ITE student teacher journeys from interview to the end of Year 2: The developing reflective professional

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Background to our research

- What motivated us?
- Link to our doctorates and use of Communities of Practice
- Identity as a starting point
- Longitudinal study – still on-going but looking at it at this moment in time

Data collection points

Year 1 of BA (Hons) Primary Education programme

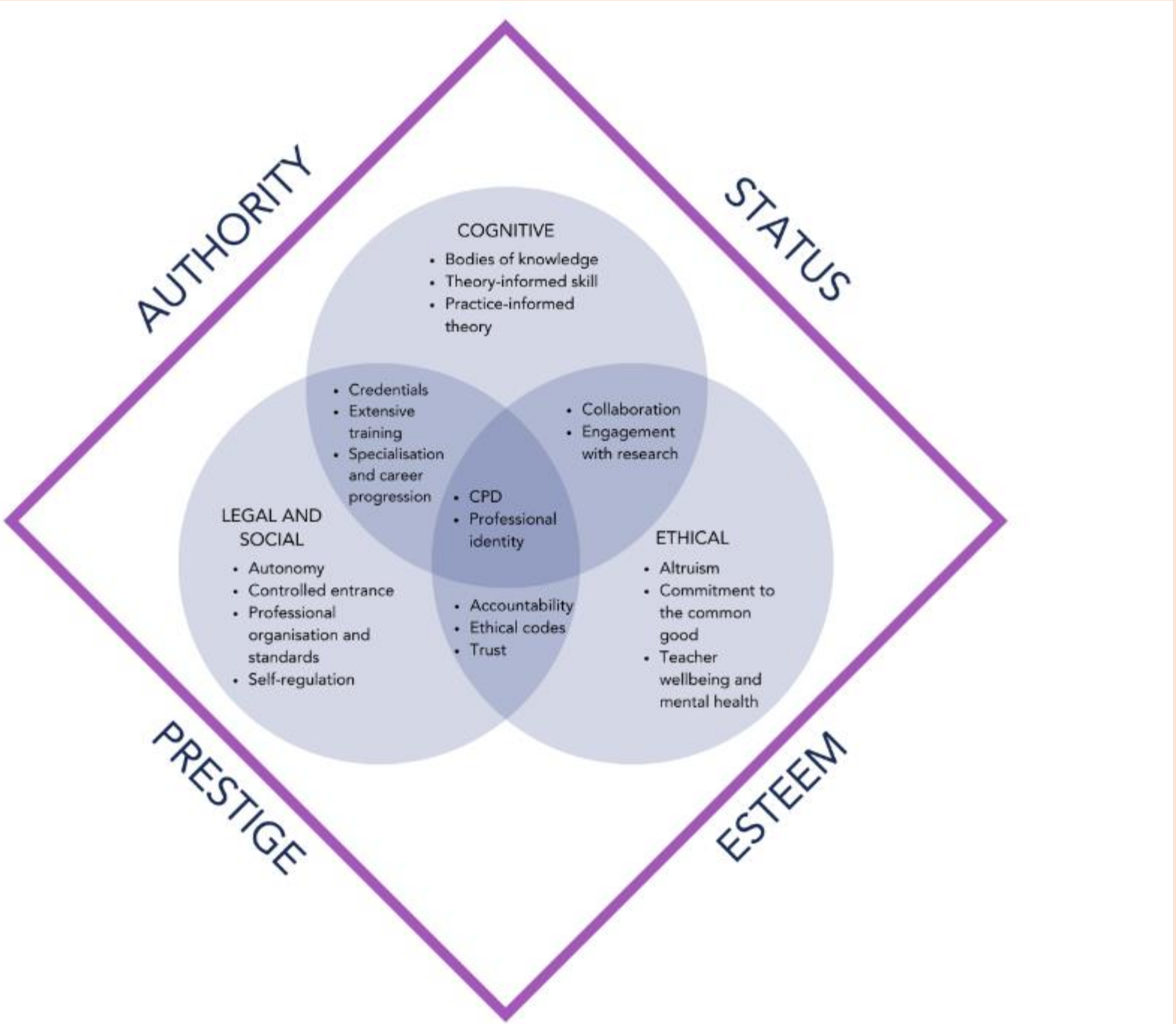
- Survey 1 – start of Year 1 – Sep 2023
- Survey 2 – end of Year 1/ start of Year 2 – Summer/ Sep 2024

Year 2 of BA (Hons) Primary Education programme

- Focus group 1 – Oct 2024
- Word cloud – Jan 2025
- Focus group 2 – Feb/ Mar 2025 – only 1 focus group at this stage
- Survey 3 – end of Year 2 – May 2025 & further word cloud

Teacher Identity

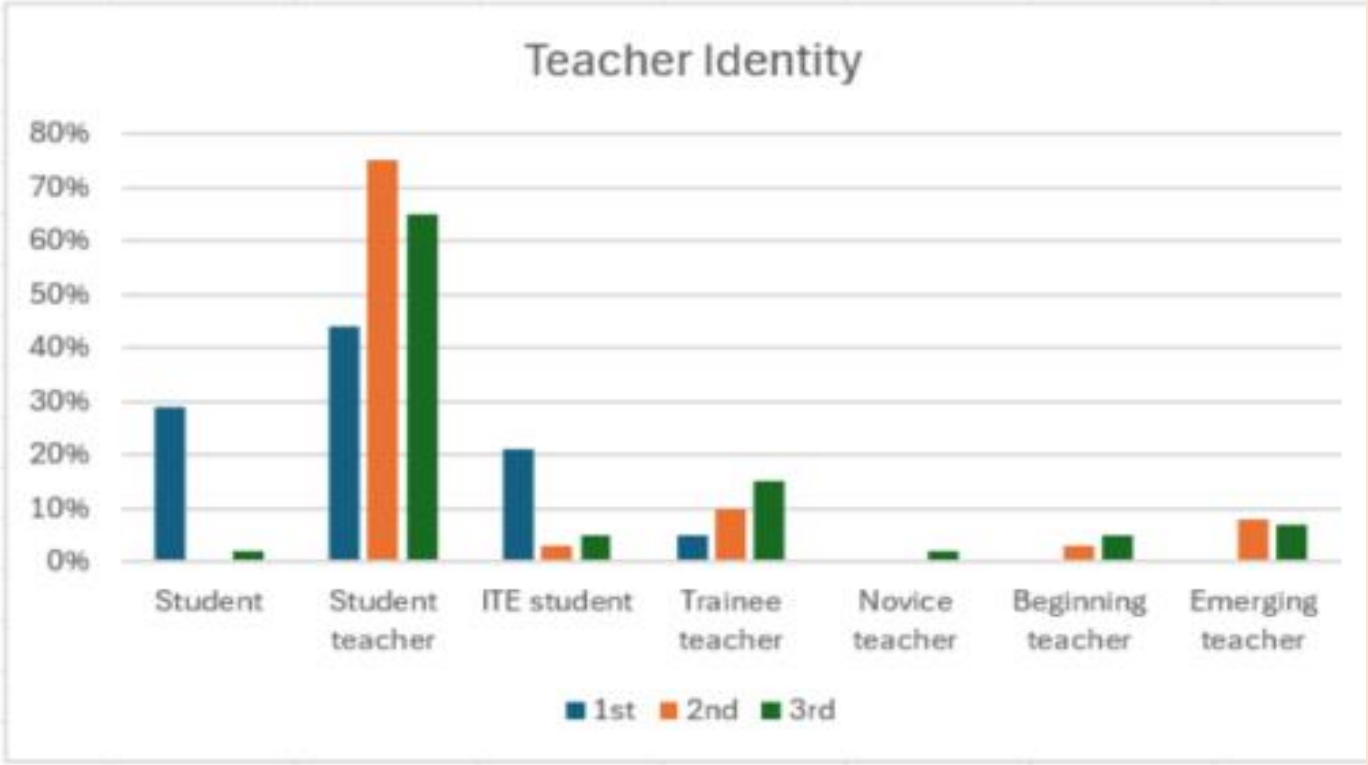
- Researchers have considered cognitive knowledge, sense of agency, self-awareness, teacher voice, confidence and relationships with pupils, colleagues and parents – these factors and interconnections help to lead to a better understanding (Izadinia, 2013)
- The correlation between the power to act and make decisions and sense of agency with sense of identity (Eteläpelto, Vähäsantanen, & Hökkä, 2015 cited in Schutz, Hong & Cross Francis, 2018)
- The attitudes, beliefs and values that teachers have about their own roles and impacts teachers' self-efficacy, teaching quality, motivation to engage in continuous professional development, and therefore teacher retention and student outcomes (Suarez and McGrath, 2022).



Working definition of teacher professionalism Müller & Cook (2024) (Chartered College of Teaching), adapted from Mezza (2022)

Findings – Developing Professional Identity

	1st	2nd	3rd
Student	29%	0%	2%
Student teacher	44%	75%	65%
ITE student	21%	3%	5%
Trainee teacher	5%	10%	15%
Novice teacher	0%	0%	2%
Beginning teacher	0%	3%	5%
Emerging teacher	0%	8%	7%



1. All students: university as a new community of practice
2. ITE students: need to navigate between two communities within months

Focus group 1a – choice of labels

Emerging teacher – specific to prior experience as a TA for this participant

Student teacher

- have been teaching on SE but there is still a heavy ‘academic side’ to the programme i.e. assignments.

– we are teachers when we are in the classroom but we are still learning ourselves.

Trainee teacher – you've been in the classroom, observing & planning & can see how it all fits together.

Focus Group 1b – choice of labels

Researcher (R) Can you remember what you put for the **end** of the year 1?
Interviewee (I) Trainee teacher

R: So what made you choose that particular phrase?

I: … by then you've actually been in the classroom, seeing, planning the lessons, and see how it all fits together, having more experience.

R: What do you think will need to happen before you move to a novice or an emerging teacher?

I: I've heard the more time and place, and more I teach, and more confident I become.

R: So is that, is there something about being a teacher? Yes, you're talking about repetition. But how would I see that in you in a classroom? How would I see you acting if you were an emerging teacher?

I: I think that more increasing confidence with subject knowledge of how you deliver the lesson and making sure it's the right length and… making sure all the activities are definitely suited to all their needs.

Being a ‘student’ teacher

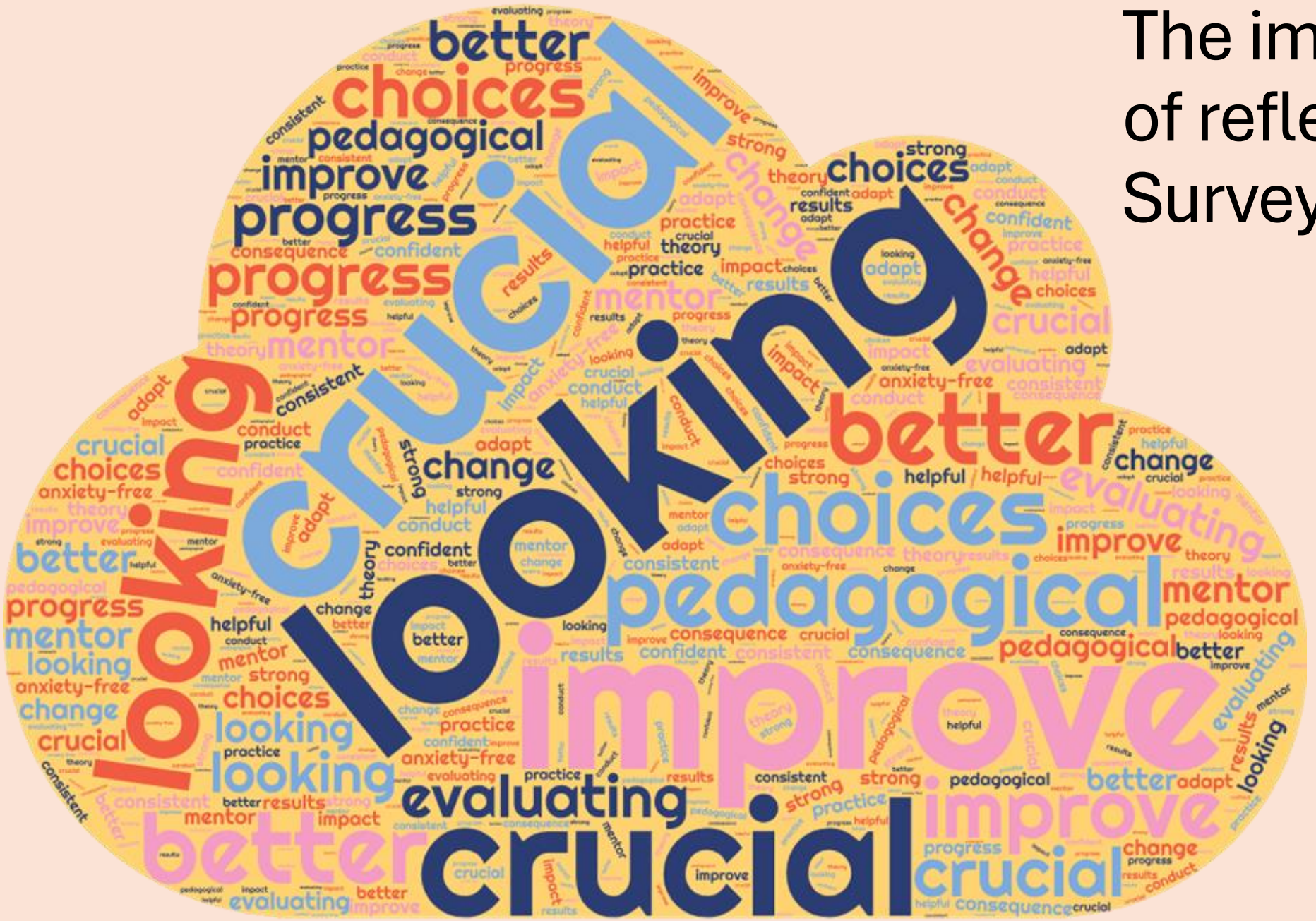
I1: Yeah, I don't like when we get called student teachers.

R: No, why not? What don't you like about it?

I1: I think it gives the children a perspective into where we are at, like the word student. They are students. They know where students have made a connection, whether it's treating us like friends or testing the boundaries that we have. And I think even like so she was at University ... school shouldn't be giving you a lanyard that says student. They shouldn't be labelling you as a student, because it does make the children test the boundaries more. So yeah, I just try to go in and pretend I know everything.

I2: We was introduced to student teachers the first day we walked in one way. She was like, these are the three student teachers straight away when we did have a bit of authority like ourselves. But it took a while to build up, because we've been labelled as that from the start.

The importance of reflection – Survey Post SE2



Survey Post SE2 – what is reflection and why is it relevant

How important do you feel the following are in your professional development? 65

How important do you feel the following are in your professional developmen...	Average
Being able to reflect on how far I am meeting my targets on SE	8.37
Being able to reflect on my academic development in university	6.95
Being able to reflect on how university based and school based elements inform each other	7.48

Word cloud: Professionalism



Awareness of Meaning	Distorted Understanding
Respect	Boring
Polite/manners	Posh
Punctual	Tricky
Organisation	Elders
Safeguarding	Sound
Expectations	Lectured
Relationships	
Presentable/clean/dress code	
Behaviour	
Education	
Focused	
Inclusion	
Expert	
Professional conversation	

Table related to language used to describe professionalism

Focus Group Feedback on Professionalism

- Teachers modelling
- 'I definitely learn more on placement than I do in uni'
- 'it was the ITAP that really good teacher … he was very much like, just, kind of get through uni and then once you start the job it's when you actually learn'
- 'I don't like when we get called student teachers' in school
- 'they can't see that we're panicking – because it is acting professional'

Focus Group 1

'I don't like a lot of the theory … It wasn't in my head when I was teaching, like I wasn't thinking about all the serious things like going into the classroom and going, yes. Piaget, yeah. That's exactly what I need to do it was more just in the moment, the what could work for me, just trying as many different things as I can, figuring out kind of what works best, what doesn't, what I could try next rather than focusing on, like, what theory said about it'.

Key messages:

1. Theory into practice – moving from students to student teachers
2. Communities of practice – situated learning different in university and school

Developing a Reflective Professional Identity

What do we do across the programme to instill the importance of professionalism:

- Ensuring professional is not just a word
- 1st year professional studies re-design
- Personal philosophy across the programme
- SE Formative Assessment Continuum
- Handbooks
- ITAPs

What do student teachers view as significant in university and school?

Beginning of Year 1		After SE1		After SE2	
Aspect	**Average %**	**Aspect**	**Average %**	**Aspect**	**Average %**
Assignments	69.9	Assignments	48.4	Assignments	44.76
Learning and teaching theory	79.5	Learning and teaching theory	67.9	Learning and teaching theory	65.5
Ongoing assessment	81.7	Ongoing assessment	70.5	Ongoing assessment	79
Reflection on own developments	86.6	Expertise of staff in university	76.2	Expertise of staff in university	84.2
Expertise of staff in school	86.7	Understanding pedagogy	77.7	Understanding pedagogy	86.06
Understanding pedagogy	87.3	Reflection on own developments	78.9	Reflection on own developments	87.4
Expertise of staff in university	87.7	Expertise of staff in school	82.2	Expertise of staff in school	89.55
Curriculum knowledge	91.3	Curriculum knowledge	84.5	Knowing how to make a difference	90.02
Knowing how to make a difference	91.8	Knowing how to make a difference	88.1	Curriculum knowledge	91.15
Understanding teaching techniques	93.7	Understanding teaching techniques	89.2	Understanding teaching techniques	94.43
Practising teaching on SE	95.5	Practising teaching on SE	93.3	Practising teaching on SE	95.18

How professionalism changes when crossing the boundary between the two communities of practice

How does an understanding of communities of practice or landscapes of practice and situated learning support students' understanding of professionalism and reflection?

- Situated learning in university and school
- Breaching the boundaries
- Academic Tutoring – Mentoring
- Social and cultural elements of learning

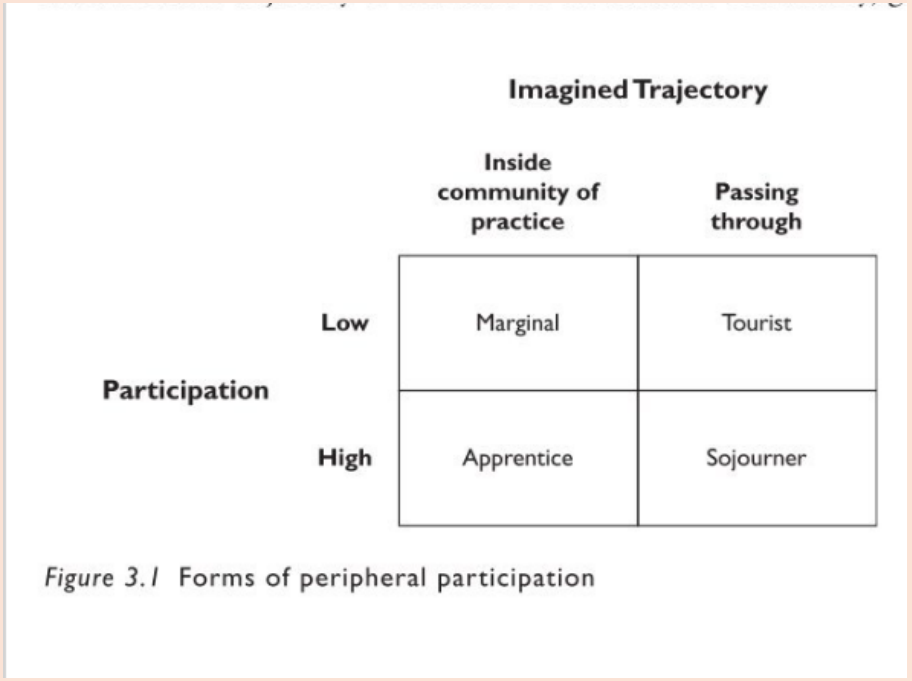
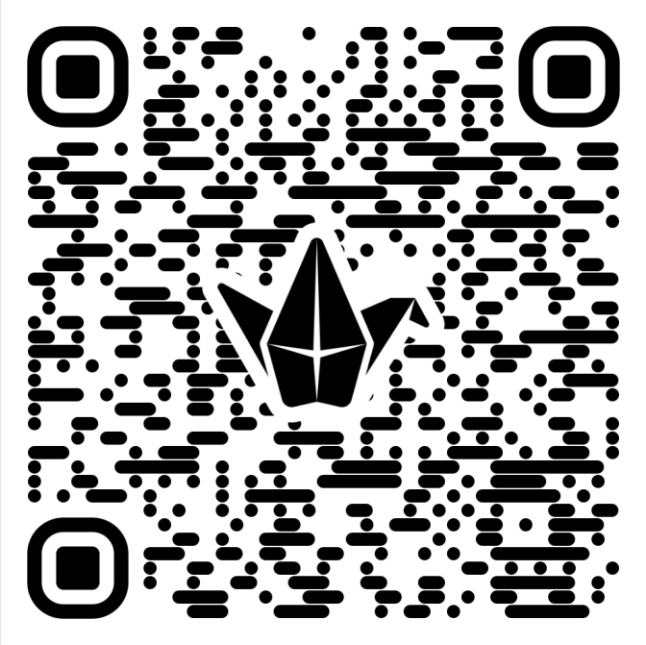


Figure 3.1 Forms of peripheral participation

Audience task

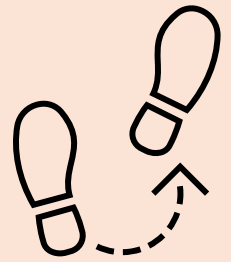
- Part 1 – a working definition of professionalism & your personal identity journey – **what were the key milestones?**
- Part 2 – **what strategies do you use to help students cross the boundaries between the 2 CoP?**

Please add to our **Padlet** – starting your comment with 1 or 2 depending which question you are answering. Thank you.



Next steps

- Look more distinctly at connections between placement and university
- Student teachers are now in Year 3 of their programme
- By end of the year they will have a vision of what a reflective professional is.



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