably, you know, I can’t compare the two because to me why I did Teach First was not to be a literacy co-ordinator, it was to help young kids and try to make a difference in their lives. I don’t think I’m making such a massive difference in this; I think that’s more professional. I’m making a difference by helping the school itself get a good Ofsted rating if that makes sense.

Samuel’s experience and cynicism can be set within the wider context of globalisation and its effects. Carnoy and Rhoten (2002) claim that:

Globalization is a force reorganizing the world’s economy, and the main resources for that economy are increasingly knowledge and information. If
knowledge and information, usually transmitted and shaped by national and local institutions, are fundamental to the development of the global economy, and the global economy, in turn, shapes the nature of educational opportunities and institutions, how should we draw the directional arrows in our analysis? To complicate the situation further, global economics and ideology are increasingly intertwined in international institutions that promulgate particular strategies for educational change. (p.1)

They attest that with an emphasis on international education comparison tables, globalisation is subtly but ultimately transforming how education is delivered in both national and local school contexts. Samuel’s experience as literacy coordinator has highlighted how the importance given to raising standards of literacy can be seen as part of a broader effort to increase the accountability of teachers and managers, in this case to Ofsted. Neoliberal and neoconservative performativity and accountability mechanisms to test and measure the way literacy knowledge is delivered in the classroom is, it can be argued, ultimately controlling that knowledge production. However, whilst Samuel recognised these issues, he remained compliant in this role and committed to the Academy Trust stating that:

I mean what do I know, which is true, I don’t know, I’m not even qualified. At the time I’d been there 5 months teaching and suddenly we’re telling people how to, you know we’re going on learning walks around school and going into much more experienced colleagues’ lessons and looking at literacy in their lessons and thinking ‘Well, then that’s not up to scratch’; and I’m thinking, ‘Oh, how am I going to tell them this’. Do you know what I mean? But then again on the flipside I’ve been appointed to do that job and that’s how it is, and I must do it.

Participating in public reasoning/listening to all voices in the conversation. Building and sustaining strategic relationships and networks with organisations and government

Julia and Tom were the only two trainee teachers to discuss these two functionings of social and collective struggle. However, they were unsure of their meaning and relevance to them. Julia stated during a focus group conversation that: ‘Yeah and like this one as well, ‘building ...with organisations and government’ I mean what?’.

Tom’s response was: ‘What? Listening to all voices in the conversation? I mean I
understand, building strategic relationships with organisations or governments, but?’

Julia continued:

Is that like unions or Teach First or MP’s? Like, I don’t pursue that within school. I, yeah, I manage my responsibilities, but I don’t feel that I’m part of a national teaching movement. I signed the petition against academisation of all schools but that’s only because that directly affects my school, and they absolutely don’t want to be an academy; and things like that, I’ll do.

Interestingly, the trainee teachers were highly critical about several policies, both local and national, that they felt were constraining to their work with their students. However, they didn’t see that they had any role to play in reforming them. Tom and Julia were highly critical of curriculum policy both in school and in the national context, highlighting in the excerpts below the unjust nature and irrelevance of practice driven by such policy. Julia discussed the constraining nature of the GCSE specification and the impact this will have on her students’ possibilities for success. She talked about how:

It’s the new GCSE spec and it’s some of the poetry they must know and it’s just so hard and they are so weak. We were just talking about how we were going to teach these poems because we’ve done all the easy ones, we’ve done all the ones that we think they can get, that have kind of clear ideas and imagery and stuff. But then when it gets to the longer poems and the ones with the more archaic language. You are so limited by the curriculum and the opportunities that the curriculum presents. Erm, and when you are dealing with high ability pupils then that’s not so much of a problem as when you are dealing with the bottom end unfortunately.

When discussing the professional capability informed vision, Tom raised concerns about the school curriculum policy and the nature of progress checking which he felt was limiting the opportunities for his students. He explained:

I can definitely imagine it [alternative futures] but, I don’t know if we’ll get there. I can see how different things would help them and how certain, like how certain things restrict them so much, such as the 100% exam rules in English and how [much] pressure that puts them under at such a young age. The fact that they can’t really have much creativity because there is a box to tick, and they just want to know the right answer so that they can tick off
the boxes. Then they can’t, they don’t develop that understanding, they just do it to be like, ‘Yep, yep done that’. They don’t always necessarily, really get what they’re doing and why. Well, they get the why because they get to tick the boxes, but they don’t get the understanding that I would like them to have.

In this light you might expect that they and the other trainee teachers who were also critical not only about the curriculum but other aspects of their work too, would see some value attached to this functioning regardless of whether they were given the opportunity to develop or achieve it. Reid, McCallum and Dobbins (1998) draw our attention to the political nature of the curriculum and the role of teachers who go on to deliver it. They maintain that:

the official curriculum is a political artefact, teachers—whether they have involved themselves in the development process or not—are acting politically when they engage with it in some way. This is the case whether they adopt, adapt or subvert it. Teachers cannot escape the political dimensions of what they do in their curriculum work, because the curriculum itself is inherently political. (p.249)

These authors argue that teachers need highly developed political skills to navigate and engage within the many arenas where education policy is determined. Such skills are required to resist aspects of, and to wrest back some control over, the curriculum. Importantly they identify the need for highly developed critical skills to ‘uncover hegemonic constructions of teaching as an apolitical activity’ (p249). Matt, when discussing the Knowledge and Skills professional capability, suggested that there was too little time spent on academic theory and no political theory on the Teach First ITT programme. He observed that:

You don’t really get a chance to engage in that, the kind of harder, I mean harder in a sense of theories stuff. Erm, I think it helps you to understand the whole situation a bit better; it helps you understand what’s going on around you. If you understand the policies that govern like school funding or whatever then you can understand because you know — like, you always hear reports on the radio saying, ’education inequality is getting worse’, and Yorkshire is always the worst region, but I find that really frustrating and I
want to find out why London is doing so well and why Yorkshire is now the worst region for education disadvantage. Erm, so I want to know why, and you don’t really get much time to engage with that kind of question when I’m in a school. Obviously, that’s not the job of a school but I feel, personally that it would make me do my job better.

Matt was clearly frustrated with the opportunities offered in the Teach First ITT programme to enable this capability functioning. Ladson-Billings (1999) has called for a culturally relevant pedagogy and stressed the importance of a curriculum that immersed the trainee teachers in the culture of their respective schools rather than having them act as “voyeurs.” As noted earlier, while Ladson-Billings’ (1999) work concentrated on race and privilege, their findings can be applied to my study which revealed similar issues concerning how the trainee teachers experienced their ITT programme from a class and privilege perspective. Barry reflected on this when discussing the functionings related to the professional capability affiliation, as presented in Walker and McLean’s (2013) PPCI.

It can be argued from these findings that, as a public good oriented programme, the content of the Teach First programme should enable the trainee teachers to develop the political skills and understandings to be able to reflect critically about systemic and unjust educational practices and know how to work with others to develop and implement strategies that will address them. According to Reid, McCallum and Dobbins (1998) this would require:

knowledge about how and where education policy is shaped, who to target in political campaigns, and how education unions and political parties work. And it demands a significant array of political skills, including the capacity to negotiate, compromise, advocate, lobby, communicate and organize in the wider political arena. (p.253)

Informed Vision

Walker and McLean (2013) found that there were two primary aspects to an informed vision that were significant to professional groups’ aspirations for human
development and poverty reduction outcomes. These included firstly, ‘understanding how historical context and socio-economic, political and cultural structures influence the lives of the people whom the profession serves;’ and secondly, ‘understanding how the profession itself is shaped by similar forces’ (p112). The findings in this study revealed that the trainee teachers valued Informed Vision as an important professional capability. However, their common vision was different from that explored in the work of Walker and McLean (2013) in that they understood their ‘informed vision’ as that espoused by Teach First (Wigdortz, 2012) which, although distinct from Walker and McLean’s (2013) conceptualisation, did have an orientation towards the public good. The trainee teachers understood the impact of socio-economic deprivation on the educational outcomes of the poorest and most vulnerable of children and they believed that by becoming a Teach First trainee teacher they could be part of the solution to addressing this disadvantage.

This was clearly illustrated in the following excerpt from Matt when reflecting about the Teach First programme ‘... here’s an organisation that is driven by an actual kind of commitment to service and had that kind of moral and some kind of ethical position underpinning to it’. However, as we will see in the following pages, he came to feel that it had fallen short in pursuing this vision. Samuel too considered the ethical nature of the programme:

I also loved the whole ethos behind it and how actually by doing this you are making a difference somehow genuinely to these kids who maybe don’t have a lot in life, and you are actually able to give them something and give them a good education.

Rose recognised the importance of having an informed vision in terms of developing an identity as a teacher. She explained:

I think you need to come into it knowing what you’re getting yourself into, otherwise you would struggle. If you came into it with your eyes closed and thought it’s going to be easy then it’s going to be a big shock to you. So I think you do need an awareness definitely of that informed vision of knowing a bit about their [students’] background and a bit about the context of the school to be able to help you form who you are as a teacher.
The *Teach First* recruitment strategy, as discussed in chapter 1, was described by Brett Wigdortz (2012), the original CEO of *Teach First*, as appealing to the rational 'head' by offering candidates the opportunity to develop distinctive and recognised skills with access to the 'inside track' to business and career opportunities. He also described it as appealing to the emotional 'heart' by presenting an opportunity to make a difference to the lives of the most disadvantaged in society by providing a better education within *Teach First* schools. The trainee teachers valued both aspects and, as the findings suggest, to a greater or lesser extent they were attracted to the *Teach First* ITT route because it offered them a challenge, constant development, a sense of pride, prestige and flexibility.

As the literature review established, conceptions of the professional ideal are seen to denote prestigious occupations which are granted autonomy from the state in return for their specialised knowledge, skills and their devotion to public service (Abbott, 1988; May, 2001; Sullivan 2005; Sugrue & Solbrekke, 2011). Most of the trainee teachers were inspired at the outset of their ITT programme by the moral vision and public-good nature of the *Teach First* ITT programme. Samuel, Rose, Matt and Julia were all attracted by the moral and ethical nature of the programme, seeing it as an opportunity to give something back. Rose and Samuel, both engaged with the programme’s vision of making a difference to the lives of others, Matt had an earnest desire to do worthwhile work and Julia wanted to do something that was beneficial to others rather than to herself. Barry and Tom, however, confirmed that self-interest was their original motivating factor, in that they were both seeking the attractive opportunities that the programme offered purely to develop their own skills and map their future careers through the ITT programme and by networking with *Teach First* partner companies. At no point in the recruitment stage had they considered the moral and ethical nature of the programme. Tom discussed his own motives for joining, declaring that:

I went into it thinking, erm, this is the best graduate course in the country. It can further my career. It’s for two years and people do enjoy it. I do like it,
and I do take my job very seriously, erm, but did I, did I actually think ethically when I went into it? I don’t think I actually did.

These notes of self-interest resonate with the sociological critiques that raise questions about the legitimacy of the claim that professionals work purely in the service or interest of others (Freidson, 2004; Sullivan, 2005; Larson, 2014). However, as the following excerpts from both Barry and Tom illustrate, professional education, in this case the Teach First ITT programme, can modify such a disposition. They explained:

The whole thing with vision like, I’ve done a 360 on it, because at first I was sceptical about it, but I think you need to have it and I feel far more strongly about it now than I thought I did. I think just seeing it like having the summer institute that was all about numbers and statistics and I think then going into the school with that kind of background and seeing it [deprivation] in the kids makes you much more motivated to try and change it. I feel like that’s a very specific stance to teacher training that like the other trainees in the school don’t really seem to have as much. I’m not saying that it’s not all there because they do talk about it but it’s like a big part of the Teach First vision, so that’s really developed with me since starting. (Barry)

I didn’t realise how much it [Teach First vision] had gripped me until I was at the summer institute, it was like ‘wow yeah’, and it just sort of clicked. It was the way I describe it to people in this school who haven’t done Teach First who ask, ‘how do you do it after 6 weeks?’ So, I’m like, I think they give you the why you’re doing it during those 6 weeks, and I really feel like I got the why I was doing it. It really clicked into place, whereas you may not get so much of the how because you’ve only had 6 weeks, but you really understood why you’re doing this, why it matters and why it’s important, so in my day to day I do think it’s important. (Tom)

The Teach First vision presents an image of what Teach First imagines will direct their teachers to work towards the public good by providing an excellent education to those who need it most. Previous scholars have argued that having such a clearly articulated and shared vision about the larger purposes and goals of teacher education programmes is of real significance when examining the links between

Matt felt that informed vision was important to him because 'you couldn’t function in a school in this sort of setting if you didn’t have that'. At the start of the school-based training, having completed the 6-week summer institute, the trainee teachers were very clear about their identity and who they were as Teach First teachers; and at that point they showed great enthusiasm for and commitment to the Teach First mission and vision which as the excerpt from Barry illustrates, was given prominence during the summer institute. He noted that:

I didn’t necessarily feel that it was much training [to teach] to be quite honest. I feel that it was a lot of ideology and a lot of like instilling into us values rather than pedagogy if that makes sense.

The trainee teachers believed that the work on vision at the summer institute provided them with an alertness to the socio-economic context which shaped the circumstances of the students and the school settings in which they would be teaching. They confirmed, as the following quotation from Rose illustrates, that having this informed understanding of the contexts where they would work set them up well for the first day in school:

You need some preparation for that first day in the classroom thinking ‘Who am I? Who do I want the pupils to see me as? Why am I here?’ I think you do need to understand that in order to get through it a lot of the time because, in a sense, nothing prepares you for this first term. But I do think that having that [as a] reminder of [why] you’re doing this for these particular students and [that] this is what you wanted from it. I do think that’s helpful.

According to Hammerness and Matsko (2012), an early induction to the contextual environment through the content of a teacher education programme is critical to the continued success that teachers can have with their students and in their general teaching. Whilst the trainee teachers in this study valued this aspect they found that in some instances school mentors, department colleagues, and senior leaders were not aware of the Teach First vision. Matt stated: ‘the idea of vision is not a relevant concept in your school and the reality is that no-one at [the
university] or in your school ever talks about vision at all’. This can be viewed as unfortunate because, as suggested by Hammerness (2013), the most powerful outcomes of teacher preparation programmes are achieved by having a shared and consistent vision across the programme. Where the trainees were supported by mentors or colleagues with a Teach First background they felt there was greater understanding about their training needs, in consonance with the Teach First vision. To ensure that they worked towards achieving the Teach First vision, each individual trainee teacher had the support of a leadership development officer (LDO) who helped them to develop an individual vision aligned to the Teach First vision but designed for their own school context and daily practice. The expectation that the trainees create a personal vision aligned to the Teach First vision allowed them the opportunity to work with their LDO to develop something that was closer to, and therefore more meaningful for, their daily practice.

Sockett (1993) observes that pursuing a vision can be a means not only to generate commitment to a cause, (such as Teach First), but can also be considered of moral significance to teaching given that an ethical teacher will pursue a vision that envisages a more ideal future for their students. Hammerness (2001) found that having support within the context in which they work was vitally important to whether teachers were able to carry out their visions. In this respect the Teach First structure and the role of the LDO’s ensured that the trainee teachers were committed to the Teach First vision and were supported in developing their personal visions as well as being held to account in achieving impact on the Teach First vision. The one-to-one meetings with their LDO’s provided a space in which they were encouraged to discuss and reflect on the extent to which their visions were being realised in terms of student outcome and impact on the Teach First vision.

This idea of using vision as a ‘measuring stick’ (Hammerness, 2001, p.146) was motivational for most of the trainee teachers with examples given where they discussed how they had reflected on their vision daily. They were especially gratified when they felt that their vision was being realised in their students’
achievements. Rose referred to how one of her students had grown in confidence and for the first time had achieved success by speaking aloud in class, which she attributed to her focus on her personal vision for her students and her own classroom practice. Samuel, Barry, Rose and Tom all felt that the LDO meetings had been somewhat useful in terms of keeping them focussed and giving them the opportunity to reflect on their vision and its significance to their daily practice. Matt, however, became more and more frustrated with the work around vision; and as time went on he became very critical of the way in which Teach First presented and acted on the vision. These critical views are discussed in the following sub-sections that consider the functionings within Informed Vision of: Understanding how the profession is shaped by historical and socio-economic, political context nationally and globally; Being able to imagine alternative futures and improved social arrangements.

**Understanding How the Profession is Shaped by Historical and Socio-Economic, Political Context Nationally and Globally**

As stated earlier, Walker and McLean (2013, p.112) noted that there were two aspects to the functioning of Informed vision: ‘first, understanding how historical context and socio-economic, political and cultural structures influence the lives of the people whom the profession serves; and second, understanding how the profession itself is shaped by similar forces.’ The trainee teachers understood this functioning, principally in terms of the first aspect, to mean the socio-economic deprivation associated with the communities, schools and students supported by the Teach First programme. This general understanding of the functioning is captured in the following crisp statement from Samuel: ‘we did Teach First because of the socio-economic background’.

Tom and Julia discussed this functioning in some detail and acknowledged how current national policy negatively affects the possibilities and opportunities open to them as teachers in their school contexts:

> I know how it is currently, like the general perception of teachers. Where the position we found ourselves in. Where a lot of schools have got no money and they can’t get better because they’ve got no money. Then like
you’re ostracised if you’re not outstanding, so you get less money. So how are you going to improve if you’ve got less money than before? Obviously like you [Julia] said, [in a negative way] all the academisation that’s been brought in and Nicky Morgan [Minister of Education] who’s just been telling us to ‘step up’, be more positive and ‘step up’, which is really nice of her to say, I don’t think! [Tom]

It is important to recognise that there was a lack of in-depth understanding of this functioning and of the teaching profession itself. The Teach First programme appears to have paid little attention to the critical analysis of the impact of politics and policy and their impact on both the teaching profession and importantly the socially and economically disadvantaged.

*Being able to imagine alternative futures and improved social arrangements*

All the trainee teachers linked this functioning to what they believed their role was as a Teach First teacher. At the summer institute Barry and Tom viewed the Teach First vision for the first time as what Greene (1988, p.23) refers to as a ‘consciousness of possibility’, embodying images of their role as teachers having a ‘reach’ for a more positive future for their students. Matt spoke of the power of the Teach First vision and mission in inspiring a high level of commitment from some of his Teach First peers. He explained:

> I would say that the heroes of Teach First are the people who go to these truly, kind of those people who will literally give up everything. Like they will give up their entire lives somewhere and go to some isolated, deprived seaside town or somewhere that they would never have dreamt of going to and they do it, which I think is amazing for those people who do it and to give that level of commitment.

However, as time passed this rather ingenuous vision which could be viewed as condescending faded. Matt felt disillusioned with the Teach First vision and mission which had originally motivated him, whilst at the same time focusing on the drivers of educational inequality rather than on the actions of the Teach First heroes. He felt he was engaging in worthwhile work, but he was not able to enact this functioning as it was so very far removed from what he considered was possible in
his role as a *Teach First* trainee teacher. Julia, like others, found this functioning challenging when considering the *Teach First* vision as she explained:

I can imagine [alternative futures] but I think sometimes it can be quite erm, I mean I teach a really low ability year 10 group and some, a lot of them are so keen, like so keen but they're just never going to be that academic. They're never going to get their C in English, they're just not and it's not for lack of trying because they do try, they have. They're really vulnerable kids, they have lots of SEN issues and, and they won't, they won't completely flop but it's difficult and you have to be relentlessly positive and [yet] at the same time be realistic because whilst you want to motivate them, and you want to keep them inspired and ambitious you don't want to raise false hopes and I think that's quite a difficult thing.

These findings are in line with previous research by Hammerness (2001) which identified the challenges of translating vision to practice and being able to imagine alternative futures. Such challenges have been highlighted in preceding quotations, including Matt’s move to discount the *Teach Vision* which had previously inspired him because the distance between the vision and his own classroom practice was too great for him to take it seriously. He became so discouraged and frustrated that he took to criticising the *Teach First* organisation for being ‘apolitical’, and not actually addressing the wider issues of poverty. However, even taking these notes of dissent into account, these findings clearly showed that the trainee teachers valued having an informed vision as a professional capability and they were in general inspired by the *Teach First* vision which they viewed as oriented to the public good.

**Integrity**

The trainee teachers valued this professional capability and the following related functionings: *acting ethically; being responsible and accountable to communities and colleagues; being honest and striving to provide a high-quality service.* They regarded these functionings as essential not only for them in their role as *Teach First* trainee teachers but also as fundamentally important for all professionals. Thus, these trainee teachers were in alignment with Carr (1993) who argued that values are expressed through a commitment to a held belief; and as trainee
teachers they conveyed a form of professional conduct that is a ‘better’ or a ‘right’ way. The following excerpts from Samuel and Matt are illustrative of the group’s responses. Samuel proposed, ‘Erm, and again there, 'Integrity', that’s just like, that’s a kind of, a key part of being a professional teacher;’ and Matt responded with: ‘Yeah, I guess, integrity isn’t really unique to teaching. It’s like, if you’re not honest and you don’t strive to provide a high-quality service then you’re not very good at whatever professional role you have’. Tom believed that:

...most people on Teach First do have quite a lot of integrity just by virtue of the type of programme that it is and the training that you go through, and the selection process are all enablers to integrity.

Samuel highlighted its importance by sharing that he had been accused of lying by a student and because he was deemed to have integrity by his colleagues, they accepted that it was as he reported, a ‘stupid’ accusation. He observed that: ‘if you have integrity then people will trust you more, like almost from a boss’s point of view’. The others in the focus group agreed with him. Rose described why she felt that having integrity was important to her and the following excerpt illustrates how she was displaying integrity, both in terms of being responsible and accountable to communities and colleagues and being honest and striving to provide a high-quality service. She explained:

Yes, integrity. I think the idea that I value having a particular reputation whether that be with students or staff. I value the fact that people know that they can rely on me. I value the fact that I would hopefully be seen to be doing a good job and that I can be someone who is able to support other people, [whether] that be students or teachers or whoever. Yeah, certainly I value being an integral member of a team, someone that isn’t just by myself and gets on with things [but] that I do want to help other people, the department, the school. Having that sense of integrity feeds into how much I’ve enjoyed working here in a sense because I want to be part of that transformation and part of the school moving forward because I think it’s so important, but I think that all comes down to the integrity of my practice and how I conduct myself.

Rose is describing what Sockett (2009) considered as refined dispositions or virtues, by displaying aspects of her moral character through her professional principles that
were considerate to the interests of others and her desire to work in a collegial manner for the betterment of the whole school community. Such commitment to her values may, as Carr (1993) has argued, have shaped the person she is known, and characterised, by others to be.

Julia, when discussing retaining her professional integrity amidst the ethical dilemmas that were constraining to her functioning, presented herself as a teacher of good disposition with the virtues and professional judgments that Osguthorpe (2013) maintained are essential for teachers if they are to realise noble ends in their work. For example, she talked of how:

The behaviour policy, like I said earlier, can be quite slow, so when you have a child who is not following instructions they have to go outside, and you’re taken outside and although my professional integrity is intact because I’m following the school’s behaviour policy, I’m not minding their learning. So, you do have that dilemma almost daily you know, do I step outside? [in line with school policy] or do I just have a word and then leave it so I can get on with the learning? So, I end up bullet proofing lessons with so many tasks then so when you must go outside with a child you’ve got back up and they’re not just left in there with nothing to do.

**Being Honest**

The trainee teachers reported that being honest was fundamental to having the occupational status of a professional. There were reports that neoliberal education policy and performance management tools that held teachers to account were threats to the trainee teachers’ functioning (Ball, 2003; Sugrue & Solbrekke, 2011).

Samuel highlighted his concern about the focus on performance data when he discussed his aspirations for the future as a head teacher:

you know [I would like to] still be able to teach and not lose that rapport but be able to turn around the lives of many people and hopefully not necessarily just for the data and what the school needs to be, but for making better individuals, that would be a lovely position to be in but it’s a long way off.

**Acting ethically?**

Julia and Tom were the only trainee teachers to discuss this functioning in a questioning manner during the focus group interview. They questioned the ethical
nature of the *Teach First* ITT programme and then their own ethics that led them to join it.

Tom explained his thinking:

I imagine though there’s quite a few people that would question us like, ‘are we, are you [us] acting ethically by placing, erm, graduates untrained in front of the most vulnerable, is that ethical?’ Is what we’re doing actually ethical?

Julia responded by stating: ‘Yeah, especially when there are such high stakes’.

Tom continued:

Yeah, is that ethical? I do take my job very seriously, erm, but did I, did I actually think ethically when I went into it? I don’t think I actually did. You don’t know the weight behind it before you’re in it and then it’s such a huge responsibility, because if you’re saying acting ethically, you would be able to say like acting morally, but like, can I commit all of my time for all of my life for this job? I don’t know if I can.

Julia again agreed with Tom, questioning her own decision. She stated:

I agree, like I went into it not committed for teaching. Sorry, not committed beyond two years. I was committed for two years but beyond that, it’s anyone’s guess and when you think, or you hear about how expensive it is as a training route. Is that a good way of spending government money? I don’t know if it is.

As discussed in the introduction to this thesis, Labaree (2010), Price and McConney, (2013) and Scott et al (2016) critiqued *Teach for All* programmes for marketing themselves as ‘steppingstones’ to other careers, which was attractive to both Tom and Julia at the outset. However, having spent a year teaching they both questioned the ethics of that decision and ultimately the ethical nature of the programme itself. Barry too was originally motivated to join the *Teach First* programme, not for moral or ethical reasons but for the leadership and business opportunities that it offered him. However, like Tom and Julia, on completion of his ITT year he believed that his values about life on a personal and professional level had changed which impacted on his identity as a teacher. He explained:

I’ve had these really challenging but positive experiences with these kids and I’m like my whole focus on actually what I want out of life has really changed. I want to make that difference to like the lives of kids rather than my bank account which is where I was before. That’s why I did the degree
that I did [Law] and I just wanted to make as much money as I possibly could. I think that was just a result of where I grew up and what was taught to me as a child. You know like, go to university, have a great job and earn lots of money and that was what a measure of success was. Because of this year my whole definition of what success is has completely changed, which is really nice.

**Being responsible and accountable**

Julia was the only trainee teacher to discuss limitations in enacting this functioning of integrity and whilst she thought it was important to be responsible and accountable, she felt that her functioning was constrained due to workload pressures. She stated that: ‘In total I have 6 classes. Most of mine are classes of 30’. This made it difficult for her to keep on top of the workload. In the excerpt below she described a situation where she had failed to contact a parent to discuss her child’s progress.

I think that idea about being responsible, like I want to be accountable but there are not enough hours in the day sometimes to call every parent for every child and there are always going to be things that are more pressing. It was really upsetting because I knew he wasn’t making progress, it wasn’t under the radar, I just didn’t behave in the way she wanted me to behave, and I want to be accountable but also there are limitations.

Julia’s experience again shows the challenges of the contemporary life of a teacher, where the performativity and accountability agenda has created increased workloads which constrain the possibilities for teachers’ aspirations to achieve the goals of human flourishing for their students (Taylor, 1989, Carr, 1993).

**Conclusion**

In summary, these results show that by engaging the trainee teachers in a critical discussion of the capabilities set outlined in the PPCI it has been possible to ascertain their meaning and value to them as well as highlighting the contextual relevance of all eight public-good professional capabilities and functionings to the profession of teaching. The findings also reveal the extent to which the trainee teachers felt they were able to achieve functioning across the capability set. The
next chapter moves on to critically examine the findings related to the enabling and constraining factors to capability formation and functioning. Drawing on the findings presented in this chapter and the enabling and constraining factors, I propose a new PPCI for the context of teaching that identifies the valued professional capabilities, functionings and the enabling and constraining factors.
Chapter 5: The PPCI in this Teach First Context and Concluding Discussion

As established in chapter one of this thesis, this study set out to determine what professional learning experiences influenced the values and public-good professional capabilities (Walker & McLean, 2013) of six trainee teachers undergoing the Initial Teacher Training (ITT) year of the Teach First Leadership Development Programme (LDP) within one Teach First partnership in the North of England. A case study design addressed the purpose of the research, and the following three research questions were explored:

1. To what extent do the trainee Teach First teachers value public-good professional capabilities as listed in the Public-Good Professional Capabilities Index (PPCI)?
2. How are they learning to be and function as public-good professionals?
3. What can be learned from the case about the education of public-good oriented teachers?

The findings relating to research question one and two were analysed, discussed and presented in the preceding chapter. They suggest that by repurposing the PPCI (Walker & McLean, 2013) and using it as an evaluative tool to investigate the Teach First ITT programme, it is possible to confidently appraise the extent to which this route which espouses a moral mission, vision and values has the potential to achieve its purpose in developing teaching professionals with public-good orientations.

Drawing on the findings, this final chapter will advance arguments supporting the evaluative and educative potential of the PPCI presented by Walker and McLean (2013) when applied to the Teach First ITT context. The bulk of the chapter presents an adapted PPCI, (see table 5.1), that identifies the enablers and constraints that convert the capabilities into functionings for trainee teachers with a public-good orientation. Having considered these enablers and constraints, the advantages of a capabilities approach to supporting the formation of a public-good professional in comparison to that envisioned by the Teach First mission, vision, and values is discussed. As this section will reveal, by an exercise of comparison and contrast, the
PPCI had a distinctly educative effect on this group of trainee teachers and provided a sharply analytical tool to examine in detail the Teach First ITT programme. The final section of the chapter returns to the discussion of the broader political and social issues explored in earlier chapters that arise concerning the professional education of teachers oriented to the public good. Pursuing the agenda set out in this paragraph has allowed me to address research question three and to conclude by highlighting the importance of giving the education of public-good oriented teachers a critical edge.

**The enabling and constraining factors to the public-good professional capabilities and functionings valued by the trainee teachers.**

This study has contributed to developing an understanding of the shifting values, attitudes and beliefs of a group of Teach First trainee teachers’ evolving identity as professionals with a public good orientation. The following table identifies each of the professional capabilities as presented in the PPCI by Walker and McLean. (2013). It shows what functionings the trainee teachers valued and the enablers and constraints to the development and achievement of them. The findings as they relate to these enabling and constraining factors are then explored in the light of relevant literature.

<table>
<thead>
<tr>
<th>Public-Good Professional Capabilities Index for Trainee Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Capability:</td>
</tr>
<tr>
<td>Functioning</td>
</tr>
<tr>
<td>Enabling factors</td>
</tr>
<tr>
<td>Constraining factors</td>
</tr>
<tr>
<td>Informed Vision</td>
</tr>
<tr>
<td>• Understand how the teaching profession is shaped by local, national and global policy and the impact it has on their day-to-day work as a teacher.</td>
</tr>
<tr>
<td>Enabled to a degree by commitment to the Teach First vision through:</td>
</tr>
<tr>
<td>• Teach First summer institute.</td>
</tr>
<tr>
<td>• Meetings with</td>
</tr>
<tr>
<td>Too little critical engagement with the political nature of education and its impact on the professional role of the teacher and the</td>
</tr>
</tbody>
</table>
- Understand how social, economic and emotional deprivation can impact the educational chances and gains of students.
- Have a personal vision for their classrooms and students that is inspired by an informed vision.

<table>
<thead>
<tr>
<th>Affiliation/solidarity</th>
<th>Accept a professional obligation to students, colleagues and the school community.</th>
<th>The Teach First Vision and values of: commitment, integrity, leadership, collaboration, and excellence.</th>
<th>Little consideration in the Teach First or HEI element of the ITT programme about how to deal with diversity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Show care and respect for diverse students and colleagues.</td>
<td>Acknowledgement of the challenges their students face, by gaining knowledge of the circumstances of low-income families and having a strong</td>
<td>Little consideration in the Teach First or HEI element of the ITT</td>
</tr>
<tr>
<td></td>
<td>Acknowledge the lives of the poor and vulnerable and recognise the</td>
<td>leadership. development officers (LDO’S) to track the development of work towards the vision.</td>
<td>learning opportunities for students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating a personal vision for their classroom, based on the Teach First vision.</td>
<td>Recognition that their specific role as both trainees and full-time teachers limits their ability to reach their vision.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>School and HEI settings do not promote the same Teach First vision, therefore leading to a loss of continuity and impact.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Teach First vision becomes distant due to teaching responsibilities and workload.</td>
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</tbody>
</table>

The Teach First Vision and values of: commitment, integrity, leadership, collaboration, and excellence.
<table>
<thead>
<tr>
<th>Emotional Reflexivity</th>
<th>Link between poverty, student engagement, learning and progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Recognise that being a teacher in a <em>Teach First</em> school requires a holistic and child centred rather than subject centred approach to the education of their students.</td>
</tr>
<tr>
<td></td>
<td>• Strive to build positive, caring and respectful relationships with students.</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with others such as parents, colleagues and tutors to provide a high-quality education for students.</td>
</tr>
<tr>
<td></td>
<td>Narrative imagination. Support from colleagues in school in relation to diversity and cultural awareness.</td>
</tr>
<tr>
<td></td>
<td>Placement in schools and within Academy Trusts that value and show a commitment to community cohesion building.</td>
</tr>
<tr>
<td></td>
<td>Receiving positive responses from students in forming caring relations.</td>
</tr>
<tr>
<td></td>
<td>Workload intensity makes it difficult to manage all professional responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Emphasise with the challenges faced by their students and know that these are influenced by complex factors.</td>
</tr>
<tr>
<td></td>
<td>Foster positive conditions for learning by being caring and compassionate teachers who are sensitive to the emotional and having a strong narrative imagination and being reflective about their own feelings as well as the feelings expressed in the challenging behaviours of their students enables positive action when dealing with such emotional responses.</td>
</tr>
<tr>
<td></td>
<td>Aspects of the <em>Teach First</em> taught element at the summer institute presented a deficit perspective on low-income communities through ‘othering’. Little curriculum work on the nature of education and...</td>
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<tr>
<td>Social needs of students.</td>
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<td>----------------------------</td>
<td></td>
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<tr>
<td>• Recognise the importance of looking after one’s own health and well-being as a teacher.</td>
<td></td>
</tr>
<tr>
<td>• Integrate rationality and emotions.</td>
<td></td>
</tr>
<tr>
<td>• Engage in reflection and reflective practices designed to support personal growth as a teacher.</td>
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</tbody>
</table>

| The commitment to the *Teach First* vision and teaching with a purpose was enabling for integrating rationality and emotions when dealing with challenging situations. |
| Building ‘caring relations’ by having a virtuous disposition of compassion for others helped build unity with students. |
| Deliberate self-reflection about personal dispositions enabled positive action. |
| Authentic commitment to teaching as a moral profession enabled modifications to emotional displays, such as anger, allowing the exemplification of the appropriate virtues such as the compassion needed to build ‘caring relations.’ |
| Meetings with LDO’s helped with self-care and well-being. |

<p>| the moral role of the teacher. |
| School policies and practices that appear meaningless and unethical. |</p>
<table>
<thead>
<tr>
<th>Social and collective struggle</th>
<th>Commitment gained through the <em>Teach First</em> vision to bettering the educational outcomes for disadvantaged students. Leadership opportunities provided by Academy Trusts or schools.</th>
<th>No critical theory or critical pedagogy explored in academic curriculum content. No political theory on the programme despite its avowed nature. Lack of political knowledge to actively oppose or at least recognise the policy space. Compromising their own values and beliefs and instead remaining compliant to school policies to ensure that they pass QTS and qualify as a teacher. Position as an unqualified teacher affected opportunities to contribute to policy formulation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience</td>
<td>Perseverance in difficult circumstances such as dealing with challenging student Improved resilience was developed over time spent in the school setting. Adverse situations such as challenging</td>
<td>Not enough time spent on relationship building on the programme.</td>
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<td>Not enough time spent on relationship building on the programme.</td>
</tr>
<tr>
<td>behaviour and workload pressures.</td>
<td>student behaviour and workload pressures were catalysts for resilience building.</td>
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<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td>• Foster hope by being inspiring teachers who work hard to raise the aspirations of their students by striving to build their confidence so that they become independent learners.</td>
<td>Having emotional reflexivity and narrative imagination enabled the trainee teachers to ‘depersonalise’ the behaviour of their students.</td>
<td></td>
</tr>
<tr>
<td>• Having a sense of career based on a moral purpose.</td>
<td>Having a wider moral commitment supported a desire to foster hope by raising aspirations in their students.</td>
<td></td>
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<tr>
<td></td>
<td>Deliberate self-reflection on their purpose as a <em>Teach First</em> teacher.</td>
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<tr>
<td></td>
<td>Having positive relationships with students.</td>
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<tr>
<td></td>
<td>Seeking support from LDO’s, professional tutor, subject tutor, school mentor, school colleagues, peers etc. Subject mentors and subject tutors were highly significant for classroom effectiveness.</td>
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<tr>
<td></td>
<td>School culture that promoted staff wellbeing.</td>
<td></td>
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<tr>
<td>Poor subject and tutor support.</td>
<td>Performance management was a risk factor to resilience development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local school or Academy Trust policies, such as assessment policies, that fail to support the role of the teacher and negatively impact on their role and student outcomes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placing trainee teachers in schools where a negative or poor school culture was evident.</td>
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</tbody>
</table>
Using critical reflection as a problem-solving activity to secure positive action.

Local school or Academy Trust policies that are supportive and positively impact on the teacher’s role and student outcomes, such as behaviour management policies.

<p>| Assurance and Confidence | Having confidence in the worthwhileness of being a teacher in a school in an area of economic and social deprivation. | Having confidence in own professional judgement to deal with classroom and curricular decisions. | Having confidence to contribute to policy decisions that affect their work. | Having the assurance and commitment to Teach First vision as a source of confidence. Develops over time as the trainee teachers become more knowledgeable and experienced in their teaching skills. Behaviour management competence positively impacts on confidence. Improved self-efficacy as a teacher raised expectations for self as well as for students’ outcomes. This resulted in raised confidence levels. Subject mentor and subject tutor | Highly critical observation feedback from school or HEI tutor observations. Performativity culture in school that judged trainee teachers from the same position as qualified teachers negatively affected functioning. Poor behaviour management policies that failed to provide adequate support for teachers. National and local policy limiting teacher |</p>
<table>
<thead>
<tr>
<th>Confidence Needed to Deal with Challenging Events and Challenging Student Behaviours.</th>
<th>Support as well as HEI Subject Days Improved Competency in Teaching Skills and Subject Pedagogical Knowledge.</th>
<th>Autonomy When Considering What Was Best for Students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expressing and asserting own professional priorities in the face of unacceptable demands from management in a performance and accountability culture.</td>
<td>Observations with appropriate constructive feedback.</td>
<td>Global neoliberal and neoconservative policy contexts can be identified as constraining to confidence to act for change and ability to assert professional priorities in local school and Academy Trust settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Subject Mentor and Subject Tutor Support.</th>
<th>Too Little Time Spent with HEI Critically Engaging with Academic and Political Theory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having a firm, critical grounding in disciplinary, academic knowledge.</td>
<td>School based colleague support.</td>
<td>Too Little Time Spent Developing Pedagogical Content Knowledge in HEI.</td>
</tr>
<tr>
<td>• Having a firm and critical grounding in subject pedagogical knowledge and teaching skills including those relating to positive behaviour for learning.</td>
<td>HEI Subject Days. School based professional development, such as managing challenging student behaviour for learning, and departmental subject development days.</td>
<td>Lack of experience to gain knowledge and skills.</td>
</tr>
</tbody>
</table>

Knowledge and Skills | | |
<table>
<thead>
<tr>
<th>Being enquiring, critical, evaluative, imaginative, creative and flexible.</th>
<th>Integrating theory and practice.</th>
<th>Lack of subject support from school-based colleagues.</th>
</tr>
</thead>
</table>

**Integrity**

- Striving to provide a high-quality service in the interest of the students.
- Having a moral and ethical purpose as a teacher.
- Being responsible and accountable to students, colleagues and the school community.
- Having a desire to have a positive impact on students’ learning and progress.

Commitment to a public good vision
Personal virtue dispositions.

School and Academy Trust Policies, influenced by global policies, that compromise professional integrity through performance management tools and accountability measures.

**Table 5.1 Public-Good Professional Capabilities Index for Trainee Teachers**

**Informed vision**

As the previous chapter established, the trainee teachers’ understanding of Informed vision was the vision as espoused by *Teach First* which was distinctly different from that of Walker and McLean’s (2013) study. The *Teach First* selection process identified and recruited candidates who had shown the value of commitment (Wigdortz, 2012), to the *Teach First* vision and mission. The preceding chapter has revealed that these trainees did display a vision of ‘human betterment’
(Sockett, 1993 p.17) that was sustained throughout their ITT year. The trainee teachers were expressing a public-good orientation by having a moral purpose (Sockett, 1993; Sullivan, 2005) to their work which was enabled by an underpinning vision. A shared and informed vision provided the trainee teachers with a professional purpose and the confidence and assurance that they were doing worthwhile work. Having an informed vision of the contexts in which they were working was significant and the early induction to knowledge concerning the socio-economic inequalities that existed helped to prepare them for their first day in the classroom. The vision embodied a ‘consciousness of possibility’ (Greene, 1988, p.12) which sustained their strong sense of professional purpose and supported a professional identity allied with public good intentions (Hammerness & Matsko, 2012). However, some trainees suggested that there was possibly too much time spent on the Teach First vision during the summer institute; and, accordingly, they felt that for some of their wider Teach First peer group, the importance of the message was almost lost.

A focus on the Teach First vision and understanding of their working contexts (Hammerness, 2001) ensured a coherent, consistent, and largely shared vision amongst all the trainee teachers in this study. Hammerness (2013) reported that the most powerful outcomes of teacher education programmes are achieved by having a shared and consistent vision across all aspects of the programme and that providing support for teachers in their school contexts was recognised as significant to whether teachers were able to carry out their visions. Findings suggest that where the Teach First vision was shared and understood by significant others such as school leaders, mentors and departmental colleagues, the trainee teachers felt better supported to establish how they were to enact their contribution to the Teach First vision. Creating their own personal vision for their classroom practice that was aligned to the Teach First vision was enabling and a key factor that maintained the trainee teachers’ focus on the Teach First vision. Scheduled meetings with their LDO’s, although not necessarily well received by some of the trainees, did provide a space for them to reflect on the effectiveness of their day-to-
day practice in achieving their personal vision. Using vision as a ‘measuring stick’ (Hammerness, 2001) in this way to appraise their work was motivating to all the trainees in my study except for Matt. He was appreciative that the Teach First element of the ITT programme had enabled an informed vision for the kind of professional work he wanted to achieve; and recognised that having a vision was important. However, it has been noted that as time went on he became very critical of, and frustrated about, the way in which Teach First presented and acted on the vision, with what he saw as its political failures.

It was reported by most of the trainee teachers that a lack of coherence between school and the university around the Teach First vision was a constraint to enacting their own personal vision aligned to the Teach First vision. They described how they would have felt better supported in their development as teachers if school-based mentors and departmental colleagues had had knowledge of the Teach First mission and vision and had been able to recognise its significance within this particular ITT programme.

Affiliation (solidarity)

Affiliation/solidarity was deemed one of the most valued professional capabilities by the trainee teachers. Affiliation/solidarity, according to Nussbaum (2000) permeates all other capabilities and, as Walker and McLean (2013) found, building relationships with people from differing backgrounds is central to professional work. Identifying affiliation/solidarity as one of the most important professional capabilities, the trainee teachers accepted that they had a professional obligation to their school community that included students and colleagues as well as parents and the guardians of ‘looked after’ children. This meant that forming positive relationships was fundamental.

The trainee teachers believed that to provide a better education for their students they had to spend time and effort forming respectful and caring relationships with them. They felt enabled in their affiliation/solidarity functioning through the extensive time spent in the school context where they got to know their students
and learnt about the challenges within their life narratives. This drove the trainee teachers to do their best to develop caring relations with them (Cohen, 2006; Noddings, 1996). They accepted their obligations to their students and showed this through an enactment of the Teach First values of commitment to the vision, showing leadership in the classroom, collaboration with students, parents, colleagues, and tutors, pursuing excellence in their teaching, and showing integrity to provide a better education and future for them (Wigdortz, 2012, Cameron & Baker, 2004; Lynch, Lyons & Cantillon, 2007; Noddings, 2003). The regular meetings with their LDO’s provided a reflective space that enabled them to focus on how they were displaying these values and could enact them further.

Sugrue and Solbrekke (2011) present a view of contemporary professional work which they term ‘professional responsibility’, meaning that which requires professionals to live lives that encapsulate ‘a sense of calling to provide service for the benefit of others’ (p.13). The trainee teachers approached their professional obligations in this way; and, as the findings have revealed, accepted their responsibilities to their students and the wider school community, often at the expense of their own self-care. This was something that they had to mediate; and at times it raised strong emotional responses, such as feelings of guilt and uncertainty. For example, Julia talked of how she felt increasingly guilty when she was off sick for two days because of the impact that would have for colleagues covering her lessons and the quality of the learning experience offered to her students in her absence.

As discussed elsewhere in this thesis, Julia was effectively embodying the values appropriate to a moral pursuit such as teaching (Carr, 1993).

While the trainee teachers endeavoured to form and sustain positive and caring relations with their students based on mutual respect and trust, maintaining positive relationships was challenging due to the complex needs of their students and the difficult and violent behaviours that were often displayed. However, drawing on their narrative imagination (Nussbaum, 1997) they were able to depersonalise the negative behaviours and move forward in a positive way showing affiliation/solidarity functioning. This together with a moral purpose, and a holistic
view of their role as a teacher, enabled the trainee teachers to persevere in difficult circumstances and establish positive caring relations (Noddings, 2012) with their students.

The trainee teachers believed that their students wanted their teachers to respect and care about them which motivated and enabled their care giving functioning. They felt especially enabled when the students responded positively to them and there were many examples of this represented in the findings. It has been noted that the neoliberal and neoconservative policies experienced by the students meant that the trainee teachers felt that they were just numbers, or as Samuel suggested, ‘they were just part of a cog in a massive chain’. The trainee teachers worked hard to develop their relationships with their students to offset this perception. The findings suggested that affiliation/solidarity functioning was best achieved when supported by school cultures that recognised relationship building as being conducive to student achievement and academic progress.

In the day-to-day classroom environment, the trainee teachers attempted to develop these caring relations by becoming more competent in their teaching skills and pedagogical knowledge so that they were able to respond to the specific needs of their students (Noddings, 1996). Early in their ITT year they felt that their lack of experience as well as limited subject pedagogical knowledge was a constraining factor to developing caring relations with their students and therefore functioning. They felt that greater time and input from subject specialist tutors in the HEI component of the programme would have addressed this and would have enabled their functioning.

The trainee teachers in achieving affiliation/solidarity functioning were sensitive to the expressed needs of their students and where they were unable to satisfy their needs, due to for example, curriculum constraints or perceived, inappropriate behaviour management policies, they tried their best to retain their trust and the caring relation. There was much evidence in the findings to suggest that from the trainee teachers’ perspective, the expressed needs of their students conflicted with school or national policies that were motivated by a performativity (Ball, 2003; Ball
culture that placed little value on the well-being of the students or their needs. This constrained their efforts to achieve affiliation/solidarity. As Reid, McCallum and Dobbins, (1998) have proposed, teachers are engaging politically when they adopt, adapt or subvert policies; but, as reported in the previous chapter, the Teach First ITT programme did not include the necessary critical political theory and political skills development that would have enabled the trainee teachers to recognise their position in the political landscape of education and teaching. Without such engagement it can be argued that the possibilities for Teach First to achieve their vision are limited by their teachers not having the appropriate political skills to engage in the political arena of education. This too is significant in relation to affiliation/solidarity functioning which is constrained by a lack of the political knowledge and skills required to challenge unjust policies and practices that affect educational outcomes (Reid, McCallum, & Dobbins, 1998).

The trainee teachers felt that the Teach First and the HEI led aspect of the programme could have spent more time discussing the distinct nature of culturally diverse settings. The trainee teachers believed that their affiliation/solidarity functioning was constrained by the fact that most of them were placed in school settings that were monocultural in nature and that they were not enabled during their ITT programme to engage critically and sensitively with moral and evaluative enquiry about the ethical dimensions of cultural diversity (Carr. 1993). At the same time, the trainee teachers did recognise that being a teacher in 21st century England entailed the need to display critical respect for other cultures, and they believed this to be a professional value that they would enact because they were, as Tom phrased it, ‘all decent human beings.’

**Emotional reflexivity**

Connell (1993, 2009) suggests that teaching is ‘emotion work’ (p.63) and requires teachers to engage with students through their emotions. The importance that the trainees attributed to such work is very much reflected in the high value they placed on emotional reflexivity as a professional capability which they considered as
another of their most valued professional capabilities. It was viewed as important due to the school contexts in which they taught and the perceived vulnerabilities of the students they worked with. They believed that their functioning was enabled by having a strong narrative imagination (Nussbaum, 1997, 2006) that was developed over time as they became more knowledgeable about the lives their students lived. The trainee teachers generally felt that being introduced through academic study to the socio-economic inequalities that existed and the drivers to poverty and educational disadvantage at the summer institute did develop their narrative imagination.

Presenting a contrasting view, Barry identified an important constraining factor to emotional reflexivity functioning when he proposed that aspects of the Teach First summer institute were presenting a deficit view of low-income communities, families, and students. This posed the risk of students being introduced to issues of social disadvantage as condescending outsiders rather than engaging in relevant critical pedagogy (Ladson-Billings, 1999). As discussed in the previous section, a lack of time spent interrogating theory and education policy as it related to the drivers of poverty and educational outcomes was a constraining factor to their functioning. However, starting the school-based training, meeting the students, and seeing the impact of deprivation on their lives, served to strengthen their narrative imagination and enable them to empathise with their students by acknowledging the vulnerable lives that they were living. Accordingly, the trainee teachers tried hard, as discussed earlier in this chapter, to form positive relationships with their students (Day & Leitch, 2001) which they felt were conducive to ensuring improved educational outcomes. As the trainee teachers progressed through their ITT year their narrative imagination and desire to improve the circumstances for their students became more apparent.

The trainee teachers maintained that their emotional reflexivity functioning was enabled by engaging with deliberate reflection, which, as Bialka, (2015) proposed would allow them to review their thinking and alter their dispositions, which for her are a union of beliefs and actions. There were notable examples of this deliberate
reflection within the findings as well as engagement in reflexive dialogues (Burkitt, 2012) in order to mediate their reactions in emotionally challenging circumstances. Opportunities to record their experiences in reflective journals which they then discussed with mentors or tutors enabled their emotional reflexivity. Making use of self-reflection and internal conversations (Burkitt, 2012) allowed them to interweave their thinking and emotions which enabled them to modify their emotional displays (Lee, 2019). In addition, the findings confirmed that the Teach First ITT programme provided the trainee teachers with a strong social network of university tutors, mentors and LDO's whom they could talk with to provide perspective on emotional issues. Informal relationships with friends and Teach First peers were also a resource that enabled emotional reflexivity.

By contrast, a constraining element to emotional reflexivity, assurance and confidence and resilience functioning was negative feedback from significant others such as school management, mentors, and university tutors. The emotional stress engendered by this sort of feedback when it related to school performativity and accountability policies that were in tension to their own values and beliefs was most challenging for the trainee teachers to mediate as they felt disempowered and were unable to resist engaging in what they often considered meaningless or unethical practices. These perceived meaningless tasks alongside genuine workload pressures appeared to heighten emotional distress which the trainee teachers reported as constraining their capacity for self-care. The trainee teachers felt that they had little support to enable them to challenge such policies and therefore compromised their own values to remain loyal to workplace practices (Ball, 2003; Ball & Olmedo, 2013).

**Social and collective struggle**

As reported in the preceding chapter, the findings confirm that the participants had mixed views on the importance of this professional capability and the significance of the related functionings to them as trainee teachers. Whilst they recognised ‘social struggle’ as battling the educational disadvantage highlighted in the Teach First mission, they had very different perceptions of how they were able to contribute to
ending educational disadvantage. For example, Rose and Matt had contrasting understandings of what belonging to, and contributing to, a ‘collective’ entailed. Matt expressed how he was constrained in his functioning because he was working as a full-time unqualified teacher, which left little room to engage with critical theory during the university sessions; but he also felt that the Teach First ITT programme did not develop the political skills he needed to challenge the drivers of educational disadvantage and poverty beyond his classroom. Rose felt that being part of a large Academy Trust enabled her functioning as she felt part of a collective that was introducing strategies to improve practice and student outcomes, thus addressing disadvantage both in the school and the community.

As been noted earlier, Reid, McCallum and Dobbins (1998) argued that due to the complex nature of education and teaching, teachers should be recognised as ‘political actors’ (p.247) As established in the previous chapter, and illustrated in the views of Julia, Tom and Barry, the trainee teachers complained about the constraining nature of national and local policies, and yet, they remained uneasily compliant to them. This they suggested was constraining to their social and collective struggle functioning as it prevented them from contributing to change through challenging unfair policy and practices. It was also evident that the trainee teachers’ position in the school hierarchy as unqualified and inexperienced teachers proved constraining to this capability; and whilst Samuel and Rose had a leadership role in developing literacy, they were not asked to critically review current policy. They were essentially managing a performance and accountability agenda that Samuel observed made him feel at times very uncomfortable.

**Resilience**

As discussed in the previous chapter, the trainee teachers overwhelmingly considered resilience as the most valued professional capability due to the nature of the students they taught and the communities in which they worked. They identified that resilience capability developed over time and that adverse situations were catalysts for enabling their resilience capability (Egeland, Carlson & Sroufe,
The trainee teachers considered managing challenging student behaviour as well as workload and workplace pressures that required perseverance and persistence as the catalysts to resilience functioning (Masten, Best, & Garmezy, 1990). They also reported that being able to draw on several resources enabled their resilience functioning (Egeland, Carlson & Sroufe, 1993; Mansfield et al, 2012). These included emotional, social, motivational, and professional resources (Bialka, 2015; Burkitt 2012; Mansfield et al, 2012). The trainee teachers appeared to be making good use of all these resources to counter the challenges they faced and thereby increase their resilience (Werner, 1995). A discussion of how these resources, as identified by Mansfield et al (2012), enabled resilience functioning for this group of trainee teachers follows.

**Motivational resources**

The trainee teachers had an inner motivation to teach (Gu & Day, 2007) and as discussed earlier, they had a strong sense of moral purpose. Having faith in the public-good nature of the Teach First vision drove these trainee teachers to enact the values aligned with this vision which enabled them to approach the challenges they faced with courage and confidence. The trainee teachers were able to display the values that Walker and McLean (2013) proposed are required in order to choose to act in virtuous ways. They had a strong desire to succeed in providing a high-quality service to their students, colleagues, and school communities. Having a moral purpose provided the motivational resource that enabled resilience development and achieved functioning.

**Emotional resources**

A strong narrative imagination (Nussbaum, 1997, 2006) not only underpinned the trainees’ *emotional reflexivity*, but was also significant in enabling their resilience. As noted earlier, this narrative imagination developed over time as the trainees became more familiar with their students and their circumstances. The trainee teachers acknowledged the challenges faced by their students and they chose to become compassionate (Sockett, 2009) teachers who sought to develop
caring relations (Noddings, 2012) with them and improve their life chances through their commitment to them and their education.

**Social resources**

According to Gu and Day, (2007) resilience is best understood as taking place within social systems and interrelationships with others. The adverse conditions that these trainee teachers highlighted as social catalysts to their resilience development were presented as challenging student behaviour and the impact of a performativity and accountability culture. As discussed earlier in this chapter, in relation to both *affiliation/solidarity* and *emotional reflexivity*, the trainee teachers identified that by retaining positive relationships with their students amidst the most challenging of circumstances they were enabled in their functioning. This was also the case in relation to resilience functioning. They believed that by showing their students that they respected, cared for, and were committed to them, they could help build a caring relation (Noddings, 2012) which they reported, improved their students’ confidence levels, and raised their aspirations. Again, a time element was important here as the trainee teachers identified that, as they developed their teaching and pedagogical skills, they themselves grew in confidence and were more able to manage challenging student behaviour through more effective pedagogical approaches (Ewing & Manuel, 2005) which in turn enabled a more positive relationship.

The trainee teachers felt that local policies, such as a school’s behaviour policy, were key to either enabling or constraining their ability to form positive, caring relations and therefore affecting their ability to persevere and achieve resilience functioning. As Johnson et al. (2014) found, school policies that supported early career teachers were vital to their ability to cope with adversity and enable their resilience functioning.

Preceding sections have highlighted the enabling effects on *resilience*, *affiliation/solidarity*, and *social and collective struggle* capabilities of the social network of school-based mentors, university tutors and *Teach First* LDOs. The support from this social network and their *Teach First* peer group was also a key
enabler of the trainees’ resilience. This finding is in line with Smith and Ingersoll (2004) and Sumson’s (2003) observations that supportive mentors are beneficial for early career teachers’ well-being and ability to cope in challenging situations. However, as noted earlier, the trainees reported that at times negative observation feedback was damaging to their confidence levels which they believed affected their ability to ‘bounce back’ (Mansfield, et al, 2012, p.364). Whilst the trainee teachers felt well supported by their social network, they did express concerns about the inconsistency of experience across their cohort, reporting that some of their Teach First peers had little support from social networks, highlighting the inconsistency of school-based mentoring and HEI subject tutoring as areas of concern. In addition, the culture of the school in which they were placed was a significant enabling or constraining factor to resilience functioning. As presented in the previous chapter, the trainee teachers reported that where they felt respected and trusted by senior leaders, they felt more self-assured and empowered in their work (Barth, 2006; Johnson et al, 2014).

Professional resources
Critical reflection (Yost, 2006) was viewed not only as an important means of building emotional reflexivity and knowledge and skills capabilities, but also as strengthening their resilience. Improving their practice through deliberate engagement in reflective activities (Bialka, 2015) by themselves and with others raised the trainee teachers’ confidence and enabled them to deal with any future adverse circumstances. They noted also that exploring available learning and teaching resources specific to their needs, adopting new pedagogical approaches, and learning how to overcome their problems by observing strategies used by expert teachers strengthened their resilience. However, despite recognising that they felt supported by the three aspects of their ITT programme, there was strong evidence from all the trainee teachers to suggest that more time spent with the HEI element, including subject and professional tutor support, would have enabled their resilience development in the four dimensions outlined by Mansfield et al (2012).

Assurance and confidence
The trainee teachers reported that their assurance and confidence capability and functioning was enabled by their belief that they were doing ‘worthwhile work’. Whilst they reported that at times they lacked confidence in the early stages, they also recognised that they had to present themselves to their students as confident teachers to be effective in the classroom.

As the findings established, their assurance and confidence developed over time as they became more accomplished in their teaching and pedagogical knowledge and skills. Key enablers to this and to their knowledge and skills capability included university subject sessions, subject mentoring, subject tutor visits and constructive lesson observation feedback that focussed on the development of pedagogical content knowledge. This in turn, it was reported, improved their ability to manage the challenging behaviours that their students presented. Having successful outcomes, not only in terms of positive learning and teaching outcomes but also in effective management of challenging student behaviour was significant in enabling assurance and confidence capability and functioning (Bandura, 1986; Ewing & Manuel, 2005; Gibson & Dembo, 1984).

A performativity and accountability culture driven by global neoliberal policies was constraining to the trainee teachers who identified unjust and unfair practices such as those illustrated by Tom that required him to undergo the same performance management requirements as qualified teachers. Highly critical lesson observations within a school’s performance management system as well as those conducted by subject mentors and university tutors were identified as significant constraints to assurance and confidence capability.

The trainee teachers reported that they could not assert their priorities, were constrained in their confidence to act for change, due to global neoliberal and neoconservative policies that, as described by Barry, turned school into an exam factory. Furthermore, these policies were limiting to their professional autonomy and agency, as illustrated by Tom and Julia who described how they were unable through a lack of confidence and assurance, to challenge current practice to act in the best interest of their students.
Knowledge and Skills
The trainee teachers believed that they had the necessary subject disciplinary (content) knowledge required to teach at the level they needed for their own students in their placement schools. However, as Samuel and Barry reported this was not the case when they attended their alternative placement in a contrasting school setting where they felt less able to deal with the higher level of academic content knowledge required in that context. Chapter 4 has sounded a critical note concerning the trainee teachers’ satisfaction with the adequacy of their subject knowledge for their current school settings. It was observed there that one could question: ‘how they were envisaging the capabilities of their pupils. Might they have challenged their pupils in ways that led to the pupils testing out the limits of their subject knowledge?’

The findings established that pedagogical content knowledge (Shulman, 1987) was an important required functioning within the knowledge and skills capability if Walker & McLean’s (2013) PPCI were to be applied to teaching professionals. The trainee teachers reported their limitations in this functioning at the outset of their ITT programme but observed that it had improved over time. Functioning was enabled by university subject days, departments that promoted a culture of collaboration, positive relationships with school based subject mentors and university tutors from whom the trainee teachers could draw experience. Whilst these factors were reported as enabling to functioning, it was stated that some Teach First trainee teachers across the programme experienced poor support from such significant others or were placed in schools where their departmental culture could also be considered constraining to functioning.

The Teach First element of the ITT programme was reported as less enabling in terms of knowledge and skills. Some of the trainees, such as Matt, criticised the ‘teaching like a champion’ input which they felt was constraining their knowledge and skills functioning; and instead suggested that the programme should be more academically challenging and include greater time spent in the university studying academic and political theory relevant to education and teaching (Shulman, 1987).
Integrity

As the findings have indicated, the trainee teachers valued integrity as a professional capability. They understood it to be essential to the moral character of teaching, recognising it as an essential virtue disposition (Sockett, 2009). There were numerous examples in the data where the trainee teachers highlighted their frustration with school policies that seemed to work against their commitment to act honestly. For example, it will be recalled that Tom described how the assessment policy in his school was constraining to this functioning of integrity as he was expected to provide inflated progress scores for his students which he felt was not only dishonest but was impacting their opportunities to succeed. The students’ observations on this theme resonate with the arguments of Ball (2003) and Sugrue and Solbø (2011), that neoliberal education policies aligned with a performativity and accountability culture have impacted negatively on the professional lives and integrity of teachers. There was strong evidence in the data to suggest that due to such policies the trainee teachers felt that they were constrained in their ability to provide a high-quality service in the interest of their students and therefore constrained in their functioning.

Concluding Discussion

The merits of a capability approach vs. the Teach First vision

Having considered the enablers and constraints to capability development and functioning in the previous section, it is now appropriate to discuss the relative merits of a capabilities approach to supporting the formation of a public-good professional and the Teach First mission, vision, and values. In so doing it is important to note that the CA has strong theoretical underpinnings that focus on human flourishing (Sen, 1980, 1999; Nussbaum, 2005, 2011). By contrast, Teach First does not have the same philosophical grounding from which to pursue their public good oriented mission and vision. In fact, Teach First, both explicitly and implicitly, presents a more technocratic and instrumental view of what educational
improvement for those students in deprived areas would entail. As discussed previously in this thesis, Carr (1993) has argued that in promoting human flourishing for their students, it is necessary that teachers engage with moral and evaluative enquiry about the ethical dimensions of education and teaching. Teach First, in adopting a technocratic and instrumental approach to the professional training of teachers, that entails a concept of teaching and learning that is highly regulated and impersonal (Carr 2003; Pantić 2011), is failing in its stated vision to foreground the moral and public good nature of their vision. Additionally, whilst having a clear vision was distinctly helpful to the trainee teachers in my study and having a vision can be seen as a necessary matter, I have argued that for the trainee teachers, and indeed for all teachers, the Teach First vision is too narrowly defined and insufficient. This was evidenced in the previous chapter where comments from the trainee teachers, such as Matt, highlighted the surprisingly apolitical stance taken by Teach First about aspects of poverty reduction and the ineffectual nature of their ITT programme in achieving their mission.

As the findings have shown, in the early stages of their Teach First ITT programme, the trainee teachers felt inspired and motivated by its mission, vision and values and considered themselves as being well placed to achieve the aims of their ITT programme, (albeit, as previously discussed, this was a very limited vision of what teaching and learning entailed). The trainee teachers identified this technical approach to teacher knowledge, (which was evident when Barry described the Teach First summer institute), as a classroom readiness programme, or as Carter (1990) would describe as action-orientated knowledge for direct use in classroom practice. Matt expressed his disdain about how Teach First promoted the teaching like a champion approach which was based on the work of Lemov (1967) instead of offering a much more theoretically expansive and challenging approach to teacher knowledge.

Importantly, as the findings confirmed, the trainee teachers experienced national and local school-based policies that promoted this narrowly instrumental concept of teaching and learning, which they felt were affecting their functioning and as a
result the flourishing of their students. For example, Matt highlighted this when he questioned the value of the marking policy adopted in his school:

Erm, we’re expected to do a certain amount of marking in a certain way which I have tried to do and succeeded for some of my books and classes but most of them not. Because it’s still arduous, like doing that long triple marking on each set of books, 10 a week, every fortnight, that still takes a ridiculous amount of time. Erm, but from what I’ve heard about other policies that other schools have it’s not unreasonable, it’s very par for the course. It’s more just like a general question of ‘is this even worthwhile’?

Whilst the trainee teachers were able to identify those unjust or unfair school policies and management processes that adversely affected their ability to support student flourishing, they did not engage critically and with any depth about these matters or feel enabled in their role to effect change. Brookfield (2012) argues for the importance of developing critical thinking, maintaining that:

If you can’t think critically, you have no chance of recognising, let alone pushing back on, those times you are being manipulated. And if you can’t think critically you will behave in ways that have less chance of achieving the results you want. (p.1)

Drawing on Reid, McCallum, and Dobbins (1998) that teaching is fundamentally political and as such teachers need the political skills to navigate and engage within the arenas, both locally and nationally, where education policy is determined, the trainee teachers reported that there was limited opportunity on the Teach First ITT programme for critical engagement with academic or political theory that would have informed and enabled them to engage with such professional matters. However, in contrast, by discussing Walker and McLean’s (2013) PPCI the trainee teachers were able to explore a much more expansive vision of what teaching and learning can involve and how it can foster human flourishing. As the following extracts from Rose, Tom and Matt illustrate:

I was just thinking that you know when you start trying to unpick some of what these capabilities mean, it becomes really obvious that our job as a teacher requires so much that can’t really be taught but by being part of this [research] and exploring these it’s really helpful ‘cos it highlights how you
should be as a teacher. I mean your identity and for us [on Teach First] it’s so useful ’cos you need to have that. (Rose)

Like, I just think this whole experience has been so helpful. I mean the capabilities and thinking about functionings it’s like, so I kind of know what the right way is but these help you identify important links like with resilience and emotional reflexivity and why we need them. So, it’s good to know you’re going the right way and know what I’m doing is for the best even when things are hard. (Tom)

Well, this activity [pre interview 2 tasks] just shows how these important capabilities aren’t getting covered and we don’t always get the chance to achieve them [functionings]. Teach First really need to sort that. I mean like, for example, we should be allowed to be more proactive about questioning things like policy if that’s part of these capabilities, if we think they are important. (Matt)

The research with this group of trainee teachers strongly suggests that a similar exercise would be of distinct value throughout teacher training. Moreover, through critically reviewing each of the professional capabilities and identifying meaningful functionings, these trainee teachers have highlighted both the strengths and failings of the Teach First ITT programme’s potential for capability formation and functioning. This claim is backed up by the demonstration that has been achieved throughout this thesis of how each of the eight capabilities in the PPCI resonates strongly with key themes within the literature on the purposes of education and on the professional formation of teachers.

In summary, the CA with its focus on human flourishing and specifically the PPCI (Walker & McLean, 2013) which included both public good professional capabilities and related functionings, provided an appropriate framework from which to explore and evaluate the educational arrangements in the Teach First ITT programme and the extent to which it offered the trainee teachers the freedom and opportunity to achieve their public-good oriented vision.

*Fostering a Critical Perspective on The Politics of Education and Teachers’ Professional Preparation*
This study has provided a valuable insight into the education of teachers within a particular context and within the teacher education landscape of its time. It has also highlighted the need for a wider and cultural framing of the *Teach First* ITT programme, as while its focus can be seen to be of value, the deficiencies and limitations in its vision and operation that have been revealed point up larger questions about the political and social issues involved in thinking about the professional preparation of teachers and therefore the expansion of their capabilities to their students. As chapter one highlighted, dominant discourses of globalisation and neoliberal ideology (Hulme, Rauschenberger & Meanwell, 2018) have resulted in a performativity and accountability culture in education marked by top-down policy reforms that have reduced the autonomy and agency of teachers, affecting their professional lives, identities and purposes (Hargreaves & Evans, 1997; Smithers & Robinson, 2003).

To counter these performative and accountability agenda, it seems important to introduce trainee teachers to more critical perspectives on what teaching and learning entail. Here the work of Brookfield (2012, 2017) in particular can be seen to foreground the need to include critical thinking within ITT and ITE programmes including *Teach First*. According to Brookfield (2012) critical thinking occurs when individuals do four things:

- **Hunting assumptions**, to uncover the assumptions that influence the way they think and act;
- **Checking assumptions**, to identify and assess the evidence that held assumptions are valid and reliable guides to personal action;
- **Seeing things from different viewpoints**, in order to examine the accuracy of our own assumptions because our words and actions may not be understood in the way we intended them to be;
- **Taking informed action**, that is based on thoughtful and accurate understandings of our situations and derived from both analysis and supporting evidence that helps us achieve the outcomes we want whilst avoiding choices that lead to haphazard and arbitrary actions. (after Brookfield, 2012, p.11)

In addition, Brookfield (2012) proposes that whilst assuring ourselves that our assumptions are accurate, and the actions we take lead to our own desired
outcomes, critical thinking, considered as action oriented, must also recognise the place of values. He maintains that one must ‘ask the questions, “Action for what?” and “Whose actions do we want to support?”’ (p.14). He continues: ‘Actions sometimes serve the ends of the actor, and if the actor, is trying to hoodwink, manipulate, harm or brutalize another, then those actions surely are questionable.’ (p.14). As discussed in the preceding chapter, stimulated by exploring the relevance of the professional capabilities presented in the PPCI (Walker & McLean, 2013) Matt, questioned the very nature of Teach First and proposed that those doing exceptional work were the trainee teachers themselves who would give at least two years of their life to the programme, whilst he considered the Teach First organisation itself to be self-serving. Julia and Tom also questioned the ethics of Teach First for recruiting unqualified teachers to work with the most vulnerable of students. They questioned the ethics of their own self-interested motives for joining the programme, including the unlikelihood that they would stay in teaching beyond the two-year commitment, instead using it as a ‘stepping-stone’ to other careers which, as noted in the introduction to this thesis, has been a highly criticised Teach First marketing strategy (Labaree, 2010; Price & McConney, 2013; Scott et al, 2016).

The trainee teachers spoke of their commitment to a vision of human betterment (Sockett, 1993) inspired originally by the Teach First vision, recognising that it was enabling to their functioning as expressed in the illustrative examples in the previous chapter. The commitment shown to enacting the Teach First values of Collaboration; Commitment; Excellence; Integrity and Leadership which they considered were in their own and their student’s best interest, appeared at times to be harmful to them as they struggled within school performativity and accountability cultures. This was also evident in their responses to the PPCI (Walker & McLean, 2013) where the trainee teachers discussed how such issues as workload pressures and challenging student behaviour affected their emotional state and self-care functioning. Brookfield (2012) considers the concept of ‘hegemony’ to be at work in such situations where, to achieve professional standards and
expectations of their public-good vision, teachers, such as these trainees, are ‘colluding in their own misery.’ (p.15). Samuel, while recognising that workload was demanding was not as critical of working conditions stating that: ‘So even work life balance, I think as a teacher it’s a vocation’, he continued:

We’ve got four weeks of summer coming up and that is going to make up for the eleven-hour days that I do and that’s fine. I come into work at 7.30am and I leave at 6.30pm and I don’t do any more work when I get back, and if I've got something to do then tough, I'm not doing it, I'll go in a bit earlier in the morning, because I think I'm entitled to an evening, I believe. I'll maybe work on a Sunday afternoon perhaps or in the evening.

Whilst the other trainee teachers identified as having public-good intentions, it was only Samuel who considered his role as that of a vocation. According to Brookfield (2017) constructing a teaching career as a vocation opens the door to hegemony with institutions deciding on what that vocation looks like; and he proposed that for teachers:

Without you realizing what’s happening your notion of service becomes fused with institutional priorities such as increasing student test scores, securing grants, recruiting more students, spending more time building community relationships ... (p.17).

He attests that, to challenge these hegemonic assumptions, one must engage in critical thinking to make sure that ‘the actions that flow from our assumptions are justifiable according to some notion of goodness or desirability’ (p.15) Importantly, according to Brookfield (2017), teachers should be critical thinkers and engage in critical reflection, that focuses on an ‘understanding of power and hegemony’ (p.9). It is from this perspective, he proposes that critical reflection for teachers has two purposes; ‘illuminating power’ (p.9), by uncovering the way in which wider structures of power and dominant ideology, such as neoliberalism, frame their work; and ‘uncovering hegemony’ (p.9), where assumptions and practices that seem to be in the best interests of teachers and their students do in fact work against them.
The findings have confirmed that by exploring the PPCI (Walker & McLean, 2013) the trainee teachers engaged critically with important matters about the nature of learning and teaching. The trainee teachers identified how their moral role was compromised as they wrestled with what they deemed unfair national and local curriculum policies and practices that limited the possibilities for human flourishing for their students. They did not feel prepared with the political skills through the Teach First ITT taught programme or their position in the school hierarchy to challenge such matters. Instead of challenging practice, they became compliant and colluded with the technical and instrumental expectations of their role, which they believed was in their own best interest as a trainee teacher but recognised it not to be in the best interest of their students.

As discussed previously, Tom clearly illustrated his discontent when he reported how he felt he and the system was failing his students when he was expected to follow school assessment policies and input false progress levels for his students. The collusion extended beyond the trainee teachers’ compliance in that it can be argued that the narrowly focused Teach First vision and values served to reinforce such practices, and provided an avenue for hegemony (Brookfield, 2017). The lack of critical engagement that Brookfield (2012, 2017) considers necessary when dealing with matters of value assumptions, and which Carr (1993) considers necessary when reflecting on the moral significance of teaching, was evident as the trainee teachers discussed how the Teach First ITT programme enabled and constrained their capabilities and functionings as identified in the PPCI (Walker & McLean, 2013).

In closing this chapter, I would argue that from the evidence presented in this thesis, trainee teachers would very much benefit from being introduced to frameworks such as the CA (Sen, 1985, 1999 and Nussbaum, 2000, 2005) and the PPCI (Walker & McLean, 2013) that offer a wider vision of what teaching and learning entails. Engaging with these frameworks offered the trainee teachers a contrasting vision to the instrumental, action-oriented (Carter, 1990) view of teacher knowledge and preparation that pervade their Teach First ITT programme. The CA
with its emphasis on human flourishing and the PPCI with its expansive view of a range of public-good professional capabilities send a message that foregrounds possibilities and aspirations, while directly engaging trainee teachers with issues of social justice. Encountering such frameworks would broaden student teachers’ visions of the purposes and possibilities of teaching and learning. At the same time, following Brookfield (2012, 2017), it is also important that they are enabled to cast a critical eye on any such frameworks to expose and deal with hidden assumptions.
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Appendix 1: Focus Group Discussion (1)

Information sheet for Problem Tree activity

1. Write a problem on the trunk - Educational disadvantage and identify all the main causes of this problem. These are root problems and as such should be written along the roots of the tree.
2. Select one of the main causes and consider ‘why do you think this happens?’ This should help you to identify ‘secondary’ causes. These can be written as small roots coming off the larger ones. Repeat this for all causes.
3. Then consider the main effects of the problem. Write each effect as large branches of the tree.
4. Select one of the main effects and consider the following question ‘Why do you think this happens?’, again to identify the secondary effects. Write these as small branches coming off the main branch. Repeat for each of the main effects.
5. When completed discuss. Consider how the causes and effects relate to each other. This will then give the foundation to turn the problem tree into a solution tree. Solution Tree

This next part of the activity is completed as an individual on an individual template.

6. Make a start on the solution tree by turning the problem into a positive one - Educational advantage. This now becomes an objective and becomes the trunk of the solution tree. Consider what being a Teach First participant has to offer in terms of the solutions to the problems.
7. To understand how the objective can be achieved you should look at the root causes and turn negative statements into positive ones. Continue down the roots until root solutions have been identified.
8. Now look at the positive effects that the objective will have by (again) turning negative statements on the branches into positive ones. Complete your own tree. This next part should be completed in your focus group
9. Discuss the solutions with your group members. Identify solutions that are likely
to contribute most to achieving the Teach First Vision and Mission and record these on a 'master' solution tree that best represents the group members' thoughts.
Appendix 2: Focus Group Discussion (2)

Information sheet for ranking activity

1. Discuss the capabilities and functionings in order of importance and value to you as trainees in your professional role in school.

2. Identify any other capabilities or functionings that you feel may be missing from the PCI but are particularly important to you in your role as Teach First trainees.

<table>
<thead>
<tr>
<th>Capability</th>
<th>Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>▶ Acting ethically&lt;br&gt;▶ Being responsible and accountable to communities and colleagues&lt;br&gt;▶ Being honest&lt;br&gt;▶ Striving to provide high-quality service</td>
</tr>
<tr>
<td>Knowledge and skills</td>
<td>▶ Having a firm, critical grounding in disciplinary, academic knowledge, valuing indigenous and community knowledge&lt;br&gt;▶ Having a multidisciplinary/ multi-perspectival, stance&lt;br&gt;▶ Being enquiring, critical, evaluative, imaginative, creative and flexible&lt;br&gt;▶ Integrating theory and practice&lt;br&gt;▶ Problem solvers&lt;br&gt;▶ open minded</td>
</tr>
<tr>
<td>Assurance and confidence</td>
<td>▶ Expressing and asserting own professional priorities&lt;br&gt;▶ Contributing to policy&lt;br&gt;▶ Having confidence in the worthwhileness of one's own professional work&lt;br&gt;▶ Having confidence to act for change</td>
</tr>
<tr>
<td>Emotional Reflexivity</td>
<td>▶ Empathy/ narrative imagination&lt;br&gt;▶ Compassion&lt;br&gt;▶ Personal growth</td>
</tr>
<tr>
<td>Self-care</td>
<td>Integrating rationality and emotions</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Social and Collective Struggle</strong></td>
<td>Community empowerment approach/promoting human rights</td>
</tr>
<tr>
<td></td>
<td>Identifying spaces for change</td>
</tr>
<tr>
<td></td>
<td>Working in professional and inter-professional teams</td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td>Perseverance in difficult circumstances</td>
</tr>
<tr>
<td></td>
<td>fostering hope</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affiliation(solidarity)</strong></td>
<td>Accepting obligations to others</td>
</tr>
<tr>
<td></td>
<td>understanding the lives of the poor and vulnerable</td>
</tr>
<tr>
<td></td>
<td>developing relationships across social groups and status hierarchies</td>
</tr>
<tr>
<td></td>
<td>critical respect for different cultures</td>
</tr>
<tr>
<td></td>
<td>communicating professional knowledge in an accessible way/ courtesy and patience</td>
</tr>
</tbody>
</table>
| Informed Vision | • Understanding how the profession is shaped by historical and socio-economic, political context nationally and globally  
• Understanding how structures shape individual lives  
• Being able to imagine alternative futures and improved social arrangements  
• Commitment to economic development and equitable economic opportunities  
• Environmental awareness |
Appendix 3: Pre interview (2) task
Information sheet for H Form activity

In preparation for the final individual interview, I hope it is possible for you to take the time to complete the following activity.

‘H’ form
There are 8 templates identifying the professional capabilities that we have discussed. I have also included a couple of templates for any 'additional' capabilities that you feel are important for you as a teacher. You can add this at the top of the template.

If you could consider the opportunity you have had to develop and enact the professional capability that seem most significant to you. Please then identify which and in what ways aspects of your Teach First ITT programme have been enabling or constraining to this. If you could then consider ways in which you feel these opportunities could be improved. Your analysis and feedback on these will be really important for this research to have an impact on the programme.

The three aspects are:

- Teach First leadership programme (please use yellow post it)
- SHU subject/professional academic and tutor support (please use green post it)
- School based context (please use pink post it)

I would be really grateful if you could complete these by the 13th May so that I can analyse them before your final one to one interview.

Thank you!

Example showing how to put the template together.
<table>
<thead>
<tr>
<th>Constraints to your freedom to develop this capability</th>
<th>How well are you developing and enacting the professional capability</th>
<th>Enablers to your freedom to develop this capability</th>
</tr>
</thead>
<tbody>
<tr>
<td>High numbers of students makes it difficult to manage</td>
<td>Not well at all</td>
<td>Recommend that students are trained on ( \text{CPI} ) and ( \text{CPI} )-based teaching strategies.</td>
</tr>
<tr>
<td>Limited cases available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students also struggle with ( \text{CPI} )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways this score could be improved in the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review ( \text{CPI} ) calculations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Take lead on ( \text{CPI} ) initiatives with colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Share practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Group Analytical Memo

Interview 1

Motivation for choosing Teach First ITT route/Professional Purpose

Matt was very thoughtful and reflective about his motivation to teach and decision to choose the Teach First programme. He talked about his political leanings favouring Teach First and he had an ‘earnest desire to do something worthwhile’ and as Teach First had a ‘moral and ethical purpose’, he was only interested in this route. Julia, Samuel and Rose all spoke about a public service element to their decisions too but unlike Matt they were also motivated by other factors in that Samuel liked the ‘learning on the job’ element and Julia hadn’t wanted to continue studying on a ‘normal’ PGCE route and preferred the ‘practical on the job element’ of Teach First too. Rose expressed that she was ambitious and that the Leadership programme offered by Teach First was key to her decision. Barry and Tom did not express a public service element at all and were instead motivated by the financial element and in Barry’s case he was really keen to use the programme as a stepping stone to business opportunities via the leadership element and industry links. It will be interesting to explore how and in what ways the participant's professional learning experiences develop, and shape their original motivations and ideas of purpose, professional identity and their professional practice working for the ‘public good’. This can be pursued in individual interview 2 to allow the participants to reflect on this. (Relationship to RQ1)

The importance of Teach First vision and mission in everyday practice

Matt interestingly stated that he felt very distant from Teach First and didn’t think much about ‘the mission that you're [he's] on and you're [he's] going to do all these great things’ but instead he was seeing importance and value in the more technical aspects of his day to day job. He didn’t link this to specific Teach First values (commitment, excellence or integrity) either which I might have expected him to do. He expresses his views of the TF vision as ‘I don’t really think that much about the way they communicate things around vision erm that’s more of a kind of internal motivation that comes from my own sort of feelings’. He didn’t identify his personal vision for the classroom. Samuel in contrast to Matt, believes that the TF vision is important and reflecting on the vision and mission helps him to cope. He explains that he practises the TF values without thinking about them and identifies Commitment (resilience) and Excellence (planning/organising and self-reflection) as key. He spoke about his personal vision formed out of TF SI and sees this as an important and powerful ‘tool’ to help with managing the pupil’s behaviour and learning. Tom, felt that TF's vision was really important to his day to day practice in that he now realised ‘the why you're [he's] doing it’, which has shown the impact of SI on his changed values and professional purpose. He related this back to the ‘ignorant middle class comments at FG1. Tom didn’t talk about specific values either but in line with the TF value of Commitment Tom appears to be taking on a real
ambassadorial role. Rose talked about how the ‘cheesy’ approach to the vision at SI was a real ‘put off’ but she did recognise the importance of the ‘wider’ Teach First values and acknowledged that to be successful in a Teach First classroom, ‘you do ultimately have to have a vision and you do ultimately have to share in that sort of, we are doing this for children in lower economic backgrounds’. Julia talks about patience and tolerance and believes that those are most important for her day-to-day work. She aligns Teach First values to those of the school although doesn’t really give detail on how and in what ways. Barry spoke about being a leader in the classroom and he feels that resilience (Commitment TF value) that he values both for him and the pupils he teaches but finds it challenging. I’m left feeling that maybe the participant’s weren’t fully ‘versed’ on the values as presented by Teach First and in some ways this may have added some authenticity to their answers. An emerging theme that would be worth exploring is the relationship between purpose, vision (personal or Teach First) and the participants resilience in the classroom. All participants make this link during this first individual interview.
Appendix 5: Exemplar of segmentation of the data

Rose: one to one semi structured interview (1)
Appendix 6: First Cycle Coding example

Barry: one to one semi structured Interview (2)
Appendix 7: Grouped data codes

**Second cycle coding, integrity exemplar:** Constraints to capability and functioning

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Educational arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acting ethically</td>
<td>• University tutor</td>
</tr>
<tr>
<td>• Being responsible and accountable to communities and colleagues</td>
<td>• University Education subject/professional (PGCE)</td>
</tr>
<tr>
<td>• Being honest</td>
<td>• School culture</td>
</tr>
<tr>
<td>• Striving to provide high-quality service</td>
<td>• School subject and professional mentoring</td>
</tr>
<tr>
<td></td>
<td>• Teach First Leadership Development Programme</td>
</tr>
<tr>
<td></td>
<td>• Teach First mission/vision</td>
</tr>
</tbody>
</table>

At beginning he thought it was an unnecessary corporate thing to bring into school, changed this as developed Teacher apathy within school culture can be a negative influence SI present statistics etc out of but about school context, don’t really see its importance until school work Curriculum does not help as pupils also need cultural development to understand exam Knowledge that this is an expensive course and she may not stay in teaching Having to be accountable for not following a progress check up Not enough hours in the day to be accountable for everything Curriculum does not help as pupils also need cultural development to understand exam Workload pressure, you have no life...too much Showing of progress (policy) does not in his opinion, amount to real progress continuing about the gimmicks to show progress negative, dis belief in showing progress this way Questions the point of long arduous hrs marking Tutor visits are a bit like a façade really so keep to a normal lesson HOD saying that EAL kids not important as not on the results tables Questions his ability to really support those on PP and feels bad about it Lack of time, experience and confidence prevent him knowing
how to narrow the gap

Having to work in the school policy account for progress and constraints of expectations.

Knows that assessment points are based on ticking boxes rather than real understanding.

Powerful comments on marking system constraining integrity.

Meaningless data
Appendix 8: Grouped data codes

Second cycle coding: keyed against educational arrangements

Exemplar master coding template - Assurance and Confidence

<table>
<thead>
<tr>
<th>Assurance and Confidence</th>
<th>Educational arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expressing and asserting own professional priorities</td>
<td>• University tutor</td>
</tr>
<tr>
<td>• Contributing to policy</td>
<td>• University Education subject/professional (PGCE)</td>
</tr>
<tr>
<td>• Having confidence in the worthwhileness of one’s own professional work</td>
<td>• School culture</td>
</tr>
<tr>
<td>• Having confidence to act for change</td>
<td>• School subject and professional mentoring</td>
</tr>
<tr>
<td></td>
<td>• Teach First mission/vision</td>
</tr>
<tr>
<td></td>
<td>• Teach First Leadership Development Programme</td>
</tr>
</tbody>
</table>

- Teaching a language that he had no knowledge affected confidence levels 11
- Teaching first demoralising people at SI by being too negative about the challenge 48/49
- LDO conferences fostering a pessimistic view BARRY 50
- No purpose for LDO not helpful at all with development 77
- Negative comments/approaches from tutors 51
- Confidence dipped due to exhaustion at end of term 165
- Workload is heavy and is emotionally and physically draining 68
- Lack of departmental planning to support ‘what and how to teach’ 79
- No policies to ‘help you out’ with issues JULIA 14
- Too few University subject days 15
- University observations are stressful and gruelling and for some tutors are not fully trained in giving feedback others 17
- School observations had torrents of negatives 54
- Confidence fails to grow because the behaviour is so bad at the outset but it grows 62
- Marking is very time consuming and he thinks it’s pointless and has little effect on progress 51
- SI activities not relevant for everyone due to different contexts 50/51
- School experience week is too late as cant reflect for the early subject days and provide context to understand the sessions and their importance 60/63
- Thinking about a personal vision before experiencing the school context, this could be done once in school (making it relevant) so it shapes day to day practice ROSE 52
- Recognises that some TF trainees lack confidence in schools decisions to treat them like full time qualified staff 48
- Recognition that he is inexperienced prevents him saying what he believes should happen or do in dept 52
- Negative response to attempts to share lesson plans in dept and attempts to collaborate affect confidence 54
- No help given unless asked for by HOD 49
- Recognition of his place re lack of experience so would not have confidence to disagree with colleagues SAMUEL TOM 55
- Again issues with having to put incorrect progress points in due to policy 22
- Moral dilemma with progress points 52
- Lack of observations at start and curriculum focus observation 53
- The fact that nobody in the dept or school had done TF so he didn’t want to go and ask anyone when he needed help 88
of feeling rubbish and never having been rubbish at anything else ....managing
expectations of himself, lack of critical reflection 56  Having to put on a 'show for
tutor observations.
Appendix 9: Interview guide-semi structured interview 2

Starting Questions

1. What in your view, is the kind of teacher that your school, working with these student’s needs?
2. Does this differ from what your school/department or Teach First programme wants?
3. You talked previously about the most important aspects of working with disadvantaged students and their communities. What do you think matters to them in the way teachers work with them?
4. What capabilities would you like to develop in your students?
5. Do you think you have the capabilities to help develop these in them?
6. What constrains or enables what you want to do?
7. What is the impact of your daily job as a teacher?
8. Do you feel that you make a difference?
9. Have you changed as a person because of your professional education?
10. What do you value in your professional life and why?
11. What for you would be a good professional life?
12. What are your hopes for a future professional career?