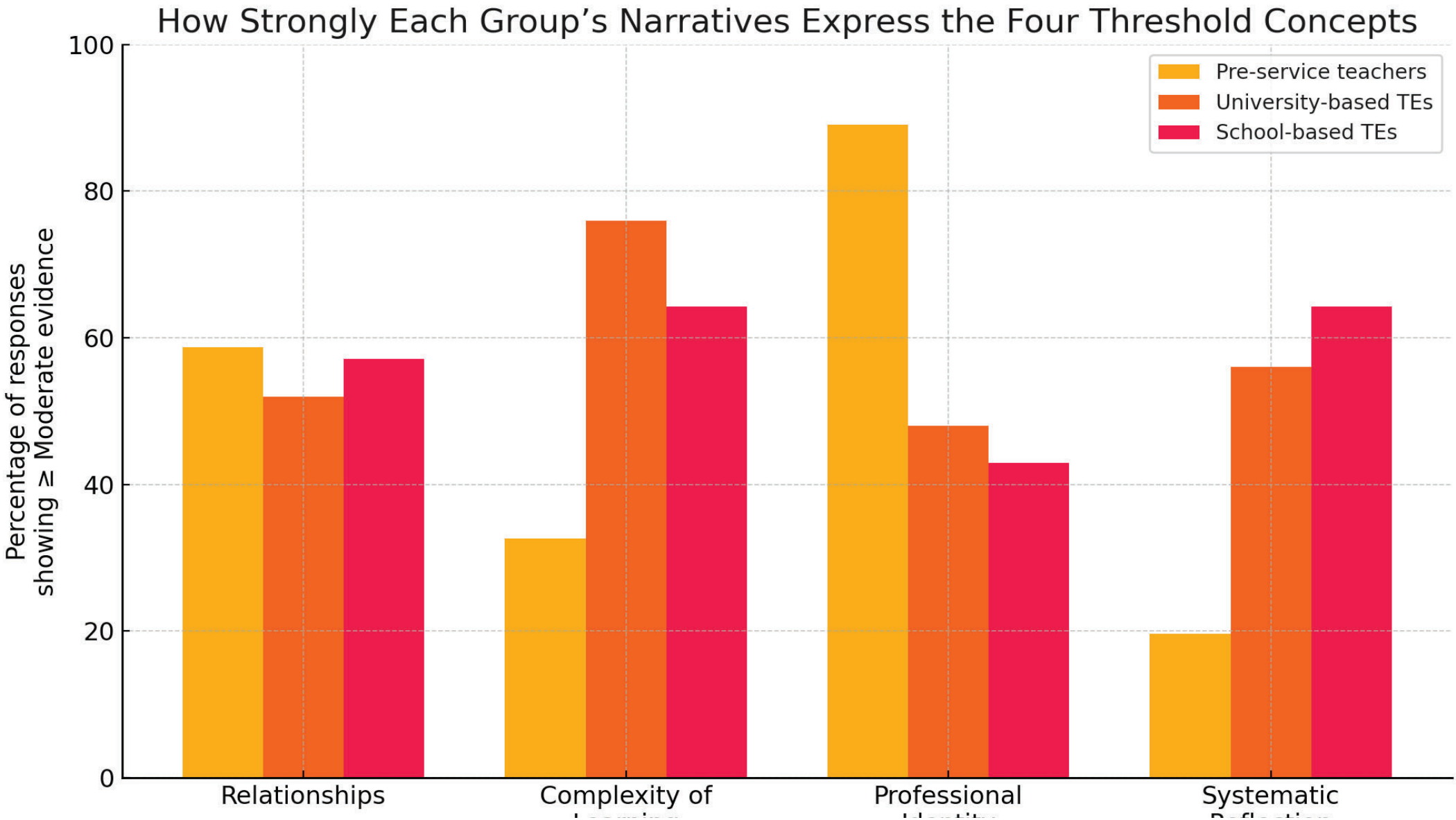
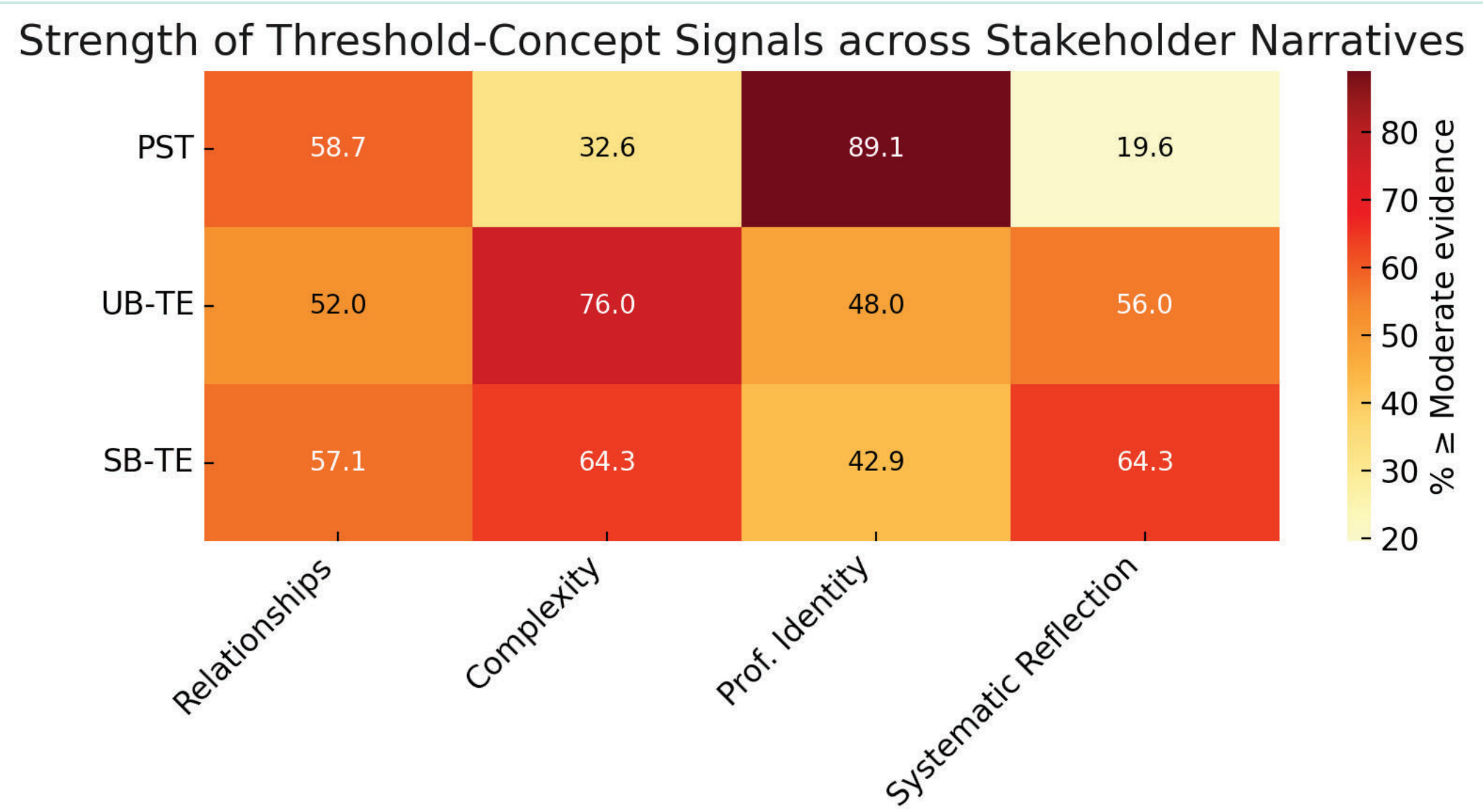

DEPARTMENT
UNIVERSITY OF
OXFORD


How Strongly Each Group’s Narratives Express the Four Threshold Concepts
Percentage of responses showing ≥ Moderate evidence
100
80
60
40
20
0
Pre-service teachers
University-based TEs
School-based TEs
Relationships
Complexity of
Professional
Systematic


Strength of Threshold-Concept Signals across Stakeholder Narratives
PST
UB-TE
SB-TE
58.7
32.6
89.1
19.6
52.0
76.0
48.0
56.0
57.1
64.3
42.9
64.3
Relationships
Complexity
Prof. Identity
Systematic Reflection
% ≥ Moderate evidence
80
70
60
50
40
30
20

Sequence of progress

1. **Identity ignition (PST self-stories)** – rites of passage (solo lessons, lanyards) trigger the first irreversible shift.
2. **Relational anchoring (all groups)** – as confidence grows, success becomes defined through pupil trust and rapport.
3. **Complexity awakening (educator-lens)** – under mentor and university guidance, novices see multi-factor causality and abandon linear "cover-then-test" logic.
4. **Disciplined reflection (mentor-led)** – structured debriefs, critical-incident protocols and dialogic assessment hard-wire a continuous-improvement habit.

Implications

- Evidence-based insights for ITE curriculum designers
- Helping to create a more stable and transformative approach to teacher education
- Addresses two urgent challenges in teacher education: (1) strengthening professional learning, and (2) improving teacher retention

Where next?

- More data needed
  - UK-wide
  - Globally
  - All routes into teaching
- Alignment with established frameworks e.g.
  - Shulman's (1987) pedagogical content knowledge
  - Schön's (1983) reflective practice
  - Lave and Wenger's (1991) communities of practice
  - McIntyre's (1995) practical theorising
- Challenge to reductionist criteria e.g. ITT-ECF

Questions for you…

- Do the Threshold Concepts resonate with you?
  - Developing professional relationships
  - Responding to reflective practice
  - Accepting the complexities of processes of learning
  - Securing professional identity

- Are there any missing?
- How might you use this knowledge to adapt your curriculum?

Questions from you?

Threshold Concepts Survey for University-based Teacher Educators

Threshold Concepts Survey for School-based Teacher Educators

jenny.wynn@education.ox.ac.uk