



LOOKING WITHIN: PROBLEMATISING VISIONS OF QUALITY IN INITIAL TEACHER EDUCATION

Dr Paul Adams

University of Strathclyde

paul.adams@strath.ac.uk

@pauladams40

THE PRESENTATION

The project: MQulTE.

Quality?

Quality: epistemology and ontology.

THE FRAMEWORK

Components	Related specific dimensions	Data collection tool
1. Partnership		
2. Admissions, recruitment and retention		
3. Programme design		
4. Practicum/fieldwork		
5. Teacher educators		
6. Initial destinations		
7. Post-registration		
8. Institutional context		



THOUGHTS

- Framework guides us in identifying where quality might occur and how to measure it.
- Fits well with existing mechanisms and aims for ITE (broadly speaking).

BUT:

- Could equally apply to school-based routes.
- Might elide the question of what quality might be/philosophical discussions.
- Need something that is pertinent to the life-course.

QUALITY: POSITION ONE

- Political pronouncement often unconcerned with the ontological.
 - Concentrates on knowledge and skills.
 - Probably neoliberal.
 - Its storyline is one of the history of understand and control.
 - Its language is that of observation.
- Preoccupied with the here-and-now.
 - Standards, charters, inspections, incentives, rigour, management, audit.
 - Impersonal and objective for the purposes of control.

POSITION TWO

- Considers development of self as much as knowledge and skills.
- P/politically democratic: challenges assumptions of neoliberalism for example.

- Describes a system conversant with the here-and-now *and* that which might be.
- Features elements such as happiness, contentment, desire...
- Deeply human and subjective for the purposes of challenging assumptions and staking a claim for the future.



QUALITY AND ITE

- First position probably dominates much of the political/Political discourse.
- Can lead to ‘farming out’ of ITE: schools, NGOs, charities, etc.
- Such positions seek to cheapen and quicken ITE.
- Teachfirst; Teach for America, etc.

THE POSITION IN SCOTLAND

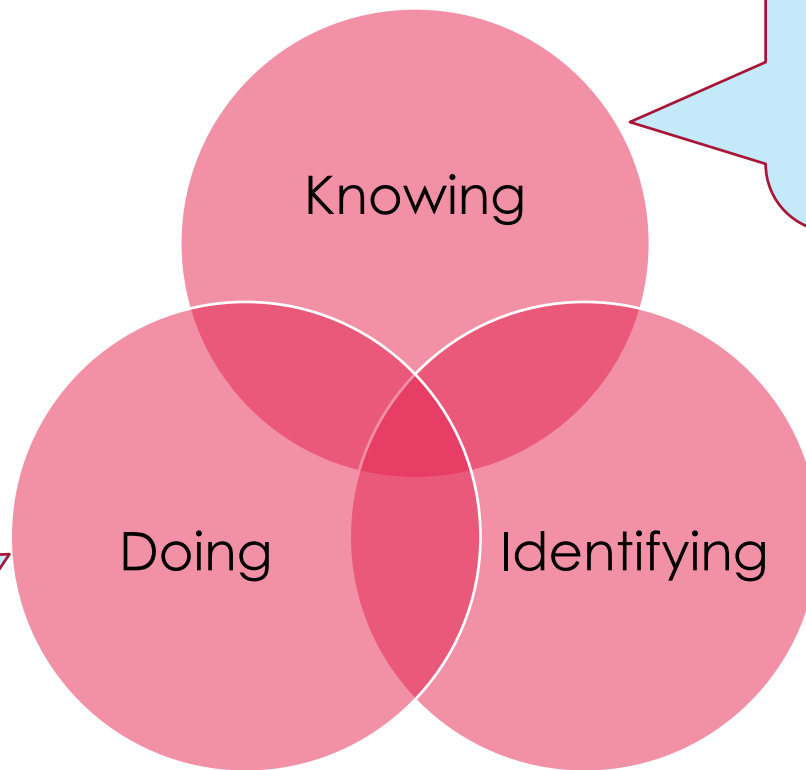
- Quality in, of and for ITE: self-evaluation.
- Driven by partnership
- Scene set by Donaldson (2011)

BUT

- Audit culture manifest through requests for mechanisms such as percentage on 'literacy'
- 'Standards' as mechanism to describe 'the self'.

KNOWLEDGE, SKILLS AND SELF

- Political wrangling will always desire epistemological matters at the forefront: gathers evidence about 'impact', 'rigour', etc.
- However, need for teacher epistemology to be developed as part of ontological consideration
- Position two requires this. How then, can teacher knowledge and skills be so designated?



1. The here-and-now as well as the enduring.
2. Thus matters of praxis.
3. Positons: taken up, resisted or amended.

1. Teaching: undertaken with and for others.
2. Big-D/Discourses: standards?
3. The interplay of little-d/discourses.
4. Categorisations: boundaries.

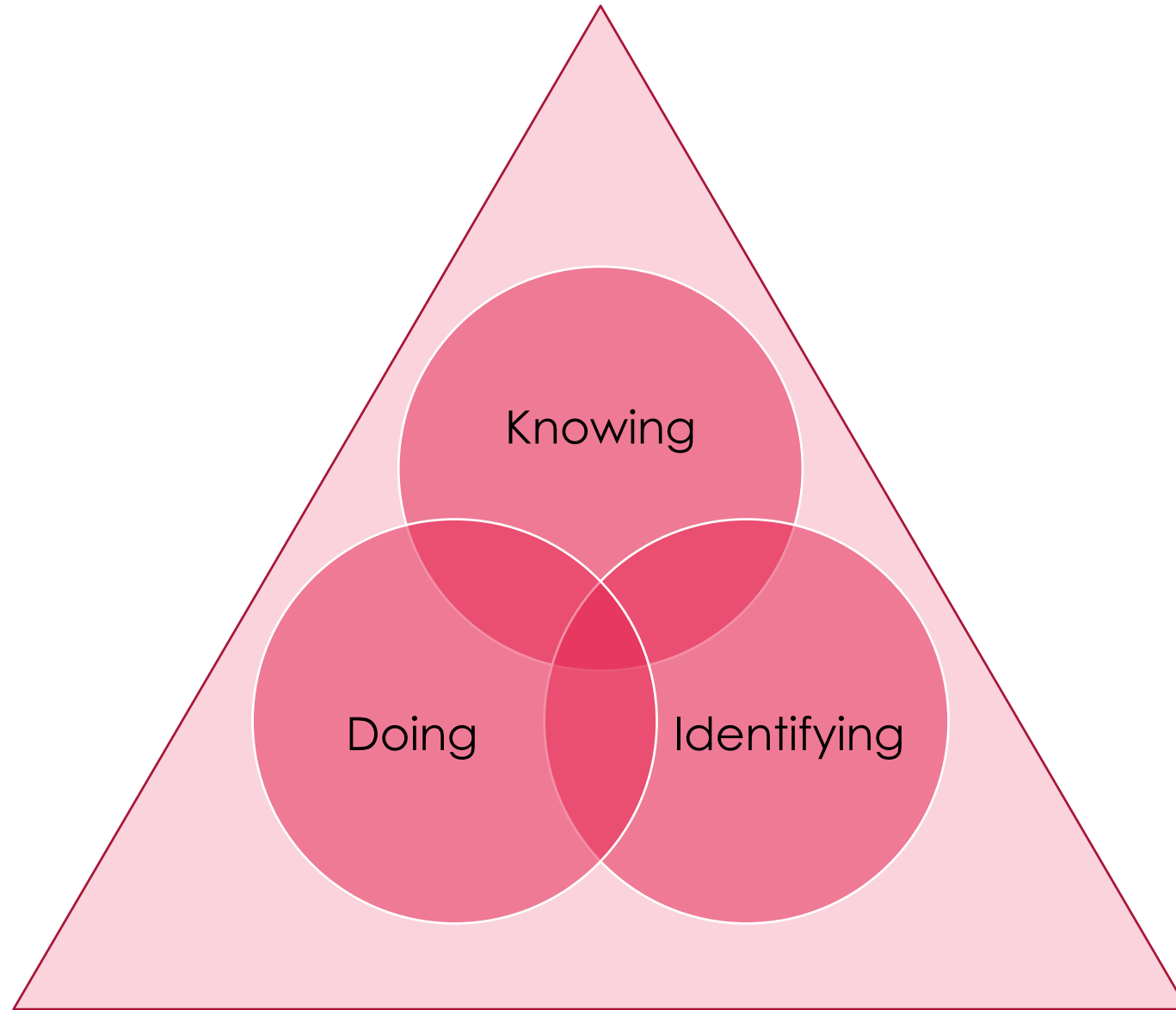
1. Entry to, progression through, exit from ITE.
2. Big-D/Discourses: processes of a social nature.
3. Adjustments made to the demands of the workplace (HEI and school).



GOOD EDUCATION (BIESTA, 2010)

- Qualification
- Socialisation
- Subjectification

Being



Belonging

Becoming

SUMMARY

- Politics often locates teaching in epistemological frames
- Within context, little-d/discourses position teacher epistemology vis-à-vis the here-and-now
- Enduring, Big-D/Discourses position the teacher
- Identifying, doing and knowing locate teacher (and ITE) epistemology
- Such epistemology is located in relation to ontological matters of belonging, being and becoming.
- Quality is an epistemological matter intricately connected to teacher ontology.