

AN AUTOETHNOGRAPHIC ACCOUNT OF GIVING LESSON OBSERVATION
FEEDBACK

by

VICTORIA WRIGHT

A thesis submitted to the University of Birmingham for the degree of DOCTOR OF
EDUCATION

School of Education

University of Birmingham

December 2014

UNIVERSITY OF
BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

This unpublished thesis/dissertation is copyright of the author and/or third parties. The intellectual property rights of the author or third parties in respect of this work are as defined by The Copyright Designs and Patents Act 1988 or as modified by any successor legislation.

Any use made of information contained in this thesis/dissertation must be in accordance with that legislation and must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the permission of the copyright holder.

ABSTRACT

This thesis asks: what can an autoethnographic approach to research reveal about the relations between power, subject (s) and truth in the context of lesson observation feedback? As a Foucauldian inspired study, the thesis shows how experiences of giving and receiving lesson observation feedback reflect forms of knowledge and ways of being and behaving. The research engages with ongoing debates around the use of lesson observation as a tool to measure the performance of established teachers and as an approach to inform the development of student teachers. The thesis exemplifies a critical and ethically informed approach to a particular encounter: giving observation feedback. The selection, positioning and crafting of autoethnographies and the inclusion of empirical data leads to a reading experience that is continuous and discontinuous. Both the writing and the content of the thesis privilege the place of messy and subjective teacher experience in educational research. This is important as a deliberate stand that resists classification as to what kinds of encounters should be judged more meaningful. It promotes ways of drawing on a range of experiences that both student teachers and established teachers might employ in order to consider an aspect of their work more fully.

TABLE OF CONTENTS

BEGINNING (pp.1-50)

- Introduction (p.1)
- Structure (p.2)
- The Beginning (p.4)
- The motivation behind my research (p.4)
- My professional journey (p.6)
- Introducing my research (p.8)
- Details of the research sample and data analysis (p.10)
- The ethics of my data collection and writing (p.15)
- Where is the originality? (p.19)
- An autoethnographic approach (p.25)
- Is it a case study? (p.41)
- Conclusion (p.48)

THE MIDDLE: RESEARCH QUESTION ONE (pp.50-105)

- Introduction (p.50)
- Research Question One (p.51)
- The context (p.53)
- Sub-Question One: How is effective teaching and learning described? (p.55)
- Review (p.65)
- Sub-Question Two: How are lesson observation and observation feedback described? (p.66)
- Activity systems (Cultural Historical Activity Theory) (p.75)

- Tool oriented activity system on the Observation feedback dialogue (p.81)
- Key for Figure 1 (p.83)
- Review (p.84)
- Sub- Question Three: What are some of the complexities of the observation feedback dialogue? (p.85)
- Tutor Observation Feedback Dialogues (p.90)
- Key for Figure 2 (p.92)
- Key for Figure 3 (p.95)
- Review (p.96)
- Foucault (p.97)
- Fiona Copland (p.101)
- Conclusion (p.104)

THE MIDDLE: RESEARCH QUESTION TWO (pp.105-207)

- Introducing Research Question Two (p.105)
- Part One (pp.105-127)
- The Participants: 2011-2012 (p.106)
- Summary of Pen Portrait information: 2011-2012 (p.106)
- Focus Group, 9th March 2012 (p.109)
- Focus Group Responses, 9th March 2012 (p.111)
- Summary (p.116)
- The Participants: 2012-2013 (p.116)
- Summary of Pen Portrait Information (p.117)
- Focus Group, 23rd November 2012-2013 (p.119)
- Reviewing in Semester Two (p.124)

- Findings and implications (p.126)
- Part Two (pp.127-132)
- Discipline and Punish (Foucault, 1975) (p.127)
- Part Three (pp.132-161)
- Tutor observation feedback dialogues (p.132)
- Notes on research methods and ethics (p.133)
- My approach to working with the tutor feedback dialogues, 2011-2012 (p.135)
- From grounded theory to theoretically inspired codes (p.142)
- Theoretically inspired codes (p.146)
- Tutor Observation 1 (p.151)
- Implications (p.160)
- Part Four (pp.161-187)
- 2012-2013 Individual Case Study 1 (p.161)
- Pen Portrait (p.162)
- Focus Group (p.163)
- Tutor Observation Feedback Dialogue (p.164)
- Reflective essay (p.171)
- Implications (p.172)
- 2012-2013 Individual Case Study 2 (p.173)
- Pen Portrait (p.174)
- Focus Group (p.174)
- Tutor Observation Feedback Dialogue (p.175)
- Review (p.181)
- 2012-2013 Individual Case Study 3 (p.181)
- Pen Portrait (p.182)

- Tutor Observation Feedback Dialogue (p.182)
- Implications (p.184)
- Part Five (pp.187-207)
- Peer Observation Feedback Dialogues (p.188)
- Reviewing (p.196)
- Reviewing the findings of the tutor and peer observation dialogues (p.202)
- Concluding Research Question Two (p.204)

THE MIDDLE OF THE END: RESEARCH QUESTION THREE (pp.207-219)

- Introduction (p.207)
- 'History' (p.208)
- 'Care of self' (p.209)
- Practices of Care of Self (p.215)
- Conclusion (p.218)

CONCLUSION: THE END (pp.219-228)

- Introduction (p.219)
- Research Question One (p.219)
- Research Question Two (p.221)
- Research Question Three (p.223)
- Contribution to knowledge (p.224)
- Possibilities for future research (p.226)
- Summary (p.226)

LIST OF REFERENCES (pp.228-243)

APPENDICES: (from p.243)

Samples from peer observations, pen portraits, focus groups, tutor observations.

LIST OF FIGURES

THE MIDDLE: RESEARCH QUESTION ONE

(Three activity systems in Cultural Historical Activity theory pp.75-97)

Figure	Title	Page
1	Tool oriented activity system on the Observation feedback dialogue	82
2	Subject oriented activity system: Tutor Observer as Subject	91
3	Subject oriented activity system: Student Teacher as Subject	94

LIST OF TABLES

BEGINNING

Table 1: Sources of Evidence (p. 17-18)

THE MIDDLE: RESEARCH QUESTION TWO

Table 2: A tutor observation of a PGCE PCE student teacher (pp.135-6)

Table 3: Tutor Observation 1, 2011-2012, first 30 lines (pp.137-139)

Table 4: Emerging Codes and Categories for Tutor Observations 2011-2012
(pp.140-141)

Table 5: New codes and categories emerging, 2012 (pp.147-150)

Table 6: New codes and categories (p.150)

Table 7: Summary of findings from Tutor Observation 1 2011-2012 (pp.151-155)

Table 8: Findings from Peer Observation 1, 2010-2011 (pp.188-191)

Table 9: Comparison with Peer Observation 2, 2010-2011 (pp.192-195)

Table 10: Comparison with Peer Observation 3, 2012-2013 (pp.196-202)

GLOSSARY

BIS Department for Business, Innovation and Skills

CELTA Certificate in English Language Teaching to Adults

CHAT Cultural historical activity theory

CPD Continuous Professional Development

DfE Department for Education

DfES Department for Education and Skills

DIUS Department for Innovation, Universities and Skills

EAT Engeström's activity theory

Ed D Doctor in Education

ESOL English for Speakers of Other Languages

ETF Education and Training Foundation

FE Further Education

HE Higher Education

ICT Information and Communication Technology

IfL Institute for Learning

ITE Initial Teacher Education

LLUK Lifelong Learning UK

LSIS Learning and Skills Improvement Service

LSS Learning and Skills sector

NQT Newly Qualified Teacher

Ofsted Office for Standards in Education, Children's Services and Skills

157 Group of colleges in Further Education, UK

OTL Observation of Teaching and Learning

PCE Post Compulsory Education

PCET Post Compulsory Education and Training

PGCE Postgraduate Certificate in Education

PhD Doctor in Philosophy

QPNA Question, Pause, Nominate, Answer

QTLS Qualified Teaching and Learning Status

QTS Qualified Teacher Status (schools)

SMART specific, measurable, achievable, realistic, time-bound

TDA Training and Development Agency (schools)

TES Times Educational Supplement

TESOL Teachers of English to Speakers of Other Languages

TLRP Teaching and Learning Research Programme

UCU University and College Union

ZPD Zone of Proximal Development (Vygotsky, 1978)

ZPTD Zone of Proximal Teacher Development (Warford, 2011)

BEGINNING

Introduction

'I write this sitting in the kitchen sink' (Smith, 2004, p.5). No such fabulous first line here. This is the time for serious work. In this thesis, I ask: what can an autoethnographic approach to research reveal about the relations between power, subject(s) and truth in the context of lesson observation feedback? The research reveals relations between power (the institutional and policy context I work and have worked within), the subject (myself as teacher educator, my students) and truth (the nature of observation and feedback discourse, its forms of knowledge and ways of being and behaving). I include past and present experiences of being observed as a teacher and of being the observer. Empirical data shares student teacher perspectives on observation and feedback and includes both my teacher educator observation feedback dialogues and peer dialogues (where students observe and feedback to each other). In reflecting on my experiences, I refer both to Further Education and to Higher Education; the sector in which I currently work.

Three key questions inform this work:

1. What is the discourse ('*truth game*', Foucault, 2003b, in Rabinow and Rose, 2003) of lesson observation and observation feedback?
2. How are individuals situated and how do we situate ourselves in this discourse ('*technology of power*', Foucault, 1975)?
3. How has my history ('*history of the present*', Foucault, 1975) been shaped by the '*techniques*' (Foucault, 1988a, in Martin and Hutton, 1988, p.18) I have employed in my practice and in my thesis?

I employ concepts from Foucault's work (identified in italics) which will be explained in the sections: The Middle Research Question One, Research Question Two and Research Question Three.

Structure

The thesis comprises five sections: The Beginning, The Middle Research Question One, The Middle Research Question Two, The Middle of the End Research Question Three, and Conclusion The End.

In Beginning, I explain why I chose my research focus by sharing some of my autobiography. I then look more closely at the teacher education course from which I collected empirical data: the PGCE PCE at a University. That is a full time one year Post-Graduate course in Post-Compulsory Education, typically leading to teaching jobs in further education settings i.e. colleges. I describe the research sample and introduce my approaches to data analysis making reference to early ethical considerations. I review some of the literature on observation and feedback. That review is continued through The Middle Research Question One. Towards the end, I define my thesis as autoethnographic, interpretive and explore literature on case study methodology.

Research Questions One, Two and Three follow in discrete sections. They include different writing approaches such as my researcher diaries, poems, dialogue, and autobiography. The structure of each section will be introduced more fully at the time. The following is an outline. The Middle Research Question One focuses on the context of lesson observation and feedback. It explores policy and research literature in order to describe the 'discourse' of observation and

feedback. Though emphasis is placed on Further Education, there are also references to the schools sector. Cultural historical activity theory is employed as a lens through which I investigate the focus of my research more closely. I also make reference to Foucauldian concepts and to Copland's research in to observation feedback in English Language Teacher Education.

The Middle Research Question Two contains empirical data analysis drawn from the university teacher education course (PGCE PCE: Postgraduate Certificate in Post Compulsory Education) on which I teach. It starts by sharing student teacher perspectives on lesson observation and feedback through their pen portraits and their contributions to focus group questions. There is again reference to Foucault's work in order to explain concepts that I draw on. I analyse my ways of giving observation feedback by looking at dialogues I conducted with student teachers. I include three case studies of individual student teachers with a view to more closely analysing the data. Throughout that section I refer to grounded theory and to constant comparative analysis and draw attention to ethical decisions. At the end, I analyse peer observation feedback dialogues where student teachers observed and gave feedback to each other. I make comparisons therefore between my ways of giving observation feedback and their ways of feeding back to each other.

The Middle of the End Research Question Three is very different in scope. It is a philosophical discussion based on Foucault's interpretation of 'care of self', an early Greek concept associated with personal reflection and vigilance. My research focuses on myself as an observer looking to see my ways of giving observation feedback with a view to improving my practice. The concept 'care of

self' became increasingly significant as a way of describing that moral/ ethical responsibility.

In Conclusion: The End, I return to the overarching question of the thesis and review findings and implications against each research question in turn. I identify my contribution to knowledge and share possibilities for future research.

The Beginning

This section explains the motivation behind my research by sharing some of my autobiography as a lecturer (in different further education colleges and now at a university). I indicate key career milestones with a view to highlighting my experience as an observer of lessons. That is followed by two memories of receiving observation feedback as a college lecturer. I explain the focus of my research as lesson observation feedback on a teacher education course (PGCE PCE) at a university. I explain the makeup of the research sample and my approaches to data analysis including reflections on ethical considerations. I include a table of the sources of evidence (Table 1, p.17) I have drawn on. I review some of the literature on observation and feedback to which I return in the thesis. Finally I define autoethnography and explore case study methodology.

The motivation behind my research

This part shares some of my autobiography as a college lecturer (further education) and now as a university lecturer. Initially I share my experience of being interviewed for my current post before explaining how my past experiences informed my choice of research: lesson observation feedback.

My thesis looks critically and reflexively at a theme that is very important to me. At the interview for my current job as University Lecturer, I was asked what my research interest might be. I'd never been asked that question before. I had been a college lecturer since I finished my PGCE in FE (my teacher education qualification: the Postgraduate Certificate in Further Education). No one wanted to know what research I might be interested in doing. They wanted to know how I would manage and motivate learners, the extent of my subject knowledge and my teaching experience. Later in my career, they wanted to know what my impact was so they asked me about performance data. By performance data, they meant how many learners did I retain on the courses I taught on? How many of them achieved at the end of the course? What grade or level did they achieve? What about the range of things I could teach on? What responsibilities had I taken on in addition to normal teaching duties? How well had I performed in lesson observations?

I was confident in answering these questions. This was the context I was working in. I was also measuring myself in the same terms. Foucault (1980, in Gordon, 1980, p.155), drawing on Bentham's Panopticon (an architectural design for a prison), expresses how 'each individual ..will end up interiorising to the point that he is his own overseer: each individual thus exercising surveillance over, and against, himself'. I was my own overseer and I also oversaw others as I held quality and leadership/ management roles and delivered on teacher education. The next part shares some of those key career milestones.

Before I went to the interview, I'd anticipated that the interviewers would ask me what I wanted to research. I knew the theme before I really knew the focus I wanted to give it. It was lesson observation feedback. Very particularly the

feedback dialogue rather than the observation because I had become increasingly uncomfortable with the different roles I had played in that dialogue. I had observed as part of colleges' quality assurance and as part of delivering on teacher education programmes. I was also observed myself. I was struggling increasingly, and I felt morally, with the way in which feedback was given to me and the way in which I also gave observation feedback. In order to explain that dilemma more closely, I include reference to my observer experience in the next part. I also share two memories of receiving feedback on lessons.

My professional journey.

I will identify key milestones in my career in order to highlight the experiences I have had as an observer of lessons. This will contextualise the thesis as later on I draw on both my past and present experiences as an observer.

After my teacher education qualification, I worked in various Further Education colleges before joining the university. My main area of teaching was in English. While in Further Education, I moved to teacher education, including one post that involved literacy subject specialist teacher education.

It was while I was an English lecturer that I first took on a temporary role as part of the college's quality assurance team. It was specific to my department and included graded lesson observations of teaching staff. In the same college, and shortly after the quality post, I moved to teacher education. I was then conducting teacher education observations (in support of the student completing the teacher education qualification successfully).

My next post was in a different Further Education college and was a dual role being a quality role that included graded lesson observations within my department and across the college and also a teacher educator post. My current role is Senior Lecturer in Post Compulsory Education at a University. I conduct teacher education observations of full time PGCE in PCE students.

To summarise, in my time as an observer, I have assessed experienced college staff and student teachers; both in-service (i.e. already employed as teachers in colleges or other organisations at the time of taking the qualification) and pre-service (usually taking the qualification first before employment as a teacher). To introduce my specific research focus (observation feedback), I include two examples of observation feedback given to me as a college lecturer. These are slightly edited for confidentiality and illustrate differing expectations between observer and observed.

Two examples of feedback given to me.

In one observation feedback, I was explicitly told that I couldn't be given a grade one (outstanding) because my class hadn't been a challenge for me. I asked what I needed to do to get a grade one:

Observer: "Something extra."

Victoria: "What exactly? Can you give me an example?"

Observer: "If you'd have had two students causing a riot and you'd had to step in and sort it. Something that challenged you a bit more."

Victoria: (nonplussed, thinking this is an adult class where all of the learners cooperate with each other. Thinking are you sure?)

Observer: “Well that something extra.....”

Note to self: don't have a well- motivated class who respond really well to you and enjoy the theme they are studying.

In another observation feedback, I was told that while one area: learning, was a grade one, the other area: teaching, had to be a grade two. I hadn't challenged a latecomer and I had no displays of their work in the classroom.

Note to self: this was a teacher education class where sometimes discretion over lateness is well judged, and I wasn't allowed to put up work in a classroom used by other areas. I still wouldn't challenge the hard working fellow teachers, a few of whom came in late that morning.

These are both internal quality observations. I sought to highlight differing expectations and also reflect that the observation was a one-off judgement, of that lesson at that time. This is in contrast to teacher education where usually a personal tutor takes the lead in observing a student at points through the course. The extent to which the feedback is a two way dialogue is also interrogated through the thesis. In the next part, I explain the context of the teacher education course and my research more fully.

Introducing my research

I explain my focus as observation feedback on the teacher education course I teach on at a university. I describe the makeup of the research sample, the approaches I take to data analysis, and outline early ethical considerations.

This research considers the lesson observation feedback dialogue as it takes place on a full time PGCE in PCE (Post Compulsory Education) course at a university. Lesson observations are part of the qualification assessments and take place in students' teaching practice placements. Most weeks, students teach in placements (i.e. colleges) for some days and attend University for classes on the other days. I have a group of PGCE students each year for whom I am their personal tutor, as well as their module tutor and assessor. It is a complex role. Copland (2010, p.466) notes:

'The role of the mentor or tutor depends on a number of variables but they are typically expected to offer support to the trainee as they learn to teach, provide suggestions and advice with regard to improving practice, and assess the trainee's teaching against a set of criteria issued by the institution or an awarding body'.

My data includes observation feedback dialogues in which I am the tutor conducting the feedback. Those dialogues are analysed with a view to identifying my approach to giving observation feedback and recognising what Copland et al (2009, p.20) refer to as 'hidden curricula': 'Trainers need to be aware of their 'hidden curricula' and how these might differ from the published assessment criteria'. Their recommendation is to 'Use transcriptions from feedback sessions to help trainers to uncover their hidden curricula' (ibid). My choice to research my own feedback dialogues is also informed by Hyland and Lo's (2006, p.182) suggestion that:

‘A useful tool for teacher educators could be for them to occasionally record their conferences with student teachers and listen to them analytically, noting the degree to which student teachers have been given a chance to make their own points and explore their own agendas’.

Details of the research sample and data analysis

The following is an outline of the sample as the data is explored in Research Question Two (with extracts in the Appendices). In the list below, I refer to peer observation feedback dialogues; where the students gave feedback to each other, provided me with the recording of the feedback and then attended a semi structured interview; student focus groups; pen portraits which were written by the students; my tutor observation feedback dialogues; and module essays. As you will see, only one of those essays was drawn on in the end. The data will be shared in Research Question Two.

Peer observation feedback dialogues:

The Peer Observation feedback dialogues 1 and 2 were 13 minutes and 10 minutes long respectively. They were conducted in May, Semester Two, 2011. A follow up semi structured group interview was held on 10th June 2011 in which the transcripts were shared for accuracy and notes on stages of feedback were also shared and discussed. I identified the following stages: areas of strength, areas of development, actions arising, and where and how you share your experiences of teaching and learning. I also had three pre-prepared questions: What stages do you think an observation feedback dialogue goes through? Is it similar to or different from the stages that a peer observation feedback dialogue goes through?

What do you think about the experience of doing a peer observation? This discussion informed my focus group questions (2011-2012, 2012-2013) to be introduced next as I felt that the discussion of the phases of the dialogue was unclear. I was also interested in what I perceived to be a key strength of the peer observation: the sharing and learning from each other.

The Peer Observation 3 feedback dialogue was recorded in Semester Two, 2013 (23 minutes). All peers (pairs 1, 2 and 3; 2 males and 4 females) recorded their own dialogues. I held a semi-structured interview on 28th May 2013 (18 minutes) with Peer Observation 3 participants. I shared the transcript with them and asked questions around the three questions I had posed in the semi-structured interview (previous paragraph) in 2010-2011. Having also heard student focus group discussions on observation and observation feedback (to be clarified in the next paragraph), I asked about their roles and how they felt they had enacted that role as observer and observee. While not specifically reporting on the semi-structured peer observation interviews, I draw on those insights in my reflections at the end of Research Question Two.

Focus groups:

The focus groups were held with two PGCE tutor groups. I asked the six questions identified in the Sources of Evidence table (p.17). I held a focus group on 9th March 2012 in which 10 students participated out of a group of 17; 6 male, 4 female. Ages ranged from 21 to 45 with 7 in their twenties. The discussion was approximately 14 minutes and recorded by flip camera. Summary notes were shared with students by email (and are in the Appendix). The following academic

year (2012-2013), I held two focus group meetings (because I wanted to hear earlier expectations as well as later experience). The second meeting notes are in the Appendix.

The first focus group on 23rd November 2012 (discussion lasting 21 minutes and again recorded by flip camera) was with 8 students out of a group of 16; 2 male, 6 female. Ages ranged from 21 to 40 with 6 in their twenties. Again I shared summary notes by email. In the second semester 1st March 2013, I asked the same students to reflect back on the summary notes that I had shared after the November focus group to see if they wanted to add any additional points. 5 of the original 8 were able to participate at that stage; 1 male, 4 female. I took notes, verbally expressed them back to them and shared by email.

Pen Portraits:

The Pen Portrait sheet (examples in Appendices) was distributed to volunteer students participating in the focus groups. At the time of the first focus group, 9th March 2012, I received seven of the ten portraits. Of the three remaining records, two are dated 30th March and one was 15th May. At the second focus group (2012-2013), I collected them all in at the time, making sure to capture 'earlier expectations'. Eight pen portraits are dated 23rd November 2012. Tutor Observation 1, 2, 3 (2012-2013) and Peer Observation 3 (2012-2013) participants all contributed one of those pen portraits. Tutor Observation 1 and 2 and Peer Observation 3 (2012-2013) participants had also contributed to the focus group (23rd November 2012).

I asked for an additional pen portrait (9th pen portrait) after having recorded a tutor observation feedback dialogue of a student who had not attended the focus group (Tutor Observation 3, 2012-2013). It is dated June 2013 (see Appendix). That portrait is only reported on in the context of the individual's observation feedback dialogue. As you will see in the Ethics section (p.15), I made judgements about when and who to record in tutor observation feedback. I did not record at any time when another colleague (i.e. their subject specialist mentor or teacher of the class) was present or when we were not able to feedback in a separate room. Ongoing decisions were also made about the range of the sample.

Tutor Observation feedback dialogues:

I recorded three Tutor observation feedback dialogues in Semester Two, 2011-2012, and three in Semester Two, 2012-2013. The feedback dialogue is typically around 30-45 minutes (i.e. Tutor Observation 1, 2012-2013, 35 minutes) and takes place directly after the observation. The longest feedback dialogue was Tutor Observation 3, 2012-2013 (55 minutes). All observation feedback dialogues were second Semester (identified as 'Observation 6' on the course) and between March to May (March in 2012 and in 2012-2013 between March to May depending on student arrangements, placement arrangements and student progress).

As noted, other than Tutor Observation 3, 2012-2013, all individuals participated in the focus group; Tutor Observation 1 and 2, 2012-2013, participated in both meetings. All Tutor Observation students provided Pen Portraits. This data is analysed in Research Question Two and extracts are in the Appendices. After emerging codes were applied to the two Peer Observation

(2010-11) transcripts, I came to develop a fuller set of codes and used constant comparative analysis. That fuller set of codes is explained in Research Question Two and was applied to all peer observation and tutor observation feedback dialogues. The process of developing that approach to data analysis is reported in Research Question Two.

Further insights in to the sample:

The students were all volunteers from my tutor group and my focus was on myself as tutor observer. To give an insight in to the sample here, the stronger students at that time were Tutor Observation 1, 2011-12 and 2012-13. The students in Tutor Observation 2, 2011-12 and 2012-13, were both showing good and on occasion varying development. For one (as you will see) I wanted them to showcase more of their skills in a lesson observation. The student in Tutor Observation 3, 2011-12, was one that I felt less sure of. That was not explicitly tied to their teaching practice but rather a personal reflection on my relationship with them. I had a good relationship with the student in Tutor Observation 3, 2012-2013, and was mindful that this person was developing steadily and benefitted from plenty of practical advice (something that is echoed in their pen portrait included in the Appendix).

Module essays:

I only report on one of these essays. This was a final reflective essay in which students theorised their development from student-teacher to teacher over the time of the course. Initially I asked for volunteer essays (having marked and returned them) as I wanted to look at representations of observation and feedback

and representations of an effective teacher. I received five but in the end chose one which I include in an individual case study (Tutor Observation 1, 2012-2013, Research Question Two). The essays were a rich source for analysis of reflexive practices but not wholly related to the thesis focus.

The next part includes reflections on ethical considerations. This relates back to my earlier comment on the complexity of the role: personal tutor, module tutor and assessor, and to the judgements I made ongoing about collecting and analysing data that related to my own student groups.

The ethics of my data collection and writing

Ethical considerations have had a huge impact on the scope of the research. I continue to return to this theme therefore at points in the thesis. The following information is an outline of key decisions.

As an 'insider-researcher' (Costley et al, 2012), I am a member of the community I study. Ethical reflections on that point are developed in reference to case study later in this section. I inhabit a complex role of tutor, assessor and personal tutor for a group of PGCE PCE students. The role is explicitly both pastoral as well as academic. It includes supporting positive relationships between students and their subject specialist mentors, their student teacher peers, and the tutors on the PGCE in PCE. It was very important that students did not feel coerced. My consent form stated clearly that students could withdraw at any time and that consent was voluntary. As indicated in my table (Table 1: Sources of Evidence, p.17), all students were in my tutor group and participation at any level was voluntary. As becomes apparent, I have more sources of evidence for some

individuals than for others. This informs the representation of individual cases and is discussed in Research Question Two.

The resulting sources of evidence are strongly representative of work and discussions on the PGCE. It was data that the students were happy to share with me. As Costley al (2012, p.44), reflecting on the insider researcher, comment: 'For parties to trust each other, they have to assume the motives are benevolent'. At the outset of this section I said that ethics had had a huge impact. You will have some sense of the fluidity and openness that this has necessitated in the development of the thesis. I explore this in more detail in Research Question Two.

I was hopeful that the research would be beneficial to the students in giving them a better insight in to the processes and practices of lesson observations. Perhaps it would encourage them to take more ownership of the process and to have more of a say in the feedback dialogue. I thought exploring their peer observation dialogues with me in a semi structured interview, and exploring the process and practice of observation and observation feedback in a focus group might give them a better understanding of the nature of the dialogue and their role in it.

To maintain confidentiality, students were told not to identify their mentor or other colleagues. In presenting and writing about the student data, I have omitted any subject name, placement name, mentor or student name (a student in the participant's class). I have also anonymised.

In summary, these are the sources I have gone to for answers:

My sources	The approach I have taken
<p>Tutor observation feedback dialogues</p> <p>3: 2011-2012</p> <p>3: 2012-2013</p>	<ul style="list-style-type: none"> Initially approached through grounded theory* which then led to the development of theoretically based codes and categories. Employed constant comparative analysis*. <p>*explained in Research Question Two</p>
<p>Peer student observation dialogues with semi structured interview</p> <p>2:2010-2011</p> <p>1:2012-2013</p>	<ul style="list-style-type: none"> A mixed approach: initially very open as two of the dialogues were explored as a pilot project. The three dialogues were then analysed using a version of the theoretically based codes and categories as applied to the tutor observation feedback above. Each analysis was accompanied by a semi structured interview.
<p>Individual pen portraits written by student teachers</p> <p>10: 2011-2012</p> <p>9: 2012-2013</p>	<p>These asked for personal details: name, age, gender, ethnicity, and for their reflections:</p> <ul style="list-style-type: none"> How would you describe your development as a teacher so far? How do you see lesson observation and feedback in relation to your development as a teacher?

Focus groups of student teachers One held in: Semester Two 2011-2012, Semester One and Semester Two 2012-2013.	These asked the following questions: 1. What is the purpose of lesson observations? 2. What are we [tutor/ mentor/ peer] looking for when we observe? 3. What is the purpose of the feedback dialogue? 4. What is the role of the observer in the feedback dialogue? 5. What is the role of the observee in the feedback dialogue? 6. How are the actions identified?
Module essays 5: 2012-2013	An assignment that asked them to reflect on their identity and development as a teacher.
My research diary	A diary I started in January 2010 (having begun the Ed D in September 2009). Notes were typically captured to recognise problems and problematize.
My autoethnographic writing	I have included a range of different forms: narrative, poetry, dialogue.

(Table 1, Sources of Evidence).

In the table, there is reference to a research diary and to autoethnography, both points I explain towards the end of this section. The next part indicates some of the originality of the research and situates the study in related literature on observation and feedback.

Where is the originality?

My research is based on data from a Further Education teacher training course (the PGCE PCE) and prioritises the observation feedback dialogue. I include past experiences as an observer relating to my job roles in Further Education. This already indicates some of the originality of the research as literature on lesson observations has focused more on the observation itself than on the feedback stage, and until O’Leary’s research (2012, 2013a, 2013b, 2013c, 2013d, 2014), more on schools than Further Education.

The following is an initial review as related literature on observation and feedback is drawn on through Research Questions One and Two. This review includes literature on the observation of established teachers (in quality assurance); in teacher education and mentoring; and then in the English Language teaching field. Literature on observations inevitably references policy documents, Ofsted reports, notions of ‘quality’ and the ‘effective’ teacher. These themes are more apparent in Research Questions One and Two.

O’Leary (2013b, p.694) indicates that ‘OTL [Observation of Teaching and Learning] remains an under-researched area of inquiry with little known about the impact of its use on the professional identity, learning and development of FE tutors’. He (ibid; 2014, p.33) noted that more research on observation and feedback had been undertaken in the schools sector (examples include Wragg, 1994; Tilstone, 1998; Marriott, 2001; Montgomery, 2002). He conducted substantial and critical research in to graded lesson observations of Further Education teachers and has written on observation across the education sector

(2014). He refers to 'counselling' (ibid, p.142) skills in giving feedback.

Montgomery (2002, p.55; schools context) similarly describes feedback as a 'helping interview' potentially requiring 'counselling and guidance'.

Shortland (2010) looked at the role of peer observations in Higher Education to support continuous professional development. Though she refers to the relationship between peer observers, she doesn't focus on the feedback dialogue itself. Thurlings et al (2012) explored the use of a Teacher Observation Feedback Scheme as a way of analysing effective and ineffective feedback. They also focused on experienced teachers in peer observations. They explored feedback in a virtual and face to face environment. The article reviews general literature on feedback stating:

'If feedback is goal directed, specific, detailed, corrective, and balanced between positive and negative comments, then it is more effective than feedback that is person directed, general, vague, non-corrective, and either too positive or too negative' (p.196).

In teacher education, Martin (2006) draws on mentoring and counselling perspectives in his consideration of videoed tutor and mentor observation feedback on a university teacher education course. He does not share the data but reflects that 'the majority of interventions are authoritative' and to be 'facilitative' would 'require high level counselling skills and qualities' (p.10). Harvey (2006) reviewed literature on classroom observation and feedback as part of a project triggered by a 2004 DfES reform of teacher education. He identified some guidelines and expectations of good practice. Stevens and Lowing (2008, p.182)

reflect that: 'Relatively little research focuses on the written and oral comments made by university Initial Teacher Education (ITE) tutors on their student teachers' observed lessons'. Their research looks specifically at feedback to Secondary English student teachers. In the Netherlands, in primary teacher education, Tillema and Smith (2009, p.94) investigated whether 'student teachers' acceptance of feedback [was] affected differently by the assessment orientations of their assessors'.

Cullimore and Simmons (2010; Lifelong Learning context) look at mentoring on an in-service (already teaching) teacher education programme. They cite Clutterbuck in stating that:

'In a directive relationship the mentor directs the mentee towards specific goals and gives strong advice and suggestions; in a non-directive relationship the mentor encourages the mentee to come to his or her own conclusions and stimulates self-reliance' (Clutterbuck, 2001, 15 cited in Cullimore and Simmons, 2010, p.225).

My experience as teacher educator relates to the authors' perceptions of two different concepts of mentoring: an inspection-style judgement in comparison to a teacher education (ITT) approach:

'It has more in common with a model of coaching than one of mentoring in its fundamental sense, and is essentially judgemental in its approach. This is the version fostered by the guidelines from government organisations such as OfSTED. The other is more to do with personal relationships and is the humanist, interactionist version (which makes it high risk) and is essentially

developmental in its approach. This is the version usually preferred by providers of ITT for this sector' (ibid, p.237).

Hudson (2014) looks at the feedback given by eight mentors on one pre-service student teacher's lesson. The analysis showed 'variability in both their positive feedback and constructive criticism, and in some cases contrasting perspectives' (p.9). Research Questions One and Two draw attention to the subjectivity of the observer and observed. I now include research in the English Language teaching field which has focused more precisely on the feedback dialogue.

Engin (2013, p.11) notes:

'Although there has been considerable research into teacher talk in classroom settings (Mercer 1995; Myhill and Warren 2005), there has been relatively little research into trainer talk in a teacher training context, particularly the feedback session'.

However Copland (2010, p.468) suggests:

'Feedback in teacher education has been the focus of a number of studies over the past fifteen years. Researchers have demonstrated that the asymmetric power relations inherent in most feedback situations can lead to trainee resistance (Waite, 1995), lack of clarity (Vasquez, 2004) and trainer dominance during interaction (Hyland & Lo, 2006). Brandt (2008) suggests that trainers and trainees hold conflicting expectations with regard to the purpose of the teaching practice element'.

In that paper, Copland posits other 'causes of tension' (ibid). In other work, Copland and Mann (2010, in Cirocki et al, 2010, p.21) explore 'dialogic talk' where 'teachers engage students in talk that is collective, reciprocal, supportive, cumulative and purposeful (Alexander, 2005) in order to co-construct knowledge'. The notion of dialogic talk is also in Copland's PhD thesis (2008a) on the observation feedback dialogue, arguably as a recommendation in that dialogic talk might allow the trainee more chance to share their reflections. Copland (2008b, in Garton and Richards, 2008) considers feedback as a genre with particular phases and conventions. The term genre is problematized in her thesis (2008a) where she refers to the feedback dialogue as 'polygeneric' (p.25), having a main genre comprised of other multiple genres or phases.

Copland's PhD thesis provided very interesting and detailed case study research in to the observation feedback dialogue as it takes place on a pre-service English Language Teacher Education course. The research approach is characterised as linguistic and ethnographic and considers group feedback. The data comprises feedback sessions where trainees engage in peer feedback alongside trainers providing feedback on the same session. It also includes interviews with trainers and trainees. In Copland (2007) she draws attention to features of 'legitimising talk', again this also informs her PhD and is a concept I return to in Research Question Two.

I draw on Copland's research in more detail in Research Questions One and Two. I find her research to be very relatable. Our findings resonate well with each other although our data analysis is informed by different approaches. Copland employs linguistic terms that reflect her research, and I would suggest, her

employment and background as an English Language teacher education specialist. Copland explores key themes of genre and power. She also looks at the trainers' beliefs and values and how that impacts on and informs the dynamics of the observation feedback. She articulates themes that I have been thinking through and writing about on my Ed D and in this thesis. Her interviews with the trainers helped her to get a better insight in to their feelings about the dialogue. I was relieved to see that I was obviously part of a community. She noted that 'trainers are far less certain of their standing, their advice and even their beliefs' (2008a, p.259). She promotes trainers recording their observation feedback and reflecting on it in the understanding that 'self-awareness can provide trainers with choices that they might not otherwise know they have' (ibid, p.291). Part of my motivation for writing this research was to develop that self-awareness so that I could see my practice more clearly and be open to change.

There are differences between my work and Copland's work and this is where some of the originality of this research also lies. With reference to Copland's work, I explain how our approach to data analysis differs when I answer Research Questions One and Two. My research is on the PGCE in PCE and on myself as an observer. In Copland's thesis (2008a), we have a sense of her experience and her own beliefs and values, however she is not explicitly analysing her own observation feedback.

Other studies in this area have looked at interaction (i.e. Hyland and Lo, 2006). Hyland and Lo took in to account the tutors' and students' expectations of a feedback conference and the tutors' knowledge and expectation of students. Vasquez (2004, p.34) explored politeness strategies, noting that 'very few

published studies describe, explore, or attempt to explain the interactional dynamics of teacher/mentor post-observation meetings'. Williams and Watson (2004) consider the time lapse between the observation and the feedback with a specific focus on its impact on reflection. Phillips (1994) looks at the use of silence in feedback, as used by trainer and trainee. In her PhD thesis, Phillips (1999, p.13) explored her sense that 'the perception of the experience as negative or positive seemed to depend very much on the expectations of the trainees, and on the relationship between the person giving and the person receiving feedback'. Both Phillips and Copland have noted a particular framework; 'genre' (Copland, 2008a), 'talk at work' or 'institutional talk' (Phillips, 1999).

To summarise, the originality of this research lies partly in the fact that observation feedback, particularly in Further Education and in the context of the PGCE PCE (teacher education qualification), is under-researched. In the next part I explore the originality of my writing approaches.

An autoethnographic approach

I define autoethnography, explore approaches that other researchers have taken, and explain my particular approach. I have already indicated that I include some of my experiences as observer and observed. I have also sought to include different ways of writing such as poems, dialogue, recipes. Other approaches I could have taken include: co-writing with participants, inviting their stories and reflecting back on my own stories and interpretation with them, and rewriting data in different forms i.e. an observation feedback dialogue becomes a poem as a way of opening up a subjective experience and shifting perspective (i.e. Bolton, 2014, p.95).

Ellis et al (2011) identify autobiography and ethnography as the core approaches to autoethnography. Autoethnography is defined as ‘an approach to research and writing that seeks to describe and systematically analyze (*graphy*) personal experience (*auto*) in order to understand cultural experience (*ethno*) (Ellis, 2004; Holman Jones, 2005)’ (ibid). In ethnography a researcher studies a particular culture as an observer of that culture. The observer- researcher makes field notes that can also include observations of themselves as part of the research i.e. as a participant (in their particular role) in that culture; increasingly included from the 1970s (Tedlock, 1991). In autoethnography, the researcher; in this case myself, is a participant in that culture and deliberately chooses to share experiences (‘graphy’) that resonate with and describe the culture (‘ethno’) of the research; lesson observation feedback in education.

Muncey (2010, p.23) captures autoethnography as:

‘organised around certain features: portrayals of the self, one’s positioning in the world, the interaction of the experience of self in a particular world, and the ways in which we come to organize experience and our actions’.

Writing autoethnographically includes therefore a ‘self-narrative that places the self within a social context’ (Reed-Danahay, 1997, p.9). Part of my autobiography is shared with you through extracts from my research diary (Table 1, p.17). It was written at various points throughout my doctorate study (5-6 years) with a view to sharing and problematizing research decisions. Keeping the diary works towards Burgess’ (1984, p.267) recommendation for reflexive researchers and towards Ellis et al’s (2011) description of autoethnography as ‘one of the approaches that

acknowledges ...the researcher's influence on research, rather than hiding from these matters or assuming they don't exist'.

My autobiography has been briefly included in reflections on key career milestones and my interview at the university. As the thesis develops, it includes other autobiographical extracts to show experiences of observing or being observed (e.g. p.7). I would echo Denzin's (2006, p.334) view that in writing retrospectively: 'I insert myself into the past and create the conditions for rewriting and hence re-experiencing it'. Sometimes my autobiographies are more imagined or dramatised. Judgements were made about the ethics of including past experiences. Some of those judgements led to more composite or synthesized writing. Ellis (2004) creates two composite characters (protecting her students) in her novel. I wanted to draw from a range of experiences in different institutions over my teaching career while maintaining individual, and also institution, confidentiality.

The autobiographical extracts emphasize possible shared experiences as teachers being observed or as observers. This is important in relation to autoethnography as the researcher reaches out to share that context with the reader. As Ellis et al (2011) describe, we strive for 'verisimilitude; it evokes in readers a feeling that the experience described is lifelike, believable, and possible.' The following poem is deliberately paced (slowed) to reflect careful ethical decisions when including personal experiences.

Ethics of autoethnographies.

Writing about previous (quality) observer experiences, I've re-contextualised.

I've thought back

to that point

and that one.

I've harvested

and shared a range.

I've synthesised,

and edited,

and re- edited,

always mindful that

people will read this.

Will they see themselves? (Ellis et al, 2011)

Therefore:

I've reflected over time.

I've pulled on long term memories,

feeling safer because

there's lots of them and

I've selected

what might resonate the most

for you,

and in the current climate.

All these memories

that are dredged

and re-formed.

I have no 'records'

of any observations I did.

Nothing in writing.

This is data 'in my head'.

So what I'm left with now

is a trace

of that moment

at that time.

And I'm comfortable with that.

It's an automatic reframe

and ever mindful

and private

I capture it now

very deliberately

and self consciously

using language

to reveal certain things

just those things that I want you to see

just enough to draw you in to this thesis.

Autobiography was also employed in the spirit of Gergen and Gergen's (2003, in Denzin and Lincoln, 2003, p.579) perspective that in autoethnography 'the investigator relinquishes the "Gods-eye view" and reveals his or her work as historically, culturally, and personally saturated'. Bartenuk and Louis (1996, p.17) refer to the 'unique experience histories' that all researchers bring to research. I select autobiographies that inform the research by showing who I am as an observer (and observed); a discussion that runs through the thesis.

I share poems, dialogue and narrative that were written alongside both the data collection and analysis (from 2011-2014). Sparkes and Douglas (2007) developed

poems from their interview data on the motivation of female golfers. One of the perceived values was that poems 'evoke the emotional dimensions of experience with an economy of words' (p.172). My poems are free verse and typically designed to communicate the emotions of my experiences rather than to 'tell' all the details. 'Evocative' is a term associated with this emotional/ expressive approach to autoethnography. Ellis (2006, in Ellis and Bochner, 2006, p.433), as 'evocative' autoethnographer, comments:

'Autoethnography shows struggle, passion, embodied life, and the collaborative creation of sense-making in situations in which people have to cope with dire circumstances and loss of meaning'.

In that vein, Sangha et al (2012, p.287) experimented with 'ethnodrama', developing dramatic representations of women's experiences in order to convey 'some of the passion, emotion, and tension that emerged during the interviews'. I worked differently though informed by their paper. I do not translate my empirical data in to drama but I include scripted dialogue related to my past experiences. Similarly to Sangha et al (ibid), I wanted to communicate some of the emotion and tension of the scene. Holman Jones (2005, in Denzin and Lincoln, 2005, p.764) comments that 'Autoethnography writes a world in a state of flux and movement'. In the education sector, we are well versed in new initiatives and ongoing change. I hoped to capture some of that tension in my scripted dialogues.

At times I am 'Victoria', third person. That choice is deliberately playful. By using 'Victoria', I identify myself as a character in a scene (sometimes 'the' observer Victoria, emphasizing the power of the role) or very explicitly as the writer

of this thesis. Foucault's (2003g) critique of the 'author' problematises our sense that an individual 'author' can be assigned to a piece of work. Put briefly, my writing is informed by all of my readings, all my writing, all of my experiences. Writing in the third person was also in tune with Muncey's (2010, p.55) perspective that if writing 'is to be used to convey something of oneself to a stranger, then writing tactics are required to evoke the researcher's self. This involves techniques for releasing creativity and stimulating the imagination'. It was therefore a way of objectifying some of my experiences in order to feel more comfortable in sharing them. It was also a way of identifying myself as a researcher who knows that 'writing the truth, or the objective account of reality, is not possible' (Medford, 2006, p.853).

My approach could be critiqued as too introspective. Long (2008, p.188) suggests: 'In autoethnographic work the writer creates a narrative that places the self within a social context by using introspection as a tool to turn the focus onto his/ her own emotional experience'. An important distinction in writing autoethnography is captured by Tedlock (2005, in Denzin and Lincoln, 2005, p.467) who sees autoethnographers 'attempt[ing] to heal the split between public and private realms by connecting the autobiographical impulse (the gaze inward) with the ethnographic impulse (the gaze outward)'. While part of my research is introspective; focusing on my experiences and tutor observation feedback dialogues, it also looks outwards to the political context of which lesson observation and observation feedback are a part. I draw on literature and on my students' perspectives to support a clearer understanding of the context of the research ('ethno'; Ellis et al, 2011).

Muncey (2010, p.50) considers that 'Autoethnographers are broadly divided between two poles: those of analytical and evocative autoethnography'. Evocative autoethnography shares the researchers' own stories (i.e. Ellis, 2004). My explicitly autobiographical and creative/ dramatised inclusions are designed to 'evoke' or show rather than tell because these experiences are messy and subjective. I include what I refer to as 'points of emphasis' to stimulate your perspective as reader drawing on your experiences of observation and observation feedback. 'Points of emphasis' comprise: teasing out differences between graded observations and teacher education observations; representations of observation as 'performance'; representations of 'grade one' or effective teaching; sharing personal context; and problematising the roles and relationships of observer and observed. The evocative autoethnographies function differently to the data set in Research Question Two (student focus groups, pen portraits, tutor observation and peer observation feedback and student essays) which could be described as more 'analytic', a term coined by Anderson (2006a).

In contrast to 'evocative' autoethnography, 'analytic' autoethnography is 'not content with accomplishing the representational task of capturing "what is going on" in an individual life or social environment' (Anderson, 2006a, p.387). In Anderson's eyes, a theoretical contribution gives analytic autoethnography 'this value-added quality' (ibid, p.388). Though I look outwards to the political context of observation and feedback, my main aim was to interrogate my experiences and practice rather than promote a particular model of giving feedback. In tune with Ellis' distinction (2006, in Ellis and Bochner, 2006, p.437) between 'evocative' and 'analytic' autoethnography: 'the only real point of contention is [Anderson's]

commitment to developing theoretical understandings of broader social phenomena’.

For Anderson (2006a, p.378) ‘analytic autoethnography’ involves five key aspects:

‘ (1) complete member researcher (CMR) status, (2) analytic reflexivity, (3) narrative visibility of the researcher’s self, (4) dialogue with informants beyond the self, and (5) commitment to theoretical analysis’.

He cites David Karp who ‘writes that while each line of analysis in *Speaking of Sadness* was initially guided by personal introspections, it was “always disciplined by the data collected” in in-depth interviews’ (1996, p.204, cited in Anderson, *ibid*, p.386). Vryan (2006, p.406) notes that ‘Anderson’s AA demands data from and about people other than the researcher’ though the writing should acknowledge the researcher’s reflexivity (*ibid*; Anderson, 2006b).

Anderson (2006a, p.386) explains that ‘analytic autoethnography is grounded in self-experience but reaches beyond it as well’. He interprets his focus as ‘improving ethnographic practices at the realist end of the ethnographic continuum’ (2006b, p.453). I see my research as on a continuum between evocative and analytic; more evocative in its dramatised/ autobiographical scenes and poems and more analytic in including empirical data (about myself and my students). In relation to point 4 for instance (Anderson’s five stipulations, 2006a, p.378) I did not share the observation feedback analysis with the student teachers. I have however drawn on their perspectives through their pen portraits and focus group contributions.

Starr (2010, p.4) reflects that:

‘Autoethnography allows the educator the opportunity to effectively acknowledge the pragmatic demands of teaching and everyday life, to take stock of experiences and how they shape who we are and what we do’.

That motivation is at the heart of my thesis. I also reflected on Bolton’s (2010) ‘through the mirror writing’; looking behind the mirror to see my attitude and values. Ellis et al (2011) explain that autoethnographers ‘seek to produce aesthetic and evocative thick descriptions of personal and interpersonal experience.’ I have an English degree and teaching background and read fiction and poetry which supported me in some of my approaches. My writing is also informed by Richardson’s (1997, p.67) sense of ‘combination genres’ as a way of writing sociological research: ‘In combination genres, fictional stories, field notes, analysis, reflexivity all can coexist as separate (and equal?) components’. In the final stages of writing the thesis, I employed warnings and reminders. I also put boxes round particular quotations to draw attention to them.

The following are the different borders that distinguish between 5 core approaches:

 autoethnographic extracts (autobiographical and/ or dramatised scenes)

 research decisions (i.e. warnings, reminders)

 research diary

 tables (data presentation and analysis)

quotations.

The use of each is explained at the time. An example autoethnography is included here before links are made between autoethnography and case study methodology. It shares a past (composite) experience of conducting a graded lesson observation of an experienced college lecturer.

An example autoethnography (a quality role in FE)

Autoethnography extract 11/07/11: Critical Incident?

I'm sat at the computer, my fingers typing fast, and I know I've not thought through this scenario in its entirety but it's one that is immediately recognisable to me and probably to other observers. It's an uncomfortable grading decision.

I looked at the teacher, as in fact I have done throughout my teaching career, and thought please god, don't ever let me get in that position. When I was younger, I thought they'd failed. I had them down as disappointed, disheartened, cynical and ultimately poor teachers. As I get older, I realise that it's sympathy that I feel still mixed with some of those same critical emotions.

But back to the observation. I tried to leave those feelings behind. The dread: I didn't want to see what I expected to see. I had entered the room with a deliberately friendly persona, smiling broadly at the teacher and the learners. Trying non-verbally to ingratiate myself in to the classroom space. Hoping the learners would pick up on this vibe I was sending and would behave well. Hoping and hoping that the lesson would meet the criteria it needed to if it was to get a good grade. Feeling restricted by looking at the criteria. Has the teacher put the

aims and outcomes or at least the outcomes on the board to be displayed at all times and to all learners? Has he explained them? Are they written in SMART (specific, measurable, achievable, realistic, time-bound) language? Do I think that the teaching and learning and the assessment and feedback is working in a beautiful synchronised swimming (Biggs, 2014, 'constructive alignment', online) display so that the lesson moves seamlessly and progressively through that learning and the learners tick, tick, tick those learning outcomes off at the end?

Oh god, they are still sat with their coats on and it seems there's no shortage of queries. Is the teacher's pace of walking slow or am I being overzealous in my checking that they are monitoring and working with all learners? Is that student playing on his mobile phone? No, I go round, and it turns out he's digressed on to Facebook. I gesticulate with my pen and the teacher approaches him. It's a brief reprimand and I think it might have been useful, with such a small group, to check all? To reiterate ground rules of internet access? I scribble it down quickly.

The lesson is staggering to a close. I'm not sure they have all done enough work though the session has been working to achieve certainly two of the three learning outcomes. I look at the person sat nearest to me and I can see a small amount of text on the computer screen. The teacher forgets to check that those outcomes have to be agreed as met by the learners at the end. Instead it's a 'here's your homework' and off they go. I think the clock must be wrong but no, we've finished five minutes early.

Okay, judgement call. The teacher looks at me and if I'm reading them right, they are already saying look I know it wasn't great but I wasn't actually aspiring to

anything. There's a mutter about these being challenging learners and I nod and hastily dash out of the room saying I'll type up the feedback and then we'll meet later as pre-arranged.

Writing it up pushes me in to that formal space I never want lesson observations to inhabit. Jargon, terms like SMART, as if that makes writing outcomes any better or easier. I start to critique the lesson practice and already I'm thinking remember that praise sandwich. Start positive, put the crunchy difficult stuff in the middle, aim for positive sweeping generalisations (in this case?) and looking forward. What actions to set someone who won't try to meet them? I retreat not only in to the language but also in to the structure. Clichéd phrases: 'maximising opportunities' (as in you didn't and you need to), 'supporting all learners to achieve' (where was your differentiation?), 'using a range of methods' (it was dull) etcetera. It's becoming a school report where subtext is key. I write it as if it's for someone else, an auditor, an Ofsted Inspector, a Quality manager. Checking back. Yes I've filled out all of the boxes. Yes I saw them for an hour. Yes I've written in full sentences. Yes the action points are identified and they are bullet pointed and yes they are SMART – well from one perspective anyway.

Now for the conversation. Will they realise that to be successful in observation feedback, we should fully exploit the adjacency pair? I.e. I will talk and then you should talk back to my point? Will they be able to answer the inevitable starter for ten: how do you think it went? Code for please pre-empt what I am about to say, particularly when some of it is critical. No this teacher doesn't recognise these rules and in fact they sit back in the chair. We're in one of the classrooms with the door shut which bothers me and I've positioned my chair opposite them. Perhaps

not the most sensible move. It means I'm formally there, I'm 'the observer' and I'm about to give my judgement. It strikes me that yet again, I am in the uncomfortable position of wanting to find out what the teacher thinks, of wanting to have a friendly non-threatening dialogue with them that allows us to share our experiences of teaching and learning, that recognises the weaknesses of the observed session but that grounds it in a sharing of the 'right' attitudes and values, in learning from it. But I've already written the observation report so no scope there for writing that 'the teacher has a positive attitude and was able to develop a pertinent critical reflection that showed insight in to their particular strengths and areas for development as observed in this lesson.' And this teacher has already subverted the discourse structure by saying to me 'Okay so tell me the verdict'. Game up. I'm the judge. I try to salvage it. 'Can you tell me what you think first?' 'Isn't it you to tell me?' is the reply. A reply that I have to say is difficult to counteract when you're sat there with a fully completed lesson observation report in your hand.

I try again, thinking that I am modelling practice: how a good observation feedback dialogue should go? Surely they should participate in it and reflect? I try the 'can you tell me what the strengths were?' Nothing. I launch in to it, trying to stick rigidly to the comments on the observation form so that I'm not caught out saying one thing that then doesn't reflect the observation written account or doesn't meet the grade band in the end. I get through it.

Gone are the adjacency pairs, we're now on to forced politeness. There's no discussion. It's a monologue. Did the teacher say anything? They weren't about to verbally abuse me but they were clearly sitting outside 'the system'. It didn't mean anything to them, they weren't going to engage with it because it wasn't going to

tell them anything about how to manage that difficult group of learners when they come in late drip by drip on a Monday morning. Or, let's face it, how to balance the demands of a heavy teaching timetable with all the usual admin stuff on top of it? No, the teacher was right. It wasn't going to address any of that. It was only ever going to tell them how they performed in that one hour slot on a Thursday in that classroom with those learners on that topic.

Well some of it was generalisable, perhaps. One common habit, one bad practice, one skill that was under developed... We got to the end and I told them the actions. Nothing. The teacher signed the bit of paper at the bottom because that was required. I made a last attempt to engage them in critical reflection with a 'have a think about it over this week and if you want to see me to talk about any aspect of it, then just give me a ring or email me' knowing full well they wouldn't but casting it out there thinking self-consciously that this covered me, a bit of a safety net. They won't discuss it here but they should have the opportunity to think it through and discuss it later. Maybe they will. Needless to say one week later I hadn't heard anything. We greeted each other in the corridor as usual. It was done.

The extract is a synthesis. 'The teacher' is a composite character, someone who might be recognisable to you. My aims are to express some of the tensions for teacher and observer, recognising that the observation is a judgement and that it was based on one lesson, at that time. I indicate some of the different expectations of the feedback dialogue. For the teacher, it remained a judgement, but for myself I wanted to make it more explicitly developmental and dialogic. I

include more extracts in the thesis in order to share some of my autobiography and to inform the data analysis.

Is it a case study?

I have identified myself as the observer in the research. Here I explain my research as interpretive, qualitative and explore case study approaches making links to my role as insider researcher and to autoethnography.

Bassey (1999, p.44) suggests that 'To the interpretive researcher the purpose of research is to advance knowledge by describing and interpreting the phenomena of the world in attempts to get shared meanings with others'. In a similar vein, Morrison (2002, in Coleman and Briggs, 2002, p18) explains: 'the core task is ...to explore the "meanings" of events and phenomena from the subjects' perspectives'. My research is interpretive as I research my practice and student teacher perspectives in order to illuminate both my practice as observer, and more broadly, the discourse of lesson observation and feedback.

It is qualitative research described by Creswell (2009, p.4) as:

'involv[ing] emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making the interpretation of the meaning of the data'.

As stated, my research focuses on the PGCE in PCE. I have, to a degree, applied grounded theory and constant comparative analysis to the lesson observation

feedback dialogues I collected. Those approaches are explained in Research Question Two (p.105).

I am both subject and object of this research. I explore my context from my perspective as a 'subject' (Thomas, 2011, p.14). I analyse pen portraits, focus groups, my observation feedback, peer observation feedback and a personal reflective essay through an intersubjective perspective. It is predominantly my subjective perspective as I analyse and interpret the data, but some of that data (pen portraits and focus groups); being quoted directly, give relatively more direct access to the students' views. As 'object', I share my practice through tutor observation feedback dialogues and comparative analysis in Research Question Two, and through autobiographical/dramatised writing and researcher diaries. The latter are explicitly subjective experiences, and also shifting subjective/objective experiences when I use the third person, Victoria (as previously described).

As a researcher researching my own context, I recognise that I am 'in a unique position to study a particular issue in depth and with special knowledge about that issue' (Costley et al, 2012, p.3). Etherington (2004, p.22) reminds reflexive researchers to be 'transparent..in an attempt to balance the power relations' between researcher and researched. I explain ongoing ethical decisions in relation to student data in Research Question Two. As Hammersley (1984, in Burgess, 1984, p.41) notes: 'the researcher always has some impact'. Costley et al (2012, p.115) reflect similarly that when you research in your own work setting (as I do), you need to be particularly mindful of 'the influence of the individual, the personal' on your research context. Listening to the focus group discussions (Research

Question Two), I wondered about the extent to which the students told me what they thought I wanted to hear.

I also believe that: 'There is no possibility of an objective stance' (Smith and Hodkinson, 2005, p.917). In 'An autoethnographic approach' (p.25), I referred to 'the autobiographical impulse (the gaze inward)' and 'the ethnographic impulse (the gaze outward)' (Tedlock, 2005, in Denzin and Lincoln, 2005, p.467). In recognising my subjectivity, I have tried to both maximize the importance of that subjective knowledge in the context of the research and also employ different writing approaches (including empirical data analysis, and reference to literature) to objectify my experiences. In McLuhan's terms, the thesis becomes a 'mosaic of exhibits' (1962, p.65); it's a 'gathering, arranging or juxtaposing of bits and pieces' (Scheffel-Dunard, 2011, in McLuhan, 2011, p.liiii).

Thomas (2011, p.14) suggests that the person (me, the observer) cannot be a 'case' unless I am a case study 'of something'. I am a case study of the influences of past and present experiences of observing and being observed on ways of giving observation feedback. I am also a case study of the subjective experience of observation and feedback. Stake (2005, in Denzin and Lincoln, 2005, p.459) reflects: 'case study research shares an intense interest in personal views and circumstances'. For Denscombe (1998, p.30), it is a 'spotlight on one instance'. Simons (2009, p.3) comments similarly: 'a study of the singular, the particular, the unique' in which 'the primary purpose is to generate an in-depth understanding of a specific topic' (p.21). Stake (2009, cited by Creswell, 2009, p.13) emphasizes depth: 'a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals'. For Tight (2010, p.337), it is

‘typically also from a particular perspective’. I explore my research, as described, through my ‘particular perspective’ (ibid). Constructivist theory indicates that ‘individuals make personal meaning out of their learning experiences’ (Knowles et al, 2005, p.152). I write not to capture the ‘truth’ of the students’ and my experiences but to see those experiences more clearly because I am open to making changes to my practice. As Foucault (cited in Eribon, 1992, p.330) says:

‘There are times in life when the question of knowing if one can think differently than one thinks and perceive differently than one sees is absolutely necessary if one is to go on looking and reflecting at all’.

Hakim (1987, p.8-9) suggests that ‘case study research is concerned with obtaining a rounded picture of a situation or event from the perspectives of the persons involved, usually by using a variety of methods’. Rosenberg and Yates (2007, p.447) also emphasize its ‘methodologically flexible approach’. Similarly, Hyett et al (2014, p.2) depict case study as ‘defined by interest in individual cases rather than the methods of inquiry used’. Thomas’ (2011, p.9) view that ‘the focus is on one thing, looked at in depth and from many angles’ is exemplified in my research.

My focus is myself as observer and the ‘many angles’ (ibid) include autobiography and dramatised representations of personal experience, cultural historical activity theory as a theoretical lens, reference to literature; particularly Foucauldian concepts and Copland’s work, and analysis of empirical data. I collated data sources for three students in 2012-2013 and identify those as individual ‘case studies’ as the collation supported ‘many angles’ and developed

'depth' (ibid) of analysis through comparison to each other and to 2011-2012 data in Research Question Two. The 2012-2013 case studies are 'nested' (ibid, p.153) within the overarching case study.

I list types of case study in my research diary and the following explanation.

Research diary: June 2013.

My thesis is a story- telling, picture-drawing (Bassey, 1999), intrinsic (Stake, 1995 cited in Simons, 2009), descriptive (Yin, 2009) case study.

Yin (2009) identifies three types of case study. Exploratory case studies 'develop pertinent hypotheses and propositions for further inquiry' (p.9). A descriptive case study design 'describe[s] the incidence or prevalence of a phenomenon or when it is to be predictive about certain outcomes' (ibid). An explanatory case study design leads to the consideration of 'operational links needing to be traced over time, rather than mere frequencies or incidence' (ibid). I could label my research descriptive as it describes a personal context of experiences of lesson observation and observation feedback. To some extent, it is also exploratory as I analyse my observation feedback to see where and how I might improve.

My research reflects an intrinsic motivation. Stake (2000, cited in Silverman, 2005, p.127) defines 'intrinsic case study' as one in which 'no attempt is made to generalize beyond the single case or even to build theories'. Bassey (1999, p.62) draws on Stake's 'intrinsic' descriptor (1995, cited in Simons, 2009) and Yin's (2009) 'descriptive' label in his identification of 'story-telling and picture-drawing case studies' where:

‘story- telling is predominantly a narrative account of the exploration and analysis of the case, with a strong sense of a time line. Picture-drawing is predominantly a descriptive account, drawing together the results of the exploration and analysis of the case’.

Skinner (2011, p.125) identifies her research as an ‘autoethnographic case study’. She distinguishes her research as ‘evocative’ as she does not include data about other people. She shares the vulnerability of self as researcher/ed. Miller (2008a, p.90) prioritises the subjective voice in ethnography. He comments: ‘why not observe the observer....and write more directly’. I have carefully edited my writing not just for confidentiality and to provoke your responses, but also to protect myself (sometimes using third person). In writing about student teachers’ perspectives, I remain mindful of the power relationship implied in reporting on participants rather than more explicitly allowing them to tell their stories. Stenhouse (1984, in Burgess, 1984, p.225) describes how he ‘got at students through their teachers’. My students participated voluntarily, but I report on their data. Ethical reflections continue in Research Question Two (p.105).

In an autoethnographic case study, Miller (2008b, p.348) explains:

‘As the subject, I attempt to richly describe and recount my experiences. In the role of researcher, I am interpreting and analyzing incidents regarding race in my personal and academic lives’.

I previously labelled myself the ‘subject’ of my research. Similarly I reflect ongoing about the level to which I interpret my writing or allow it to ‘evoke’ connections. I sought to adhere to Simons’ (2009, p.158) perspective that: ‘while

we may use dramatic and literary forms to enhance readability and convey complex meaning, we need to retain connection with real-life events and people'. That is part of establishing this research as authentic and is a measure of its quality (Seale, 1999). It is 'its closeness ...to real-life situations and its multiple wealth of details (Flyvbjerg, 2011, in Denzin and Lincoln, 2011, p.303) that supports its relatability. I have aimed for 'situated generalization..[where] from a context richly described and interpreted, individual teachers could generalize on the basis of recognition of similarities and differences to their own experience' (Simons, 2009, p.166).

The poem that follows is one way in which I hope to exemplify that quotation. I write about the emotional dimension of my relationship as module tutor, assessor and observer to a group of students.

My relationship with my students.

Humanistic, personal, intuitive,
surprisingly emotional.

I'm ahead of you
but I'm also alongside you,
working with you,
standing by you.

A way marker,

I mark your progress.

You have come this far.

(I indicate how far with my hands).

I am also the gatekeeper.

I will stop you if I have to.

Those dreaded words-

this observation is a fail.

I'm also your champion.

I carry your flag.

I say who you are,

And who you might become?

Conclusion

In Beginning, I define the thesis as autoethnographic focusing on myself as observer. Some of the originality of the research lies in the focus on observation feedback in the Further Education sector and on a Further Education teacher education qualification. An intrinsic motivation was to look at my practice in order to improve my ways of giving feedback. Observation feedback is seen to require

‘counselling skills’ (Montgomery, 2002, p.55; Martin, 2006, p.10; O’Leary, 2014, p.12). It is about ‘personal relationships’ (Clutterbuck, 2001, 15 cited in Cullimore and Simmons, 2010, p.255). Copland and Mann (2010, in Cirocki et al, 2010, p.21) believe it needs to be more ‘dialogic’. A few studies; including Copland’s work, think about the relationship between observer and observed (Thurlings et al, 2012, p.196; Tillema and Smith, 2009, p.94; Phillips, 1999, p.13).

Informed by this research, I look at observation feedback as a genre with particular conventions. Research Question One looks at the discourse of observation and feedback, including representations of effective teaching. I explain Foucault’s (1975, p.23) ‘technology of power’ in relation to lesson observation processes. Cultural historical activity theory is a lens through which I see observation feedback in relation to my research (the PGCE PCE). Copland’s work is again discussed as it informs data analysis (Research Question Two).

THE MIDDLE: RESEARCH QUESTION ONE

Introduction

My teaching experiences are in Further Education and now at a university teaching on a further education teaching qualification. Research Question One draws on literature in order to describe that context; referred to variously as Further Education, Post Compulsory Education, and Lifelong Learning Sector (the latter more explicitly including Higher Education as well as Further Education). The priority is to describe observation and feedback practices. I explore themes such as how we judge effective teaching and learning. Those themes are considered in order to contextualise tensions and expectations of observation and feedback that emerge in Research Question Two. I include evocative writing to share tensions around passing judgements on a teacher's performance (my past experiences).

In this section, I also depict and analyse three activity systems, informed by cultural historical activity theory. I take three perspectives: the feedback dialogue (its aims and conventions), my tutor observer role, the student teacher's role. Those systems signpost conventions of observation feedback, the expectations of the different roles (observer, observed), and other variables that impact on the dialogue and that inform the data analysis. I introduce Foucault's (1975) concept 'technology of power'. I then review terms from Copland's work on feedback in English Language Teacher Education.

In Research Question Two, I report on the empirical data (i.e. pen portraits, student focus groups, tutor observation and peer observation feedback dialogues). Cultural historical activity theory; specifically through my activity systems,

Foucauldian concepts and concepts from Copland's work influence the perspective I have in data analysis. As you will see, I develop theoretically inspired codes that are influenced, and sometimes apply, the terms I reflect on in Research Question One.

Research Question Three develops an underpinning philosophical discussion about taking a moral/ ethical stance as one observer looking at their practice in order to see the role they inhabit and the messages they communicate more clearly. Though this is shorter, its focus; Foucault's (1988b, in Martin and Hutton. 1988) concept 'care of self', became more retrospectively at the heart of my thesis.

Research Question One.

1. What is the discourse (*truth game*) of lesson observation and observation feedback?

'a discourse of veridiction' (Foucault, 2011, p.309)

'The word "game" can lead you astray: when I say "game", I mean a set of rules by which truth is produced' (Foucault, 2003a, in Rabinow and Rose, 2003, p.38).

This quotation is a hint to suggest rules to giving observation feedback. This is something I explore: through literature, explicit application of the term 'rules' in cultural historical activity theory, Foucault's sense of 'discourse' (Foucault, 2011, in Davidson, 2011, p.309), and through Copland's recognition of conventions of giving feedback.

In this part, I explore policy and research papers that refer to observation and feedback in order to contextualise my research. My emphasis is on Further

Education but there are also comparisons made to schools. I outline the Further Education context and then explore themes around what constitutes an effective teacher and how observation and feedback are described in the literature through three sub-questions, below:

1. How is effective teaching and learning described?
2. How are lesson observation and observation feedback described?
3. What are some of the complexities of the observation feedback dialogue?

Warning!

Before you read this review, I should explain that I have inevitably selected particular articles. My choices illustrate a desire to place emphasis on policy, on observation and feedback, on the language of education policy, and on the further education sector. I should also note a caveat about looking at 'the context' in this way, devoid of full/ fuller interpretation and background detail. As James and Biesta (2007, p.11) reporting on a large scale study in to the learning climate of the FE (Further Education) sector (conducted between 2001 and 2005) note:

'Teaching and learning cannot be decontextualized from broader social, economic and political forces, both current and historic'.

I explore the complexity of observation feedback more thoughtfully, through empirical data, and with a closer sense of my research context, in Research Question Two.

The context

The following is a broad contextualisation. It does not have the depth of Research Question Two. Observation and feedback must be understood as recurring practices across the education sector, not simply in Further Education. There are expectations, values and practices which inform external inspections and internal quality assurance. These are explored as a way of foregrounding the analysis of empirical data (Research Question Two).

I suggested earlier that Further Education is known under different names. This is apparent in the literature. It is a distinct sector in which teachers have often held jobs in their subject area/ vocation before deciding to teach. It has not always been necessary to have a teacher education qualification, in contrast to the schools sector (primary and secondary) where teacher training programmes are much more established. Regulations for teacher training in further education first appeared in 2001 but before that 'there was no requirement for those teaching in FE colleges, adult and community learning and work based learning to have a professional qualification' (UCU, 2006).

Further Education sits under an umbrella term of Lifelong Learning. Further Education provision includes work-based learning, Further Education colleges, sixth form colleges, adult and community settings and prisons. Following the Foster report (2005) and the FE White Paper (DfES, 2006), the 2007 Regulations (DIUS, 2007) stipulated that FE teachers had to record and update their Continuous Professional Development (CPD), they had to be members of the Institute for Learning (who would also monitor CPD), there was a Professional

Code of Conduct, and any new entrants had to train for a teacher education qualification (e.g. Clancy, 2007, in the Guardian, online).

Following the 2007 Regulations, new professional statuses and qualification routes were designed. Having a further education teaching qualification was expected to lead to parity of esteem and perhaps pay for FE teachers (in comparison to their school counterparts). Teachers would complete their qualification and then apply for QTLS: Qualified Teaching and Learning Status. In 2012 'the professional status of Qualified Teacher Learning and Skills (QTLS) became recognised as equal to Qualified Teacher Status (QTS) for teaching in schools' (IfI, 2012, p.7). This implied that Further Education teachers could more easily move in to jobs in the schools sector.

However, a Times Educational Supplement article reported in March 2012 that 'The Lingfield review's recommendation to remove the legal requirement for staff to achieve teaching qualifications in favour of "discretionary advice" seems at odds with its emphasis on quality' (Lee, 2012, in TES online). There is again no longer a requirement to have a further education teaching qualification though most employers have set it as their own expectation. This is supported by Whittaker (2014, in FE Week, online):

'At least 94 per cent of England's colleges and independent learning providers (ILPs) will only take on qualified teachers or staff working towards qualifications six months after the government removed legislation'.

The monitoring and receiving of QTLS applications, developing new Professional Standards (seen as outlining the professional responsibilities of a

further education teacher) and advising on CPD has moved from IfL (the Institute for Learning) to the Education and Training Foundation (October, 2014). This thesis has been written against a backdrop of ongoing debates around the need to qualify further education teachers, the role of Higher Education in approving and delivering those qualifications, the nature of professionalism and CPD. My three sub-questions (p.52) support closer insight in to observation and feedback practices. The first question highlights some of the representations of effective teaching and learning in the literature.

Sub-Question One: How is effective teaching and learning described?

Before looking at policy and research papers, I include an extract designed to evoke a sense of what it might mean to be externally inspected. The use of observation as a performance measure is also expressed in the literature that follows.

Being observed in an FE college.

The announcement makes us move more quickly. Even the carpet in the Principal's corridor can't dull the thud, thud, run of our footsteps. There are loud discussions in open spaces and whispered ones by the photocopiers and the kettles. There are boxes of files in offices and under desks. There are shared areas growing on our computers. (Even the pot plants have been dusted).

The students know. We've drilled them. Remember what we did with you in the first few weeks? How we made you feel welcome and found out all about you? Remember all the policies we told you about? And who to go to for help? And what

a range of experiences you have had with us since! Now will you remember when you're asked?

In class we're practising over zealous reinforcement. Oh no, you're horribly late! It's one minute past by my watch. Ooh that's fabulous Ryan! I think that should go on the wall. Now everyone, let's stop a minute, gather our thoughts, check those outcomes. See them there, displayed on the board? And on the wall? And on your handout sheet? So, what is it we're enjoying learning about today? Everybody take a turn. No, it doesn't matter if you start to repeat.

.....

This lesson is a dress rehearsal. The audience sits at cafe style tables. They can all see the stage. I've sat in every chair facing the front, checking each and every view. Bags are safely stashed under chairs. A formal hush descends. The audience is ready. The curtain rises to reveal my aims and learning outcomes. Just as usual.

I recite them, pausing every now and then, asking a question. After all, audience engagement is key. I ad lib a bit and throw in a joke. Hey, it works for some. I've synchronised my watch with the clock in the foyer. We're on a tight turnaround, people. A fireplace descends. The audience is charged with keeping the flames burning. After some deep thinking time and a bit of peer discussion, they all hold up their laminated cards. I reward them with lavish praise and a handful of sweets. The fire burns brightly.

Their chairs glide on hidden tracks. They look a little worried when they see they're no longer sat with the people they came in with. This show is heavy on audience participation. They've got scenes to act out. A heated debate on that table. A role play on that one. A jigsaw activity here. A poster there. Coloured card, A3 paper, felt tip pens, handouts, scissors, pritt-sticks, post it notes, spare paper, they're all flown out to them in baskets. Everybody is prepared and has a part to play. Every now and then the outcomes swing across the stage.

We're in to the final scene. I forgot to stop for refreshments. The aims and outcomes hover in the air. The audience votes. Thumbs up, thumbs down, thumbs wavering. The fog is turned on too early. I can't quite see what I'm doing but I tick off the outcomes. The audience cheers as the outcomes drift off the stage. The fog descends rapidly now. There's just enough time to advertise the next performance before the curtain falls.

In the extract above, I reflect that we have particular expectations that our institutions and we ourselves, as teachers, place on the inspection process. We think the inspectors want to see us sharing our learning outcomes and referring back to them. We think they want everyone to be explicitly included and to see a range of teaching and learning activities. It is deliberately dramatic, drawing on a range of experiences I have had and deliberately playful in suggesting that the inspection feels like a performance. That discussion develops in relation to teacher performance and accountability in the following references to literature.

Bloor and Bloor (2007, p27) suggest that the:

‘culture of context ..includes the traditions, the institutions, the discourse communities, the historical context and the knowledge base of the participants.. [while] the context of situation focuses on the various elements involved in the direct production of meanings in a particular instance of communication’.

Here, I focus on the ‘culture of context’ by examining the ways in which teaching and learning are signified in various political and research papers. This is followed by a closer exploration of the culture of observation and feedback (Sub-Question 2, p.67). A discussion of the ‘context of situation’ starts in Research Question Two through analysis of empirical data.

Perhaps a good starting point for this discussion is to assume a shared perception of ‘teaching as an art rather than a technical craft’ (Hodkinson et al, 2005). Coffield (2008) argues that if the government refers to teaching and learning as part of educational reforms, they ‘are treated as unproblematic, technical matters that require little discussion’ (p.1). Cockburn (2005, p.48) critiques the use of a ‘tick box’ lesson observation form by drawing attention to the same distinction:

‘When like Schön (1983), we see teaching as artistry, we recognise it draws on a capacity for intuitive awareness, creative empathy and unorthodox action. The tick box designs that are features of observation schedules fail to do justice to the complexities of the teaching environment in which an immeasurable number of psychological variables are juxtaposed and

processed simultaneously’.

We might look for a toolkit or a checklist when we first learn to teach, but our increasing experience tells us that there is no one fixed answer. The approach we apply in class is modified according to lots of contextual variables i.e. the resources, the classroom we are working in, the students, their attitude and motivation in that session at that time, the emphasis we more particularly want to place on that topic at that time. In the spirit of a checklist, ironically, here are a few key notes that I have made in order to signpost descriptions of effective teaching and learning:

- Teaching and learning is and must be good.

The box below deliberately highlights the difficulty of defining concepts such as ‘the teacher’, ‘teaching’, ‘learning’ without fuller explanation.

Teacher and learner, teaching and learning: On value laden vocabulary and distinctions.

In Stronach et al’s (2002, p.118) research on teacher and nurse data, the sense of being a professional was expressed in some of the following ways: ‘Most often, professionals acknowledged a plurality of roles (it might be better to rename these ‘typical engagements’, uneasy allocations of priority, and uncertain attributions of ‘identity’).

To be banal, it is impossible to encapsulate notions of the teacher and teaching, the learner and learning in one discourse. It is further complicated by what

Bourdieu (1991, p.12) refers to as 'habitus': 'a set of dispositions which incline agents to act and react in certain ways'.

Coffield (2008, p.5), in a search for an agreed definition of learning, notes:

'There was, however, one significant silence in the Green Paper, a silence that has been repeated in all the Green and White Papers and Acts of Parliament that have poured over us since then: it is impossible to find in any of these official texts a definition, never mind a discussion, of the central concept of learning'.

The Wolf Review (2001, DfE, p.7) describes a need for 'good', 'high quality' teachers and teaching. The 'LLUK Guide to Working in the FE Sector' (2009) generated a list of 'good teacher' qualities based on learner responses (p.33). The BIS Report (2011, p.16) commented 'much of what happens (in the FE sector) is good'. However, looking at the Ofsted consultation on the new grading (2012a, p.7), 'good'; both for Further Education and for schools, is only just good enough: 'Proposal 2: defining an acceptable standard of education as being good'.

- Teaching and learning is central to the work of the education sector.

The 157 Group (cited in BIS, 2011, p.16; see <http://www.157group.co.uk>) emphasized the need for a 'consistent focus on the quality of teaching and learning (as) the most important priority'. In Ofsted's (2012a) paper, Proposal 1 calls for 'outstanding schools' to have 'outstanding teaching' (p.6); this becomes 'outstanding' teaching, learning and assessment' (ibid, p.12) in the FE sector. The schools' TDA Implementation Plan (DfE, 2011, p.4) also stresses the importance of teachers and teaching: 'In the initial teacher training strategy we cited the strong

evidence that links teacher quality above all other factors to pupils' attainment'.

And, a counter balance to the above, a compelling and challenging statement in Coffield's report (2008, p.2):

'Just for once let us take the government's rhetoric seriously and imagine a learning and skills sector (LSS), where teaching and learning have become the number one priority'.

- The role of teachers is to....(you might be familiar with this discussion already therefore just a few statements are highlighted here)

'make a significant difference to the future life chances of children, young people and adult learners' (Ofsted, 2012a, p.15)

'teachers are required to meet the individual needs of all the pupils they teach' (echoed in various papers and quoted here: Morrison McGill, 2012, p.2)

'stretch (learners) to their full potential' (DfE, 2011, p.7)

For Coffield (2008, p.1):

'it is a process, a transaction between the generations, whereby tutors introduce one body of students after another into what it means to become a hairdresser or an electrical engineer, a nursery nurse or a painter and decorator ... or, more generally, a lifelong learner'.

and for Cockburn (2005, p.49):

'Quality teaching is about creatively managing the personal experiences and worlds of the individual learners as well as staying in touch with the nuances of

the group dynamic’.

- Teachers are lifelong learners

This statement is echoed in Scales’ book (2013). He notes that ‘Lifelong learning makes considerable demands on teachers because they have to update both their subject-specific skills and their teaching and learning methods’ (p.4). As indicated (p.54) in the Lifelong Learning sector we compile evidence in order to submit an application for QTLS (Qualified Teaching and Learning Status). This sees us record professional qualifications, teaching experience, reflections, evaluations and action planning (through the Education and Training Foundation, 2014). The TLRP (2008, p.5) also called for teachers to ‘learn continuously to develop their knowledge and skill, and adapt and develop their roles, especially through classroom enquiry and other research’.

- And developed from the statement above: teachers are reflective practitioners

Reflection and reflexivity are theorised in professional development discourse and on teacher education programmes. Atkinson (2000, p.3) refers to reflexivity as ‘demonstrating the need to be aware of one’s own ideologies and historicity’. Teachers are expected to reflect on and evaluate their practice in ongoing quality assurance and action planning.

There is a lot of research on reflection in and on action (Schön, 1991; Ghaye and Ghaye, 1998; Kuit et al, 2001), critical reflection (Brookfield, 1995), reflexivity

(Bolton, 2014), and self and identity (Day et al, 2006). Literature on reflective practice is explored as it occurs naturally within the thesis.

- Teachers should exercise or be able to exercise some autonomy?

Lingfield (in the 'Independent Review of Professionalism in Further Education', BIS, 2012, p.ii) describes the FE context as a 'developing and dynamic entity...(where) future success depends upon placing trust in the professionals who work within it'. The TLRP (2008) identifies 10 priorities to ensure effective teaching and learning. One of those priorities includes a reference to the 'need (for) more scope for professional judgement to decide "what works," freedom to innovate, and room to take risks that encourage creativity in supporting learners' needs' (p.5).

Coffield's (2008, p.22) view that:

'Staff need to be involved as full, equal partners in the development, enactment, evaluation and redesign of policy, because tutors and managers are the people who turn paper policies into courses, curricula and purposeful activities in classrooms'

suggests that we might still be on the starting block. Colley et al (2007, p.188) also highlight the need for 'reinstating the professional autonomy of teachers'.

Mulderrig (2003) expresses concern at the way in which professional autonomy is described and conceptualised. In her critical discourse analysis of two New Labour papers, she comments:

‘Ironically, the removal of their [teachers’] professional autonomy is legitimised and partly enacted through a Discourse of professionalism, which constructs them as committed to self-improvement and skills upgrading, ambitious, collaborative, and strategically orientated to the effectiveness of their work. This Discourse institutes a mentality of self-regulation by which the teachers themselves become the mechanism for legitimising the surveillance, marketisation and codification of their work practices’ (p.16).

Peters (2001, p.12) reflects that ‘the rules of this policy language-game seem based upon the invention of new metanarratives- overarching concepts or visions of the future’. Teacher autonomy and institution autonomy is perhaps one such metanarrative.

In the Further Education Report (DfES, 2006), a battle or military analogy is employed in the Foreword in relation to devolving power: ‘more freedom of manoeuvre for good colleges and administration’ (ibid, p.2). This analogy is also applied in the Schools Paper: ‘devolve as much power as possible to the front line, while retaining high levels of accountability’, ‘power shift to the front line’ (DfE, 2010, p.4). The repeated use of the metaphor, the notion of ‘these freedoms’ (ibid, p.4) juxtaposed with the ‘high levels of accountability’ (ibid, p.4) echoes Foucault’s concept of surveillance and capillary power. Surveillance is self-surveillance in the image of Bentham’s Panopticon (Foucault, 1977, cited in Paechter et al, 2001, p.160) and capillary power has decentralized and ‘reaches into daily practices and habits and is thoroughly institutionalized’ (Peim, 1993, p.184).

If you work in the education sector, you will no doubt be familiar with the language of education policy. The discourse of education is tied to employability. The BIS Report (2011, p.21) for instance uses vocabulary that is synonymous with descriptions of the Further Education or Lifelong Learning sector:

‘Creating a dynamic and deregulated sector means a significant change for colleges and providers leaving them in charge of how they manage their business and satisfy their customers. Greater freedom and flexibility means great responsibility, but also greater benefits of success. And, increased competition which drives up provider quality, customer-focus and responsiveness is also good for learners, employers and communities’.

Colleges are businesses with consumers or customers rather than students. James and Biesta (2007, p.9) state that ‘the FE sector was (and arguably, still is) characterised and perhaps dominated by what has been termed the ‘new managerialism’ (Avis et al, 1996) or the audit culture (Power 1997)’. O’Leary and Smith (2013, p.244) describe how:

‘Managerialism is an integral feature of the marketisation of the sector and, as a means of mediating working cultures and managing colleges, has spread in answer to FE providers’ ‘accountability’ for resources (Gleeson & James, 2007)’.

Review

In addressing Sub-Question 1, I acknowledge some of the sector’s preoccupations (i.e. institution and teacher ‘accountability’; *ibid*) while highlighting a number of representations of effective teaching. In Research Question Two, I explore mine

and student teachers' expectations of effective teaching through the analysis of empirical data. The next two sub-questions develop a closer insight in to descriptions and expectations of observation and feedback practices. Research Question One concludes by identifying a number of terms to be applied in the data analysis (Research Question Two) drawn from cultural historical activity theory, from Foucault's work and Copland's research.

Sub-Question Two: How are lesson observation and observation feedback described?

The following includes a range of responses from literature and autobiographical extracts in which I tell you how I was trained as a quality observer in a college. I share a dramatised scene in which I share my unease with grading. That scene is part of three, called 'the mysticism of giving a grade one'; distributed through Research Question One. I share research diaries to indicate my anxiety over the decision not to present a model of how to give observation feedback. This part moves variously therefore between more personal insights in to the emotional dimension of being an observer and being a researcher, and descriptions of observation and feedback taken from the literature. Towards the end, I introduce cultural historical activity theory and depict and explore the first of three activity systems.

As previously noted, I wish to encapsulate some of the broader context of observation and observation feedback before moving more closely to my 'context of situation' (Bloor and Bloor, 2007, p.27) in Research Question Two. I have already hinted at how difficult it is to explore 'context'. It becomes even more

problematic when the discussion is situated in other value laden terms, in this case 'quality'. Lesson observations are part of a quality assurance process whether they occur in a teacher education course, or in an institution. Armstrong (2000, p.4) draws attention to the complexities of defining 'quality' in his paper on Issues for Lifelong Learning:

'Quality is in the eye of the beholder. The idea that there can be global agreement on definitions of quality is mistaken. All definitions are invariably situated in a context, and a reflection of the interactions between a range of agencies, including the individual learner whose needs and expectations form part of the equation. The definitions are a cultural product and are underpinned by cultural values. In short, there is always an ideological as well as an ethical basis to definitions of quality'.

The extract below illustrates some of my concern around judging a lesson as grade one; 'outstanding' (Ofsted).

Remembering how I was trained to observe in a new quality role.

I came to the role of the observer being aware of a recent past experience of being observed myself and being told how difficult it was to get a grade 1. I also remember having an uneasy feeling that if I gave a grade 1, it would be very noticeable to other Quality observers and would really have to be justified. How would I justify such a grade without revealing a personal bias? And when it came to observing in my own Department, how would I be able to identify colleagues in this way? I was therefore very hesitant to award it. I knew that a grade 1 had to be 'something out of the ordinary', something different, perhaps it even amounted to a

feeling I had that everything was going well. I was trusting that I would know it when I saw it. As if it would be a eureka moment.

In Sub-Question One, I included reflections on the managerialist culture of Further Education. Various writers (for example O’Leary, 2013b) have critiqued the use of graded observation as a performance measure. As a quality observer, I judged teachers’ performance as part of the institution’s accountability; imitating the external inspection (Ofsted). O’Leary (ibid, p.706), writing specifically on empirical research in FE colleges, comments: ‘It seems that Ofsted has hegemonised the FE workforce to view the main function of OTL as a performance indicator for categorising tutors and their professional practice according to its four-point scale’; four point scale referring to grade one outstanding, grade two good, grade three requires improvement and grade four inadequate. Allen (2014), reporting on the UCU survey conducted by O’Leary (2013d) in to lesson observations in FE, writes that ‘Further education teachers feel that graded lesson observations are a major cause of stress and anxiety in the profession’ (The Guardian, online).

Understandably teacher autonomy continues to underpin debates around graded lesson observations. At the LSIS National Learning Fair, Evans (2011) considered the ‘merits and drawbacks of lesson observation systems’ (the title of his presentation, Slides 1-11). He notes particular constraints as ‘grading, notice, limited scope, link to appraisal’. One of the recommendations is ‘differential observations’ (Slide 3). O’Leary (2013a in TES podcast), in his research on lesson observations in the Lifelong Learning sector, employs a similar term (shared

meaning) of ‘differentiated observations’ as a mechanism for giving teachers and lecturers more say by inviting them to identify the areas in which they wish to be observed.

Both O’Leary and Cockburn emphasize the place of peer observations as a professional development tool. Cockburn (2005) associates peer observations with action research. O’Leary (2012, p.16) uses concepts of ‘restrictive’ and ‘expansive’ learning, drawn from Engeström, to stress the need for ‘practitioners to engage with (observation) as a tool for reciprocal learning’. Both also note the emotional tension of observation and observation feedback. O’Leary (2013c, p.358) includes a reference to an observer, Abdul, whose comment resonates with my personal context: ‘I’m still going to be doing the observations in a supportive way. I can write it up in any way they want but I’m still going to carry out the process in a supportive way’. Cockburn (2005, p.45) refers to the emotional dimension of observations:

‘If the observation of teaching and learning is only associated with inspection, appraisal or evaluation, it is not surprising anxiety is commonly associated with the process’.

Cockburn’s reflection on the complexity of the feedback dialogue is one that has remained with me throughout the writing of my thesis. He describes how

‘In the case of observation, teacher and observer together reflect on the ‘transpired phases of existence’ and make objects of them, but now they are intersubjectively constructed, grounded from two disparate positions and separated perspectives’ (ibid, p.48).

In the research diary, I share my concerns that I cannot provide a model of giving observation feedback. That concern is underpinned by a reflection, similar to Cockburn's, of the importance of context, something I build on in my response to Research Question Two.

Research diary.

9th January 2010

In education we ask: what works? But there isn't a fixed answer. It's subjective, based on different perspectives, and context-bound. All these terms: 'quality', 'good practice', 'best practice', 'benchmark', all instrumental knowledge about 'what works'.

14th July 2010

But what am I looking for in my research? Don't I need a 'what works' approach? Should I give myself actions, set targets, produce results? 'Action' is making me think Advanced Practitioner, performativity, what Foucault (1975) and Matt (O'Leary, 2014, p.35); drawing on Foucault, are calling 'normalisation') that I'm uncomfortable with. Not action but agency?

Reflecting back on this: 7th November 2013.

My previous roles and context drive me to reflect on, and still anguish over, what works, what have I learnt, what will I do with whatever it is I've learnt.

In selecting extracts (in boxes), I have thought back to my concern, identified in the research diary above, that there is no fixed answer, no 'best practice'. The

following inclusion (part one of three on the mysticism of giving a grade one) wrestles with that same reflection.

The mysticism surrounding giving a grade one.

Scenario one.

Fellow observer: "Guess what I've just done?"

Victoria (dashing along the corridor, thinking she's very nice but I do need to get on, heading to the next class) looks politely quizzical.

Fellow observer: "I've just given a grade one!"

Victoria (new to observing experienced staff, now slightly credulous, stops mid-corridor): "Really? (Voice rising.) They were a grade one?" (Still rising.)

Fellow observer nods vigorously. (Very quickly Victoria reflects that they look rather pleased. In fact it's almost as if they've got the grade one themselves.)

Victoria: "Cor! How did they manage that then?" (Clutching sliding books and papers, seeing a queue forming outside the classroom door, but determined to hear the answer. Thinking does this set the bar now? Once one grade one has been given, does that mean I am allowed to give a grade one?)

Fellow observer: "She had it all planned around learning styles!"

Victoria (grasping at books and papers is puzzled now, thinking this is an experienced observer, isn't acknowledging all learning styles one of the mantras?): "Oh?" (politely rising voice.)

Fellow observer (cottoning on): “No, I don’t mean the usual writing about it. I mean she actually tailored all her activities to the learners by using learning styles. So one group did one version, one another and so on. And towards the end they reviewed how that had supported them in their learning!”

Victoria: “Wow!” (Feeling ill at ease, envious and in awe all at the same time. Then, looking down the corridor at her own class, starting to feel increasingly cynical. Just how is that to be achieved in all lessons? Finds herself feeling increasingly suspicious. Thinks hang on a minute, just who was it who went all out for it like that? Who knew about and managed to pull off the no holds barred, no way you can give me any less, it’s got to be a grade one lesson?) asks: “Who was it?” (in a casual tone.)

Fellow observer:...name..

Victoria: (finding out it was a very experienced teacher) says (non committally): “Ah.” (and heads in to class.)

This echoes the earlier extract (p.55) in which I wrote about the inspection as a performance. That connects to a managerialist culture, to the imposing of particular representations of effective teaching and learning and to a graded, and almost checklist approach as to what constitutes an outstanding (grade one) lesson. Part of that context is who is doing the observation: what are their expectations of effective teaching? In tune with other researchers (O’Leary, 2014, p.63-67; Copland, 2008a), Cockburn (2005, p.50) reminds us of the subjectivity of the observer:

‘They also have to contend with and manage their own subjective impulses, frames of reference, and psychological preferences within the immediacy of context’.

In teacher education we work with students over a period of time. We get to know each other and work together towards a shared goal. There is guidance in the literature on how to give observation feedback. Some of that is included next and has been chosen to share the perspectives of both the observer and the observed (student teacher).

Harvey’s (2008) ‘Guide of Best Practice on lesson observations in initial teacher education’ draws on empirical research and a literature review. It refers to ‘selling’ the process of observation and feedback to student teachers by explaining that:

‘it is not an observation which leads to judgment or performance monitoring. It is a positive and developmental experience based on trust and respect between the observer and observed’ (p.5).

Referring explicitly to my own context in teacher education, our observations do form a judgement. They are an assessment decision. As indicated in the Beginning, this does add a further dimension to a complex role. Copland and Mann (2010, p.188 in Cirocki et al, 2010) reflect on observations of student teachers: ‘There needs to be a balance in feedback between meeting trainee’s perceived needs and also developing skills’. Martin (2006) also focuses on the interaction between tutor/mentor and developing student teacher. He suggests that ‘as a situation and people’s readiness/ maturity change over time so the

leadership style also needs to evolve' (p.11). Montgomery (2002, p.56) reflects on the level of involvement of teacher educators and how this informs 'a rich repertoire of suggestions'.

Harvey (2008, p.5) describes observation feedback as:

'an informed professional dialogue. The observer's job is to give the teacher information in order to maximise his/her teaching choices and strategies. The observer should emphasise the skills and achievements, which are often underestimated by the teachers, and provide support and share ideas to enhance the trainees' teaching skills'.

This description is supported with further notes that:

'The dialogue, built on the observation, should be clear, constructive and honest. The observed trainee should feel comfortable with expressing his/her feelings about the lesson and teaching. The discussion should always contain a balance of positive comments and suggestions for improvement, even if the lesson was not so good' (ibid, p.10).

Emphasis is also placed on positive observation feedback for student teachers in Peake's (2006, p.1) research for the University of Huddersfield's Consortium for PCET: 'Feedback, which should be prompt and hopefully, positive, is seen as a crucial element in the whole observation process'. Montgomery (2002, p.55) stipulates 'Every record should start with a positive statement'. Stevens and Lowing's (2008) research on observation feedback for Secondary English student teachers shares their students' desire for timely feedback and reports on its perceived value. The students 'wished for honest, constructive feedback' (p.187)

and ‘many also hoped that their tutor would use specific examples from lessons to evaluate progress, giving encouragement and praise’ (ibid, p.188).

In Research Question Two I include my students’ expectations of observation and feedback. I also share the analysis of tutor and peer observation feedback dialogues through which I develop a closer insight in to the different roles and sets of expectations. Cultural Historical Activity theory is now introduced to explore some of the differences between the role of the observer and the observed. I include three activity systems, the first is explained here in the context of describing observation and feedback.

Activity systems (Cultural Historical Activity Theory)

This part identifies some of the different elements of the observation feedback dialogue. That includes verbal and written records, the people involved, and the purposes of observing lessons. It foregrounds later explanation in Research Question Two.

CHAT is described by Lecusey et al (2008, p.93) as ‘argue(ing) for a view of culture and cognition as co-constituted in socially organized, culturally mediated, historically conditioned forms of activity’. It was a lens through which to better understand the object of enquiry (observation feedback dialogue) and to inform which aspects I decided to focus on in my data analysis. As you see in Research Question Two, particular attention is paid to my dominance as observer, to the balance between the sharing of my knowledge and experience and the opportunities given to students to express their reflections. Looking through the CHAT lens prompted me to ask the students for their understanding of observation

and feedback practices. It also problematized the concept of the 'effective' teacher. In the following research diary, I share some of the rationale behind my choice to engage with this approach.

Research diary.

4th July 2011

Still thinking to draw on Cultural Historical Activity theory (or CHAT) as a theoretical framework for lesson observation feedback because it's so goal oriented. It reflects how uncomfortable I have felt being so goal focused when I have observed as part of internal quality observations.

5th July 2011

Aren't we goal driven in life, and perhaps don't recognise when/ what we have achieved?

18th July 2011

John Travolta in Hairspray (DVD, 2007): 'I wanted a coin operated Laundromat but I came down from that cloud real quick'.

2nd October 2013 (and noted in research diary 10th July 2011)

'There is an imaginary element to research. This is the ability to create and play with images in your mind or on paper, reawakening the child in the adult. It amounts to thinking using visual pictures, without any inhibitions or preconceived ideas and involves giving free rein to the imagination' (Hart, 1998, p.23).

To some extent the activity systems I drew were themselves 'visual pictures'(ibid). Their development felt more exploratory. The systems were derived from the work of Engeström who draws on the cultural historical school of psychology, notably the work of Vygotsky, Leont'ev and others. It is Engeström's 'semiotic' or 'activity triangle' that I found useful as a way of visually representing some of the complexities of the observation feedback dialogue. Engeström and Miettinen (1999, p.4, citing Vygotsky, 1978, p.40) describe a move from Vygotsky's:

'unit of analysis (as) object-oriented action mediated by cultural tools and signs' to Leont'ev's 'three-level model of activity (whereby) the uppermost level of collective activity is driven by an object-related motive; the middle level of individual (or group) action is driven by a goal; and the bottom level of automatic operations is driven by the conditions and tools of action at hand'.

Engeström expanded the activity system to 'incorporate three new structures: community, rules, and division of labor' (ibid, p.94). These terms are explained in a key under the three activity systems that follow.

Engeström (1987, 2001) uses the terms 'restricted' and 'expansive learning' (concepts drawn on in O'Leary's research on lesson observations in the FE sector i.e. 2013c) to explore the values of depicting activity systems. Restricted learning is reactive learning, whereas expansive learning is a process of transformative learning (see Mezirow, 1991), of moving through the Zone of Proximal Development (Vygotsky, 1978). Chaiklin (2003, in Kozulin et al, 2003, p.43) explains that ZPD is 'not concerned with the development of skill of any particular

task, but must be related to development'. Engeström (1987, online) reformulates the concept:

'From the instructional point of view, my definition of the zone of proximal development means that teaching and learning are moving within the zone only when they aim at developing historically new forms of activity, not just at letting the learners acquire the societally existing or dominant forms as something individually new.'

Engeström and Sannino (2010, p.2) clarify: 'in expansive learning, learners learn something that is not yet there'. In relation to my research on the PGCE in PCE, observation and feedback informs the student teacher's transition from student teacher to teacher (going through the Zone of Proximal Development).

Warford (2011) adapted the concept ZPD in order to contextualise it more appropriately to teacher education:

'Due to the weight of prior learning experiences that candidates bring to their teacher education programs, the zone of proximal teacher development (ZPTD, Fig. 1) requires a reversal of the first two stages (teacher-assistance, then self-assistance) in such a way that starts with candidates' reflection (self-assistance) on prior experiences and assumptions' (p.253).

On the university PGCE PCE, we adhere to this. The first formative work is a learning autobiography around previous learning and teaching experiences and also expectations as to the role and work of the teacher (this is also an example noted in Warford's representation of Stage 1 Self- Assistance, Figure 1, p.254). I also see a link to a convention of teacher education observations and reflection i.e.

that you should ask the student teacher to reflect first. Warford (ibid, p.253) explains:

‘Obviously, there is some mediation provided by the teacher educator, even at this self-assistance stage, but the emphasis is on setting the field by promoting reflection on one’s experiences and tacit beliefs with regard to teaching and learning’.

In line with Warford’s representation (Figure 1, p.254), on the PGCE in PCE student teachers write about and share prior experiences (Stage 1 Self-Assistance). That is the starting point of the course. We deliver a range of modules that run alongside their teaching experiences and that build on that initial thinking. Students move therefore in to Stage Two: Expert other assistance. In Stage Three internalisation, they apply their ongoing thinking about teaching and learning to their teaching practice. They reflect regularly through blogs (electronic journals) and in assessments.

Stage four (the final stage represented by Warford) is Recursion or De-automatisation. He lists a number of evidence bases, on the PGCE PCE that would include ‘journaling..reflective reports..discussion, sharing autobiographies, follow-up questions, post-observation conferencing’ (ibid). In tune with ‘expanded learning’ (Engeström, 2001), Warford (2011, p.254) advises that ‘teacher educators should acknowledge and validate candidates’ prior experiences of teaching and learning, while employing the future tense in discussing new lenses through which they will consider the same phenomena’. Students reflect back on their starting point, through their teaching experiences and the course modules, to their current

practice as beginning teachers. Warford (ibid) highlights the role of reflective practice in supporting expanded learning as students re-interpret and problematise the relationships between theoretical knowledge and experiences of teaching and learning in the classroom. In Research Question Two, I share some insights in to student teachers' expectations of effective teaching and look critically at the extent to which I have facilitated student teachers' own reflections on their teaching.

As explained, I drew on CHAT as a lens through which to perceive the different elements involved in observation feedback. Scanlon and Issroff (2005, p.437) describe their use of activity theory to support evaluations of learning technologies in a similar vein:

'we found it useful to consider an activity system perspective which highlights the underlying interactions between rules, community and division of labour to make sense of the learning situations we are evaluating'.

The activity system that follows encouraged me to problematize the various elements. This first activity system (one of three) focuses on the observation feedback dialogue. It explores some of the complexity that is also discussed in Sub- Question Three.

Terms I have already mentioned are Subject, Community, Rules and Division of Labour. Other terms are also applied in Figures 1-3. Those terms are explained in a key after Figure 1. This is a Tool (or Artifact) orienting activity system. My use of the activity system was to support closer insight into my research focus (as an exploratory tool) rather than necessarily classically reflecting Engeström's work.

Tool oriented activity system on the Observation feedback dialogue.

This representation was designed by reference to Engeström's description and emerging application of activity theory (1987, Central Activity system, Figure 2.7, Chapter Two, online). Engeström uses numbers 1-4 in order to explore contradictions or tensions within the various elements depicted. Warmington (2008, p.4) defines the work of Engeström as 'emphasizing the role of *contradictions* in analysing and transforming learning in practice'. In this first representation I kept numbers 1 and 2 in place. In brief (and in my own words), 1 refers to inner contradictions or tensions and 2 encourages reflection on the contradictions between the elements i.e. between division of labour and the community. This is described in the key that follows.

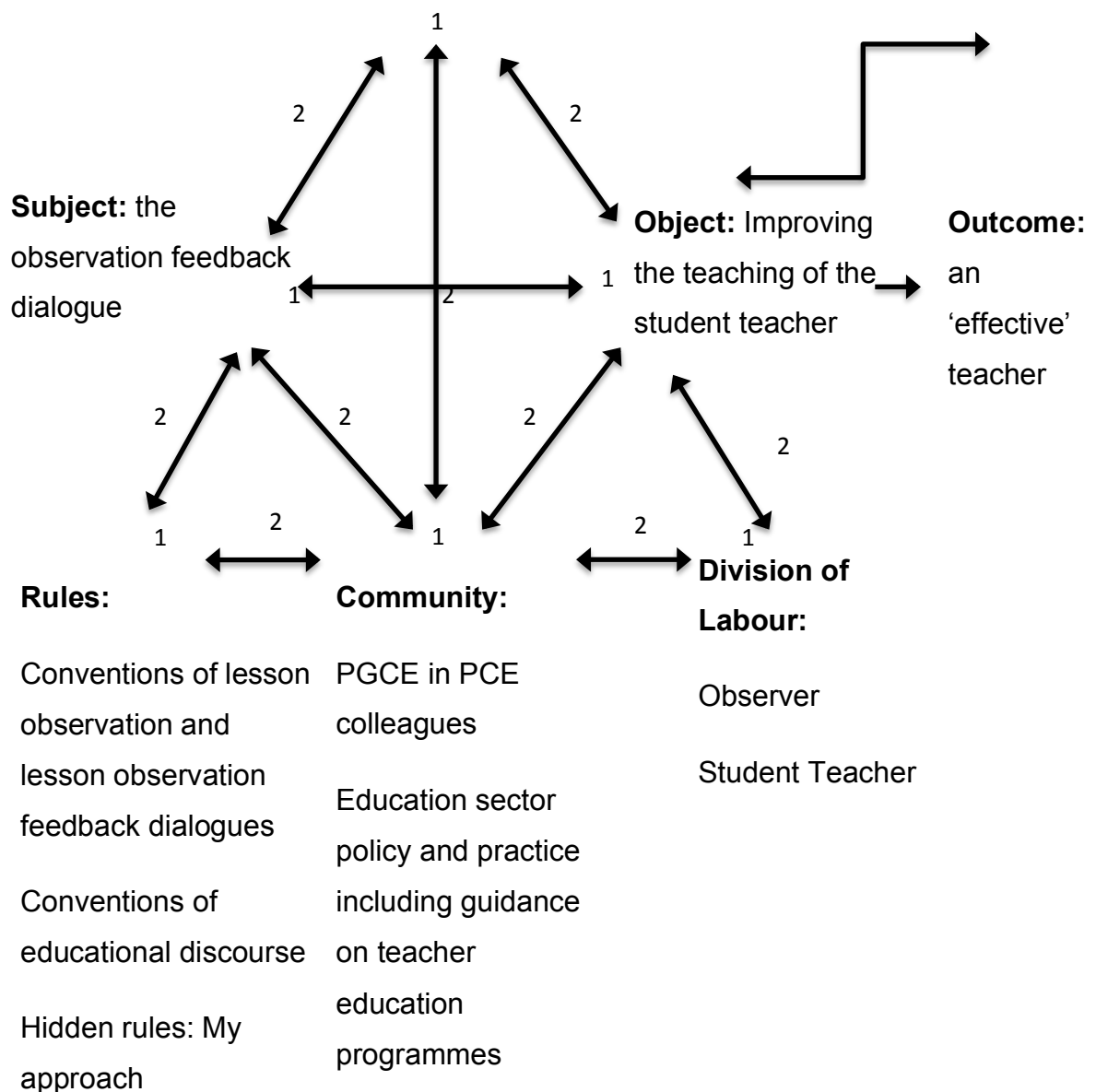
Figure 1. Tool oriented activity system on the Observation feedback dialogue.

Mediating Artifact:

The lesson observation feedback dialogue (verbal and written records)

The student action planner

The relationship/ interaction of the observer and the student teacher



Key for Figure 1

This is clarified through my perspective informed by reading Engeström (1987).

- **Subject:** This is the focus of the activity system. Who or what is being investigated. In this representation, the focus is on the feedback dialogue.
- **Mediating Artifact:** There are verbal and written records that relate to and impact upon the feedback dialogue. I chose to record the dialogue twice as both Subject and Mediating Artifact. This was a judgement based on reflecting that the observation dialogue is also verbal. The written records are the paperwork on which I record the observation feedback. Towards the end, myself and the student teacher have to negotiate their next action points to work on. I therefore included the student's action planner. I noted the relationship/ interaction in reflecting back on the relationship I build with them and on my role as tutor observer.
- **Rules:** I have already explored some of the literature (i.e. Copland's research) on ways of giving observation feedback. I will continue to refer to literature, and will also work to identify my Hidden Rules or ways of giving observation feedback in Research Question Two. As a previous quality observer and now teacher educator observer, my perception is that there are particular conventions associated with observation feedback.
- **Community:** This relates to the people involved. I have identified not simply my colleagues but also education sector policy and guidance. All generate particular expectations of observation feedback.
- **Division of labour:** This identifies the two roles included in the specific observation feedback dialogue that will be a focus of my research. In looking at my

tutor observation feedback, it is myself as observer and the student teacher.

- **Object:** This is the purpose of the feedback dialogue. We observe and give feedback as teacher educators in order to improve the teaching of that student teacher. Echoing Engeström (2001), we foster 'expansive learning'. Earlier references to the Zone of Proximal Development (Vygotsky, 1978) and the Zone of Proximal Teacher Development (Warford, 2011) are also applicable here and in the context of the Outcome described below.

- **Outcome:** This will be explored again. I have drawn on various representations of effective teaching and learning. The outcome of the teacher education course is to ensure that the student teacher is an 'effective' teacher (i.e. is competent in the range of duties that they are expected to engage in).

Review

The feedback dialogue consists of various elements such as the roles of observer and observed, the paperwork to be completed, the interaction between the people involved, the purpose of the feedback dialogue. As identified earlier, number 1 refers to inner contradictions or tensions and number 2 encourages reflection on the contradictions between the elements i.e. between division of labour and the community. In the next Sub-Question, I look at the contradictions within this first activity system before depicting and explaining two further activity systems, focusing on the tutor observer and on the student teacher respectively.

Sub- Question Three: What are some of the complexities of the observation feedback dialogue?

In my response to this Sub-Question, I return to Figure 1 (p.82) to explore the contradictions (numbers one and two). I draw on composite past experiences as an observer in order to provide further explanation and insight in to my responses. Two further activity systems are also problematized.

In Figure 1 (p.82), I used the word 'effective' teacher to define the Outcome. What does it mean to be an 'effective' teacher? I chose this label for the Outcome, having none other to turn to. In this way I also generated or created the Outcome. Representations of an 'effective' teacher is a theme that underpins my thesis. Looking at inner contradictions (number 1), I acknowledged my Hidden Rules, or 'hidden curricula' (Copland et al, 2009, p.20). These rules are illustrated in later data analysis. I also reflected on the Division of Labour. How do those two roles of observer and student teacher work together to achieve that Object and Outcome? Depicting the activity system encouraged me to investigate my sense of the effective teacher and to explore the ways in which I lead and the extent to which I lead the dialogue. The contradiction (number 2) between the Community and Division of Labour reminded me that I am part of the community unlike the student who is beginning their practice. I also recognise that in my Community of PGCE in PCE colleagues, we have our own distinctive and collective way of working. My membership of that community/ those communities also informs my use of the Mediating Artifacts (again number 2). Before I give feedback, I have written the observation record. I am an experienced observer. I understand and will apply conventions or Rules of observation feedback.

Depicting the activity system thus focused my attention on the challenges to the student's ownership and role in the feedback dialogue and to the complexities of my role as observer. It directly informed my data analysis in which I look at student perceptions of observation and feedback and explore my ways of working to support students as they move from student teacher to 'effective' teacher. I have included the remaining extracts on 'the mysticism surrounding a grade one' here, again to reiterate the subjective nature of that word 'effective', and to return to a perspective already shared: that both the observer and the observed bring their own attitude, values, expectations and experiences to bear on observation and feedback. Both extracts are synthesized and drawn from past experiences.

The mysticism surrounding giving a grade one- continued.

(Again at an early point in terms of my observations of experienced teachers).

Scenario two.

I've stayed an hour watching a lesson unfold as it is supposed to. All the boxes are ticked. The aims and outcomes were shown and kept on display. The outcomes were checked at key points in the lesson and no, it wasn't through closed questions but through well focused open ones. The students were all on time and keen to learn. He prompted note taking. They took notes. He moved them in the classroom. (Yes he went over health and safety.) There was a rationale with group profiling in his lesson plan to explain how he was going to do that- and yes he did it and it seemed to work. They all participated. Prior learning was checked. There were links to assignments. He left time for a review and it was clear that the students had acquired some new learning. It was well sequenced, well timed, well

organised.....but yes maybe you've already guessed...just a tiny bit dull?

I started the feedback with strengths. I headed to the grade. And then I stumbled. How to express what I thought when he had essentially done everything right? Hadn't he? Had I identified any areas for development yet? Not really. I was struggling. I was uncomfortably reminded of my own lesson where I was told that a grade one relied on "something extra". And yes I'm squirming now as I write this as well. What did I say? Something stifled and inane. I'd started to contemplate 'grade oneness' about half way through the observation but it felt like game playing. It felt like between us we'd created a formula, a checklist of the various steps you must take. It felt like the students were bit part players in an act designed specially for me. Could I face rewarding that?

'By attaching a grade to the subjective judgement of the observer, people are seduced into believing that such judgements have greater objectivity and authority than they can, in reality, claim to have' (O'Leary, 2013b, p.699).

The extract indicates some of the conventions or expectations of an observation i.e. the need to hear a verbal prompt on note taking and health and safety. It also acknowledges the subjectivity of the observer (explored through literature and explicitly acknowledged in the quotation). The third (and final) extract considers just what it might mean when the teacher goes even further in playing the 'truth game' (Foucault, 1988a, in Martin and Hutton, 1988, p17-18), very explicitly anticipating all expectations.

On the mysticism surrounding giving a grade one- final extract.

(Victoria is now older, she's therefore more experienced, and quite possibly more cynical).

Scenario three.

She is observing a lesson.

The teacher has a chair ready for Victoria and a little table. Victoria thinks that this might be a good sign. On the table is all manner of supporting documents. Check: a detailed - and (gold star to be awarded) updated scheme of work. Check: last weeks planning looking like it has a nice range of resources to go with it. Victoria is already feeling positive and the lesson hasn't yet begun. Check: this weeks planning, looking very thorough, again with a nice range of resources - and this time with a supporting extra. An incredibly detailed rationale.

At first Victoria doesn't know what to think. A rationale? There's no expectation for one of those. There's already a sea of paperwork to be looked through.

The lesson begins and Victoria starts jotting down notes ready to put in to the institution's observation record. She's got the session plan and the rationale in front of her. She's busy watching, and scribbling, and, in short bursts, she's reading, and then again watching and scribbling. What is she thinking? She's thinking 'I'm impressed.'

The rationale is well written (does this person know that Victoria used to be an English teacher?). It's a detailed reflective piece. And the most noticeable thing of all? It has the lesson all wrapped up.

There's no room for manoeuvre. Unless this lesson crashes and burns, there is no come back, it has to be a one. The teacher has literally explained and justified every step of the delivery. They have reflected in relation to the course, and in relation to the ways in which the sessions are usually run. They have explicitly evaluated the progress to date for each student. They've also indicated personalised goals for each of them, goals that have been generated in negotiation with the students and are now distributed at the start of the session.

Anyone observing the observer will see that Victoria is watching closely, very closely. She has put the rationale down and is, temporarily, focusing her full attention on the lesson plan. She looks a little startled. She writes something down hurriedly. Then she looks back up again, and carries on watching and scribbling.

We're now just a few minutes off the end of the session. Victoria stops writing and starts to put the lid back on her pen. She sits back in her chair. Quietly, she gathers all of the paperwork together. The session is brought to a close. Victoria smiles wryly.

As in earlier extracts, I draw attention to the conventions and expectations of observation. In this case both myself and the tutor apply the 'rules' of the game. I wrote the first (p.71) and final extract in the third person. This was a deliberate choice to position myself as a player in the game, and more generically as inhabiting the role of 'the observer'. This was in contrast to the use of the personal voice, I, in the second extract where I wanted to more explicitly reveal my vulnerability as an observer.

In the depiction of two activity systems that follows, the focus is on the tutor observation feedback dialogue and looks at my role as observer more closely. The second system looks through the students' eyes at their role and activities within that dialogue. As before the key I provide is also an explanation. I do not apply numbers 1 and 2 as further discussion of contradictions is evidenced through the empirical data in Research Question Two.

Tutor observation feedback dialogues.

This part continues to explore the complexity of the feedback dialogue (Sub-Question Three). The two activity systems (Figures 2 and 3) relate specifically to the PGCE in PCE course. As before, a key is both key and explanation.

Figure 2. Subject oriented activity system: Tutor Observer as Subject

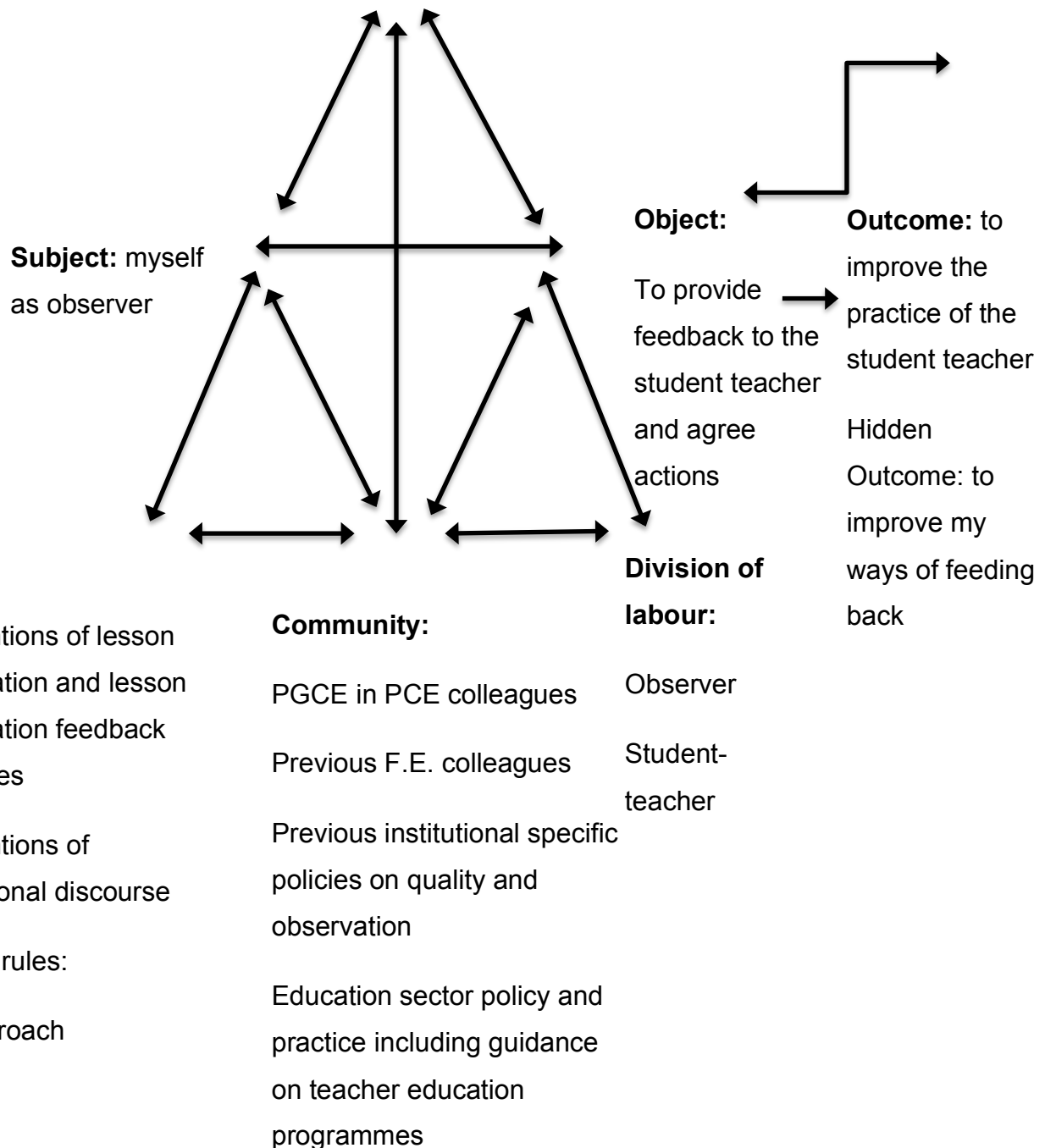
Mediating Artifact:

The types of records I have used and continue to use

The training I have received

The influence of colleagues and other observers

My experiences of observing



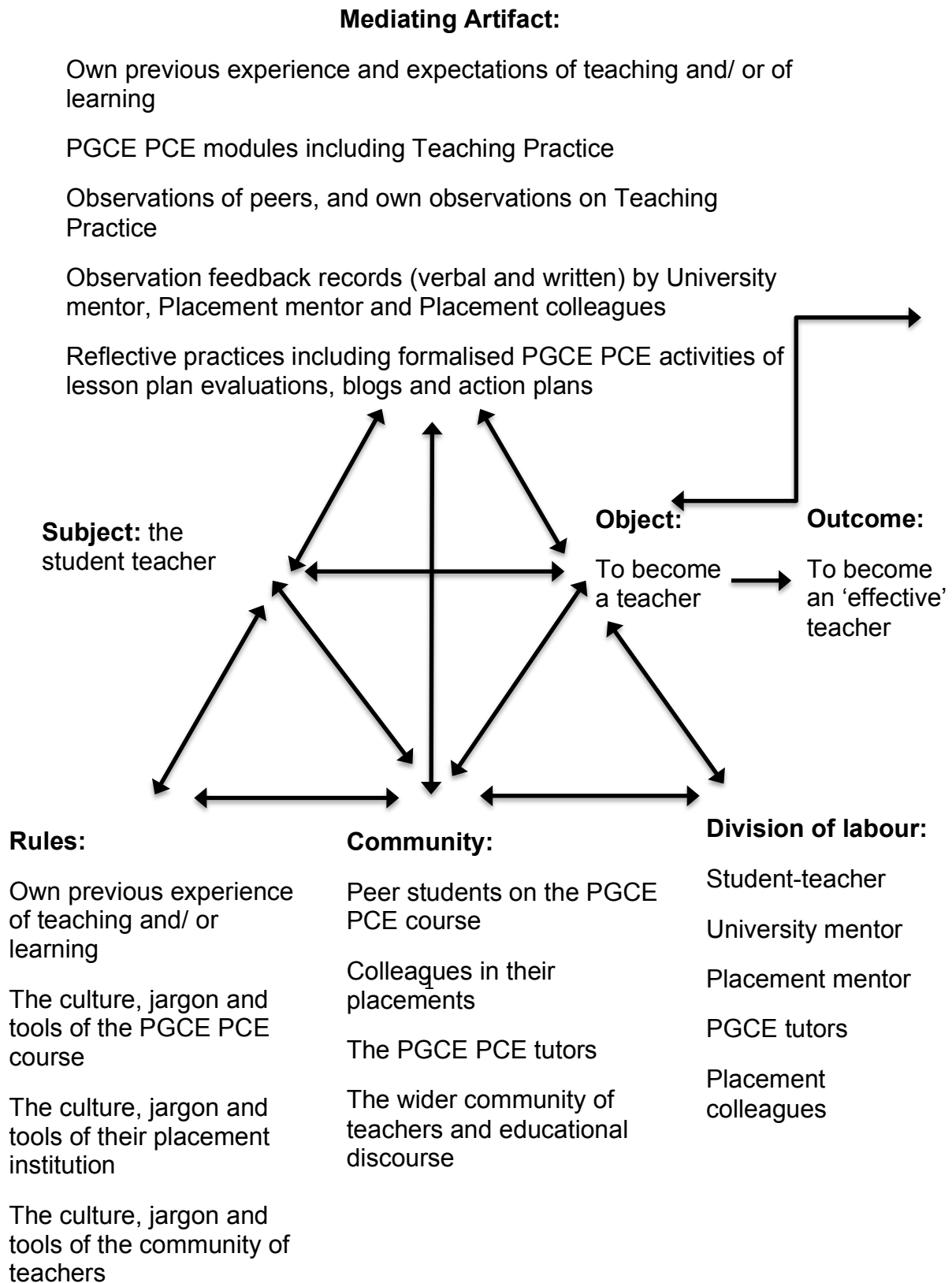
Key for Figure 2

- Subject: The focus is on myself as tutor observer.
- Mediating Artifact: I have been trained in various roles and have used different paperwork depending on institution requirements. I have at times shadowed or moderated other observers and will be influenced by discussions of practice with colleagues. As already suggested, my past experiences inform my present approaches.
- Rules: As in Figure 1, I highlighted knowledge of conventions. In this case, and as you will see in Research Question Two, I started thinking about my conventions and expectations of how an observation feedback dialogue should be conducted.
- Community: I included my previous Further Education colleagues as well as my current PGCE in PCE colleagues at the university. Again I refer to policy and sector guidance. As the focus is myself as observer, I also indicate that I have been part of previous communities (working in different Further Education colleges).
- Division of labour: the two roles are specific to the tutor observation feedback dialogue.
- Object: I reduced the object down to the simplest actions: to provide feedback and negotiate action points for students to work on for their next observation.
- Outcome: I reiterate the need for the feedback dialogue to support the student teacher's development, though I position it as the Outcome rather than the Object. I also recognise a Hidden Outcome which is a key focus in the thesis. As

explained, I wanted to look at my ways of giving observation feedback with a view to improving my approaches.

In Figure 2, I saw the significance of contextual factors on my practice (through the Mediating Artefacts and through the Community). As in Figure 1 (p.82), it highlighted the differences between my role as observer and the student teacher's role as observee. I am an experienced observer and I have accumulated particular expectations and approaches. I then developed a third activity system, (Figure 3, next page), as I wanted to see the dialogue through the student teacher's perspective more clearly.

Figure 3. Subject oriented activity system: Student teacher as Subject



Key for Figure 3

- Subject: This focuses on the student teacher.
- Mediating Artifact: Warford's (2011, p.253) 'Stage 1: Self Assistance'

supports eliciting students' own early reflections as a way of supporting them through the Zone of Proximal Teacher Development (ibid). The Mediating Artifacts recognise that the student has prior experiences and expectations. As they continue on the PGCE course, those experiences and expectations are influenced by the university modules, their teaching placement experience, and their lesson observations. Students observe other teachers as a way of learning approaches that they might employ themselves. They also reflect through the course. I highlighted specific reflective practices associated with a lesson observation. After they have been observed, they complete an evaluation in the lesson planner document, an action plan, and write a reflective blog.

- Rules: Just as in the Mediating Artifacts, the list became more substantial the more I thought about it. I recognised that they will be learning the culture, the tools (preferred documentation such as types of lesson plan) and the jargon associated with the PGCE PCE, and also their placement setting. They are moving in to a community of teachers and might bring their own past experiences to bear on any new learning.

- Community: The Rules informed my description of the community. They are in tutor groups and develop close relationships with their PGCE PCE peers. They are taught by a range of PGCE PCE tutors. They also work within subject teams in their teaching placements. I also include the broader context which is the wider community that they are engaging with, particularly in future employment.

- Division of labour: I identify all the people who might be involved in the lesson observation. The student teachers are observed by the tutor, by their subject specialist mentor in their teaching placement, by a peer colleague (typically another teacher in their teaching placement). Other PGCE tutors were included as a way of reflecting that they also have influence on the development and inform the assessment of the students though it is typically just the personal tutor who observes. Division of labour is a term I use explicitly in my analysis of observation feedback dialogues (Research Question Two).

- Object: I sought to capture the students' perspective which is that this process leads to the completion of the qualification, to becoming a teacher.

- Outcome: I identified a shared goal, to become an effective teacher. This was echoed in Figure 1 (p.82) and underpinned the Outcome in Figure 2 (p.91).

Review

In Figure 2 (p.91), I referred to my breadth of experience and the various influences on my practice. In Figure 3 (p.94), I recognised that the student also has lots of different influences and will have a set of expectations that relate to their past and present experiences of being taught and of becoming a teacher. Included in my data, Research Question Two, are summaries of Pen Portraits and students' responses to questions on their expectations of the roles of observer and observed and the processes of the feedback dialogue. There are now two short reviews to highlight terms I have taken from Foucault's work and Copland's research. Their application in relation to the data analysis is discussed further in Research Question Two.

Foucault

I reveal a personal connection to Foucault's work (illustrated in a research diary) as well as signposting particular terms. I look at Foucault's interpretation of 'care of self' in Research Question Three. Here I explain terms I apply to data analysis and include an autobiographical extract, deliberately to reflect observation as a 'technology of power' (Foucault, 2003b, in Rabinow and Rose, 2003, p.146).

Research diary: 1st July 2011

I want to acknowledge how uncomfortable I felt when I joined the H.E. (University) culture, its language and its notions of being an 'academic' and becoming a 'researcher'- words that seemed to take me away from what would be at the heart of my writing, writing to learn, to reflect, to explore...words that also took me away from my previous FE experience.

I saw resonance between my motivation and Foucault's desire to write: when asked what drove him, he said: 'As for what motivated me, it is quite simple; I would hope that in the eyes of some people it might be sufficient in itself. It was curiosity- the only kind of curiosity, in any case, that is worth acting upon with a degree of obstinacy: not the curiosity that seeks to assimilate what is proper for one to know, but that which enables one to get free of oneself' (Foucault cited in Eribon, 1992, p.329).

That idea of freedom from oneself (ibid) is reflected by Kendall and Wickham (1999, p.30) who stress that: 'Foucault wants us constantly to extend the limits of the necessary, to use this 'critical ontology of ourselves' by way of 'testing' the

‘limits that we may go beyond’. As with CHAT, I draw on particular Foucauldian concepts to problematise my role and approaches in the feedback dialogue.

Influenced by Foucault, I recognise the lesson observation process as a ‘technology of power’ (Foucault, 2003b, in Rabinow and Rose, 2003, p.146). It impacts on how we behave as participants. It informs what ways of communicating are open to us, our ‘discursive possibilities’ (Butler, 1990, p.184). The nature of that power relation is discussed more thoughtfully in my data analysis, Research Question Two. Foucault (2003a, in Rabinow and Rose, 2003, p.34) describes power relations as ‘mobile, reversible, and unstable’. His (ibid) view on ‘relations of power’ is certainly part of observation feedback:

‘In human relationships, whether they involve verbal communication such as we are engaged in at this moment, or amorous, institutional, or economic relationships, power is always present: I mean a relationship in which one person tries to control the conduct of the other’.

One of the concepts I have taken from Foucault (1988b, p.146 in Martin and Hutton, 1988) is ‘political technology’. In my data analysis, I look at my suggestions as observer (as indicative of my attitude and values) and when and how I share my expectations (of an ‘effective’ lesson). Peim (2009, p.175), in his critique of Engeström’s Activity Theory (CHAT, p.75) cites Foucault in asking: ‘How does language in EAT relate, for instance, to the Foucauldian sense of discourses as “practices that systematically form the objects of which they speak” (Foucault, 1972, p.49)’. In my role as tutor observer, I create my representation of an effective teacher when I share my expectations with the students. This links to

Foucault's (1981, in Young, 1981, p.48) concept of an 'order of discourse' as 'a conceptual terrain in which knowledge is formed and produced'.

In the data analysis, I also employ the term 'regulatory practice'. This is taken directly from Butler's (1990) text on Gender Trouble; which draws on Foucault's work. She poses the question: 'To what extent do regulatory practices of gender formation and division constitute identity, the internal coherence of the subject, indeed, the self-identical status of the person?' (ibid, p.23). I apply the term in order to look at 'discursive formation', a phrase used by Foucault (1969, p.41). My analysis of observation feedback (Research Question Two) treats feedback as a 'discursive formation' (ibid), as a particular type of discourse in a particular context with an order and anticipated norms. In my application of the term regulatory practice therefore, I identify conventions. I saw these as the norms that would support my experience of observation feedback as a specific discursive formation. These conventions are broken down in to recognized conventions (of observation and observation feedback), University conventions (relating to the artefacts and language used on the PGCE in PCE), and individual conventions (indicating my role, my ways of giving feedback and illuminating the influence of my context; my attitude and values). My use of these terms will become clearer through my analysis of my tutor observation feedback dialogues and in my discussion of Foucault's (1975) text 'Discipline and Punish' (Research Question Two).

The following inclusion is a dramatised autobiographical extract to illustrate some of the impact of observation as a 'technology of power', tied to external inspection and individual teacher accountability.

Being observed as part of an inspection. (English Lecturer in Further Education)

The inspector must be on her way. The Programme Manager's face is suddenly pressed against the glass of my classroom door. Acting nonchalantly whilst still scribbling key words down on the board, I walk to the door to open it. All of the students are watching me intently.

"She's been to(colleague's class) and she says she hasn't seen any English lessons using laptops!" Significant look. Slightly sweaty brow. "What are you teaching next?"

My brain is running along. I'm in the midst of William Blake. There's another key word on the tip of my tongue. I've got the whiteboard marker in my hand. I try to stop myself gesticulating with it. What did he say? She hasn't seen any laptops? "We're always using laptops!" I hear my outraged voice already on high alert in support of the English team. There's a flurry and a giggle behind me. I peer back round at the students. Some not so innocent faces. I put on my teacher voice, possibly accompanied by a little fixed stare: "Could you look ahead for me please? Have a look at the next verse and tell me what you think." Diversion tactic. Brain still running along. I think I know the way this conversation is going to go.

"Are you going to use laptops?" I think quickly. "Well, I didn't intend to but yes it's their story writing. I can adjust it a bit. Give them the choice to use laptops." Very quick response: "I'll wheel them down." He's striding down the corridor before I think to ask. "Are they definitely coming to me? They have already seen me once." He turns round. "Well, no," he says, "they weren't going to, but (telling pause) I'm going to steer them." He turns on his heel in search of the laptop

trolley. Great I think as I shut the door. My brain is flashing an emergency notice and I'm trying to loosen the grasp I've now acquired on the whiteboard pen. With the set up time I need for the laptops and making sure I'm all ready for the inspector, it's now ten minutes turnaround between this class and the next. I walk quickly back to the board.

'It is in vain that we say what we see; what we see never resides in what we say' (Foucault, 1970, p.10).

The choice of quotation above is deliberate. I shared the extract in a voice which might be relatable to other teachers. However I cannot wholly capture the 'truth' (Medford, 2006, p.853) of an inspection. The purpose was to critically engage with inspection as performance, illustrating an expectation that teaching and learning approaches have to be seen because otherwise they are not acknowledged. While it relates to my past experiences, it is also an aspect I think about with my student teachers. They must have chance in the feedback dialogue to share their approaches with me. Sometimes they want to justify some of their approaches and/ or indicate when they have in fact tried that approach though they didn't in the observed lesson. Copland and Mann (2010, p.176) refer to 'dialogic talk' as talk that encourages participation. This and other terms in Copland's work are briefly reviewed before their further exploration in Research Question Two.

Fiona Copland

This review is deliberately placed to indicate concepts from Copland's work that inform data analysis in Research Question Two.

Warning- a reminder!

Copland explores triadic feedback in a pre-service English Language Teaching course. My exploration of feedback involves dyadic feedback on a pre-service PGCE in PCE. This different context is taken in to account in reference to the concepts I have drawn on and their application in my own work.

In Beginning (i.e. p.23), I indicated key themes around observation feedback such as tension (Copland, 2010), mismatched expectations of trainer and trainee, conventions and phases of observation feedback as a genre (Copland, 2008a), the notion of 'legitimising talk' (Copland, 2007) as different from 'dialogic talk' in which participants 'co-construct knowledge' (Copland and Mann, 2010, p.176), the influence of observer context and 'hidden curricula' (Copland et al, 2009, p.20). As you will see, Copland's work has signposted my route.

I have chosen to identify lesson observation feedback as a special type of discourse; 'discursive formation' (Foucault, 1969, p.41). This echoes Copland's (2008b, p.2) identification of observation feedback as a genre:

'The post-observation feedback session is a communicative event peculiar to teacher training and teacher evaluation. It is usually held soon after the teaching has taken place and is led by the trainer who has observed the lesson. It can be regarded as a genre, in that it has a set of: Conventionalised expectations that members of a social group or network use to shape and construe the communicative activity that they are engaged in. These expectations include a sense of the likely tasks on hand, the roles and

relationships typically involved, the ways the activity can be organised, and the kinds of resources suited to carrying it out (Rampton, 2006:128)'.

Copland (ibid, p.9) also emphasizes:

'Language is the key resource in the feedback event. Trainers in particular use their language resources to represent their positions and ensure that the feedback event proceeds smoothly and that trainees learn from the experience'.

I have already indicated that I look at my observation feedback in order to see my language, and my context and rules. Copland et al (2009, p.19) sustain a close focus on the communicative context of observation feedback, noting that:

'As well as talk that relates to the explicit assessment criteria, there is also a good deal of other pedagogic talk. This talk tends to relate to trainers' personal sets of assessment criteria'.

These notes on 'language resources', 'personal sets', 'hidden curricula' (Copland, ibid, p.20) are concepts that relate well to my desire to explore my role and ways of working within observation feedback dialogues. Reading her PhD thesis (2008a) was also very encouraging. She comments:

'I am not advocating here that there should be a change to trainers' current practice, but rather that self-awareness can provide trainers with choices that they might not otherwise know they have' (p.291).

Conclusion

Words such as ‘accountability’ (e.g. DfE, 2010, p.4); ‘hegemonised’ (O’Leary, 2013b, p.706); and ‘managerialist’ (O’Leary and Smith, 2013, p.244; BIS Report, 2011, p.21; James and Biesta, 2007, p.9; Mulderig, 2003, p.16) work against discussions of ‘teacher autonomy’ (i.e. O’Leary, 2013a; Coffield, 2008; Colley et al, 2007; Mulderrig, 2003). Literature refers critically to the use of observation as a performance measure in both internal and external inspections (i.e. O’Leary, 2013b). Observer subjectivity and differing interpretations of quality (‘good’, ‘outstanding’) challenge the assumed objectivity of such judgements; O’Leary (2013a) calls for a shift to ungraded, peer and differentiated observations.

In teacher education literature, there is a recommendation that observation feedback should be balanced between positive and developmental comments (Copland and Mann, 2010, p.188, in Cirocki et al, 2010; Harvey, 2008, p.5; Peake, 2006, p.1). In Figures 1-3 (p.82; 91; 94), I learnt how dominant my role is. Implications for my data analysis include looking at the ‘division of labour’ and the ‘rules’ or conventions. Through Foucault’s (2003b, in Rabinow and Rose, 2003, p.146) concept ‘technology of power’, I saw observation feedback as a ‘discursive formation’. This is akin to Copland’s sense of ‘genre’ (2008a) and reminds me to look at phases and conventions.

THE MIDDLE: RESEARCH QUESTION TWO

Introducing Research Question Two

Question 2: How are individuals situated and how do we situate ourselves in this discourse?

The 'discourse' of observation and feedback was the focus of Research Question One. This section continues that discussion through a detailed analysis of empirical data related to my students and I as individuals. It is in five Parts, each introduced in turn. Part One focuses on student pen portraits and focus groups. Part Two explores Foucault's (1975) 'Discipline and Punish' in order to foreground Part Three: analysis of tutor observation feedback dialogues, 2011-2012, and Part Four: three case studies, 2012-2013. Part Five makes comparisons between tutor observation feedback and peer observation feedback where student teachers feed back to each other. The Conclusion both reviews the findings in the light of Research Question Two and also looks ahead to a more philosophical discussion (based on Foucault's interpretation of 'care of self') in Research Question Three.

Part One

I introduce the participants and share a summary of responses to pen portrait questions and focus groups, for 2011-2012 and 2012-2013, before drawing together implications. Pen Portraits were collated for 2011-2012 with a focus group 9th March 2012 and for 2012-2013 with a focus group 23rd November 2012 and follow-up focus group 1st March 2013. The data sets share the students' perspectives on observation and feedback. In this part, there are two research diaries to share some of my thinking as a researcher, and a Review box to

reiterate the context of the data being presented. There is an initial summary after the 2011-2012 data and a fuller reflection on implications after 2012-2013 data.

The Participants: 2011-2012

Ten students participated out of a group of seventeen. I requested Pen Portraits in order to describe the makeup of the group. The ages ranged from 21 to 45 with 7 in their twenties. The group comprised 6 white students and 4 Pakistani, Black African or Black Caribbean students. 6 were male and 4 female.

The Pen Portraits (example in Appendix) asked students to answer the following questions:

- How would you describe your development as a teacher so far?
- How do you see lesson observation and feedback in relation to your development as a teacher?

Students wrote their responses either shortly before or after the focus group took place (one received in May).

Summary of Pen Portrait information: 2011-2012

In relation to the first question

- How would you describe your development as a teacher so far?

half of the group of volunteers wrote only positive comments. One student wrote: 'From Semester One to Semester Two, there has been a lot of development and I feel this is due to observations and the feedback that is given.' The other four students noted similarly: 'From September I have learnt a lot' and am 'steadily

developing; my development is 'a very logical progression'; 'my development so far I feel has been quite rapid, and I'm quite surprised at just how far I have developed as a teacher'; 'my development has progressed immensely'. One other student was positive: 'I believe I have developed a lot' whilst also noting briefly an area for development. The other four students were more cautious and more explicit about their own areas for development. Two described their development as 'very uneven', and 'a bit bumpy'. The first student felt that they had 'recently stagnated'. Another student felt that 'my development as a teacher so far has had both its negatives and positives'. One student, while feeling that they had progressed, was open in explaining that 'there are many situations where I'm uncomfortable...and not sure how to handle the situation'.

In relation to the second question

- How do you see lesson observation and feedback in relation to your development as a teacher?

all students stressed the importance of observation and feedback. It was described as 'helpful', 'integral', 'vital', 'useful', 'a critical element', 'an important part', 'a crucial element', 'a very important element'. One student, also noted above as the one student who recognised how uncomfortable they still felt in some classroom situations, commented 'It depends upon who the observer is!' They qualified this by noting that their tutor and mentor feedback was 'useful to me', but they clearly wanted to draw some distinction.

Particular values were associated with observation and feedback. One student wrote 'it forces you to consider a wide range of things that you may not otherwise'.

Other students also picked up on this sense of a different perspective: 'provide another perspective on the lesson', 'can see the lesson from the sidelines as it were'. A few acknowledged observer experience as part of this. Four students in particular suggested that the observer had a greater insight in to their lessons than they did: 'if I didn't have lesson observations and feedback then I wouldn't know what areas to improve on', 'it helps me reflect on issues I may not have realised', 'I try in my next class to really work on the points that they feel I should look at', 'observers pick up on professional points that I am unable to evaluate effectively at this stage'.

In terms of conventions, observation feedback was considered to 'help...identify areas for your development and highlight(s) good points that happened', 'has allowed me to see where I am going wrong ...as well as where I am strong'. There was a closer focus on development points through such comments as: giving 'areas to improve', 'highlight areas for further development and proffers suitable solutions to address them', 'aspects that I need to work on', 'working towards my weakest areas'. One student was explicitly positive in acknowledging that 'it's nice knowing that you are receiving honest and constructive criticism to help you develop further'. Three students made an association between feedback and reflection i.e. 'it has also enabled me to ask questions', 'can help with my reflection following the lesson', 'I can always refer back to them (the action points) throughout my profession'.

The focus group elaborates on these points and concludes with a summary that reflects both sets of findings.

Focus group, 9th March 2012

The PGCE PCE is a one year full time course and therefore the ten participants were in their second half of the course. They had acquired substantial teaching experience and experience of being observed. The focus group meeting was in line with the nature of the module where teaching and learning discussions and reflections on their emergent professional identity are shared. I referred to the focus group as a 'seminar' with students in light of this. At the time I asked for a volunteer to chair the discussion thinking that would facilitate participation. In hindsight this reduced the voice of that person. I also asked a student to make notes. They participated but also jotted down notes that were then shared with me. I used both their and my own notes, and a recording of the dialogue in order to transcribe and summarise the discussion. I then shared the notes with the students to check. Asking a student to make notes is I think a reflection of my insecurity in the role of researcher at that stage. This was a development point for me and was not a feature of the data collection of the later focus groups (2012-13). Further reflections as a beginning researcher are captured in the research diary that follows.

Research Diary: 19th March 2012.

Limitations/ with flip camera and transcribing.

How to transcribe or whether to include er, urm, and some of it is unclear- if I can't hear it clearly I make a judgement to identify it as unclear. There are overlaps and false starts and fillers.

Using the flip camera and seeing their faces checked that I was identifying the right voice with the right speaker though I deliberately didn't move the camera at the time. It still reinforced what I remembered about their seating position.

Ethical dilemma- to what extent have they told me what they think I want to hear?

What they have said reflects a lot of my thinking though there are a few surprises.

I am justified in running this seminar again next year at an early point before they are too enculturated.

That diary reminded me of things I needed to consider as I continued data analysis. As you will see, I did hold a focus group earlier with the second year group.

In each focus group, 2011-2012 and 2012-2013, I provided the same questions:

1. What is the purpose of lesson observations?
2. What are we [tutor/ mentor/ peer] looking for when we observe?
3. What is the purpose of the feedback dialogue?
4. What is the role of the observer in the feedback dialogue?
5. What is the role of the observee in the feedback dialogue?
6. How are the actions identified?

On the PGCE, students have eight observations, four in Semester One and four in Semester Two. Two are my observations of them, two are conducted by the mentor, two by peers (peer-colleagues or student teachers), two are joint and conducted by the mentor and myself. This explains my bracketed list in Question

Two above. We observe for an hour and feedback includes negotiation of action points.

I now report on the 2011-2012 focus group before summarising in relation to both the Pen Portraits and the focus group. The Pen Portraits and focus group discussions for 2012-2013 are then reported after which there is a review on the implications of the data.

Focus Group Responses, 9th March, 2012

- Question 1: What is the purpose of lesson observations?

Students discussed whether they prepared for the observation as they would a usual class or whether they made a special effort. One said: 'you know an observations coming you've got time and you plan for it where lessons are coming along every day and you just fall back in to the same routine you teach'. This was contested as other students emphasised the role of lesson observations: 'forces you to be like creative'; 'make(s) you try more things than you would in normal lessons'; 'makes you do things properly'. There was a sense that if an observation went well, that teaching strategy might be repeated.

I wondered about the extent to which they were echoing a perception from a more experienced teacher perspective than their own. Certainly there was an explicit reference to teaching placement and discussion with colleagues: 'it's stated quite openly to me that observations are just a political issue..you tick the boxes...and then the next time they come round you tick some boxes again'. Cockburn's paper (2005) calls for 'disconnect[ing observation] from the audit-orientated managerialist perspective' (p.45). O'Leary's paper (2013b, p.706),

based on empirical research in to the observation process for experienced teachers, identifies one observer who states that ‘the whole quality system in terms of teaching and learning is based around collecting evidence for Ofsted’. These students were in Semester Two and might perhaps have been influenced by that longer teaching experience, and discussions with colleagues in placement.

Students alluded to the PGCE lesson planner and in particular the requirement to evaluate after the observation and to ask for student feedback. The observation was seen to trigger reflection and evaluation. It was seen to ‘give you someone else’s opinion..[on something that] you probably wouldn’t have picked up on’. This was echoed in later responses and is also reflected in some of the individual pen portraits.

- Question 2: What are we [tutor/mentor/peer] looking for when we observe?

There was a quick initial response by one student: ‘where you go wrong where you could improve or the bad points’. Two students reiterated ‘positives and negatives’ which one linked to becoming an outstanding teacher making explicit reference to Ofsted criteria (Ofsted, 2012b). I talk about Ofsted criteria with students but we do not grade PGCE lesson observations. In rereading the transcript I was reminded uncomfortably of Foucault’s (1975, p.215) ‘disciplinary power’ and my previous context as a quality observer. I have observed experienced teachers in graded observations and have therefore talked about how to improve or secure that grade. It highlighted the need to draw on my tutor feedback dialogues in order to look at how I conveyed my expectations and to

what extent I fostered that perception of observations as an externally inspected (Ofsted) mechanism.

One of the students was very clear in identifying what observers look for:

‘the delivery the presentation the knowledge displayed by the tutor that you’re observing you probably want to look at how successful how appropriate how activities are being implemented and carried out how you are making a connection with students are they being engaged with the learning a whole range of things I think you almost need like set criteria’. This seemed to be in tune with Copland (2008b) who refers to feedback as a genre with particular phases. I was intrigued by the reference to criteria as we supply observation criteria in the back of their booklets. This was a particularly able student indicating a strong grasp of the expectations of observation, both in teacher education and through Ofsted.

An explicit reference was made to the mentor and peer observations as occasions when you might ‘look for things that I can do as well’. This was a refreshing inclusion and is an aspect that I look for in the peer observation dialogues later in this section.

- Question 3: What is the purpose of the feedback dialogue?

The first student stated: ‘basically pulls out the points that you need to work on’. They saw the dialogue as explicitly dyadic saying that ‘it does allow two points of view to be incorporated which is good’. The next student thought ‘a good mentor will always ask you, you know, what you thought first before actually planting thoughts’. As observers, we would acknowledge that it is easier to elicit negative points rather than state them ourselves. There is an emotional safeguarding at

work here. I was interested that the students explicitly commented: 'if they ask you first and you give your feedback it's not such a like blow then', 'you can actually get your original [unclear] true opinion of what how it went'.

The discussion developed to identify the role of the observer as telling you something you might have missed. This is an aspect that has been highlighted already within some of the Pen Portraits. There was mention of negotiation on action points with the observer seen as helping to identify important points.

Feedback was identified as 'very humanistic', 'like a proper conversation' with the observer 'trying to give you ownership of the observation'. This was echoed in response to the next question.

- Question 4: What is the role of the observer in the feedback dialogue?

The observer was identified as 'lead[ing] it because they've just been watching you'. This was qualified by following statements from other students around 'facilitation' and 'guidance'. One student explicitly used the phrase 'it's well how did you think that went'. This echoed a response for Question 3 and reinforces their acquisition of a convention of observation feedback (Montgomery, 2002, p.55).

There was reference to 'prompts' and to suggestions or advice as in 'prompt you in to kicking off and then the mentor then comes in and obviously gives you the reinforcement well yeah I did notice that as well maybe you could have tried this or that'. This is a thread that is echoed in Question 5. It is also in line with some of the individual Pen Portraits.

- Question 5: What is the role of the observee in the feedback dialogue?

One student commented: 'I'm there to learn from what they have seen'. A fellow student responded: 'to be able to learn from you know someone more experienced than me someone who's been through these similar situations that I've been through...I try to pick up a few tips you know if possible maybe try to interpret what's happened to me through the eyes of someone you know that has more experience and has reflected on similar sorts of things'. The note on experience is also referred to within a few Pen Portraits. I would suggest that this is a convention of teacher education observations. We are conscious of supporting the student teachers' development. The extent to which I provide prompts and identify strategies in comparison with the peer teacher dialogue will be apparent in Part Three and Four.

There were a few comments that surprised me. Some students identified the feedback dialogue as a place to check their understanding of anything written on the lesson observation booklet or lesson planner. From a tutor perspective my instinct is to be concerned that there is something they have not understood.

- Question 6: How are actions identified?

One student felt that actions were 'very much negotiated' which from another student's perspective became 'there is negotiation but there's also sort of that not taking ownership but sort of direction directional help as well'. This was reinforced by another student who corroborated 'yeah I find that for sure some things are just more fundamental than others'. I was explicitly identified: 'she always asks us about how do you think you could improve she doesn't tell us'. I was uneasy about

this explicit reference seeing it as a possible instance of ‘observer effect’ (Denscombe, 1998, p.47). I would qualify this and say that I make a judgement in deciding the extent to which the students will be able to identify action points. This is an aspect that I also consider in Part Three.

Summary

It is difficult to determine the extent to which students/ research participants tell you what they want you to hear. I was conscious that my students were experienced and had a good knowledge of me, my ways of giving feedback and my expectations. Young (1992, p.47) reflects similarly: ‘people can use language strategically through using it apparently communicatively’. The students’ responses showed a strong recognition of a number of accepted conventions of lesson observation feedback both in teacher education and in inspections or internal quality assurance. The observer leads and also facilitates. They encourage reflection but also steer by prompting. They share their experience by suggesting new strategies. They are valued for being another pair of eyes. Their focus is to identify the strengths and the weaknesses (i.e. Marriott, 2001, p.62) and they close the dialogue with action points.

I now introduce the Pen Portraits 2012-2013 and report on their focus groups. This Part concludes by drawing implications from both 2011-2012 and 2012-2013 data.

The Participants: 2012-2013

Eight students participated out of a group of sixteen. The ages ranged from 21 to 40 with 6 in their twenties. The group comprised 3 white and 5 of Asian/ other

ethnicities identified as Pakistani, Bangladeshi, British Asian, and Indian. 6 were female and 2 male.

Summary of Pen Portrait information: 2012-2013

All Pen Portraits included here (8) were completed on the day of the focus group, 23rd November 2012, and therefore reflect their emerging experience of becoming a teacher. As previously indicated, I took the decision to hold a focus group in Semester One and again in Semester Two to compare earlier experience with later experience.

When I reflected on the Pen Portraits and then the focus group, I thought I could map out a timeline. One student had not actually started teaching. A few others were at an early point in their placement. There is a sense in which for some students, the theoretical discussions held in class have not yet been translated in to actual teaching experiences. Quite a few were still observing other teachers, which is something we ask them to do when they start their placement. At this early point, three students had had their first University developmental lesson observation; in which I observed as their tutor. The other observations were to follow. They had all participated in a microteaching session where students deliver a 15 minute lesson as part of the first module. They receive tutor and peer feedback in class.

Pen Portrait responses:

- How would you describe your development as a teacher so far?

The student who had not yet taught reflected that they were 'feeling quite prepared for the classroom'. Another student, reflecting on their previous experience prior to coming on the course, noted 'it's very early days' but that they 'feel very confident delivering a lesson, less confident in its planning'. I think that the latter is a reflection on the detailed University lesson planner template. The other students shared a developing sense of confidence. This was associated with the theory delivered at University and with their reflections on the observations they had conducted in placement. One had already visualised their development as 'a gradual process, which is made up of challenges needed to be overcome before I can be an effective teacher'. Of the three students who had been observed for the first observation, one identified their development as 'work in progress' and was positive that they were 'very open to how other people e.g. my mentor does things'. Another expressed 'confidence in my knowledge and sharing this and my skills with learners'. The third student similarly noted what they had already learnt and their increased confidence in teaching.

Second question:

- How do you see lesson observation and feedback in relation to your development as a teacher?

Particular expectations of feedback were that it identified strengths and areas for development. One student (who hadn't yet been observed) also thought that

‘observations can help just to broaden our minds and approach to teaching.’

Similarly to the first group, 2011-2012, feedback was seen to be ‘an important aspect’, ‘very important in my development’, ‘very valuable’. It was a chance to get another perspective i.e. ‘may pick up on habits, or improvements that need altering’, ‘allows you to see your teaching from an outside point of view’. One of the students who had already been observed reflected: ‘I want to become more conscious of my own actions from a different perspective’. Generally feedback was seen to be integral to their development. Two students in particular explicitly associated feedback with reflection and evaluation.

Some references are made to Pen Portraits in reporting the focus group (November 2012) next. Comparisons between students’ early and later experiences of observation and feedback develop through the reporting of the follow up focus group (March 2013). This part concludes with a review of findings.

Focus Group, 23rd November 2012-13

Reviewing.

This time I was the chair, an amendment to the previous year. I was also the only person to take notes. Again I recorded the dialogue and developed summary notes which were checked by the students.

- Question 1: What is the purpose of lesson observations?

The students were explicit in identifying its conventions: as an assessment tool, that would tell the student their strengths and areas of development. They recognised observation as identifying how you teach and why you teach in that

way. They saw it as supporting their reflections. As in their Pen Portraits, they referred to having an outside perspective and the support this would provide: 'makes me more able to reflect on my own practice'. For one person in particular it was seen to be a time for receiving ideas from someone who was more experienced: 'they can share their ideas'. There was a general openness in relation to observations with one person wanting to be observed by tutors in other subject areas. (This is possible in the two peer observations that take place).

- Question 2: What are we [tutor/mentor/peer] looking for when we observe?

In my summary to the students, I identified key themes of inclusion, diversity and classroom management. There was some reflection by them that we were looking for things we would use ourselves, to give us ideas for our teaching. In this they were perhaps including themselves. As student teachers, they can at times do a University peer observation of each other (one of the eight records). They also observe other colleagues on placement. Explicitly observers were seen to be looking at how effective the teacher and their teaching were, and checking if they were developing from their previous observation. The latter point was linked to consideration of critical reflection, action planning and monitoring progress. They also thought that we were checking to see if the students were learning and to see their own confidence and relationship building with their students. One student-teacher, who had been observed formally, thought that we approached observations 'like Ofsted...so like making sure you include everyone...being inclusive and diverse in your approaches'. A less experienced student reflected that we 'learn the best from watching someone deal with the situation that we would most likely encounter'. In this way they were thinking of their observations of

others and also of the peer observation. The same person returned to the idea of progress and linked it explicitly to a future teaching post: 'we're like their investment good teachers make good schools...how well are we doing our job and are we learning from that position'.

- Question 3: What is the purpose of the feedback dialogue?

The feedback dialogue was represented as identifying what went wrong and giving key points to work on. It wasn't explicitly linked to acknowledging their strengths though it appeared to be regarded in a positive light. The previous year group had commented on its humanistic nature. This focus group placed considerable emphasis on the emotional dimension of observation feedback. One student commented 'a dialogue has more emotional feelings than a written observation'. Another student added to this: 'you get the tone of the voice and the body language...like they're trying to understand what you're trying to say you can tell whether they agree or not and so you can use that'. There was a sense that they could clarify their decisions. Another student reflected on 'the value of it the fact that someone's taken their time out to sit with you and tell you you feel more appreciative'. The verbal dialogue was clearly a positive interaction for them not only for the emotional engagement but also because it gave them quick feedback. One student explicitly reflected on the relationship that I had built with them as tutor-observer and on how they were now building a new relationship with their mentor. In tune with the previous year group and with some of their Pen Portraits, they felt that they would receive different perspectives. Interestingly, and perhaps because they hadn't yet done a formal peer observation of a fellow student-teacher or colleague, one or two were also thinking through how they would give

verbal feedback. One student who had been observed by me also thought that it would influence the ways in which they gave feedback to their own students.

Another, also observed by me, made explicit reference to the feedback and said that they had watched their mentor teach the same lesson and viewed it through the feedback I'd provided.

- Question 4: What is the role of the observer in the feedback dialogue?

The observer was someone who suggested other ideas, offered a different perspective, commented on things that a student might not be aware of, helped the student to develop and listened to their perspective. A particular convention was that the observer gave good and bad points. It was clearer in this section that the observation would also look for strengths. One student, who had already been observed, depicted the observer role as 'actually I want to really help you and if there are points that you think actually these are really good I think you need to carry on developing these'. A student who had not yet been observed commented that they wanted 'constructive as well as critical' feedback. A few others supported this i.e. 'we'd like to think we had done something right'. The same student also wanted to state their views: 'I'd want them to know..'. This may have been a reflection of the fact that they had not yet been observed and would be observed shortly by me. The verbal dialogue was again noted as a positive with a further comment that 'the role of the observer is also to listen to your feelings as well as to express their own'.

- Question 5: What is the role of the observee in the feedback dialogue?

The observee is a role that has already been touched on as part of the previous response. It was developed here in the following ways: to express views or judgements about the decisions that they had made, to share their reflections in a two way dialogue, to take on board and implement actions, to find out strengths and areas for development, to ask for support or advice, to be open minded and to take responsibility for their decisions. One student commented 'if you're not going to take on board what's been said and implement them in your next lesson there's no point in it you've got to put in as much as you're getting out of it as well'. This was backed up by a few i.e. 'it's daft if we don't take on that advice they give us gold why turn it away'. I was included explicitly at a couple of points. The reflection on feedback was necessarily more linked to my tutor observation feedback as that was the only observation that had taken place. Students sounded very purposeful. One commented that 'I just wanted to go straightaway to the feedback', another that 'if you're not open minded then you're basically wasting everyone's time'. This perspective appeared to be synthesised by one student who said 'it's part of seeing it from the observer's point of view...actually whatever the observer is saying is take that on board'.

- Question 6: How are actions identified?

The first comment (that made us all laugh) was 'on results'. This wasn't tied to Ofsted but became a general discussion of how they would work on and show improvements. One student who had been observed by me was explaining that the actions were 'a discussion between two people' and that, from their

experience, they would occur at the end of the dialogue. Another had remembered that they should be 'SMART' (specific, measurable, achievable, realistic, timebound). A peer also remembered that they would be asked to reflect in a blog as part of the course. These were acknowledged conventions of agreeing actions as part of the University formal observation. Other comments suggested that actions could be part of their reflection at the time of teaching, that they might set themselves actions from having observed others and that they would evaluate their own teaching. At this point, and understandably as a reflection on their experience at this date, a few students referred to observations they were doing as part of being in placement. My research diary below shares some of my thoughts on reviewing the data.

Research diary: 20th January 2014.

What strikes me writing this up again now is the command of the observation feedback dialogue that these students illustrate. I am surprised at how much they picked up by November. We'd clearly been talking through observation and observation feedback quite a bit in our University classes. They would have been talking to me and then to their mentors in some cases about being observed. We would also have discussed the observation criteria.

Reviewing in Semester Two.

As indicated, with the 2012-13 group I asked for another meeting in Semester Two. Five of the original eight participated: 1 male and 4 females; age range 21-40. It took place on 1st March 2013. I shared the November notes with the students

again and we reviewed each question in turn. Additional comments were as follows:

- Question 1: What is the purpose of lesson observations?

Again they saw value in having another pair of eyes or perspective. It continued to be part of their increasing self-awareness. This echoes Cockburn (2005) who reflects on 'common agreement between observers that they provide developmental feedback by seeing the classroom from a point of view alternative to that of the teacher' (p.50). They viewed it as a way of 'becoming conscious of unconscious choices' and of building their confidence.

- Question 2: What are we [tutor/ mentor/ peer] looking for when we observe?

This response showed increased experience, and perhaps the transition from Semester One to Semester Two observation criteria. They now felt that observers wanted to see their flexibility, spontaneity, how they worked with things that were unplanned ('reflection in action' was a term used and came from previous class discussions). They also wanted to highlight subject knowledge as a focus. This is a focus throughout but I wondered whether, in having now taught on or being asked to teach on more of a range, subject knowledge was something that they had become more conscious of in their own development.

- Question 3: What is the purpose of the feedback dialogue?

This hadn't changed. It was again about what went right and what they could do to improve.

- Question 4: What is the role of the observer in the feedback dialogue?

Again this was in a similar vein. The observer was to clarify because they would be aware of both you and the learners.

- Question 5: What is the role of the observee in the feedback dialogue?

Drawing on reading they had done on Brookfield (1995), they referred to looking through different lenses. The same idea occurred of getting a new perspective, becoming more conscious, and also reflecting on how they took criticism.

- Question 6: How are actions identified?

This was more grounded in experience, as all students had had at least four formal University observations. It reflected again that sometimes they would set their own actions. They also referred to asking their students for feedback. This is what we ask them to do as part of their teaching practice.

Findings and implications

Across the data (2011-2012, 2012-2013), the observer is identified as leading feedback, giving advice, and providing a more experienced perspective. In Part Three, I analyse my observation feedback dialogues (from p.151) to see the advice I give to students. That analysis sees advice as a way of sharing my expectations of effective teaching and also recognises that at times I might need to give students more chance to reflect for themselves. I have a powerful role, something that is revealed in the connections students make between observation feedback and their reflective practice and action planning. In relation to my

experiences as an observer and to literature I have included, this data reiterates the importance of looking at observation feedback in the context in which it occurs. Rather than reducing observation feedback to one model, as observers and teachers, we have to critically engage with our practices ongoing. It reinforces decisions I made to look my practice, recognising its moral/ ethical responsibilities.

Part Two

Specific reference is made to Foucault's (1975) text 'Discipline and Punish' before analysis of tutor observation feedback and case studies (Parts Three and Four). This is a deliberate decision to signpost theoretical concepts that influence data analysis. Those concepts include 'capillary power' (Foucault, 1975, p.198), 'disciplinary power' (ibid, p.215), 'normalising judgement' (ibid, p.177). The discussion adds to the earlier introduction to Foucauldian concepts (p.97, Research Question One). In the spirit of evocative autoethnography, there are two extracts; the first more imagined and synthesised and the second an explicit reflection, that interact with and might support understanding of those Foucauldian concepts.

'Discipline and Punish' (Foucault, 1975)

The three chapters I look at are: Part One Torture, Chapter One 'The body of the condemned'; Part Three Discipline, Chapter Two 'The means of correct training'; and Chapter Three 'Panopticism'.

'Normalization' is a term used in Part One, Chapter One, to describe how a judgement, in this case a decision on a crime and a criminal, is reached. Foucault starts the book with a horrific description of the punishment of Damians in 1757

(‘Damien the regicide’, 1975, p.3). He describes how punishment has since moved away from punishment on the body to punishment of the body and soul. Foucault refers to mental health, the role of the psychiatrist, and the impact of a plea of insanity on a criminal case. These reflections lead him to assert that ‘the sentence that condemns or acquits...bears within it an assessment of normality and a technical prescription for a possible normalization’ (ibid, p.20-21). Prison punishes but also reforms or improves and in particular ways; hence the term ‘normalization’. Some of Foucault’s examples of prison systems show a form of ‘normalization’ through organisation and order: enforced labour, standard dress, timetabling and set routines. In the following scene, I illustrate some of the ‘organisation and order’ (ibid) a lesson might have.

Delivering a lesson (2013)

The aims and the outcomes are written on a board separately. The interactive whiteboard displays the powerpoint. The aims and outcomes are on the first couple of slides of the powerpoint as well. There is a five minute lesson planner written up on a flipchart at the side of the board. The students file in. They each have to find their name. All tables are grouped in clusters with four chairs. All tables are at an angle. The teacher tells them to take their coats off and to make sure that their bags are tucked under their chairs. Anyone coming in from the start up to ten minutes later is allowed in though the last ones have their names recorded. Anyone appearing after ten minutes is told to go to the library.

‘There were many instances in the data of tutors being encouraged to adopt templates of ‘good practice’ so as to achieve a high grade’ (O’Leary, 2012, p.16).

The quotation is included to critique the use of a model or template on how to deliver a lesson. In earlier references to Foucault in Research Question One (p.97), I described observation as a 'technology of power' (1975, p.23). In Foucault's study of the prison system, he describes punishment, or methods of punishment, as 'techniques' in a 'technology of power' (ibid). Power relations 'go right down into the depths of society...power produces knowledge....power and knowledge directly imply one another' (ibid). Foucault employs the term 'political technology' thereby emphasizing the role of political power in the technology of power (as perceived, in this first chapter, in the exercise of punishment and judgement in the prison system).

In Part Three Discipline, Chapter Two 'The means of correct training', Foucault depicts 'hierarchical observation' through an example of an army camp where the layout, including the positioning of all of the tents, illustrates a 'diagram of power that acts by means of general visibility' (ibid, p.171). Foucault reflects that this layout is also apparent in schools, hospitals, in housing estates etc. It is described as 'the spatial 'nesting' of hierarchized surveillance' (ibid, p.171-172). The architecture of the school is described as 'a mechanism for training' and 'a pedagogical machine' (ibid, p.172). Foucault provides examples to illustrate what he refers to as 'the disciplinary gaze' (ibid, p.174). Normalization remains 'normalizing judgement' (ibid, p.177). In support of this, the teacher issues rewards as well as punishments and students are ranked according to factors such as age and ability. Foucault concludes that 'normalization... makes it possible to qualify, to classify and to punish' (ibid, p.184). The 'examination', a term applied broadly as well as specifically to an examination as a formal academic test, becomes the

term used by Foucault ‘as the fixing, at once ritual and ‘scientific’, of individual differences’ (ibid, p.192). I have already shared some of my unease about grading lesson observations in the past (used as a performance measure of an individual teacher). The following is a specific reflection on sharing Ofsted criteria.

Sharing Ofsted criteria in teacher education: a reflection over the years. (January 2014)

I feel hesitant about presenting the Ofsted criteria (Ofsted, 2012b), not least because I am aware of my own unease about it. But of course it is necessary, as part of supporting student teachers in integrating in to (and performing in) the sector. We discuss the extent to which the grading and the language used to describe that grading resonates with their ideas of excellent teaching. There are always some thought provoking moments such as difficulties of punctuality, attendance, the ‘performance’, the possible bias of observers. Are they unbiased observers or are they already looking for particular things? There is usually some sharing of experiences, first hand (if in-service teacher education) or second hand, from colleagues in placements and from their own family or friends.

The following chapter: Part Three Discipline, Chapter Three ‘Panopticism’, begins with a description of the events that take place when the plague is announced i.e. the imposing of order and regulations such as restricting movement. Everyone is under surveillance. Foucault describes how ‘the plague is met by order’ (Foucault, 1975, p.197). This example is transposed in to the political machinations affecting daily life. Foucault refers to ‘capillary’ power; ‘the penetration of regulation into even the smallest details of everyday life though the

mediation of the complete hierarchy that assured the capillary functioning of power' (ibid, p.198). This descriptor is embodied in Foucault's discussion of Jeremy Bentham's Panopticon (late eighteenth century architectural design). This is a prison, featuring a central tower, with cells arranged round. The guard in the central tower is able to observe (being back lit) without the prisoners knowing. Foucault describes it as 'so many cages, so many small theatres, in which each actor is alone, perfectly individualized and constantly visible' (ibid, p.200). The 'actors' are prisoners, or (in other systems) madmen, or school children, or workers. The power exercised in this model is 'visible and unverifiable' (ibid, p. 201) and 'polyvalent in its applications; it serves to reform prisoners, but also to treat patients, to instruct schoolchildren, to confine the insane, to supervise workers, to put beggars and idlers to work' (ibid, p.205). Discipline is applied through the process of confining or imprisoning and through the practices associated with that discipline. Discipline is 'disciplinary power'; a 'type of power, a modality for its exercise, comprising a whole set of instruments, techniques, procedures, levels of application, targets; it is a 'physics' or an 'anatomy' of power, a technology' (ibid, p.215). Foucault's disciplinary power is discreet, as well as overt. His metaphor 'infinitely minute web of panoptic techniques' illustrates some of this thinking (ibid, p.224); as does the associated term 'capillary power'.

Part Three, starts with analysis of my tutor observation feedback dialogues, 2011-2012. Informed by the readings above, I consider to what extent I (my 'capillary' power?) am influenced by a 'disciplinary power' (ie. graded inspections and quality assurance) that serves to standardise or regulate ('normalising judgment') what is an 'effective' teacher.

Part Three

Part Three shares analysis of the tutor feedback dialogues (2011-2012). It includes a research diary, and review box to highlight particular aspects. There are also three more evocative extracts. The first is a checklist of what constitutes an outstanding teacher (recipe). It is deliberately ironic and is a synthesis drawn from discussions in Research Question One and my experience. The second gives an autobiographical example of myself as quality observer learning how to give observation feedback for the first time. The third distinguishes between a quality observation and a teacher education observation.

In relation to the empirical data, I refer to ethics and key decisions, including explanation of grounded theory and constant comparative analysis. That explanation is threaded through both the analysis of tutor observation feedback dialogues, 2011-2012 (and through Part Four) so as to link those decisions to the empirical analysis more explicitly.

Tutor observation feedback dialogues.

I briefly review the research methods and sampling before again returning to ethical decisions. This part then focuses on the analysis of the tutor observation feedback dialogues (3 from 2011-2012). In presenting dialogues from 2011-2012, attention is also given to illustrating how methods of analysis developed in relation to grounded theory and constant comparative analysis. Some of the theoretical concepts already introduced (from CHAT, Foucault, Copland) are evident in my final codes and categories (described shortly).

Notes on research methods and ethics

I review key points applicable to the empirical data and particularly to the feedback dialogues. I anticipated being able to record 3 or 4 tutor observation dialogues from a tutor group of around 18 students. I also asked for volunteers to record their peer observation. In 2011-2012, students indicated a willingness to do this but it seemed to be too late in the programme. The three students who agreed to being recorded in the tutor observation (2011-2012 and 2012-2013) received the usual observation paperwork. They did not receive my analysis of that dialogue as my focus was on my own interaction with them.

Bell (1999, p.10) identifies observation and interviews as the two most common methods employed in case studies. These are two key methods that I chose (also supported by Pen Portraits). As explained in Beginning (p.14), I deliberately asked for participants so that they did not feel coerced into participating. My sampling is therefore on a continuum from 'purposive' to 'convenience' (Denscombe, 1998, p.15-16) in that I chose a sample primarily at one level: my tutor group. In the first review below, I reflect on the quality of my relationship as tutor with the three students in 2011-2012 and on my priorities for them at that time. This leads to further consideration of ethical decisions regarding the data.

Reviewing: July 2013.

Returning to the three tutor observations 2011-12 and thinking through the quality of the relationship again.

I feel personally more at ease with one student. Perhaps this is because I feel more secure about their development. I can see that they are already a teacher. I am conscious that my reflections (not wholly shared here) relate to my knowledge of their teaching and my knowledge of their context. I know that one person in particular has a very good relationship with their mentor. I have an overview of their development. There are particular things that I am mindful of. I already anticipate their next action points i.e. use of questioning and nomination to include and stretch, pace, use of whiteboard and support for note taking.

I indicate something of my relationship with the students above. I made a number of ethical decisions regarding the reporting of their data. Some of these are explained shortly. Reflections on ethics run through the data analysis. One of my decisions was about how to give you some insight in to the individuals' performance and my relationship with them. While I developed longer reflections at the time of analysing and reviewing the dialogues, I deliberately include another overview here.

For one, I wrote 'developing well', 'engaging learners'. For another I was conscious of wanting to use more praise. For one or two I wanted more of a guarantee of success in the actual observations. In the feedback dialogue, one student refers to me teasing and suggesting that they have sticky notes when it comes to questioning: to remember to ask how, what, why. We have a joke about having post-its stuck on themselves. With another, we have a chuckle about learners watching them working, if they are allowed not to. One of them said that they had made a planning decision that wasn't that effective and that they were panicking a bit at that point in the observation. In one case, as you will see, I am

struck by the number of one word answers. Overall it feels like an observation that has been done to someone rather than a reflective dialogue. It also feels very driven by next steps.

My approach to working with the tutor feedback dialogues, 2011-2012.

I include a table to capture the processes involved in collecting and analysing the observation feedback dialogues. This part introduces my approach to analysing the data, including the application of constant comparative analysis and the development of codes, and presents findings.

<i>Research focus: A tutor observation of a PGCE in PCE student teacher</i>		
Processes:	Evidence through	Methods
Tutor observation of student teacher	Written record	
Tutor observer gives observation feedback	Feedback dialogue [verbal] written record [as above]	Tutor records dialogue and transcribes. Tutor explores data in a constant comparative approach by developing codes and categories and writing memos. The final stage will see a consolidated summary of codes and categories with description of an emergent theory.
Student teacher develops action plan		

and reflection as part of module assessment		
---	--	--

(Table 2: A tutor observation of a PGCE PCE student teacher).

As indicated in Table 2, I began to analyse the three tutor observation transcripts by employing constant comparative analysis (Glaser, 1965). The first stage is for the analyst to 'code each incident in his data in as many categories of analysis as possible' (ibid, p.439). The second stage sees a theory emerging and therefore reduction or adaptation of the codes and categories. This process should also facilitate what Glaser (ibid, p.441) explains as 'theoretical saturation':

'After one has coded incidents for the same category a number of times, it becomes a quick operation to see whether or not the next applicable incident points to a new aspect of the category. If yes, then the incident is coded and compared'.

I believed that the ongoing nature of the data collection and analysis, the reflection on coding and categories and the use of memos would help to strengthen my claims in relation to the data. It was also in line with the exploratory nature of my research. Glaser (ibid, p.442) emphasises the importance of writing memos alongside coding as they become 'a directive either for returning to the notes for more coding, or for returning to the field or library for more data or for future research'. Corbin and Strauss (2008, p.108) refer to memos as 'the storehouses of ideas generated through interaction with the data'. As shall be evident in my analysis, I found the use of memos invaluable as a way of cross checking and also building up the detail and richness of the findings.

When I began to analyse Tutor Observation 1 (2011-2012), I chose the first 30 lines to ensure a number of turns in the dialogue and to have a starting point in terms of generating codes and categories. I wanted to work through the process of constant comparative analysis without being overwhelmed by the data. I felt it was important to keep sight of the codes and categories by working through the data in small sections. The emerging codes and my thoughts are recorded in the table:

Feature [word/ phrase]	Code	Categories	Memo [emergent theory and ideas]
'excellent', 'well done', 'ever so good'	VJ	Value Judgement	I started with this category as I am uncomfortable with making value judgements. Without yet looking at any other data, I am approaching my thesis with a sense that my value judgements express a particular model of an effective teacher which I may or may not be comfortable with.
'that one you told me to Bloom's taxonomy'	A	Advice	This refers to advice on any strategies they might use or further research or thinking that they might undertake.

			<p>This category is generated as a result of my understanding that they are student teachers and that my role is to support their development. Underlying this is the sense that they are to leave the course with a range of strategies at their disposal.</p>
'why else', 'what else'	QE	Use of questions to elicit	<p>This is identified as it is a key device in asking the students to self assess and to develop critical reflective ability. I want to look at how I try to get the student to develop their responses.</p>
'there was one or two moments when I thought mm that closed question needed to be an open one'	MJ	Making a judgement	<p>I am not entirely happy with the label for this category. I wish to identify those moments when I share a judgement on a student that shows my thought process at the time of watching them.</p>

			The moments when I consciously share what I was thinking.
'yes I know I should have said'	AG	Agreement	Here I am looking at when the student agrees with the tutor. I will not focus on 'yeah' which is ambiguous as an agreeing statement but on explicit phrases.

(Table 3: Tutor Observation 1, 2011-2012, first 30 lines)

In proceeding to analyse Tutor Observations 2 and 3 (2011-2012), I began to generate new codes. I stopped each time, going back to the previous observation feedback dialogues to see if those codes could be employed. The decisions on codes were difficult; as seen below for Tutor Observation 3.

'how could you have encouraged them...or how could you have reinforced the fact that....what was going to be the value of'	QE	Use of questions to elicit	I have chosen to repeat the code again here rather than putting the data collectively in the one box. This is because I feel it will make more sense initially to record codes (and instances) at the point in which they occur. This will give a more
--	----	----------------------------	--

			<p>coherent, linear sense of the dialogue. It might shed light on the phases or structure of that dialogue.</p> <p>This particular instance is noteworthy as my questions ran on. This again raises an issue around this code and whether it is useful to subdivide it further i.e. in to run on questions, probing questions, eliciting questions.</p>
--	--	--	---

After I had analysed the first 30 lines of the three tutor observation feedback dialogues, I developed the following list of codes and categories:

Code	Category
VJ	Value judgement
A	Advice
QE	Use of questions to elicit
MJ	Making a judgement
AG	Agreement
SJ	Student justification
U	Unclear [when students express

	uncertainty or doubt about a decision they made]
E	Eliciting statements
SS	Student suggestion
RIA	Reflection in action

(Table 4: Emerging Codes and Categories for Tutor Observations 2011-2012)

I then sought to establish broader categories and tentatively proposed the following titles:

Judgements: includes Value Judgement and Making a Judgement

Eliciting: includes Use of questions to elicit and Eliciting statements

Suggestions whether that is Advice from tutor/mentor/ other or whether it is the student's own suggestion

And perhaps Decisions if this encapsulates Student justification, Unclear and Reflection in Action.

Finally Agreement which may become subsumed or subdivided pending further analysis.

The research diary below also reflects some of my concerns on this point.

Research diary: September 19th 2012.

I am becoming concerned that I have a lot of codes now and some overlap between them. I am going to apply the broad categories: J Judgements, E Eliciting, S Suggestions to the second observation feedback transcript. I will then

look at those sections in turn, by category, and hope that this will support me in teasing out any confusion.

October 9th 2012

Returning to analyse Tutor Observation 1 which has been considered twice suggested that while no new codes or categories emerged, the broader categories of J, E and S were too simplistic. They did not illuminate phases and in fact lost some of the richness of the previous detailed analysis.

From grounded theory to theoretically inspired codes

As indicated above, initially I was allowing the codes to emerge. This is in tune with a grounded theory approach where 'the analyst jointly collects, codes and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges (Glaser and Strauss, 1967, p.45)' (Covan, 2010, in Bryant and Charmaz, 2010, p.63); known as 'theoretical sampling'. I started to feel overwhelmed by the coding and could be criticised as a beginning researcher who left the 'open' data analysis too quickly and retreated to a theoretical framework. That theoretical framework related to CHAT, Foucault and Copland.

To review, in 2011-2012, I had a set of codes that had emerged out of an analysis of the first 30 lines of Tutor Observation 1. They were applied to the first 30 lines of Tutor Observation 2 which resulted in two new codes. I returned to check these against Tutor Observation 1 (first thirty lines). I then analysed the first 30 lines of the third tutor observation for all of the codes. Two new codes emerged

which meant that I returned to the analysis of Tutor Observation 1 and 2 (same sections). In doing that I identified a new code in Tutor Observation 1 that I had not previously accounted for. I then also looked at the two other observations for that code. I continued to apply and identify codes for the next approximately thirty lines of all three tutor observation dialogues. Concerned that this was leading to minute details and perhaps to an increasing number of codes, I decided to analyse the whole of the first tutor observation with the (at that time) current list of codes.

There are a number of memos that talk about a difficulty in coding i.e. that items seem to be moving between codes or that codes would be better to be expressed more generally. It also led to qualifying exactly what I meant, or what I hoped to convey by choosing a particular example. As noted, I began to feel overwhelmed. I started thinking about exploring modals (i.e. could) and again this was something that I worried about. I hadn't wanted it to be Conversation Analysis. It was important to me to develop my own ways of analysing the data. I felt it would give me more ownership over the process. As already indicated, having drawn on CHAT as an exploratory tool, I already had particular aspects that I wanted to focus on. I did not analyse the next two tutor observations for a while as I was uncomfortable with the ways in which I was going about it.

The discussion shared above relates well to Glaser and Strauss' (1967, p.253) reflection that 'no sociologist can possibly erase from his mind all the theory he knows before he begins his research'. Simons (2009, p.125) comments:

'For me, the classical grounded theory approach is a step too far from the immediacy and 'lived experience' of the people in the cases I studied...when

connections are made and over-arching themes generated, for me, something is lost.'

Silverman (2005, p.180) is also critical of grounded theory, commenting that 'At best, 'grounded theory' offers an approximation of the creative activity of theory building found in good observational work'. I include a recipe for how to be an outstanding teacher which is playful and explicitly shares my interpretations. My approach to analysis is not 'classic' grounded theory because I bring my experience to bear on the data, but it does relate to the following:

'In grounded theory, concern tends to focus on face validity, that is the degree to which the concepts we use are meaningful ways of interpreting the data that we investigate' (Dey, 2010, in Bryant and Charmaz, p.177).

Recipe for success? (deliberately dramatised)

How to be an outstanding teacher.

Ingredients:

Very comprehensive documentation/ data that will help you rationalise some of the key decisions you are preparing to take

Professional resources that should include ICT if possible

Methods:

1. Be in the classroom before your learners
2. Have everything set up ready

3. Make the learners feel welcome
4. Have specific learning outcomes and share them with your learners
5. Display your learning outcomes throughout
6. Know your learners' names and use them
7. Relate present learning to past and future learning
8. Keep all learners engaged
9. Use praise and be specific where possible
10. Have a range of activities
11. Keep the lesson well-paced by managing timings and task transitions
12. Have regular reviews of learning
13. Smile and have a sense of humour
14. Listen very carefully to learners
15. Respond to all learner answers and queries
16. Be prompt and consistent in classroom management issues
17. Use a range of resources
18. Allow the learners a choice of approach where possible
19. Make links to relevant vocational/ employment skills
20. Move/ Direct learners so that they do not always work in the same way
21. Make full use of resources including the learning environment
22. Check learning outcomes by learner centred review at the end
23. Be innovative!

I now justify how my theoretically inspired codes reflect 'meaningful ways' (ibid) while continuing to share analysis of Tutor Observations, 2011-2012.

Theoretically inspired codes

By October 2012 I had developed a new way of approaching the data having looked back at my theoretical framework (CHAT, Foucault, Copland). Initially I brainstormed what it was that interested me about lesson observation feedback. This was in order to make sure I got back to the data itself. These became features that I mapped under the theoretical concepts I was applying. I came to develop new Codes and Categories. The new Codes were checked against the previous coding. I wanted to make sure that I hadn't lost any aspect of the analysis. All of the initial codes were felt to be subsumed in the new codes and in fact new codes had also emerged. This was an important step in terms of clarifying my thinking about the data. The new codes made sense. It also felt very appropriate that they sat within my theoretical framework. The terms I used: 'regulatory practice' (Butler, 1990), 'division of labour' (Engeström), 'political technology' (Foucault, 1988b, p.146 in Martin and Hutton, 1988), 'disciplinary power' (Foucault, 1975, p.215), contradictions (influenced by Engeström) were all derived from Cultural Historical Activity Theory, Foucauldian concepts and also underpinned by reflections on Copland's work.

Working on a summary memo for Tutor Observation 3 2011-12 and therefore working again to compare the categories and coding applied, I moved from identifying any new coding to being comfortable with the codes, but now looking more closely at the categories. In classic grounded theory, Glaser (1965, p.440) describes this step as: 'the category becomes integrated with other categories of analysis'. In order to make sure that my categories were 'theoretically saturated' (Hood, 2010, p.163 in Bryant and Charmaz, 2010), it made sense for me to

continue to apply them as they existed to the whole data set. This meant that I returned to re-code all three of the 2011-2012 tutor observation feedback dialogues before I then analysed the 2012-2013 data set. Miles and Huberman (1994, p.62) cite Lincoln and Guba's (1985) concept of 'extension' as 'returning to materials coded earlier and interrogating them in a new way, with a new theme, construct, or relationship'. This was what I felt I had naturally progressed to. The new codes and categories became conceptual hooks.

I still made adjustments. At one point I stopped analysing in order to problematize the overlaps and distinction I was drawing between 'disciplinary power' and 'political technology' (Table 6, p.152). On rereading my notes, I subsumed them in to one term: 'political technology'. This was a conscious decision, as it kept it explicitly related to Foucault's concept of technology of power (discussed in Part Two). It was also in line with Glaser (1965, p.441): 'This commitment now allows him to delimit the original list of categories for coding according to the boundaries of his theory'. The following table shares the development of categories.

What am I actually interested in finding out about?

Victoria's new codes and categories, October 2012.

From Cultural Historical Activity Theory:

Rules

conventions of observation feedback and educational discourse

comparison and contradictions between those conventions and my approach

Division of labour

how is the feedback divided between observer and observee

how are actions agreed between observer and observee

From Foucault:

Regulatory practice (*term most directly from Butler, 1990*)

Conventions of observation feedback and educational discourse

My approach

'Political technology of individuals'

my attitude and values: how do I perceive effective teaching and an effective teacher?

observee attitude and values: how do they perceive effective teaching and an effective teacher?

'disciplinary power' (later subsumed in to political technology)

How do I communicate my expectations to observees?

Care of self

My attitude, values and approach

From literature on reflection/ reflexivity:

Self and identity

My attitude, values and approach

Contradictions I perceive between my attitude and values and my approach as an observer

From Copland [observation feedback in an ESOL context]: I want to find out phases

is there a pattern or structure to the dialogue?

can it be identified as a genre?

Legitimising talk

Ways in which the observer is dominant i.e.:

ways in which student suggestions are received

Type and use of questions

length of turns

interruptions

working within a structure

To engage more fully/ neutrally with these concepts: I will look for

The ways in which observer suggestions and observee suggestions are given and received

Length of turn

Marked interruptions
Type and use of questions from observer
If there are phases or a particular structure

(Table 5: New codes and categories emerging, 2012).

The next table identifies the specific codes and categories that were drawn up:

Code	Category
RC recognised convention	Regulatory practice
IC individual convention	
P pattern or phases	
T turn taking	Division of labour
L length of turn	
I marked interruption	
NA negotiation of actions	
OS observer suggestion	
SS student suggestion	
Q questions [type and use]	
AV observer attitude and values	Political technology
SAV student attitude and values	
OSE observer shares expectation	Disciplinary power
CC contradiction with convention	Contradictions
CAV contradiction with attitude and values	

(Table 6: New Codes and Categories).

Tutor Observation 1

Having described the transition from more emergent codes to the application of theoretically inspired codes, I now share findings from Tutor Observation 1 in a summary table below. This part continues to explain how I checked the codes and categories as well as sharing some of the findings. It is through comparisons between Tutor Observation 2 and 3 that the findings become more fully considered. There is then a review to draw together the implications of the data (Tutor Observations 1, 2 and 3, 2011-2012).

Making reference to:	Code	Category
Previous action points Areas of strength Areas of development Use of questions Use of observation form (written before the observation feedback and the observer writes the actions on it) Observer stating a specific example Assessment decision	RC recognised convention	Regulatory practice
Used as a way of recognising a striking individual convention and also recognises rules of	IC individual convention	

University lesson observation process that may or may not also be RC		
Indicated that a pattern is to identify some strengths and then a development. Also highlighted where there was a contradiction with convention- this is the more illuminating/ unexpected and the more interesting for analysis purposes.	P pattern or phases	
Interruptions, patterns/ phases and length of turn inform this	T turn taking	Division of labour
This gives a general indicator	L length of turn	
This was interesting as it allowed me to show where the student interrupted me and corrected me. It showed that they could be active in their role.	I marked interruption	
This was very useful as it enabled me to break up a phase of dialogue and look	NA negotiation of actions	

specifically at the ownership of the actions without worrying about moving data between various codings. It reinforced the fact that the actions tend to come from the observer.		
It might be possible to put this in to convention given that a teacher educator is able to share experience and give suggestions and advice	OS observer suggestion	
Neither OS or SS are particularly interesting perhaps in their own right but I think that they help to build up a picture of the dialogue and the interactions. I will keep this category for further analysis and reflect back.	SS student suggestion	
There are questions that are more conventional around asking them what they thought. There are high order questions	Q questions [type and use]	

that prompt them to develop their thinking. There are also some very specific focused questions		
How to complete the lesson plan, having learner profiles, learner independence, collaborative learning, learner centred, perhaps teacher as facilitator	AV observer attitude and values	Political technology
<p>Making changes and adapting, testing out ideas, taking on board feedback, reflecting and adapting in the lesson while it takes place.</p> <p>Wants to make sure learners are learning, using appropriate language and are enjoying learning.</p> <p>A helping, perhaps supportive/encouraging role as a teacher.</p> <p>Looking to be more organised.</p>	SAV student attitude and values	
<p>A detailed lesson plan</p> <p>Making sure every learner is</p>	OSE observer shares	Disciplinary power: note that this is how I

included/ participates Expectation that ground rules will be set with new groups	expectation	communicate my expectations. OSE may need reviewing as a code
Asking a closed question Realised that I had stated a strength before eliciting their thoughts	CC contradiction with convention	Contradictions
Not yet used. I am keeping this in case it's useful for the next few analyses	CAV contradiction with attitude and values	

(Table 7: Summary of findings from Tutor Observation 1 2011-2012).

I compared my analysis of Tutor Observation 2 to the summary table above. I added Vocabulary to Recognised Conventions as the student checked my word choice with me:

‘You know pace...is that like?’

It reinforced to me to be mindful of jargon in the dialogue.

I also included modelling as a concept in Individual Convention. I saw that I was explicitly modelling: ‘You’re thinking okay they’ve touched on these areas but actually I don’t think they were particularly confident on that one so now I’m going to elicit a bit more say can you explain that one a little bit more can anybody give me any other examples?’

Turn taking highlighted where we agreed explicitly or where the student clarified. In this instance, marked Interruptions were difficult to judge because we seemed to have quite a lot of overlaps.

Observer attitude and values (AV) was built up so my observer attitude and values now included saying that learners should be engaged throughout, my explicit direction in relation to note taking and pace i.e. 'You need to use that other whiteboard you need to record what they are saying', and use of humour.

My expectations (OSE) now included: specific learning outcomes, a review of learning at the end, a suggestion that learners coming out to write on the board is a good strategy, active learning, the need to work with every learner.

In Contradiction with Conventions, I noted that I had actually shared one of my own development points: 'I'm not very good with numbers as you know'. I was surprised by that.

Comparing across the three dialogues, and now focusing explicitly on Tutor Observation 3, I saw that modelling was something I continued to do (IC) i.e. 'I want you two together here I want you to discuss the notes verbally first and then write them down'.

I was also highlighting use of jargon, though I was hesitant about whether to identify it as RC or IC. I decided on IC as the use of that particular jargon reflected my own knowledge base or preference. Examples are: 'would be fitting a bit more with the jigsaw method...if you look at Geoff Petty', 'what's called relay and reverse'.

Turn taking was now about the number of lines and showed my dominance as observer. The length of turns is more noteworthy as there are a number of one word responses. I recorded in my memo that it 'could actually suggest a shift in power if the student is in effect actively retreating from aspects of the dialogue'.

In attitude and values (AV), I added the following: the need to support note taking, and to review notes and learning when monitoring. I also tried to reassure the student: 'I think it's something that comes a bit with experience'. In relation to the student's attitude and values (SAV), I noted their comment on making a change: 'I remember I picked up on your feedback from last time'; their justification: 'I said talk among yourselves so it wasn't an individual activity at all'; their expectation and knowledge of the group: 'I always feel homework never gets done', 'and I think the others get a bit annoyed'; and their active use of nomination to include more learners: 'At the moment I'm nominating people...obviously he has some very valuable very good ideas'. My expectations (OSE) were also built on and included having a structured approach, using a range of methods, and supporting note taking.

I was more critical of my role in Tutor Observation 3. I saw that I had asked a lot of questions. I commented on a few aspects in Contradiction with Conventions (CC). I started with a question that I think could have sounded quite challenging as a way of opening the dialogue:

'So you have filled in your lesson planner and erm you could see that there was a task in there that you'd intended and then didn't follow through that's the bit that I wanted to pick up with you in terms of what decisions you'd made.'

In my memo on this point, I commented that ‘this is a break from the norm as it is the start of the dialogue. We might anticipate reflection on action points from previous observations or an open question on how they felt about it. Note this point is linked to the action point from an observation however’. I also make an assumption: ‘You know yourself what the values of that might be’. In my memos, I reflect that my use of questions to elicit was more limited. I was also struck by the student’s directness in waiting to be told actions, that I would ideally want to negotiate but would actually take ownership of: ‘Points that I need to work on’.

In including an autobiographical extract here, I hope to highlight the importance of carefully considering who you are giving feedback to. In hindsight, having reviewed Tutor Observation 3, I would want to be much more mindful of the individual and more flexible in relation to their perceived needs.

On observing in your first quality role in a college.

Victoria is a perfectionist. She always wants to do her job well. But she also always wants to please people.

Question: How would she give feedback to people if she felt she was giving them a lower grade than they expected?

Solution: Victoria stuck rigidly to the language of the observation criteria.

She set herself some goals:

to be as objective as possible

to use the criteria

to say the criteria

to back up her judgement with the criteria.

Sounds terribly restrictive, doesn't it?

Had she applied the criteria before?

NO.

Had she ever given observation feedback before?

NO.

What do you anticipate as the likely outcome?

Well, she would say that her feedback was mechanistic. She directly lifted comments and grades from the criteria she had been given. She didn't encourage any dialogue. She did her job and she gave her feedback. But she did it with a smile on her face and a hope in her heart that they would understand and perhaps know their grade before she told them.

In one instance she also had that professional/ personal divide to manage. She smiled. And she delivered her verdict. Knowing that it wasn't what the person had hoped for.

Her actions to take forward?

That was how she would continue to observe. So she thought. She would stick to the criteria and she wouldn't move away from it. She wouldn't be able to. But the process isn't as simple as that, is it?

Implications

In the Pen Portrait and Focus Group data, the observer advised on approaches. In Tutor Observation 2011-2012 analysis, my advice included explicitly modelling. I also learnt the extent to which I lead. In the Pen Portrait and Focus Group data, students thought feedback told them the good and the bad points. Through the observation analysis, I became uncomfortable about how promptly some of those strengths were followed by development points. Something that I saw afresh was my use of jargon, again something that emphasizes my preferences (for one term over another), my ownership of the dialogue, and stems from my experiences. I remained critical therefore of the extent to which I lead and more conscious of the need to ensure that the student develops their own reflections. Over time the student is to be encouraged to take more ownership to support them becoming a teacher. In the reflection below I draw a distinction between my previous role as quality observer and my current role as teacher educator observer.

The differences between a teacher educator observation and a 'quality' one?

What the teacher educator does is recognise the stage that the student is at on the programme. They think about their knowledge of them: how much prior teaching experience they have got, how many lesson observations they have had, to what extent they are able to self-evaluate. Remember Warford's Zone of Proximal Teacher Development (2011, Figure 1, p.254)? The teacher educator works to negotiate specific and time bound action points that will move them from the Object to the Outcome, within the Zone of Proximal (Teacher) Development.

What does the quality observation do? It judges ('normalising judgement'; we're back to Foucault (i.e. 1975) again). In Victoria's case, she often found that she was observing people she didn't know. There could be no reflection on prior experience, no serious attempt to view the observation as a milestone in the development of the individual. The process was about making a judgement, the tool a measuring stick.

This reiterates a sense I have had throughout the writing of this thesis that I am reviewing the shifts I have made between quality and teacher educator observer. In the latter role, I see and work with the student in their ongoing development. I review those shifts in roles in Research Question Three.

Part Four

I now share case studies from 2012-2013. As previously outlined, I used my judgement in collating case studies of three individuals and, as 'bricoleur' (Levi Strauss, 1962) drawing on the range of data I had available to me. I compare across tutor observation feedback dialogues and share any further reflections on coding and ethics. A fuller review of implications occurs after Case Study 3 and includes an evocative extract.

2012-2013: Individual case study 1.

As in the analysis of Tutor Observations, 2011-2012, I choose to share some of my reflections on working with the student. I made an ethical decision to only share key notes to support you in exploring the data analysis. My full reflection was written at the end of the course in July 2013 and was not shared with them.

The case study reports on my perceptions of the student's development, their Pen Portrait and Focus Group responses, the Tutor Observation dialogue, and their reflective essay before reviewing the implications in comparison to the analyses in Parts One and Two.

Perceptions of the student's development:

I felt the student was a 'strong subject specialist', 'very adept at asking questions', 'very keen to make sure that learners achieve and that they are supported', 'wants their learners to take ownership of their learning', 'conscientious', 'very well motivated' and 'reflective'. In the context of their teaching placement, they were 'well regarded and very proactive in teaching on a range of related courses'. I share the student's own perspective through their Pen Portrait, their focus group responses, a feedback dialogue and their essay theorising their own development as a teacher.

Pen Portrait.

The student's answers on the pen portrait were provided on 23rd November 2012, Semester One. Key points are noted as follows:

In relation to the first question:

- How would you describe your development as a teacher so far?

the student described themselves as confident in their subject knowledge and skills. This confidence was grounded in their prior experiences and in the peer observations they were doing on their placement. They had also had their first

formal observation with me and noted that 'I have been made aware of my skills that I was not fully conscious of'.

In response to the second question:

- How do you see lesson observation and feedback in relation to your development as a teacher?

they reiterated that they had become more conscious of their approaches. They referred to a strength as differentiated questioning but also to an 'inconsistency' around 'similar levels and questions asked/ approaches made'. Feedback was explicitly linked to action as the student commented: 'I want to become more conscious of my actions from a different perspective'.

Focus Group,

As in their Pen Portrait, the student reinforced their desire/ willingness to get a different perspective on their teaching, including from other subject specialists. They felt that the observer would explicitly look for their confidence levels as 'if we don't appear to be confident then the students aren't going to have confidence in us'. They were clear that feedback and reflection and action planning all informed the next observation. They considered non-verbal communication as part of the giving and receiving of the feedback dialogue. This was seen to increase the clarity of the communication. They noted that 'a dialogue you can talk about it till you understand it'. (This is similar to feedback from one of the sample students in Stevens and Lowing's (2008, p.193) research in Secondary English teacher education.) They were also the one student who had considered how the observation feedback approaches might also inform their approaches to giving

feedback with their students. The observer was there to help, to indicate good approaches, 'to listen to your feelings as well as to express their own'. The observee was to take responsibility, to clarify anything they weren't sure of, to reflect critically. The dialogue itself was explicitly dyadic including the setting of action points: 'if you don't agree with those then they're not going to be the ones taken forward so I think it is a discussion between two people'.

Tutor Observation Feedback Dialogue (a Semester Two example, recorded as 35 minutes, analysis completed in July 2013).

I analysed the dialogue by looking at each category in turn. This Part includes reflections on any changes to codes and categories, and will draw on memos in line with constant comparative analysis (as described in Part Three). Some information is placed in boxes as a quick reminder or prompt. The analysis itself is written out in full underneath each bullet pointed Category.

- Regulatory Practice: Recognised Conventions (RC), Individual Conventions (IC), and Pattern or Phases (P).

Summarising changes in codes.

The category Regulatory Practice (Butler, 1990) comprised Recognised Conventions, Individual Conventions and Pattern/ Phases (Table 6, p.152). The Individual Conventions remained modelling, use of jargon, and now included the conventions around University paperwork. I started to use the code UC to clarify that this was University rather than individual level but kept the data within the same category.

In my summary memo, I reflected some coding amendments. I moved modelling and University conventions to Individual Conventions. This was in recognition that the University PCE convention is specific to a community of practice. While it will of course generally reflect Recognised Conventions, I wanted to draw a distinction in case it would prove useful to do so. My intent throughout my analysis was to explore themes as fully as possible. In the University convention (IC), I recorded my use of the lesson planner headings: 'In terms of your lesson planning...with your assessment then..in terms of your resources,...in the learning and teaching..'. I also explicitly refer to 'my little stream of consciousness stuff'. This is the carbonated form that we use for stream of consciousness notes that supports our formal record in their observation booklets.

Recognised Conventions (RC) were as follows: making reference to previous action points, using the lesson plan and learning outcomes as tools for analysis of the lesson, making reference to the SMART acronym, referring to strengths, areas of development and actions, direct reference to the written lesson observation record and application of criteria. Together with the previous analyses of Tutor Observations 1-3, 2011-2012, this appeared to identify a 'genre' in line with Copland's reference (2008b). The pattern or phases however were not clear. Copland (2008b, p.7) suggests that there are five phases in the context of ESOL triadic dialogues:

- 'self-evaluation phase
- questioning phase
- trainer feedback phase
- peer feedback phase

- summary phase'

In my memo, I described the pattern as 'lots of waves overlapping in the middle section'. There was more summarising in the second half. Montgomery (2002, p.55) advises summarising at regular points. Copland (2008a, p.274) recognises that the phases may merge and that they may not occur in this order. Her focus is the shared understanding between participants as to which phase they are engaging in. This is explained as follows: 'When trainees do not contribute to the phases appropriately, for whatever reason, the flow of the feedback breaks down and the trainer can view the trainee in a negative light' (ibid).

In general the dialogue continued to move between strength and area for development. It also moved in and out of the structure given by the University lesson observation form. This is something that I picked up as a possible area for development as at one point, I felt the focus of the dialogue was affected. One of my memos shares my reflection at that time: 'There seemed to be a topic shift on this and I left it, I've now come back to it. Reading it back I think a clearer structure was needed this time. There is a bit of dialogue after this that also seems a bit confused.' The two clearer phases were the reflection on previous actions that started the dialogue and the closing phase with its explicit formalised action planning. This; and other factors to be described, led me to draw up my own list of areas for development. The first in the list is to maintain a coherent overall structure, avoiding unnecessary overlaps and returns.

- Division of Labour: Turn taking (T), Length of Turn (L), Marked interruption (I), Negotiation of Actions (NA), Questions (Q).

Reminder: Division of Labour is taken from Engeström's depiction of activity systems. In this example, the Division of Labour is between the observer and the student teacher.

Summarising changes in codes (and reflecting on ethics).

I moved a code Observer Suggestion (OS) to a different category: Political Technology. I also removed a code. I had been coding for Student Suggestion (SS) but I removed it having reflected on ethics. I felt that my focus in this analysis was on my role and while it had been helpful to keep coding as fully as possible, this code identified data that I could not share. I had not asked the students to review the transcript and had not therefore given them opportunity to check my interpretation.

In the tutor observation feedback dialogue, the number of turns (without including the final section on action points) are approximately 410 with about 212 turns by me as the observer. The dialogue appears to be more dyadic therefore. Having expected more observer dominance, I was surprised by this and also checked monosyllabic responses. This wasn't as significant as in Tutor Observation 3, 2011-2012. I recorded 21 monosyllabic responses by the student compared to 6 from me. I would say these were mostly in response to questions or monitoring statements that I used to check: i.e. 'so you're doing that as part of the afternoon and then signing it off', student 'yeah, yeah, yeah'.

Length of turn and marked interruption were not applied rigorously as linguistic references but were used as prompts to reflect on the level of observer dominance. In regards to length of turn, I identified the level to which I set the topic, the number of times I changed the topic, and my use of questioning (which is also an explicit code in this category). In looking for marked interruptions, I felt that in this dialogue there could have been a better balance between sustained phases of discussion and topic changes. This again reinforced a personal area for development.

In Questions (Q), I identified what I saw as general conventional questions, high order questions and very specific focused questions that at times followed on quickly. A more conventional question was one that referred to a previous action point: 'The combined handouts was very much specific to that lesson wasn't it?' High order questions push the student to develop their response i.e. 'You said about differentiated questioning to what extent do you think you actually achieved it?' Specific focused questions can occur in a chain i.e. '(line 79) what was their personal target setting?...(line 83) did they definitely set personal targets then at that point when you were going round?' In one of my memos I reflect on how persistent I am: 'very persistent! I have tied in to earlier discussion about making explicit reference to the criteria to support differentiation'. I am also critical of an instance when I ask a closed and also leading question: 'Would that have been worthwhile to do that with them?' In my summary memo, I highlight the need to monitor my use of questions. I record that at times I close off their reflection by not allowing for it. My analysis reflects Copland's (2008b, p.8) suggestion that:

‘the Questioning Phase is perhaps the most peripatetic of the phases. It is only performed by trainers and can interrupt self-evaluation and peer feedback as well as being embedded in trainer feedback and the Summary Phase’.

In line with my thesis focus, I wanted to see my practice more clearly with a view to improving it. Copland (2008a) also highlights the need to develop self-awareness as a trainer. She describes the concept of ‘legitimising talk’ (2007, online) as having the following characteristics:

- ‘1. Dismissing trainee’s suggestions
2. Controlling turn by asking question
3. Employing a hyper-questioning technique (Roberts and Sarangi, 2001)
4. Interrupting and taking long turns
5. Imposing a framework on the feedback session.’

My reading of her work underpinned some of my decisions in relation to data analysis; the inclusion of codes such as turn taking and length of turn to prompt my reflections. I would also recognise that at times I have definitely employed a hyper questioning technique in this dialogue, by using a series of quick focused questions designed to elicit.

- Political technology: Observer shares expectation (OSE)

Summarising changes in codes and reviewing ethics.

I used two more codes in this category: AV Observer attitude and values, and SAV student attitude and values. The AV code became subsumed within conventions

and also expectations. The SAV code was removed having been applied. This was for ethical reasons. I hadn't shared my interpretation of the data with the students and did not feel it was appropriate to try to tease out and analyse their attitude and values.

In the category of Political Technology, and summarising across the three 2011-2012 tutor observations as well as Tutor Observation 1, 2012-2013, I identified key expectations of: having a detailed lesson planner with specific learning outcomes, working with and including every learner, active learning, a structured approach, using a range of methods, reviewing learning and reviewing explicitly against learning outcomes, supporting note taking, actively integrating latecomers in to the class, differentiated questioning. My summary memo reflects that while most of these could be seen explicitly in the assessment criteria we use, they do also reflect my expectations as an observer and as a teacher.

- Contradictions: Contradiction with convention (CC)

Summarising changes in codes.

This category included Contradiction with attitude and values (CAV). The results for this tutor observation were overlapping with Questions (Q) and with Pattern/Phase (P). This code was therefore removed at this point.

I saw that Contradictions with conventions were starting to lead to areas of development for myself. I didn't explicitly check one of the previous action points. I was late (so I felt) in the dialogue in terms of identifying strengths. I did not follow the lesson observation form structure. From the previous tutor observations, 2011-

2012, I was critical of some use of closed questions. I was also critical of the one instance when I shared my own development point. In my summary memo I recorded that it was becoming my own self- assessment. I felt that the findings validated the use of this code and category. I had previously considered conducting action research and this category supported my sense of working within and measuring myself within a performance driven culture. It also highlighted my own personal perfectionism.

Reflective essay

The essay was completed in April 2013, nearing the end of Semester Two when typically 6 or possibly 7 of the 8 observations have been completed. It is an assessment that theorises the student teacher's development. For ethical reasons, I only asked for volunteer essays once I had assessed and returned them. I had previously made no mention of them in the context of my thesis research. In rereading their essay I looked for any specific reflections on observation and observation feedback. I also looked for insights in to their sense of what it meant to be an effective teacher (within Stage Three Internalisation, ZPTD: Warford, 2011, p.254). Those two themes are summarised below.

- Observations and observation feedback.

There was one explicit reference to observations which identified 'the importance of the structure of a lesson and engaging with the entire group in a more structured way'. It related to planning for and implementing whole class reviews (checking that everyone has learnt), and asking for feedback from students in order to inform future planning.

- Effective teacher/ teaching

There was discussion of key teaching and learning approaches. These were: supporting and encouraging student independence; valuing individuality, creativity and learners' own self-reflection; use of tact and sensitivity; having a process driven and/ or more flexible curriculum; supporting literacy needs; making links to employment and developing related skills; creating and sharing resources as part of a community of practice; becoming a flexible teacher; and being consistent and assertive in classroom management (setting ground rules and having high expectations).

Implications

This case study again signals a number of points for further reflection. I looked carefully at the shifts between identifying strengths and identifying areas of development. Copland et al (2009, p.17) reflect that:

'feedback meetings [TESOL and CELTA post observation dialogues] are dominated by talk about teaching in which the trainer's role is to highlight strengths, but mostly weaknesses, in the trainees' lessons, and to offer advice and suggestions about how to do things better'.

I felt that I acknowledged strengths too late in the dialogue. The use of praise is something I value as a class teacher so this surprised me. I also reflected on the structure of the dialogue and the nature of the questions posed. This was with a view to more clearly acknowledging how I might disrupt the student's own reflections. The student was in Semester Two and in the previous data (Pen Portrait and Focus Group) they were clear about their responsibilities, seeing the

observation and feedback process as leading to actions that would inform their development.

Comparing across the data (so far) reinforced the decision to develop my self-awareness as to the approaches I took in the observation feedback. Copland (2008a, p.291), Wragg (1994, p.69) and Engin (2013, p.11) agree on the importance of developing awareness as an observer. My findings to this point led me to identify a number of areas for development:

1. To maintain a clear coherent structure
2. To consistently check all previous action points
3. To minimise the use of closed questions and to reflect on the use of follow up questions (thinking of the hyper-questioning; Copland, 2007, online)
4. To continue to monitor the extent to which the student has chance to reflect for themselves
5. To reflect on when I start to identify strengths and use praise

These development points are considered through the final two case studies and in Part Five.

2012-2013: Individual case study 2.

As before, I share selected reflections on working with the student (written in July 2013). This case study reports on their Pen Portrait and Focus Group responses and Tutor Observation dialogue. I compare that dialogue explicitly to either Tutor Observation 1, 2012-2013, or to all dialogues thus far. I review before developing fuller implications after Case Study 3. I include a final box to reflect code changes.

Perceptions of the student's development:

I was pleased as they had 'grown in confidence'. I described them as: 'thinking of the experience of the learner', 'trying creative strategies', 'sensitive manner', 'desire to do their best', 'would grow quickly in the first few years'.

Pen Portrait.

As before, the student's answers on the pen portrait were provided at the time of the focus group (November 2012). They had had a lesson observation.

In relation to the first question:

- How would you describe your development as a teacher so far?

'work in progress!' They described themselves as having their 'own beliefs and experience' but also being open to others, for example learning from their mentor. They focused on developing teaching styles and on reflecting to identify strengths, areas of development and actions.

In relation to the second question:

- How do you see lesson observation and feedback in relation to your development as a teacher?

there is one comment: 'very valuable aspect of my development'.

Focus Group

They compared the University observation to Ofsted commenting: it was 'like Ofsted...so like making sure you include everyone....being inclusive and diverse'.

They reflected explicitly on my observation feedback to them (which had only recently taken place). They described it as ‘really really helpful because I straightaway got a chance to see my mentor doing that lesson ...and then obviously thinking about all the points that we made and then trying to implement them again in the next two classes’. They felt that feedback was there to help you improve and not simply to identify actions. They reflected on the behaviour or emotional engagement of their learners. They referred to using icebreakers, or group work to ‘energise’ and then ‘in other classes you might need to settle them back down’.

Tutor Observation Feedback Dialogue (a Semester Two example, recorded as 28 minutes, analysis completed in July 2013).

As before, I analyse the dialogue by looking at each category in turn.

- Regulatory Practice: Recognised Conventions (RC), Individual Conventions (IC), and Pattern or Phases (P).

In this dialogue, I explicitly checked the three previous action points from the last observation. I commented that one action point was still ongoing: ‘I think you will still need to work on that’. These are recognisable conventions. The guidance for NQT Induction Tutors in the schools sector advises ‘It is good practice to take the opportunity to review progress against objectives, and revise the objectives and action plan as appropriate’ (TDA, online, p. 8). I saw that I re-expressed a comment, from ‘as we were saying’ (line 239) to ‘as you say’ (line 240). In my memo I noted that this could be perceived as a convention as observers listen and pick up reflections as a strategy: for developing student teacher ownership and

reflection, and perhaps generally to minimise the impact of negative feedback.

Another convention is to state specific examples, for example 'You say chat about what you did'.

The student had had a number of observations. A University convention I recorded therefore was the phrase 'This time it's been'. This was also explicitly in recognition that the observation is an hour (discrete). I also noted 'you've been picking up on your mentor's feedback'. I had their lesson observation records and was looking at previous observations and action points as part of signposting them from this observation. This observation dialogue was the first instance when I directed them to reflect explicitly on a point in their lesson planner evaluation and in their reflective blog.

In Individual Conventions, I used the word 'voice' for student participation. Other jargon or specialised language includes: 'stretch and challenge', 'wait time', 'starter', (perhaps) 'more ownership of the task', 'student centred rather than teacher led', 'differentiated learning outcome'. I conceptualise the note taker role and group work I'm describing as a suggestion: 'You give them a piece of paper centrally so they know to record on it and they know that if they're going to write on it then they've got to discuss it'. I use humour, 'albeit not in a very menacing manner'. This reflects a positive personal relationship. I reflect explicitly on our relationship and my knowledge of them: 'which I was a bit surprised at because you do usually'. Again I use modelling: 'say okay in your groups I want you to discuss this'.

In Tutor Observation 1 2012-2013, (p.167), I described the Pattern or Phases as more like waves in the middle section with reviews at the start and at the end as the more distinct phases. Again I note one time when the structure of the dialogue is disjointed. I have referred a lot to the lesson and at a later point I return explicitly to the written observation form boxes. Again in my memo I record 'this makes me think about my development and at what point I structure and tie in the dialogue to those boxes'. Again I summarised more in the second half of the dialogue.

- Division of Labour: Turn taking (T), Length of Turn (L), Marked interruption (I), Negotiation of Actions (NA), Questions (Q).

In contrast to the previous Tutor Observation 1, 2012-2013, I am noticeably the more dominant participant. Turn taking shows that approximately 235 lines are mine in comparison to 119 lines by the student. Again I thought back to Copland's description of 'legitimising talk' (2007, online). I prompt 'keep going'; 'yeah'; 'think about when' (lines 38-49). At one point I recorded that perhaps I hadn't listened carefully. Ghaye and Ghaye (1998, p.55) identify skills of 'empathy, attending, listening, understanding, probing and summarising' as part of their expectations for someone, like myself, supporting a beginning teacher. The student says 'but that's why I said' (line 78). I was picking up a point again and on reflection I don't think I needed to.

I looked carefully at the turns and length of turns for overall coherence. One of my memos considers this point: 'While we have had an extended dialogue, this returns to the third action point so there is a logical thread driving it'. I continued to

explore the power dynamic and interaction. I explicitly push the student when they self-assess critically 'but it didn't work'. I respond to ask 'alright how would it have gone if it had have gone a lot better'.

At one point, the student disagrees with me: 'I think I did speak to everyone today'. I reply 'did they all hear everybody's voices?' In my annotation on the transcript, I queried whether my point was clear and appropriate. Engin (2013, p.18) indicates a number of factors that might impact on the relationship, including 'emotional states'. Copland et al (2009, p.17) record an example where a student criticises the observer's feedback. In that instance, they report that 'the trainer strongly undermines the trainee's own analysis of the lesson and replaces it with her own'. This is also Copland's (2007) first descriptor for 'legitimising talk' (online).

Again I looked at where I controlled the topic i.e. 'The only other bit I wanted to pick up on was'. In my summary memo on Division of Labour, I recorded that at times I was perhaps too quick with my suggestions. This is a personal criticism drawn from my understanding that part of my role is to assess, but part is to enable the student to develop more independent critical reflection skills. I take longer turns, so again my dominance is clear; and in line with Copland's (2007) fourth descriptor for 'legitimising talk' (online). While I do elicit; to varying degrees, I retain control of the actions. If I elicit, it is very likely that I will receive an answer that reflects what I have already been discussing. In the dialogue for this observation, I stipulate two actions and then invite the student to identify a third. The action they provide is one we have already discussed: 'I'll want to specifically give one person the task to note take'. I took a lead in the earlier discussion as I

conceptualised it for them (already stated in the comments on Regulatory Practice).

Again I record a range of generally conventional questions, high order questioning and very specific focused questions that can follow on quickly. One example of hyper-questioning (Copland, 2007, online, third descriptor for 'legitimising talk') is:

'Did the groupings work did all of them discuss with each other?' (line 4)

'How could you make sure they did talk? How could you support all of the groups actually...but how could you support all of them in participating more actively as individuals? What could you do?' (lines 11-15)

In my summary memo on the category Division of Labour, it is the code Negotiation of Actions (NA) that more particularly pushed me to reflect on the power dynamics. I record that 'I am very powerful in this aspect of their development as student teachers. It is one of the clearest phases and the dialogue has moved in and out of these areas. This seems like my agenda: to give them areas for development'. I also commented on the extent to which I followed up actions with suggestions. Copland et al (2009, p.18) stress the need 'to take a dialogic approach to feedback'. This is talk in which 'trainers and trainees are equal participants, developing knowledge together and building on each other's turns' (ibid, p.19). In the Focus Groups, students tended to refer to the dialogic and humanistic nature of the dialogue. It is more honest to see myself as striving towards, at times achieving, and continuing to be mindful of this.

- Political technology: Observer Suggestion (OS) and Observer shares expectation (OSE)

In comparing across the data (for all dialogues so far), I noted a few new points. In OS, I advised the student to check something with their mentor and emphasized the need for careful monitoring: 'be mindful of looking around scanning and thinking is it starting to drag a little bit therefore I need to up the pace'. In a memo on that code, I query whether I'm setting myself up as the perfect teacher. This relates to my advice to 'think about the follow up questions so you ask them a question you get an answer think about the strength of that answer think about how you can push them that little bit further'. Wragg (1994, p.64) advises the observer to be mindful of two likely tendencies- to present themselves as an ideal 'imagin[ing] themselves teaching flawlessly the class they are observing, forgetting their own errors and infelicities' and 'compensat[ing] for their own deficiencies, that is to feel they must correct particularly strongly any aspect in which they are themselves weak'.

In the code Observer shares expectation (OSE), new data included: keeping to the specification particularly for assessments, trying a new approach, explicit checks and management of learning.

- Contradictions: Contradiction with convention (CC)

Again this was my own self-assessment: that one element of feedback looked contradictory, I thought that my signposting of the third action point was clumsy, and I noticed that I had given verbal feedback on a point that wasn't written on the observation form.

The following box summarises changes in codes to acknowledge my ways of working with the data before I review implications from Tutor Observation 2.

Summarising changes in codes

I used the code UC in Tutor Observation 1, 2012-2013 to clarify that University rather than Individual Conventions. In Tutor Observation 2, I used another row in my table while still keeping it in the same category. I had made amendments (in Tutor Observation 1, 2012-2013) and reduced the coding to one code: OSE. In Tutor Observation 2, I returned to use OS Observer Suggestion which I had continued to reflect on (seeing an overlap between OS and OSE). This reflects my instinct to ensure the category and its coding was open enough for full analysis.

Review

Harvey (2008, p.10) suggests the dialogue 'should always contain a balance of positive comments and suggestions for improvement'. As indicated, I felt that I prioritised improvements. Though I did review all the previous action points (Point 2, p.173), my own action points were retained as I looked at Case Study 3. They inform the implications at the end of that analysis.

2012-2013: Individual case study 3.

As before, I share selected reflections on working with the student (written in July 2013). This case study reports on their Pen Portrait (written in June 2013) and Tutor Observation dialogue. In line with constant comparative analysis, I continue to make comparisons between the dialogues. This Part then reviews implications and shares a poem on the feedback dialogue.

Perceptions of the student's development:

I saw they had 'good subject knowledge'. They were 'conscious of their experience as a learner and how very different that was to the expectations we have'. They were 'working hard', showing 'a good willingness and desire to support learners', and 'acting on all the advice and tips'.

Pen Portrait

Responding to the first question:

- How would you describe your development as a teacher so far?

they felt that they had 'developed consistently' while recognising significant learning at the start of the course. They emphasized their placement experience as key contributor. They also drew attention to their increasing self-confidence.

In relation to the second question:

- How do you see lesson observation and feedback in relation to your development as a teacher?

they saw feedback as 'an effective and easy "guide" to follow'. 'It was easy to know what I had to focus on and work on'. Feedback was seen to relate to other course assessments and to be a key influence on their development.

Tutor Observation Feedback Dialogue (Semester Two, 55 minutes, analysis completed July 2013).

This is the longest dialogue. It is collated as a case study in part because the student's own reflections on feedback as a 'guide' (see Pen Portrait) resonate well

with the dialogue which includes informal and formal action points and a variety of modelling and advisory comments.

- Regulatory Practice

I added reviewing and displaying learning outcomes, indicating ongoing actions as Recognised Conventions. University conventions were again associated with the lesson planner and observation process. My Individual Conventions now included imagining the student or teacher view (similar to modelling) and sharing my own perception directly i.e. 'They don't look realistic, they didn't to me'. The Pattern again moved between strengths and areas for development with a clearer phase at the start and end. My summary memo notes 'seems as if I say a strength which also has an area of development in it' (interestingly echoing Montgomery, 2002, p.55).

- Division of Labour

I was again dominant having 441 lines. The student had 206 lines. They also had more monosyllabic answers though this is approximated. Significantly in the Negotiation of Actions, I prioritised their actions for them and included more informal as well as formal action points. I also signposted future development: 'look at the criteria'. Questioning was, as before, to elicit, check, prompt, and follow up.

- Political Technology,

I give detailed explicit advice. I ask them to imagine it differently: 'say you've now translated it in to'. I ask them to think about the student perspective: 'think if

I'm the learner experiencing that'. I build up their suggestion: 'You can also just give them a minute to think through with someone else'. I share my perception about timings for planned lessons: 'it's a lot easier ...if you have it in five minute chunks...it's five...ten...fifteen'.

There are a number of approaches that I promote. I refer to reducing wait time and suggest using peer support (to free up the teacher at times). I comment on the need for regular scanning, and good knowledge of the learners and the course requirements. I refer to natural extensions of tasks, to when and where competitive activity might be shared, to wanting a lively class discussion, to encouraging everyone to contribute and fostering independent/ student-centred learning. I also share my expectation that they can reflect more: 'You need to think about it...from your perspective more okay...you're perfectly capable of..'

- Contradiction with convention

This just recorded a moment when I sought to interpret the mentor's feedback: 'that must have been what your mentor has been thinking about'.

Implications

The Pen Portraits and focus groups in both year groups (2011-2012 and 2012-2013) gave me an insight in to the students' sense of the observer as someone who has a different (more experienced) perspective and who is expected to give advice. Their role as the observee was to listen, to be open-minded, and to take action to improve.

By analysing the Tutor Observations (2011-2012) and the Case Studies (2012-2013) I built up a more detailed picture of the role I inhabit as observer and the approaches I take. I see the extent to which I lead. At times I might disrupt the flow (structure) of the dialogue. I have high expectations and tend to provide detailed advice i.e. by giving a range of examples, including explicitly modelling. I also ask a range of questions. My role as assessor is particularly clear in the Negotiation of Actions as I tend to lead the actions or hear an action that I have already indicated to the student. This is also one of the clearest sections in the dialogues.

My inclusion of peer observation feedback dialogues resulted from some of my ongoing reflections. In 2010-2011, I conducted pilot research: collecting two peer observation feedback dialogues and holding a semi-structured interview. As I collected and analysed tutor observation feedback dialogues in 2011-2012, I continued to reflect back on those findings; to be shared in the next Part. I was too late to obtain peer observation feedback dialogues that year, 2011-2012, but I did receive a dialogue from peer volunteers in 2012-2013. Increasingly, as I explored the data, I wanted to make an explicit comparison between the ways in which I observed and the ways in which student-teachers observed each other. That motivation centred again on wanting to see how I inhabited the role of observer and the approaches I took, but also linked back to previous points on when and how I invited the students' own reflections. When did the dialogue move to more 'dialogic talk' (Copland and Mann, 2010, p.176)?

Through the poem below, I hoped to convey the more felt (emotional) sense of my role as observer. It depicts some of the complexities of the role, including: fostering an ongoing relationship with the students, explicitly teaching or identifying

a range of teaching and learning approaches, recognising that the observation takes place in a particular context (teaching placement i.e. college), and acknowledging that we each have our own prior and current experiences, representations and attitudes.

The feedback dialogue.

It's not a game

But it feels like we must take turns.

I can't talk for too long

but at times I do.

Weaving the dialogue

while leading it

and asking the questions

and making you reflect

and giving you ideas.

All in recognition that

this is who I am

this is who you are

this is where you teach

this is how you taught them.

And I keep watching.

It might even be for

something that I saw a while ago,

but I keep watching.

Aspects from the poem and the data analysis are re-established in the final Conclusion in response to Research Question Two. Part Five concludes that question retaining focus on how individuals are situated and situate themselves in the discourse of observation and feedback. Peer observation feedback dialogues are reported before a comparison is made between tutor and peer feedback.

Part Five

Part Five refers to three peer observations, 2010-2011 and 2012-2013. The student teachers observed each other. Peer observations are not assessed as Pass or Fail and are therefore strictly developmental. To draw comparisons between my tutor observation feedback and their peer feedback, I share the constant comparative analysis of those three dialogues. I then review the similarities and differences between the two types (tutor and peer) before concluding Research Question Two.

I have more data than can be shared here (i.e. Pen Portraits and reflective essays for the Peer Observation, 2012-2013, participants). To keep the focus on the feedback dialogues, I prioritised presenting findings from the summary memos of the three recordings. I used my judgement in putting in a few direct quotations to illuminate.

Peer Observation Feedback Dialogues

In 2010-2011 I collected two dialogues as a pilot project. I analysed them and conducted a semi-structured interview with the participants. In 2012-2013 I collected another peer observation dialogue and again analysed and held a semi-structured interview. Having developed Codes and Categories in October 2012, I applied those to all dialogues using constant comparative analysis as employed in Parts Three and Four.

I have prioritised the summary memos of the peer observation feedback dialogues; each in a table. The column: 'Making reference to' shares my findings. A fuller explanation occurs after all three have been reported. My focus was to compare between our approaches.

Peer Observation 1 2010-11		
Making reference to:	Code	Category
A few things have stood out: the fact that the areas for development are really couched in sustained sections of strengths, the note from the student	RC recognised convention	Regulatory practice

observee who looks to see how they will write the actions in their action plan, and the way the dialogue is driven by the boxes on the lesson observation form.		
Quite a lot of theory drawn on by the observer and not explained, other than in exploring Bloom's taxonomy e.g. Biggs, QPNA, Teacher Talking Time.	IC individual convention	
There are two more significant phases- one that falls out of line with convention as areas are identified and then the observer returns to repeat strengths. The other is the focus on lateness that moves out of the actual observed lesson and in to the placement context.	P pattern or phases	
There hasn't been any eliciting	T turn taking	Division of labour
More summarised by observer or answered by observer	L length of turn	
An explicit return to the observation focus by looking at the observation form (keeping on track)	I marked interruption	
Areas are identified by the observer	NA negotiation	

and the observee identifies an unsolicited one	of actions	
Sharing strategies including one on lateness (both in same placement setting)	OS observer suggestion	
Very minimal but not actually invited through eliciting	SS student suggestion	
A real difference between mine and theirs: here the observer only asks one question directly and the observee explicitly asks for advice and wants to collaborate i.e. 'Do you find that with your students you don't want to stop them when they're getting really excited about something?'	Q questions [type and use]	
A lot of praise, key values around being learner centred 'Although the overall lesson was fascinating beautifully prepared and I'll never forget it to be honest'	AV observer attitude and values	Political technology
Also learner centred and very aware of their feelings, expressing own concerns freely	SAV student attitude and values	
This is around making sure the	OSE observer	Disciplinary Power*

learners know what the lesson will cover in a formalised way, having a standard of behaviour, and also making learning links	shares expectation	*later subsumed to Political Technology
What remains striking for me is the lack of eliciting around areas for discussion	CC contradiction with convention	Contradictions
Perhaps the observee would not be as explicit in a tutor or mentor observation. Here they are able to freely express their view.	CAV contradiction with attitude and values	

(Table 8: Findings from Peer Observation 1, 2010-2011).

Copland (2008b, p.6), looking at ESOL feedback, says:

‘peer feedback can be descriptive rather than analytical, and focus on the strengths rather than the weaknesses of the teaching practice. When negative peer critique is offered, it is often linked to a weakness the ‘trainee as trainer’ had with his/ her own teaching’.

My research is in tune with Copland’s and also exemplified in the second example.

Peer Observation 2 2010-2011		
Making reference to:	Code	Category
Strengths and action points; though the latter is a lot more limited than in Peer Obs 1	RC recognised convention	Regulatory practice
One use of jargon but there is a clear sense of effective lesson characteristics that I've chosen to identify in OSE.	IC individual convention	
Sustained on strengths Not sustained on actions as this becomes more of a peer sharing discussion	P pattern or phases	
As with Peer Obs 1 there isn't any eliciting	T turn taking	Division of labour
More of a balance though more turns by the observer	L length of turn	
A few vague completers from the observer, but not marked interruptions	I marked interruption	
One action is identified by the observer though not explicitly and is partially retracted later. The action is stated at the	NA negotiation of actions	

<p>instigation of the observee.</p> <ul style="list-style-type: none"> • Observee 'So we just want to agree some areas to work on then' [L79] • Observer 'Really the only thing that sprang to mind' [L80] 		
<p>1 suggestion made against the one action noted</p> <p>there's no modelling [unlike what I've observed in my tutor observations]</p>	<p>OS observer suggestion</p>	
<p>As with Peer obs 1 this is very minimal and not actually invited by eliciting.</p>	<p>SS student suggestion</p>	
<p>The questions are from the observer but in contrast to my tutor observations, they are directed to finding out from a peer</p> <ul style="list-style-type: none"> • 'I mean having like the support worker do you find sometimes that can affect the teaching' 	<p>Q questions [type and use]</p>	

<p>As with Peer Obs 1 there is emphasis placed on the lesson being learner centred. The observer here also relates back to their own experience and is clearly learning from the observation themselves.</p>	<p>AV observer attitude and values</p>	<p>Political technology</p>
<p>As with Peer Obs 1 I think it is fair to say that they are very clear about their ways of working.</p> <p>Observee</p> <ul style="list-style-type: none"> • 'I think I used to do that but now I think it is more useful to then throw the question out to the rest of the group again' • 'They have to know I've got my eye on them' • 'He's got plenty to do trust me' 	<p>SAV student attitude and values</p>	
<p>What would be in all observation checklists- it looks like the observer has clear sight of what we expect from an effective lesson</p>	<p>OSE observer shares expectation</p>	<p>Disciplinary power*</p> <p>*later subsumed to Political</p>

<p>i.e. Observer</p> <ul style="list-style-type: none"> • 'The way you interacted with the learners' • 'Engaged everybody' • 'Communicate and show expectations' 		Technology
<p>Observer shares own areas for development</p> <ul style="list-style-type: none"> • 'You tend to stick time wise to your lesson plans unlike my own lesson plans I always go way over' <p>Contrasts with my tutor observations as observer doesn't elicit at all and particularly not at the start, nor do they follow up on any questions posed</p>	CC contradiction with convention	Contradictions
<p>The observer shared their more negative pre conceived view of the learner group as part of the feedback</p>	CAV contradiction with attitude and values	

(Table 9: Comparison with Peer Observation 2, 2010-2011).

Reviewing

Before analysing the third observation, I share the review made after watching the peer observation feedback dialogues and talking to the students in a semi-structured interview.

Comparing across the two Peer Observations 2010-2011, there were a few things that I was surprised or struck by. Neither observer asks the observee how they felt the observation went. Both observers focus very explicitly on strengths and the actions become either really enclosed by strengths or, in the second case, are very minimal. They both share and learn from the experience. There are no prompts or eliciting or questions designed to provoke reflection and critical engagement but this is not a direct criticism. Peer Observation 1 certainly provided a thoughtful reflective discussion.

Peer Observation 3 2012-2013.

I compared across the three dialogues which will be evident in some of the comments made in the 'Making reference to' column.

Making reference to:	Code	Category
<i>I need to look out for whether or not</i> <i>I go back to previous action points</i> <i>explicitly</i> This is the one peer observation where the observer asked what they thought first	RC recognised convention	Regulatory practice

<p>Following their written record and the lesson observation form boxes</p> <p>Strengths, areas of development and actions identified- more limited in terms of areas of development at first</p> <p>University conventions regarding lesson plan</p> <p>Wider context: for lesson plan and also in relation to college policy and mentor guidance</p> <p>Giving specific examples</p> <p>modelling</p>		
<p>Some use of jargon</p> <p>Identifies own area for development</p> <p>– I see this now as a convention of peer observations</p> <p>The warm relationship is very clear with jokes and shared humour</p> <p>Shares the perspective of a collective group of student teachers</p> <p>Modelling from own experience</p> <p>Shares peer perspective: being young [and teacher/ student</p>	<p>IC individual convention</p>	

relationship therefore]		
Initial elicited reflection, then phases that identify strengths and move to areas to work on – as per observation form. This observer reviews and evaluates quite regularly i.e. per phase. The last section becomes more focused on areas for development and actions.	P pattern or phases	
Reflecting warm relationship with humour and personal knowledge. The observee sometimes takes a lead by asking for specific feedback (similar to Peer Observation 1 2010-2011)	T turn taking	Division of labour
About 71% is the observer which is surprising given focus on reviewing together	L length of turn	
One noticeable occasion when the observer thinks to elicit	I marked interruption	
The observer leads the action points and builds detail.	NA negotiation of actions	

As with previous peer observations, there's some hesitancy, and consideration for peer's feelings		
a number of ideas shared here including modelling implied and explicit direction for the student to reflect on approaches	OS observer suggestion	
Sharing a perception of themselves as peer student-teachers	SS student suggestion	
<p>Interesting to see the number of questions the observer asked in order to get specific feedback and, distinctively different from my tutor observations, personal reassurance:</p> <p>Observer</p> <ul style="list-style-type: none"> • 'Are you happy with what I said?' [L45]- also L160 'are you happy with the things I've said?' 'Are you happy with that?' [L395] <p>The three peer observations reflect use of questions for peer sharing.</p>	Q questions [type and use]	

<p>Comprehensive planner that recognises individuals and differentiation clearly</p> <p>Addressing younger age group</p> <p>Classroom and time management</p> <p>Handling of sensitive discussion</p> <p>Inclusive teaching</p> <p>Observer shows sensitivity in relation to dealing with a learner</p> <p>A lot of explicit praise</p>	<p>AV observer attitude and values</p>	<p>Political technology</p>
<p>Working to meet the different styles of learning</p> <p>Shows knowledge of group</p> <p>Indicates previous learning (from teaching experience) reflecting and adapting approaches</p> <p>Trying to differentiate</p> <p>Trying to include quieter learners</p> <p>Careful consideration of how to handle sensitive discussion</p> <p>Wants learners to have notes to take away</p> <p>Conscious of meeting assessment requirements</p>	<p>SAV student attitude and values</p>	

Uses a range of strategies		
<p>Differentiation and inclusion</p> <p>Learner engagement</p> <p>Safe supportive environment and discussion</p> <p>Supporting learners to achieve</p>	<p>OSE observer</p> <p>shares expectation</p>	<p>Disciplinary power*</p> <p>*later subsumed to Political Technology</p>
<p>Reflections on perspective of being an observer</p> <p>Reticence around identifying areas for improvement (in line with Peer Obs 1 and 2, 2010-2011)</p> <p>Observer</p> <ul style="list-style-type: none"> • 'If I'm very honest obviously if I'm like I'm ever so close I find it hard to give criticism...the one criticism I could give you' <p>Having a 'praise sandwich' at one point</p> <p>Inviting disagreement; not a likely approach for myself as tutor observer!</p> <p>Observer</p> <ul style="list-style-type: none"> • 'Tell me if you disagree' 	<p>CC contradiction with convention</p>	<p>Contradictions</p>

<p>[L177-178] 'Please feel free to disagree' [L361] 'I hope you don't take any offence at that' [L363]</p> <p>The observee rather than the observer talks about a previous action point</p>		
<p>Derived from own experience- as with peer obs 2 a more negative pre conceived perception of the student group</p> <p>Observer:</p> <ul style="list-style-type: none"> • 'I've been really really shocked at how mature they were' 	<p>CAV contradiction with attitude and values</p>	

(Table 10: Comparison with Peer Observation 3, 2012-2013).

Reviewing the findings of the tutor and peer observation dialogues

As noted earlier, while not specifically reporting on the semi-structured peer observation interviews, I share my reflections on those insights here. (Extracts from the semi structured interview, 2012-2013, are in the Appendix).

The peer students volunteered to record their dialogue and paired themselves up. The peer observation dialogues did at times reflect modelling (Peer Observations 1 and 3) and offering suggestions. Observers were more likely to

focus on strengths and to keep to the order of items in the written lesson observation form. The observer was still more dominant (inevitably leading the dialogue) but peers were clearly actively learning from each other by readily sharing their practice. In Political Technology, there is shared 'teacher'/ 'teacher education' vocabulary and expectations. I see the following as significantly different: their use of questioning, the lack of eliciting strategies (both within Division of Labour), and the translation of the dialogue in to a 'learning conversation' (i.e. sharing related experience). It is to be remembered that the peer observation is developmental rather than pass/ fail. Interestingly two observers lead the Negotiation of Actions though there remained a natural hesitancy about directly critiquing practice. In each case, their positive relationship with each other comes through in the data.

Reflecting on the transcripts, I was struck by how they naturally related to each other as student teachers. The early analysis (at pilot stage) of the peer observations in 2010-2011 informed my Focus Group questions for 2011-12 (in line perhaps with 'theoretical sampling', Glaser and Strauss, 1967, p.45) as I wanted to clarify the students' perceptions of roles. I saw a difference between their reflection with their peer and their reflection with me. I was pleased to see that they sought to share practice. It seemed a natural characteristic of the peer lesson observation feedback. It is also apparent in the peer observation dialogue, 2012-2013. It is perhaps captured by Copland's term 'dialogic' (2008a) where students are more active and equal participants.

Concluding Research Question Two

Research Question Two asked how individuals are situated and situate themselves in the discourse of observation and feedback. That discourse was previously linked to Foucault's (1988a, in Martin and Hutton, 1988, p17-18) 'truth game' in recognition that there are 'rules' or conventions. I have shown that my teacher education feedback dialogues start by reviewing action points from previous observations and end by agreeing the action points for next time. I have echoed Copland's (2008a) identification of a 'genre' though her context is ESOL triadic feedback.

In Beginning, I referred to 'technology of power' (Foucault, 1975, p.23) in italics against Research Question Two (p.1). In Part Two (Research Question Two, p.127), I explored related concepts such as 'surveillance' (ibid, p.171), 'capillary power' (ibid, p.198) and 'normalising judgement' (ibid, p.177). Those concepts connect to both quality (assurance) observations and teacher education observations. The distinctions I draw between the two types of observations; remembering that my experience of quality observations was of grading, emphasizes the latter as strictly developmental. In Research Question Two, I have explored the particular challenges of teacher education observations.

As identified, I have a complex role. I know the stage the student is at in their development. I observe them in their placement setting (typically a college). That institution will have its own internal policies and practices with which I may be more or less familiar. The student works to meet the institution expectations as well as the university PGCE in PCE expectations and specifically my expectations

(as perceived by them). Students also become increasingly aware of external inspection (Ofsted) expectations. Both of us are situated within the discourse of observation and feedback.

We both also situate ourselves in that discourse; by sharing our representations of effective teaching in the feedback dialogue for instance. In the Pen Portraits and Focus Groups, observation feedback was seen to 'help', 'facilitate', 'prompt' and to be 'directional' or directive in 'giving' actions. Students showed a willingness to learn, explaining that they needed to 'listen', be 'open-minded', 'reflect', and 'take action'.

Harvey (2008, p.10) talked about students being 'comfortable' to express their views in feedback. I set myself a development point (p.173) to reflect on the level to which I facilitate the students' own reflections. It is important that they situate themselves actively in that discourse. Observation is a common method of making judgements on teaching and learning. As Martin (2010, p.11) suggests, as the students 'mature' over the time of the course, so I as observer need to adapt my approach. There is a balance to strike between advising (or telling) and eliciting their reflections.

Through my data analysis, I saw how I impose a structure and have particular approaches and expectations; reflecting earlier references to 'genre', 'language sets' and 'hidden curricula' (Copland). I found the use of praise and identification of strengths particularly illuminating. As a class teacher, I use praise. In the observation feedback dialogues however, I was sometimes late to identify strengths which could be subsumed by next steps.

O'Leary (2013c) emphasizes collaborative and 'expansive' learning in his goal to shift lesson observation from its performative agenda to a more explicitly developmental tool. I have a vision of lesson observations as an unthreatening way of sharing and developing teaching practice. As teacher educator, I have a responsibility to lay the foundation for students to feel that they can be active participants in that discourse (of observation and feedback), both on the course and in their future employment. In Research Question Three, I explore my decision to look at my practice as a moral/ ethical choice.

THE MIDDLE OF THE END: RESEARCH QUESTION THREE

Introduction

3. How has my history been shaped by the techniques I have employed in my practice and in my thesis?

This section was introduced in Beginning (p.3) as much shorter and different in scope. It explains a philosophical perspective of taking a moral/ ethical stance as one observer looking at their practice to see how they inhabit that role and what messages they are communicating. The perspective; centring on Foucault's (1988a in Martin and Hutton, 1988) interpretation of 'care of self', became increasingly important in the writing of the thesis.

'History' and 'techniques' are Foucauldian concepts I explain. In this section, there are four subheadings: History, Care of Self, Practices of Care of Self, and Conclusion. I again include types of writing (in boxes) that you have encountered previously. There is a research diary; a poem to tease out more of my personal autobiography; and a warning. In History, I explain 'history' as a Foucauldian concept. In Care of Self, I describe 'care of self' by making reference to Foucault and related readings. I also explain 'techniques'. In Practices of Care of Self, I identify a number of practices including writing. I therefore make links between 'care of self' and reflective practices in teacher education. Reflective practices include student teacher blogs, lesson planner evaluations and action plans already alluded to (i.e. in Figure 3, p.94). In the Conclusion, I review how my history has been shaped and look ahead to the final thesis conclusion.

'History'

In looking at my current practice as an observer, I found myself increasingly looking back to see and to then recreate/relive some of my past experiences. Kendall and Wickham (1999, p.4) write that 'Foucaultians are not setting out to find out how the present has emerged from the past...the point is to use history as a way of 'diagnosing' the present'. In my thesis, I have therefore interrogated both past and present experiences of observation and observation feedback. I wanted to see my 'history of the present' (Foucault, 1975) or who I am today (a phrase adapted from Foucault, 1988b, in Martin and Hutton, 1988, p.145).

In the research diary below, I share when I saw that I was selecting and communicating key transitions I had made in my professional journey (p.6, Beginning). I had been a quality observer, then teacher educator, then held a dual quality and teacher educator role, and now (and throughout the doctorate) work as a University Lecturer on the PGCE PCE course.

Research Diary

16th December 2013.

Actually isn't this thesis in part a delayed recognition of the shift I've made from quality observer to teacher education observer? Delayed entry in to the teacher education community?

The diary records an explicit moment of seeing, one that arose after a lot of thinking and writing on observation and feedback. The importance of looking

ongoing at your/ my practice is developed in the explanation that follows of 'care of self'.

'Care of self'

All my approaches to developing the thesis (research diaries, empirical data analysis, evocative extracts and autobiography) have supported me in thinking through my role in the discourse of observation and feedback more carefully.

These are my 'precise techniques for experiencing and shaping the self' (Rabinow and Rose, ed., 2003, p.xxi). The thesis is an extended meditation, and practice of 'care of self'. 'Care of self' is associated with conscious and constantly exercised vigilance. Foucault also relates the concept to ethics. I associate both senses: of 'constantly exercised vigilance' and 'ethics', with my attempts to critique my ways of giving observation feedback in order to improve my practice.

I now draw on Foucault's (1988a in Martin and Hutton, 1988) seminar on the 'Technologies of Self' to explore 'care of self' more fully. I also draw on accompanying seminars in the same text (ibid). My focus is to explain 'care of self' as an overarching concept particularly in tune (and more retrospectively at the heart) with the ways in which the thesis has been developed. Links are also made to the transition of student-teacher to teacher and to reflective and reflexive practices that are familiar to teacher education courses (and to professional development discourse).

In the seminar 'Technologies of Self', Foucault (ibid, p17-18) refers to his work as:

‘sketch(ing) out a history of the different ways in our culture that humans develop knowledge about themselves: economics, biology, psychiatry, medicine, and penology. The main point is not to accept this knowledge at face value but to analyze these so-called sciences as very specific “truth games” related to specific techniques that human beings use to understand themselves’.

I identified the phrase ‘truth game’ (ibid) in Research Question One (p.50) as I explored the discourse of observation and feedback to see what ‘knowledge’ (ibid) is created. That ‘knowledge’ (ibid) relates to the judgements made on teaching and learning (as effective, as ‘best practice’) and to the role of observation and feedback in those judgements. In Research Question Two I focused on the individuals (myself, my student teacher sample) and looked to see the knowledge that we created (i.e. our expectations of effective teaching, our ways of conducting/ participating in observation feedback).

Foucault suggests that four ‘technologies’ influence the ways in which we perceive, engage with and function in the world. Those are technologies of production, of sign systems, of power, and of the self. He sees them as working with each other, rarely separately. ‘Care of self’ is associated with technology of self. In a lecture at the University of Vermont (1982), Foucault (1998b, in Martin and Hutton, 1988, p.145) suggests that the question of the technologies of self occurs ‘at the end of the eighteenth century [and]..was to become one of the poles of modern philosophy’. He clarifies: ‘What are we in our actuality?’ or ‘What are we today?’ (ibid, p.145). This is a reference I interpreted earlier (p.209) and a focus that is also problematised in the poem below.

June 2014: Who am I today?

What makes an effective teacher?

Supposedly I've been one for a while

so I should know.

Would you like to see the evidence?

(Photo album; metaphorical).

(first page)

This is when I got my first grade one in a lesson observation.

(Reading this thesis you might have wondered if that ever happened).

(Turn page)

This is when I got my first 'Responsibility'.

(Turn page)

This is when I became an Advanced Practitioner.

(Keep turning)..

Really?

I'd like to think it was in all the 'everyday' things.

When I changed my approach with that group.

When I planned and replanned because

I was trying to do something better, something new.

When I talked to a colleague and got advice and tried it.

Wasn't it really in all of those moments

when I stopped to think

and re-evaluated

and headed back in?

We'd probably all like to think so.

I reflect in the poem on the evidence that tells you and me who I am as a teacher. That might be my different job roles, my observation record. Now, and as a more experienced teacher, I prioritise differently. In the seminar, Foucault (1988a, in Martin and Hutton, 1988, p.19) describes technology of self as 'interaction between oneself and others and in the technologies of individual domination, the history of how an individual acts upon himself'. The poem shares my sense that I have 'act[ed]' (ibid) on myself, reconceptualising and reprioritising those aspects that I think make an effective teacher.

As already indicated, I associate that ongoing problematising to Foucault's interpretation of the early Greek concept of being concerned with oneself. In his reading of Plato's 'Alcibiades 1'; (a dialogue between Alcibiades, a younger man, and Socrates, as an older man), Foucault (ibid, p.26) sees that 'Knowing oneself becomes the object of the quest of concern for self. Being occupied with oneself and political activities are linked'. He reiterates later that Plato privileged the

Delphic principle of knowing oneself. In tracing the development of this philosophical concept, Foucault (ibid, p.26) notes that 'Later, in the Hellenistic and Greco-Roman periods, this is reversed. The accent was not on the knowledge of self but on the concern with oneself'. Care of oneself or concern with oneself is described as 'equip[ping] oneself with these truths: this is where ethics is linked to the game of truth' (Foucault, 2003a, in Rabinow and Rose, 2003, p.28-29). The more I read Foucault during the time of my doctorate, the more I saw links between my moral/ ethical desire to see my practice more clearly and the concept 'care of self'.

Foucault considers that care of self has changed over time, that now we perceive ourselves as acting as part of society rather than as separate individuals. This concept is identified as 'some political technology of individuals' (Foucault, 1988b, p.146 in Martin and Hutton, 1988). I used the phrase 'political technology' as a category in my data analysis in Research Question Two. The concept 'political technology of individuals' (ibid) highlights Foucault's (2003a, in Rabinow and Rose, 2003, p.34) critique of the self. He sees the self as embodying practices that are 'not something invented by the individual..They are models that he finds in his culture and are proposed, suggested, imposed upon him by his culture, his society, and his social group'. In my tutor observation feedback dialogues in Research Question Two, I explored my practices. This was in recognition of my past and present experiences of being observed and being the observer. It related to my perception of being part of education communities (identified in the activity systems from p.82). It was also informed by my sense of working within various expectations: my own, the students', the PGCE PCE assessment criteria,

education sector policies and practices. These are the practices and ‘models’ (ibid) of the culture I describe in the thesis.

Gutman (1988, in Martin and Hutton, 1988, p.103), in an accompanying seminar focusing on Rousseau’s Confessions, makes reference to a ‘defined self’ as, in Foucault’s terms, ‘a historically produced phenomenon’. Looking through the lens of Foucault’s work, he describes ‘an immense labor to turn man into a subject (an individuated self and a defined personage in the social order) in order to subject him more completely and inescapably to the traversals and furrowings of power’ (ibid). In his seminar on the Technologies of Self, Foucault (1988a, in ibid) is open in wondering whether he has spent too much time focusing on the technologies of power. It is the technologies of self that, at this later point in his career, appear to be of more interest to him. I include a warning note below to clarify that point.

A warning!

Technology of self and technology of power are inter- linked. Technology of power is a central focus of Foucault’s work whereas more explicit reference to the technologies of self occurs later.

In commenting on the Warning above, I would suggest that throughout the writing of this thesis, both themes: technology of power and technology of self have been discussed. Earlier discussion of Foucault’s writing (i.e. Research Question Two, Part Two, p.127; Conclusion, p.204) saw phrases such as ‘surveillance’, ‘normalising judgement’ and ‘political technology’ in the context of lesson observation. In this section, Research Question Three, I aim to more clearly

distinguish 'technology of self'. The next part focuses on practices associated with 'care of self', including writing.

Practices of 'care of self'

Here I make connections to practices my students and I engage with. Foucault (ibid, p.27) comments that 'by the Hellenistic Age..Taking care of oneself became linked to constant writing activity. The self is something to write about'. 'Care of self' is also associated with meditation (with perhaps some echoes of what we might now refer to as mindfulness). One intriguing example that Foucault (ibid, p.27) provides relates to Pliny who 'advises a friend to set aside a few moments a day, or several weeks or months, for a retreat into himself'. Writing plays an important role and centres on writing about oneself and in communication with a master/ friend; 'the self is something to write about, a theme or object (subject) of writing activity' (ibid, p.27).

Writing is one of four Stoic techniques or technologies that Foucault refers to. Those technologies are: 'letters to friends and disclosure of self; examination of self and conscience...not a disclosure of the secret self but a remembering' (ibid, p.34-35) and the interpretation of dreams (seen as a popular practice rather than a required technique, p.38-39). One aspect of 'remembering' is of imagining events and your responses to them in a search for an ethics or a way of approaching those events if/when they occur. In my thesis I have more literally remembered my own context, my experiences of observing and being observed in a personal search for an ethical approach. Foucault employs terms such as 'thought' and 'training' in his description of 'remembering'. He draws attention to two metaphors

used by Epictetus (a Stoic philosopher). These are:

‘the night watchman who doesn’t admit anyone into town if that person can’t prove who he is (we must be “watchman” over the flux of thought), and the money changer, who verifies the authenticity of the currency, looks at it, weighs and verifies it. We have to be money changers of our own representations of our thoughts, vigilantly testing them, verifying them, their metal, weight, effigy’ (ibid, p.37-38).

Foucault re-considers the concept of knowing oneself by exploring early Christian practices. He describes how in the first centuries, knowing about oneself meant ‘recognition’; you ‘recognised’ yourself as a sinner or a penitent. The description and references Foucault provides here are striking. He refers to a woman, Fabiola (‘a Roman lady’), who recognises herself to be a penitent. Such an event has become a ceremonial and emotive ritual to be conducted in front of the Bishop; Foucault (ibid, p.42) retells how ‘People wept with her, lending drama to her public chastisement’. To be a penitent is a status that impacts significantly on people’s present and future life i.e. their clothes, their status and position in society, the things that they can and can’t do or access. Foucault (ibid, p.43) captures the difference between Stoic and early Christian practices by explaining that ‘in the Stoic tradition examination of self, judgement, and discipline show the way to self-knowledge by superimposing truth about self through memory, that is, memorizing the rules’ whereas the early Christian tradition ‘superimposes truth about self by violent rupture and dissociation’. ‘Memorizing the rules’ (ibid) reminds me of the Rules and my Hidden Rules identified through cultural historical activity theory (Figure 2, p.91).

In the fourth century, and grounded in Foucault's consideration of a monastic life, the Christian concept of knowing oneself focuses on obedience and contemplation (ibid, p.45). Verbalising is key, both in terms of verbalising your own thoughts to yourself and also confessing to a master. Foucault describes this practice as 'modelled on the renunciation of one's own will and of one's own self' (ibid, p.48). It is verbalisation that Foucault (ibid, p.49) sees as the more dominant modern practice: 'the techniques of verbalization have been reinserted in a different context by the so-called human sciences in order to use them without renunciation of the self but to constitute, positively, a new self'.

In relation to student teachers on the PGCE PCE course, they 'verbalise' themselves as they move from student teacher to teacher. In teacher education and professional development terms, they employ reflective and reflexive practices. For Bolton (2010, p.13) reflexive practices are about 'finding strategies to question our own attitudes, thought processes, values, assumptions, prejudices and habitual actions, to strive to understand our complex roles in relation to others'. Students explore their new and developing 'identity' ('new self'? Foucault, 1988a, in Martin and Hutton, 1988, p.49) as teachers through their participation in observation feedback, reflective blogs, class discussions and essays.

Hutton (1988, in ibid, p.138), in an accompanying seminar, explores some of Foucault's perceptions of Freud's work:

'For Foucault, the psyche is not an archive but a mirror...In the end, the meaning of the self for Foucault is less important than the methods we employ to understand it'.

Hutton (ibid, p.140) suggests that we are on a never-ending 'quest for self-understanding'; 'our human nature is continually being reconstituted by the forms that we create along the way'. In the thesis, I have used various 'forms' (Hutton, ibid), or 'methods' (Foucault, cited in Hutton, ibid). Whitting (2009, p.2) suggests: 'We are forever writing stories. We weave our narratives of self into texts such as letters, diaries, emails, blogs and Facebook'. I used different writing approaches through which to share my 'quest for self-understanding' (Hutton, 1988, in Martin and Hutton, 1988, p.140); Beginning: 'An autoethnographic approach', p.25).

Conclusion

I have therefore shaped my history by consciously selecting past and present experiences. I have also communicated those experiences in particular ways. At various points, I have explained that I wanted to see my practice more clearly with a view to improving it. I have described that motivation as a key ethical/ moral choice. That relates well to the concept 'care of self' as an ongoing critical lens. For Foucault (2003a, in Rabinow and Rose, 2003, p.28): 'Freedom is the ontological condition of ethics. But ethics is the considered form that freedom takes when it is informed by reflection'. This thread continues in the Conclusion: The End.

CONCLUSION: THE END.

Introduction

My thesis asked what an autoethnographic approach to research can reveal about the relations between power, subject(s) and truth in the context of lesson observation feedback. It was answered through the three questions that follow:

1. What is the discourse of lesson observation and observation feedback?
2. How are individuals situated and how do we situate ourselves in this discourse?
3. How has my history been shaped by the techniques I have employed in my practice and in my thesis?

The conclusion reviews findings and suggests implications for each question in turn. Reference will be made to previous literature and sections. I then summarise the contribution to knowledge and look ahead to possibilities for future research.

Research Question One: What is the discourse of lesson observation and observation feedback?

O'Leary (i.e. 2013b, 2013d) critiqued the use of graded lesson observations to judge teachers' performance in internal and external quality assurance. O'Leary (2014, p.63-67), Copland (2008a), and Cockburn (ibid, p.50) remind us of the subjectivity of the observer. That reflection is echoed through my evocative writing (pages 67, 71, 86, 88), and through Armstrong's (2000, p.4) critique of the word 'quality' and its application in the context of judgements: 'outstanding' (grade one) or 'good' (grade two) (i.e. Ofsted, 2012a; 2012b). In Foucault's terms (2003e, in

Rabinow and Rose, 2003, p.257), the 'discourse' of observation and feedback (how we refer to observation and feedback) itself creates our representations. Through my ironic checklist (p.59), activity systems (pages 82, 91, 94), and evocative writing, I highlighted that we both receive (from inspection reports, policy and research papers, institutional cultures and practices) and generate sets of expectations about what it means to be an effective teacher. O'Leary (2013c) (and Cockburn, 2005) repositions observation as a tool for collective and expansive learning.

Copland (2008a) sees feedback as a 'genre' with 'Conventionalised expectations' (2008b, p.2) and 'personalised sets of assessment criteria' (2009, p.19). In Figures 1-3 (pages 82, 91, 94), I acknowledged the goal of observation feedback to be variously: to give feedback and agree actions, to improve the teaching of the student-teacher, and to support them becoming effective teachers. I was increasingly critical of my dominance as observer. As Foucault (2003c, p.172) says: 'As soon as people begin to have trouble thinking things the way they have been thought, transformation becomes at the same time very urgent, very difficult, and entirely possible'. Concepts such as 'expansive learning' (Engeström, 2001; O'Leary, 2013c), 'transformative learning' (Mezirow, 1991) and the Zone of Proximal Teacher Development (Warford, 2011) reminded me to check the extent to which the student was allowed to reflect and share their views (i.e. p.101).

I suggest these findings promote fostering a 'critical attitude' (Foucault, 2003f, p.263) whether observing an established or student teacher. The interaction between observer and observed is underpinned by sets of expectations. Foucault, 2008, p.8) refers to 'modes of veridiction, techniques of governmentality, and

practices of the self'. In relation to observation and observation feedback, what are the perceived goals? In the case of peer observations of established teachers, that might mean explicitly sharing representations of effective teaching. For all observers and observed, it means considering the purpose of the observation (its place in the teacher/ student teacher's development), the role and responsibilities of the observer and the observed, and the context in which it takes place; something I continue next.

Research Question Two: How are individuals situated and how do we situate ourselves in this discourse?

Through empirical data analysis (and in extracts e.g. p.158, p.160), I identified observation feedback as a 'nexus of knowledge-power' (Foucault, 2003f, in Rabinow and Rose, 2003, p.275). As suggested in Research Question One, it is a dialogue that shares representations of effective teaching. Such reflections included: sharing learning outcomes, making learning more inclusive and student-centred, working to support and to stretch, promoting note-taking, scanning in order to respond flexibly at the time. Looking through my 'particular perspective' (Tight, 2010, p.337), I objectified the observer (myself) as embodying 'capillary power' (Foucault, 1975, p.198; see Part Two, p.127). I lead, I ask a lot of questions (unlike the student), I position myself as more experienced by using jargon and giving detailed and explicit advice. I was critical at times of the balance I achieved between talking about the strengths of the lesson and indicating next steps. In Case study 3 2012-2013, I reflected: 'seems as if I say a strength which also has an area of development in it' (echoing Montgomery, 2002, p.55). Processes and practices of observation and observation feedback are complex having

'prescriptive effects regarding what is to be done..and codifying effects regarding what is to be known' (Foucault, 2003e, in Rabinow and Rose, p.248). I assess against criteria but I also recognised my own 'language resources' (Copland, 2008b, p.9), 'hidden curricula' (Copland et al, 2009, p.20), the 'phases' (Copland, 2008b, p.7) of the dialogues, and my adherence to 'legitimising talk' (ibid, 2007, online).

In an extract (p.160), I reconsidered the differences between a teacher education observation and a quality observation. I reflected that I had not always known the teacher I observed in my quality role but that I did know the students and their development. In cultural historical activity systems (pages 82, 91 and 94), I had not identified a further Hidden Outcome: to support the students in becoming reflective practitioners. Yet this is something I regard as crucial in their development and future employment. Both the pen portraits and the focus groups reinforced the students' perceptions of the feedback dialogue as linked to reflection and action planning. Reflecting back on the concepts of 'expansive learning' (Engeström, 2001) and 'Zone of Proximal Teacher Development' (Warford, 2011), and on the natural sharing of experience in the peer observations (Part Five, p.187), my findings reinforce the need for me (and other teacher educators) to remember what stage the student is at and thereby move to more 'dialogic' (Copland and Mann, 2010, in Cirocki et al, 2010, p21) talk.

Research Question Three: How has my history been shaped by the techniques I have employed in my practice and in my thesis?

As a teacher educator, I have been more familiar with reflective models and practices described in education and nurse education literature. I have however only made brief reference to that literature in the context of this thesis. Reading Foucault on 'care of self', I saw that I was sharing 'the vigilant tension of the self taking care, above all, not to lose control of its representations and be overcome by either pains or pleasures' (Foucault, 2001, p.534). I mentioned the vulnerability of writing about oneself in *Beginning*. In order to share ways of 'interrogating' (Foucault, 2003d, in Rabinow and Rose, 2003, p.179) my responsibilities as observer, I needed an approach to research that both encouraged sifting through past experiences and also encouraged 'the ethnographic impulse' (Tedlock, 2005, in Denzin and Lincoln, 2005, p.467).

Returning to Foucault (2003a, in Rabinow and Rose, 2003, p.28; Conclusion, p.218): 'Freedom is the ontological condition of ethics. But ethics is the considered form that freedom takes when it is informed by reflection'. I aimed to make the research as rich as possible to inform my own 'ethics of control' (Foucault, 1984, p.65) and also to support your reflections in relation to your own context (Simons, 2009, p.166). Autobiographical inclusions placed the research directly in my historical context (as an observer conducting graded lessons). I sought to achieve 'verisimilitude' (Ellis, 2004, p.124). I also wanted to openly acknowledge the two roles I inhabited: observer, and researcher (also reflected by Miller, 2008b, p.348). Sharing research diaries also fulfilled Anderson's (2006a, p.378) third requirement for analytic autoethnography: 'narrative visibility of the researcher's self'.

As Kress (2000, in Herrington and Kendall, 2005, p.62) reflects: 'what people do with the stuff shapes the stuff'. I have objectified myself as 'historically produced phenomenon' (Gutman, 1988, in Martin and Hutton, 1988, p.103) and in the research diary (p.208) acknowledged my delayed recognition of a shift from quality observer to teacher educator observer. The education sector is moving towards ungraded observations. I hope to have shown how important it is not to present isolated (context free) models or checklists of future observation and feedback practices, but also to 'interrogate' (Foucault, 2003d, in Rabinow and Rose, 2003, p.179) how your own models and practices inform your current practice.

Contribution to knowledge

I refer in turn to observation feedback, my autoethnographic approach, 'care of self' within a teacher education context, and the comparisons drawn between tutor and peer observation feedback.

Lesson observation feedback in the context of a post-compulsory teacher education course and in further education remains under-researched. O'Leary writes substantially on lesson observations and has focused on experienced teachers in Further Education. There is resonance with and some parallels to his research. He (2013c) uses the term 'expansive learning' in considering more developmental models of observation. He also draws on Foucauldian concepts that I have referred to (associated with 'technology of power'). His research reports professional perspectives on observation including reflections from quality observers. He does not prioritise the observation feedback dialogue or teacher

education observation feedback. I found more research on the feedback dialogue in English Language Teacher Education and made closer reference to theoretical concepts from Copland's work (such as 'legitimising talk', 'dialogic', 'genre').

The autoethnographic approach to writing about observation feedback is unique. It answers some of the calls for trainers to be more aware of their role and their approaches (Copland, 2008a, p.259; Engin, 2013, p.11; Wragg, 1994, p.69). I hope it encourages other teachers to contribute to educational research, sharing their practice with a view to problematising and potentially improving it. In trying different approaches to writing, I also hoped to show the importance of our subjective experiences in framing how we approach the situations we encounter.

As explained in Research Question Three, I found 'care of self' to be a useful overarching concept associated with ongoing criticality and personal ethics. For experienced teachers, such as myself, it encourages us to re-problematise our practices (as reflected in this thesis). In looking at 'power, subject and truth in the context of lesson observation feedback', its application secured links between technologies of power and technologies of self. While research on lesson observations might engage with technologies of power, I have not seen similar connections to Foucault's technologies of self.

Finally, the comparison between tutor and peer observation feedback highlighted distinct differences. In the current climate (moving towards ungraded models), it is timely to interrogate practices and processes of peer observation and feedback. While my data involved teacher education, it is hoped that highlighting particular aspects of that dialogue might inform peer observation feedback

between experienced teachers. It drew attention to observation as a reciprocal learning opportunity. It contrasted both to my tutor observation feedback as an assessor and also to the use of observation as a performance measure for experienced staff. The comparisons between my tutor observation feedback and the peer observation feedback led me to identify other possibilities for future research, shared below.

Possibilities for future research

I chose to look at my practice and explored the data from my perspective. Having made comparisons between my ways of giving observation feedback and the students' ways of giving feedback to each other, I would like to get further insight in to their perspectives on observation in relation to their development. I would also like to reflect on observation over time. I shared Semester Two lesson observation feedback. It would be helpful to reflect on how the observation feedback dialogue might move from more directive to more 'dialogic' (Copland and Mann, 2010, in Cirocki et al, 2010, p21) talk in the light of students' development. Conversation analysis could prove useful in exploring small sections.

Summary

In Beginning, I said the research revealed relations between power (the institutional and policy context I work and have worked within), the subject (myself, my students) and truth (the nature of observation and feedback discourse, its forms of knowledge and ways of being and behaving). In the Conclusion, I reflect that I employ ways of giving observation feedback that directly relate to my past and present experiences of being observed and of being the observer. I looked at

the 'discourse' of observation and feedback to see the knowledge that it generates; our representations of effective teaching, how we inhabit the roles of observer and observed in observation feedback and our perceptions of the purpose of observation feedback. While I review findings and identify implications, I do not present a model of how to give observation feedback. I hope instead to have illustrated Foucault's (2001, p.236) view: 'what we need to know are relations: the subject's relations with everything around him'. In looking at my practice, I have seen those 'relations' (ibid) more clearly. As teacher educator, I am now much more conscious of allowing the student opportunity to voice their views on the lesson. That includes thinking about when and how I ask questions, how and to what extent I advise, how actions are agreed, and; underpinning all of those points, reflecting on their perceived needs including the stage they are at in their development.

LIST OF REFERENCES

- Allen, M. (2014) Graded lesson observations are a major cause of stress for FE teachers. **The Guardian** [online], Wednesday 11th June. Available from: <http://www.theguardian.com/education/2014/jun/11/graded-lesson-observations-stress-teachers-further-education> [Accessed 13th June 2014]
- Anderson, L. (2006a) Analytic Autoethnography. **Journal of Contemporary Ethnography**, 35 (4): 373-395
- Anderson, L. (2006b) On Apples, Oranges, and Autopsies: A Response to Commentators, **Journal of Contemporary Ethnography**, 35 (4): 450-465
- Armstrong, P. (2000) **Never mind the quality, measure the length: Issues for Lifelong learning**. Supporting Lifelong Learning Global Colloquium. Available from http://www.adulteduc.gr/001/pdfs/provlimatimsoi/paul_armstrong.pdf [Accessed 12th September 2013]
- Atkinson, E. (2000) The Promise of Uncertainty: education, postmodernism and the politics of possibility. **International Studies in Sociology of Education**, 10 (1): 1-13
- Bartenuk, J. and Louis, M. (1996) **Insider/Outsider Team Research**. London: SAGE Publications
- Bassey, M. (1999) **Case Study Research in Educational Settings**. Maidenhead: Open University Press
- Bell, J. (1999) **Doing your research project: A guide for first-time researchers in education and social science**. 3rd ed. Buckingham: OUP
- Biggs, J. (2014) **Constructive Alignment**. [Online] Available from: <http://www.johnbiggs.com.au/academic/constructive-alignment/> [Accessed 4th July 2014]
- BIS: Department for Business, Innovation and Skills (2011) **New Challenges, New Chances Further Education and Skills System Reform Plan: Building a World Class Skills System**. Available from: www.bis.gov.uk [Accessed 9 August 2013]
- BIS: Department for Business, Innovation and Skills (2012) **Independent Review of Professionalism in Further Education**. Available from: www.bis.gov.uk [Accessed 10 August 2013]
- Bloor, M. and Bloor, T. (2007) **The Practice of Critical Discourse Analysis: An Introduction**. London: Hodder Education
- Bolton, G. (2010) **Reflective Practice: Writing and Professional Development**. 3rd ed. London: SAGE Publications

- Bolton, G. (2014) **Reflective Practice: Writing and Professional Development**. 4th ed. London: SAGE Publications
- Bourdieu, P. (1991) **Language and Symbolic Power**. Oxford: Polity Press
- Brookfield, S. (1995) **Becoming a Critically Reflective Teacher**. San Francisco: Jossey Bass
- Bryant, A. and Charmaz, K. (ed.) (2010) **The SAGE Handbook of Grounded Theory**. London: SAGE Publications
- Burgess, R. (1984) "Autobiographical Accounts and Researcher Experience" In Burgess, R. (ed.) **The research process in educational settings: ten case studies**. London: The Falmer Press pp.251-271
- Burgess, R. (ed.) **The research process in educational settings: ten case studies**. London: The Falmer Press
- Butler, J. (1990) **Gender Trouble: Feminism and the Subversion of Identity**. Abingdon: Routledge
- Chaiklin, S. (2003) "The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction" In Kozulin, A., Gindis, B., Ageyev, V., Miller, S. (ed.) **Vygotsky's Educational Theory in Cultural Context**. Cambridge: Cambridge University Press pp.39-65
- Cirocki, A., Park, G. and Widodo, H. (ed.) (2010) **Observation of teaching: bridging theory and practice through research on teaching**. München, Germany: LINCOM Europa
- Clancy, J. (9th October 2007) Checklist for the model professional. **The Guardian** [online]. Available from: <http://www.theguardian.com/news/2007/oct/09/guardianextra3.guardianspecial61> [Accessed 26 June 2014]
- Cockburn, J. (2005) "Perspectives and Politics of Classroom Observation" In Mazey, R. (ed.) **The Research and Development Bulletin**. 3 (2): 45-57 City College Norwich: The Research Centre
- Coffield, F. (2008) **Just suppose teaching and learning became the first priority**. London: LSN
- Coleman, M. and Briggs, A. (ed.) (2003) **Research Methods in Educational Leadership and Management**. London: SAGE Publications
- Colley, H., James, D, and Diment, K. (2007) Unbecoming teachers: towards a more dynamic notion of professional participation. **Journal of Education Policy**, 22 (2): 173-193

- Copland, F. (2007) **Classrooms as Cultural Context: The legitimacy of educational exchange** [online]. Available from: http://www.slidefinder.net/c/classrooms_cultural_context_the_legitimacy/baal2008blue/21014229. [Accessed 1st July 2012]
- Copland, F. (2008a) **Feedback in pre-service English language teacher training: discourses of process and power**. PhD thesis, University of Birmingham
- Copland, F. (2008b) "Deconstructing the Discourse: Understanding the feedback event." In Garton, S. and Richards, K. (ed.) **Professional Encounters in TESOL**, London: Palgrave pp.1-11
- Copland, F. (2010) Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. **Teaching and Teacher Education**, 26 (3): 466-472
- Copland, F., Ma, G. and Mann, S. (2009) Reflecting in and on post-observation feedback in initial teacher training on Certificate courses. **ELTED**, 12: 14- 23
- Copland, F. and Mann, S. (2010) "Dialogic talk in the post-observation conference; an investment for reflection" In Cirocki, A., Park, G., and Widodo, H. **Observation of teaching: bridging theory and practice through research on teaching**. München, Germany: LINCOM Europa pp. 175-194
- Corbin, J. and Strauss, A. (2008) **Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory**. 3rd ed. London: SAGE Publications
- Costley, C., Elliott, G. and Gibbs, P. (2012) **Doing work-based research: Approaches to enquiry for insider-researchers**. London: SAGE Publications
- Covan, E. (2010) "The Discovery of Grounded Theory in Practice: The Legacy of Multiple Mentors" In Bryant, A. and Charmaz, K. (ed.) **The SAGE Handbook of Grounded Theory**. London: SAGE Publications pp. 58-74
- Creswell, J. (2009) **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**. 3rd ed. London: SAGE Publications
- Cullimore, S and Simmons, J. (2010) The emerging dilemmas and challenges for mentors and mentees in the new context for training in-service teachers for the Learning and Skills sector, **Research in Post-Compulsory Education**, 15 (2): 223-239
- Day, C., Kington, A., Stobart, G., Sammons, P. (2006) The personal and professional selves of teachers: stable and unstable identities. **British Educational Research Journal**, 32 (4): 601-616
- Denscombe, M. (1998) **The Good Research Guide for small-scale social research projects**. Maidenhead: Open University Press

Denzin, N. and Lincoln, Y. (ed.) (2003) **The Landscape of Qualitative Research: Theories and Issues**. 2nd ed. London: SAGE Publications

Denzin, N. and Lincoln, Y. (ed.) (2005) **The SAGE Handbook of Qualitative Research**. 3rd ed. London: SAGE Publications

Denzin, N. (2006) Pedagogy, Performance and Autoethnography, **Text and Performance Quarterly**, 26 (4): 333-338

Denzin, N. and Lincoln, Y. (ed.) (2011) **The SAGE Handbook of Qualitative Research**. 4th ed. London: SAGE Publications

Department for Education (2001) **Wolf Review of Vocational Education: Government Response**. London: Department for Education

Department for Education (2010) **The Importance of Teaching: The Schools White Paper 2010**. London: Department for Education

Department for Education (2011) **Training our next generation of outstanding teachers: Implementation Plan**. London: Department for Education

Department for Education and Skills (2004) **Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector**. London: Department for Education and Skills

Department for Education and Skills (2006) **Further Education: Raising Skills, Improving Life Chances**. London: Department for Education and Skills. Available from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272259/6768.pdf [Accessed 4th July 2014]

Department of Universities, Innovations and Skills (2007) **The Further Education Teachers' Qualifications (England) Regulations 2007**. UK: The Stationery Office Limited. Available from:

http://www.legislation.gov.uk/uksi/2007/2264/pdfs/uksi_20072264_en.pdf. [Accessed 4th July 2014]

Dey, I. (2010) "Grounding Categories" In Bryant, A. and Charmaz, K. (ed.) **The SAGE Handbook of Grounded Theory**. London: SAGE Publications pp. 167-190

Education and Training Foundation (2014) Available from: <http://www.et-foundation.co.uk/> [Accessed 27th November 2014]

Ellis, C. (2004) **The Ethnographic I: A Methodological Novel about Autoethnography**. Walnut Creek, CA: AltaMira Press

Ellis, C. and Bochner, A. (2006) Analyzing Analytic Autoethnography: an Autopsy, **Journal of Contemporary Ethnography**, 35 (4): 429-449

Ellis, C., Adams, T. and Bochner, A. (2011) **Autoethnography: An Overview**. [online] Available at: Forum Qualitative Social Research. 12 (1) Available from: <http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095> [Accessed 21st June 2014]

Engeström, Y. (1987) **Learning by expanding. An activity-theoretical approach to developmental research**. Available from: <http://lchc.ucsd.edu/MCA/Paper/Engestrom/expanding/toc.htm> [Accessed 8 October 2013]

Engeström, Y. (2001) Expansive Learning at Work: toward an activity theory reconceptualization. **Journal of Education and Work**, 14 (1): 133-156

Engeström, Y. and Miettinen, R. (1999) "Introduction" In Engeström, Y., Miettinen, R. and Punamäki, R-L. (ed.) **Perspectives on Activity Theory**. Cambridge: CUP pp.1-19

Engeström, Y., Miettinen, R. and Punamäki, R-L. (ed.) (1999) **Perspectives on Activity Theory**. Cambridge: CUP

Engeström, Y. and Sannino, A. (2010) Studies of expansive learning: Foundations, findings and future challenges. **Educational Research Review**, 5: 1-24

Engin, M. (2013) Trainer talk: levels of intervention. **ELT Journal** [online], 67 (1) Available from: <http://eltj.oxfordjournals.org/content/67/1/11.abstract> [Accessed 20th July 2013]

Eribon, D. (1992) **Michel Foucault**. London: Faber and Faber

Etherington, K. (2004) **Becoming a Reflexive Researcher: Using Our Selves in Research**. London: Jessica Kingsley Publishers

Evans, R. (2011) **Improving teaching and learning: the merits and drawbacks of lesson observation systems**. LSIS National Learning Fair

Flyvbjerg, B. (2011) "Case Study" In Denzin, N. and Lincoln, Y. (ed.) **The SAGE Handbook of Qualitative Research**. 4th ed. London: SAGE Publications pp.301-317

Foster, A. (2005) **Realising the potential: A review of the future role of further education colleges**, Nottinghamshire: DFES Publications. Available from: <http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:17490/datastreams/PDF/content>. [Accessed 4th July 2014]

Foucault, M. (1969) **The Archeology of Knowledge**. London: Routledge

Foucault, M. (1970) **The Order of Things**. Abingdon: Routledge

Foucault, M. (1972) **The Archeology of Knowledge**. London: Tavistock Publications Limited

Foucault, M. (1975) **Discipline and Punish**. London: Penguin Books Ltd

Foucault M. (1980) "The Eye of Power" In Gordon, C. (ed.) **Power/ Knowledge: Selected Interviews and Other Writings 1972-1977**. London: Harvester Wheatsheaf pp.146-166

Foucault, M. (1981) "The order of discourse" In Young, R. (ed.) **Untying the text: a post-structural anthology**. Boston: Routledge & Kegan Paul pp. 48- 78

Foucault, M. (1984) **The History of Sexuality Volume 3: The Care of the Self**. London: Penguin Books

Foucault, M. (1988a) "Technologies of the Self" In Martin, L. and Hutton, P. (ed.) **Technologies of the Self: A Seminar with Michel Foucault**. London: Tavistock Publications Ltd pp.16-50

Foucault, M. (1988b) "The Political Technology of Individuals" In Martin, L. and Hutton, P. (ed.) **Technologies of the Self: A Seminar with Michel Foucault**. London: Tavistock Publications Ltd pp.145-163

Foucault, M. (2001) In Davidson, A. (ed.) **The Hermeneutics of the Subject: Lectures at the College de France 1981-1982**. Hampshire: Palgrave Macmillan

Foucault, M. (2003a) "The Ethics of the concern of the self as a practice of freedom" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from the Essential Works of Foucault, 1954-1984**. New York: The New Press pp.25-43

Foucault, M. (2003b) "Technologies of the Self" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from the Essential Works of Foucault, 1954-1984**. New York: The New Press pp.145-170

Foucault, M. (2003c) "So is it important to think?" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from the Essential Works of Foucault, 1954-1984**. New York: The New Press pp.170-174

Foucault, M. (2003d) "The Masked Philosopher" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from the Essential Works of Foucault, 1954-1984**. New York: The New Press pp.174-180

Foucault, M. (2003e) "Questions of Method" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984**. New York: The New Press pp.246-259

Foucault, M. (2003f) "What is critique?" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984**. New York: The New Press pp.263-279

Foucault, M. (2003g) "What is an author?" In Rabinow, P. and Rose, N. (ed.) **The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984**. New York: The New Press pp.377-392

Foucault, M. (2008) In Davidson, A. (ed.) **The Courage of Truth. The Government of Self and Others II: Lectures at the College de France 1983-1984**. Hampshire: Palgrave Macmillan

Foucault, M. (2011) In Davidson, A. (ed.) **The Government of the Self and Others: Lectures at the College de France 1982-1983**. Hampshire: Palgrave Macmillan

Garton, S. and Richards, K. (ed.) (2008) **Professional Encounters in TESOL**, London: Palgrave

Gergen, M. and Gergen, K. (2003) "Qualitative Inquiry: Tensions and Transformations" In Denzin, N and Lincoln, Y. (ed.) **The Landscape of Qualitative Research: Theories and Issues**. 2nd ed. London: SAGE Publications pp.575-611

Ghaye, A. and Ghaye, K. (1998) **Teaching and Learning through Critical Reflective Practice**. London: David Fulton Publishers

Glaser, B. (Spring 1965) The Constant Comparative Method of Qualitative Analysis. **Social Problems**, 12 (4): 436-445

Glaser, B. and Strauss, A. (1967) **The Discovery of Grounded Theory: Strategies for qualitative research**. London: AldineTransaction

Gordon, C. (ed.) (1980) **Michel Foucault: Power/ Knowledge, Selected Interviews and Other Writings 1972-1977**. London: Harvester Wheatsheaf

Gutman, H. (1988) "Rousseau's Confessions: A Technology of the Self" In Martin, L. and Hutton, P. (ed.) **Technologies of the Self: A Seminar with Michel Foucault**. London: Tavistock Publications Ltd pp.99-121

Hairspray (2007) [DVD] MMVII New Line Home Entertainment, Inc.

Hakim, C. (1987) **Research Design: Strategies and Choice in the Design of Social Research**. London: Routledge

Hammersley, M. (1984) "The Researcher Exposed: A Natural History" In Burgess, R. (ed.) **The Research Process in Educational Settings: Ten Case Studies**. London: The Falmer Press pp.39-69

Hart, C. (1998) **Doing a Literature Review**. London: SAGE Publications

Harvey, P. (2006) **Improving Teaching Observation Practice in the Learning and Skills Sector: A Literature Review**. Norwich College

Harvey, P. (2008) **A Guide of Best Practice for Classroom Observation in Initial Teacher Training in the Learning and Skills Sector**. Norwich: Research Centre. Available from: <http://theresearchcentre.co.uk/reports/guide-best-practice-classroom-observation-initial-teacher-training-learning-and-skills-sector> [Accessed 12th September 2013]

Herrington, M. and Kendall, A. (ed.) (2005) **Insights from Research and Practice: a handbook for adult literacy, numeracy and ESOL practitioners**. Leicester, NIACE

Hodkinson, P., Biesta, G., James, D., and Gleeson, D. (2005) Outcomes Poster: **Overcoming the climate change in FE: A cultural approach to improving learning**. Project Transforming Learning Cultures in FE. Available from: <http://www.education.ex.ac.uk/tlc/> [Accessed 21 June 2013]

Holman Jones, S. (2005) "Autoethnography: Making the personal political" In Denzin, N. and Lincoln, Y. (ed.) **The SAGE Handbook of Qualitative Research**. 3rd ed. London: SAGE Publications pp.763-792

Hood, J. (2010) "Orthodoxy vs. Power: The Defining Traits of Grounded Theory" In Bryant, A. and Charmaz, K. (ed.) **The SAGE Handbook of Grounded Theory**. London: SAGE Publications pp. 151-164

Hudson, P. (2014) Feedback consistencies and inconsistencies: Eight mentors' observations on one preservice teacher's lesson. **European Journal of Teacher Education**, [Online] 37 (1): 63-73

Hutton, P. (1988) "Foucault, Freud, and the Technologies of the Self" In Martin, L. and Hutton, P. (ed.) **Technologies of the Self: A Seminar with Michel Foucault**. London: Tavistock Publications Ltd pp. 121-145

Hyett, N., Kenny, A. and Dickson-Swift, V. (2014) Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Wellbeing*, 9: 1-12

Hyland, F. and Lo, M. (2006) Examining interaction in the teaching practicum: issues of language, power and control. **Mentoring & Tutoring: Partnership in Learning**, 14 (2): 163-186

Institute for Learning (2008) **Professional Formation**. London: Institute for Learning

Institute for Learning (2012) **Impact Review**. [online] Available from: http://www.ifl.ac.uk/media/96690/2013_06_25_Impact_review_2012.pdf [Accessed 21 June 2014]

James, D. and Biesta, G. (eds.) (2007) **Improving Learning Cultures in Further Education**. Oxon: Routledge

- Kendall, G. and Wickham, G. (1999) **Using Foucault's Methods**. London: SAGE Publications
- Knowles, M.; Holton, E.; Swanson, R. (2005) **The Adult Learner: the definitive classic in adult education and human resource development**. 6th ed. London: Elsevier
- Kozulin, A., Gindis, B., Ageyev, V., Miller, S. (ed.) (2003) **Vygotsky's Educational Theory in Cultural Context**. Cambridge: Cambridge University Press
- Kress, G. (2000) "The futures of literacy", *RaPaL Bulletin*, No. 42 In Herrington, M. and Kendall, A. (ed.) (2005) **Insights from Research and Practice: a handbook for adult literacy, numeracy and ESOL practitioners**. Leicester, NIACE
- Kuit, J., Reay, G. and Freeman, R. (2001) Experiences of Reflective Teaching. **Active Learning in Higher Education**, 2 (2): 128- 142
- Lecusey, R., Rossen, L., Cole, M. (2008) "Cultural-historical activity theory and the zone of proximal development in the study of idioculture design and implementation" **Cognitive Systems Research**, 9 (1-2): 92-103 [online] Available from: www.sciencedirect.com [Accessed 25 June 2014]
- Lee, J. (30th March 2012) FE Professionalism gets radical shake-up. **Times Educational Supplement Magazine**. [online] Available from: <http://www.tes.co.uk/article.aspx?storycode=6202944> [Accessed 26 June 2014]
- Levi-Strauss, C. (1962) **The Savage Mind**. London: Weidenfeld and Nicolson
- Long, L. (2008) Narrative autoethnography and the promotion of spiritual well-being in teacher research and practice. **Pastoral Care in Education**, 26 (3): 187-196
- Lifelong Learning UK (2009) **Guide to Working in the FE Sector**. Available from: dera.ioe.ac.uk [Accessed 9th August 2013]
- Marriott, G. (2001) **Observing Teachers at Work**. Oxford: Heinemann Educational Publishers
- Martin, T. (2006) Giving feedback after a lesson observation. [Online] **Mentoring and Tutoring: Partnership in Learning**, 3 (2): 8-12
- Martin, L. and Hutton, P. (ed.) (1988) **Technologies of the Self: A Seminar with Michel Foucault**. London: Tavistock Publications Ltd
- Mazey, R. (ed.) (2005) **The Research and Development Bulletin**. 3 (2): 45-57, City College Norwich: The Research Centre
- McLuhan, M. (1962) **The Gutenberg Galaxy: The Making of Typographic Man**. London: Routledge and Kegan Paul.

McLuhan, M. (2011) **The Gutenberg Galaxy: The Making of Typographic Man**. Toronto: University of Toronto Press

Medford, K. (2006) Caught with a fake ID: Ethical Questions about Slippage in Autoethnography. **Qualitative Inquiry**, 12 (5): 853-864

Mezirow, J. (1991) **Transformative Dimensions of Adult Learning**. San Francisco: Jossey-Bass Publishers.

Miles, M. and Huberman, A. Michael (1994) **An Expanded Sourcebook: Qualitative Data Analysis**. 2nd ed. London: SAGE Publications

Miller, A. (2008a) Personalising Ethnography: On memory, evidence and subjectivity, the writing and learning journey. **New Writing: The International Journal for the Practice and Theory of Creative Writing**, 5 (2): 89-113

Miller, D. (2008b) Shades of gray: an autoethnographic study of race in the academy, **International Journal of Qualitative Studies in Education**, 21 (4): 347-373

Montgomery, D. (2002) **Helping teachers develop through classroom observation**. 2nd ed. London: David Fulton Publishers

Morrison, M. (2002) "What do we mean by educational research?" In Coleman, M. and Briggs, A. (ed.) **Research Methods in Educational Leadership and Management**, London: SAGE Publications pp.3-28

Morrison McGill, R. (2012) **Notes on the new Ofsted Framework: How to be outstanding**. The Guardian Available from: <http://www.theguardian.com/teacher-network/teacher-blog/2012/nov/19/new-ofsted-framework-how-to-be-outstanding> [Accessed 15th August 2013]

Mulderrig, J. (2003) Consuming education: a critical discourse analysis of social actors in New Labour's education policy. **JCEPS**, 1 (1): 1-20

Muncey, T. (2010) **Creating Autoethnographies**. London: SAGE Publications

Ofsted: Office for Standards in Education, Children's Services and Skills (2012a) **A good education for all**. [online] Available from: www.ofsted.gov.uk/resources/good-education-for-all [Accessed 9th August 2013]

Ofsted: Office for Standards in Education, Children's Services and Skills (2012b) Handbook for the Inspection of Further Education and Skills from September 2012. Ofsted. [online]. Available from: <http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012> [Accessed 25th February 2014]

O'Leary, M. (2012) Time to turn worthless lesson observation into a powerful tool for improving teaching and learning, **Intuition**, 9: p.16-18 Available from: http://www.ifl.ac.uk/__data/assets/pdf_file/0008/27890/Intuition-issue-9-Summer-2012.pdf [Accessed 19th September 2013]

O'Leary, M. (2013a) Times Educational Supplement Further Education Podcast 06/09/2013 **TES** Available from: <http://tesconnect.podbean.com/feed/> [Accessed 20th June 2013]

O'Leary, M. (2013b) Surveillance, performativity and normalised practice: the use and impact of graded lesson observations in Further Education Colleges, **Journal of Further and Higher Education**, 37 (5): 694- 714

O'Leary, M. (2013c) Expansive and restrictive approaches to professionalism in FE colleges: the observation of teaching and learning as a case in point, **Research in Post Compulsory Education**, 18 (4): 348-364

O'Leary, M. (2013d) **Developing a National Framework for the Effective Use of Lesson Observation in Further Education: A Project Report for UCU**. Available from: http://www.ucu.org.uk/media/pdf/i/q/ucu_lessonobsproject_nov13.pdf [Accessed 8th June 2014]

O'Leary, M. (2014) **Classroom Observation: a guide to the effective observation of teaching and learning**. London: Routledge

O'Leary, M. and Smith, R. (2013) New Public Management in an age of austerity: knowledge and experience in further education. **Journal of Educational Administration and History**, 45 (3): 244-266

Paechter, C., Edwards, R., Harrison, R. and Twining, P. (2001) **Learning, space and identity**. London: SAGE Publications

Peake, G. (2006) **Observation of the practice of teaching : research findings from the University of Huddersfield Consortium for PCET**. Escalate. Available from: <http://dera.ioe.ac.uk/id/eprint/12962> [Accessed 26th September 2013]

Peim, N. (1993) **Critical Theory and the English Teacher: Transforming the subject**. London: Routledge

Peim, N. (2009) Activity theory and ontology. **Educational Review**, 61 (2): 167-180

Peters, M. (2001) National education policy constructions of the 'knowledge economy': towards a critique. **Journal of Educational Enquiry**, 2 (1): 1-22

Phillips, D. (1994) The functions of silence within the context of teacher training **ELT Journal**, 48 (3): 266-271

- Phillips, D. (1999) **The feedback session within the context of teacher training and development: an analysis of discourse, role and function**. PhD thesis, University of London
- Rabinow, P. and Rose, N. (ed.) (2003) **The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984**. New York: The New Press
- Reed-Danahay, D. (1997) **Auto/ethnography: Rewriting the self and the social**. Oxford: Berg
- Richardson, L. (1997) **Fields of Play: Constructing an Academic Life**. New Brunswick: Rutgers University Press
- Rosenberg, J. and Yates, P. (2007) Schematic representation of case study research designs. **Journal of Advanced Nursing**, 60 (4): 447-452
- Sangha, J., Slade, B., Mirchandani, K., Maitra, S., and Shan, M. (2012) An Ethnodrama on Work-Related Learning in Precarious Jobs: Racialization and Resistance. **Qualitative Inquiry**, 18 (3): 286-296
- Scales, P. (2013) **Teaching in the Lifelong Learning Sector**. 2nd ed. Maidenhead: OUP
- Scanlon, E. and Issroff, K. (2005) Activity Theory and Higher Education: evaluating learning technologies. **Journal of Computer Assisted Learning**, 21: 430-439
- Scheffel-Dunard, D. (2011) "The invisible and the visible: intertwining figure and ground in The Gutenberg Galaxy" In McLuhan, M. (2011) **The Gutenberg Galaxy**. Toronto: University of Toronto Press pp.xlvii-1
- Schön, D. (1991) **The Reflective Practitioner: How professionals think in action**. Aldershot: Arena
- Seale, C. (1999) Quality in Qualitative Research. **Qualitative Inquiry**, 5 (4): 465-478
- Shortland, S. (2010) Feedback within peer observation: continuing professional development and unexpected consequences, **Innovations in Education and Teaching International**, 47 (3): 295-304
- Silverman, D. (2005) **Doing Qualitative Research: A Practical Handbook**. 2nd ed. London: SAGE Publications
- Simons, H. (2009) **Case Study Research in Practice**. London: SAGE Publications
- Skinner, T. (2011) Dyslexia, mothering and work: intersecting identities, reframing, 'drowning' and resistance. **Disability and Society**, 26 (2): 125-137
- Smith, D. (2004) **I Capture the Castle**. London: Vintage

- Smith, J.K. and Hodkinson, P. (2005) "Relativism, Criteria, and Politics" In Denzin, N. and Lincoln, Y. (ed.) **The SAGE Handbook of Qualitative Research**. 3rd ed. London: SAGE Publications pp.915-933
- Sparkes, A. and Douglas, K. (2007) Making the Case for Poetic Representations: An Example in Action. **The Sport Psychologist**, 21: 170-190
- Stake, R.E. (2005) "Qualitative Case Studies" In Denzin, N. and Lincoln, Y. (ed.) **The SAGE Handbook of Qualitative Research**. 3rd ed. London: SAGE Publications pp.443-467
- Starr, L. (2010) The use of autoethnography in educational research: Locating who we are in what we do. **Canadian Journal for New Scholars in Education**, 3 (1): 1-9
- Stenhouse, L. (1984) "An Autobiographical Account" In Burgess, R. (ed.) **The research process in educational settings: ten case studies**. London: The Falmer Press pp.211-235
- Stevens, D. and Lowing, K. (2008) Observer, Observed and Observations: Initial teacher education English tutors' feedback on lessons taught by student teachers of English. **English in Education**, 42 (2): 181-198
- Stronach, I., Corbin, B., McNamara O., Stark, S., Warne, T. (2002) Towards an uncertain politics of professionalism: teacher and nurse identities in flux. **Journal of Education Policy**, 17 (1): 109-138
- Training and Development Agency (no date) **Essential Guide for NQT Induction Tutors**. [online] Available from: http://www.tda.gov.uk/teacher/nqt-induction/~media/resources/teacher/induction/essential_guide_for_induction_tutorials.pdf [Accessed 20th January 2012]
- Tedlock, B. (1991) From Participant Observation to the Observation of Participation. **Journal of Anthropological Research**, 14 (1): 69-94
- Tedlock, B. (2005) "The observation of participation and the emergence of public ethnography" In Denzin, N. and Lincoln, Y. (ed.) (2005) **The SAGE Handbook of Qualitative Research**. 3rd ed. London: SAGE Publications pp.467-482
- Tett, L., Hamilton, M. and Crowther, J. (ed.) (2012) **More Powerful Literacies**. Leicester: NIACE
- Thomas, G. (2011) **How to do your case study: a guide for students and researchers**. London: SAGE Publications
- Thurlings, M., Vermeulen, M., Kreijns, K., Bastiaens, T., and Stijnen, S. (2012) Development of the Teacher Feedback Observation Scheme: evaluating the quality of feedback in peer groups. **Journal of Education for Teaching**, 38 (2): 193-208
- Tight, M. (2010) The curious case of case study: a viewpoint. **International Journal of Social Research Methodology**, 13 (4): 329-339

- Tillema, H. and Smith, K. (2009) Assessment orientation in formative assessment of learning to teach **Teachers and Teaching**, 15 (3): 391-405
- Tilstone, C. (1998) **Observing Teaching and Learning: Principles and Practice**. London: David Fulton Publishers pp.58-71
- Teaching and Learning Research Programme (2008) (eds. Nash, I., Jones, S., Ecclestone, K. and Brown, A.) **Challenge and Change in Further Education: A commentary by the Teaching and Learning Research Programme**. Teaching and Learning Research Programme. Available from: <http://www.tlrp.org/pub/documents/FEcommentary.pdf> [Accessed 30th September 2013]
- University and College Union (2006) **Initial Teacher Training and Continuing Professional Development in the Learning and Skills Sector: An Update**. UCU. Available from: https://www.ucu.org.uk/media/pdf/8/c/itt_cpd_dec06.pdf [Accessed 21st June 2014]
- University and College Union (2015) **Ofsted confirms the end of lesson observations**. Available from: <http://www.ucu.org.uk/7550> [Accessed 3rd November 2015]
- Vasquez, C. (2004) "Very carefully managed": advice and suggestions in post-observation meetings. **Linguistics and Education**, 15: 33-58
- Vryan, K. (2006) Expanding Analytic Autoethnography and Enhancing its Potential, **Journal of Contemporary Ethnography**, 35 (4): 405-409
- Vygotsky, L. (1978) **Mind in Society**. Massachusetts: Harvard University Press
- Warford, M. K. (2011) The zone of *proximal* teacher development. **Teachers and Teacher Education**, 27: 252-258
- Warmington, P. (2008) From 'activity' to 'labour': commodification, labour- power and contradiction in Engeström's activity theory. **Critical Social Studies**, 2: 4-19.
- Whittaker, F. (24th February 2014) Survey reignites FE and skills teacher qualifications debate. **FE Week**. Available from: <http://feweek.co.uk/2014/02/24/survey-reignites-fe-and-skills-teacher-qualifications-debate/> [Accessed 21 June 2014]
- Whitting, G. (2009) Mainstream or margin? Epistolary writing by contemporary women: The warp, the weft and the loom. Margins and Mainstreams: Referred conference papers of the **14th Annual AAWP Conference**
- Williams, M. and Watson, A. (2004) Post-lesson debriefing: delayed or immediate? An investigation of student teacher talk. **Journal of Education for Teaching**, 30 (2): 85-96
- Wragg, E. (1994) **An introduction to classroom observation**. London: Routledge.

Yin, R. (2009) **Case Study Research Design and Methods**. 4th ed. London: SAGE Publications

Young, R. (ed.) (1981) **Untying the text: a post-structural anthology**. Boston: Routledge and Kegan Paul

Young, R. (1992) **Critical Theory and Classroom Talk**. Avon: Multilingual Matters Ltd

APPENDICES

Peer Observations.

Peer Observation 1, 13 minutes (feedback dialogue, Semester Two, 2011)

Peer Observation 2, 10 minutes (feedback dialogue, Semester Two, 2011)

My schedule for listening to feedback (which was videoed and given to me by the peer students):

Research focus	To identify the stages of the feedback dialogue
Method	A grounded theory approach in which I highlight the different stages that I can identify
Coding that emerged	<p>In my comparison of the two transcripts I identified 4 stages and annotated the transcripts with this foci:</p> <p>areas of strength</p> <p>areas of development</p> <p>actions arising</p> <p>where and how you share your experiences of teaching and learning</p>

My reflections on watching the feedback videos 13th May 2011.

Peer Observation 1.

First thoughts relate to how led it is by observer. Also what a lovely example it is of two teachers wanting to help each other, noting lots of strengths and really engaging in teaching and learning strategy discussion.

Peer Observation 2.

Observer leads and observee steps in more. Again an engaged discussion, feels like a very collaborative discussion where observee volunteers information.

Both observers had really observed carefully and were able to identify both general and specific things. They also show a real confidence in employing professional discourse: jargon. Peer Observer 2 shares own practice very openly with observee. Peer Observee 2 steps in to structure by saying we just need to agree areas to work on.

Interesting that neither invite the person to comment first. They appear to feel that their role is that of a reporter initially?

Example extracts from the constant comparative analysis of the observation feedback dialogue:

Peer Observation 1.

P pattern or phases	<ul style="list-style-type: none"> • It's a very engaging lesson..a few QPNA [L1-17] • They need that self-actualising...although you might have wanted to kind of question why they were late [L29-42] • You dealt with latecomers very well..must come to the count so to speak [L40-85] • You have steered all the student to meet learning outcomes..I'll never forget it to be honest [L86-101] 	<ul style="list-style-type: none"> • This is the first turn and highlights key strengths as well as indicating a few areas for development • This is the second turn and is entirely based on strengths but for a tentatively expressed area for development at the end • This is all about how to deal with latecomers and though it has been indicated as an area of development, the observee develops it as a discussion • Strong focus on strengths with some areas of development [in suggestion and AV]
---------------------	--	--

Peer Observation 2.

NA negotiation of actions	<ul style="list-style-type: none"> • So we just want to agree some areas to work on then [L79] • Really the only thing that sprang to mind [L80] • The majority wasn't that often when any of them were off task really [L119-120] 	<ul style="list-style-type: none"> • This is from the observee rather than the observer and is therefore also in CC • Very tentative start by the observer • Thinking about peer obs 1 this is much less focused, the observer seems almost to take away the action point
---------------------------------	---	--

Semi-structured interview:

On 10th June 2011 I held a group interview. I had intended to hold two interviews (with each set of peers). However this was now the last day of the PGCE course; students had been in teaching practice for full weeks and therefore out of university. Three students attended. I did not record but made field notes. I had the transcripts and my notes on the emergent coding which were shared and discussed.

Interview schedule:

Date	10 th June 2011
Time	30 minute duration
Participants	The 4 student teachers (3 attended)
Research focus	<p>to share the recorded dialogue with pairs</p> <p>to identify the stages their dialogues went through</p> <p>to pose 3 pre-prepared questions</p>
Pre-prepared research questions	<p>What stages do you think an observation feedback dialogue goes through?</p> <p>Is it similar to or different from the stages that a peer observation feedback dialogue goes through?</p> <p>what do you think about the experience of doing a peer observation?</p>
Revised question to replace question 2 (revised in the interview)	Are there differences between peer observation and my observation of you?

Peer Observation 3

Semi structured interview: 18 minutes, 28th May 2013.

Planned questions:

Peer Observation 28th May 2013 semi structured interview

How was the dialogue organised between you? Do you think there is a particular structure? I will ask them to discuss the dialogue as a pair.

My focus is on exploring any discernible phases, the way they have been applied and the extent to which they have been understood. Prompt questions are likely to be:

Were you able to identify phases or any particular structure to the dialogue?

If so, how would you describe those phases or that structure?

Can you describe your role in that phase/ dialogue?

How are you expected to respond in that phase/ in the dialogue?

How did you respond in that phase/ in the dialogue?

In what ways did the peer observation differ from a tutor or mentor observation?

Example extract from the start of transcript of the semi structured interview:

Victoria: so if we're gonna we've got your feedback dialogue in front of us so if first of all we just think together about whether you think it had a particular structure to it and if it did have a structure why did it have that structure what do you think?

Observee: I think in terms of structure we tended to speak about all the positives first before we did about stuff we could improve on

Observer: yes and I completely agree but I felt like you know when we started off the session I think when I was reading through remember like we just went through the lesson planner [Victoria: you did, observee: mm) and talked to you in each section about the lesson planner [observee: we kind of followed that, Victoria: yes] and then I talked to you about and then we picked up on the positives and negatives of each section

Victoria: how do you think that observation feedback relates to feedback from me or from your mentors?

Observee: I think it's different when your peer observes you because they're on the same level as you we've kind of got some areas me and (observer) that we are similar on and need to improve on there's some areas that (observer) has got strength on and I haven't so we can kind of feed from each other in terms of looking at improvements to be made so I think it is good it's more on personal level I think being with (observer) as an observer [observer: definitely] I felt more at ease I knew (observer) was there but I felt quite comfortable even when we were doing our [laughs] even when we were doing our feedback session it was quite open and comfortable for (observer) to pull out bits that I could improve on it wasn't I didn't feel like (observer) couldn't say [V: yes] stuff I needed to improve on

Victoria: good erm in terms of yourself (observer) as observer what were your kind of expectations of the role how were you trying to go about it what were you conscious of?

Observer: well the one thing I found difficult because I know (observee) I know all (observee) quirks and how (observee) is and it was really hard to be objective just think okay I'm trying to pretend I don't know this person and that was quite difficult but you know in the same respect I thought when you guys come and observe us you know us [V: yes] so we need to look all [?] before you get to observe us but I think that's a large part of the teacher personality so in the beginning if I'm honest I kind of forgot that I was the observer I was kind of watching it [V: yes!] like ooh this is interesting to watch and I think that happens sometimes and I did get a little bit distracted cause I was like ooh what is (observee) going to do next and what's happening are they doing this activity [V: yes, repeated] but as an observer I did I felt like I found it really difficult I did find it a bit difficult because I noticed loads of good stuff like (observee) had really good timekeeping (observee) kept the tension really well (observee) was (observee) instructions were really clear I was thinking well I need to give (observee) something constructive [V: yes] like something to develop on and I found that a little bit difficult because we have a really good relationship [observee: yes, V: I know] but then like (observee) says when we were talking about it it didn't feel as if it was a criticism [observee: yes, V: yes] even when I said like oh maybe develop on this strangely it didn't feel as if I was saying oh well you did this wrong so I definitely did feel as if what I'm saying what I was going to say or what I will say would be well received [observee: yes, V: yes] but definitely from the observer's point of view I felt a really strong obligation to you

know pick up on something that (observee) can develop on [V: yes] because I think anyone can give good feedback and say all the things you're good at [S: yes] but it's about improving for next time

Observee: and I think when (observer) did pick out something I think it was the behaviour thing (observer) was like you could have tackled that better I was at ease to ask (observer) well how how do you take that on how would you adopt your teaching for that it was quite easy for us to have a bit of a conversation because we tend to talk about teaching and talk about different strategies that (observer) uses that I use in my lessons [both agree and vice versa] so we kind of learn from each other

and later extract related to questioning by observee:

Observee: I think I asked (observer) a lot of questions like just looking at this [the transcript] I asked (observer) about my pace because I felt like in a lot of my observations with yourself and with my mentor that was a key thing and I felt quite comfortable to ask (observer) what did you think could you tell I was working on my pace and I think (observer)'s honest enough to tell me yes you did or if I didn't then I could be comfortable with (observer) saying well actually you're still a bit fast in some areas so I think in terms of my own learning I was able to get some ideas from (observer) how (observer) tackles behaviour is one so I learnt a lot from that because of (observer)'s experiences but also in terms of asking (observer) how (observer) thought the session went if (observer) thought any tweaks could be made I was able to ask (observer) questions quite openly without feeling like I couldn't

Extract from videoed observation feedback transcript related to learning from each other (Peer Observation 3, 23 minutes):

Observer: well if I'm very honest this is an activity that I think I'm going to steal probably implement it to one of my [observee: oh yes steal my resources, both laugh] quite possibly it's actually really good [observee: it's recorded now that observer is stealing my resources..] really good activity also the fact that I feel you maximised your time really well [observee: that's good] I don't know if that was a fluke or something you did on purpose

Extract from the constant comparative analysis of the observation feedback:

<p>Q questions [type and use]</p>	<p>Observer</p> <ul style="list-style-type: none"> • So first of all how do you feel that the lesson went? [L1] • Is that so? [L42]; does it not? [L169] • Are you happy with what I said? [L45]- also 	<p><i>Because of the length of the transcript and to get a clearer sight of it, I have decided to put this out of the dialogue order and in to the roles, and grouped</i></p> <ul style="list-style-type: none"> • Elicits, also RC • Shared humour • Closed questions by observer
---	---	---

	<p>L160 are you happy with the things I've said? Are you happy with that? [L395]</p> <ul style="list-style-type: none"> How did you feel the assessment went? [250] <p>Student observed</p> <ul style="list-style-type: none"> There wasn't? [L8]; didn't you see me collect it at the end? [L306] Do you think I should have dealt with it differently or do you think I dealt with it okay [L189-190]; Do you think that was in terms of safeguarding do you think that could have been dealt with differently? [L193-195] I mean I've been working on my pace a 	<ul style="list-style-type: none"> The second time the observer elicits Shared humour All of these questions see the student observed asking explicitly for feedback and/ or advice
--	--	--

	<p>lot do you think the pace was alright during the session? [L328- 329]</p> <ul style="list-style-type: none">• So what would you suggest what do you do in your lessons if you've got a distracted learner? [364-365]• Do you think I should take the student out of that environment?• [L383-384]	
--	--	--

Pen Portraits: original sheet followed by two examples

1 from a focus group participant, 2011-12

1 from Tutor Observation 3, 2012-2013

Pen portrait for Victoria's Doctorate project on observation feedback.

This pen portrait will inform the thesis as it will provide an insight as to the make-up of the research group. Your name will not be used and the form will be stored in a secure location.

- **Name:**
- **Gender:**
- **Age:**
- **Ethnicity:**

How would you describe your development as a teacher so far?

How do you see lesson observation and feedback in relation to your development as a teacher?

Date completed:

Pen portrait for Victoria's Doctorate project on observation feedback.

This pen portrait will inform the thesis as it will provide an insight as to the make-up of the research group. Your name will not be used and the form will be stored in a secure location.

- Name:
- Gender:
- Age:
- Ethnicity:

How would you describe your development as a teacher so far?

My development so far. I feel has been quite rapid, and I'm quite surprised at just how far I have developed as a teacher. I think my confidence as a teacher has developed the most and I am now comfortable standing up in front of a new group of learners and delivering a session.

How do you see lesson observation and feedback in relation to your development as a teacher?

Lesson observation and feedback is vital to my development as a teacher. If I didn't have lesson observations and feedback then I wouldn't know what areas to improve on. I think having both feedback from my mentor and from my uni tutor is important because you get feedback in relation to working practice and also feedback in relation to academic progress.

Date completed: 9th March 2012.

How would you describe your development as a teacher so far?

I believe I have developed consistently throughout the PGCE course. There were a lot of things that came to light - that I was not aware of before the start of the course. In the beginning it took me a while to put many useful theories into practice - I just could not make that link. However, like other things, consistent practice during College placement helped me tremendously. Being in a real college environment really contributed to my (teaching) development as I took that first hand experience as examples. The main thing that I have realised was that the course really improved my self-confidence - it was not easy to teach and I still do not think that it is.

How do you see lesson observation and feedback in relation to your development as a teacher?

As I have mentioned before, observations during placement were the key factor to my development as a teacher. Getting feedback after each observations made it clearer for me - in terms of - what I was doing wrong or right - and most of the time, things that I did not and would not realise myself. The observations feedback were an effective and easy "guide" to follow - especially the follow through work such as building the action plan and reflecting on Pebble pad - I think it all moulded well - but most importantly it was interrelated to each other, which was really important for me. It was easy to know what I had to focus and work on (in the next lesson) - as action points were build (together) right after each observation. Constructive criticism were very useful in conjunction to my development.

28 June 2013 Tutor Observation 3

Focus Groups.

The following are the summary notes that were shared with the focus group participants in 2011-2012 for checking:

1. What is the purpose of lesson observations?
2. What are we (tutor/ mentor/ peer) looking for when we observe?
3. What is the purpose of the feedback dialogue?
4. What is the role of the observer in the feedback dialogue?
5. What is the role of the observe in the feedback dialogue?
6. How are actions identified?

Question 1.

To progress as teachers. Identifies good points and weaknesses. To gain confidence. For Ofsted/ political reasons. Ticking boxes. Comments made that you want to do that one observed lesson perfectly and spend more time on that, then when you do your other lessons, you fall in to usual habits [off the cuff, no time to plan]. Put more effort in to observed lessons- have more time to plan for observations. A positive note that the observation might lead you to be creative and try something new. It tries to make you a very good teacher. Forces you to reflect. It's a second opinion as you get so wrapped up in it. You get more feedback from learners [you specifically ask for it] when you are observed. For constructive criticism. Sometimes just play to a rule book. For development- to amend areas you are not so good at.

Question 2.

What goes wrong, where to improve, good points and bad points, delivery, knowledge, presentation, how successful and how appropriate the methods are, how you engage learners, a whole range, developing your best teaching styles. Comment made that when you observe, you look for things that you can use as well, so learning from each other [community of practice], things to make you an outstanding teacher.

Question 3.

Points you will need to work on, comment on two way nature, a good mentor asks what you thought first rather than planting thoughts and then it doesn't come as a blow! If you miss something they can point something out. It's a negotiation for actions. Humanistic. To give you ownership of the observation. What you think, a proper conversation, a dialogue.

Question Four.

Observer leads on it and starts you off with things to work on. Facilitator for reflection. The observer asks you your opinion- prompts. Guide for prompt for reflection. You think about it and then they might prompt on a particular experience. Mentor might reinforce.

Question Five.

I'm there to learn what they have seen. Good to have dialogue feedback as well as written feedback. If there's something you don't understand in observation record,

they can clarify. To learn from, to ask questions. Good time to ask. Good time for me to learn from someone who is [more] experienced and has been through similar situations. See through the eyes of someone else.

Question Six.

Negotiated, common areas, observer may have a stronger opinion on it and then you develop appropriate strategies to achieve completion. Uni tutor always asks how you can improve. You'll never achieve perfection. Negotiation but also directional help i.e. these things will help more, some things are seen to be more fundamental. Time then to experiment.

I am also sharing the summary of additional notes made by the second focus group, 2012-2013, when those participants were in Semester Two.

Semester Two: 1st March 2013. Additional notes

What is the purpose of lesson observations?

To record to see that you are doing [watching yourself], becoming conscious of unconscious choices i.e. particular strengths you have that are recognised as strengths, a new pair of eyes, someone else may see explicit links, building your confidence.

What are we [tutor/ mentor/ peer] looking for when we observe?

Flexibility, whether you're being flexible with what you've planned, spontaneity, how you work with things that are unplanned, reflection in action, subject knowledge.

What is the purpose of the feedback dialogue?

What went right, what you didn't pick up on then someone else does, that pat on the back, if you're filling out the lesson planner and something is in the wrong box the dialogue clarifies that you have understood the concepts, you've got to know why you're doing it- it makes you aware of what you're doing

What is the role of the observer in the feedback dialogue?

Clarifies because they're aware of you and the learners, not necessarily tell you what went wrong it's also about how you take criticism

What is the role of the observee in the feedback dialogue?

Also about how you take criticism: have to be able to say yes and accept it. To get a new perspective, lenses Brookfield- looking through different lenses, becoming conscious/ fully conscious of.

How are actions identified?

Sometimes we set our own actions, asking the students as well

Tutor Observation feedback dialogues.

I include reflections on having conducted the tutor observation feedback dialogues (1, 2, and 3) in March, Semester Two, 2012.

March 28th, 2012: Checklist (draft reflection). 'How to facilitate effectively' or 'What makes a good observation feedback dialogue in my eyes?'

Interactive, two way

Time to allow thinking and turn taking

Employing a range of questions, more open questions and also move to high order

Prompts

Probes

Clear unambiguous language

Repetition and/ or clarification where needed

Checking language is understood

Relating to specific examples (their teaching etc)

Encouraging their development of ideas

Positive language use

Negotiation and direction on actions as appropriate

Tutor Observation Feedback Dialogues.

I am sharing some of the constant comparative analysis excerpts here (fully completed boxes).

Tutor Observation 1, 2011-2012:

<p>P pattern or phases</p>	<ul style="list-style-type: none"> • Reviewing actions from last time and identifying a couple of strengths on lesson planning [11-15] • I thought everything else was pretty much on track..[144-146] • I've already put that..[196-204] • We've talked about 	<p>There are instances where it's difficult to extrapolate in to other codes because it is very much about summarising. This has informed the identification of patterns or phases in the dialogue</p> <ul style="list-style-type: none"> • I was surprised to see that I led at this point and identified strengths before then asking them. This is therefore also in CC • I have noted this here as it includes a few strengths and then a development point • As above • As above; note only a few
--	--	--

	<p>that...potentially [I208-214]</p> <ul style="list-style-type: none"> • The only other thing...you're already...occasionally you... • In terms of areas to take forward...[I277-314] 	<p>lines later than previous example</p> <ul style="list-style-type: none"> • A few examples of strengths and things to think through • Clear phase where the priority is to identify and record action points
--	--	--

Tutor Observation 2, 2011-2012:

OS observer suggestion	<ul style="list-style-type: none"> • You could've got them in to quiz teams [I77] • You're gonna get more points [I119] • You can use it as the prompt for yourself then cos you're looking back and you're thinking [I123-124] • You might think about..you can assess it a few times...would push 	<ul style="list-style-type: none"> • A number of strategies are identified here • Reiterated in IC as I wanted to distinguish it as a type of modelling • This follows up on the discussion of learning outcome 3 • In response to a direct query
------------------------------	---	---

	<p>it a bit more [l135-139]</p> <ul style="list-style-type: none"> • What you can do is [l213] • What about changing the group size [l248] • When you're monitoring just be thinking..either way I need to step in and do something [l328-332] 	<ul style="list-style-type: none"> • Responding to student's feelings on group attitude • Giving a few suggestions
--	---	--

Tutor Observation 3, 2011-2012:

Q questions [type and use]	<ul style="list-style-type: none"> • How do you think you encouraged peer working in the session that I've observed while removing that activity did you think about peer activity [l13-15] • Did they talk amongst themselves [l21] • How could you have 	<ul style="list-style-type: none"> • This is focused on checking that actions from last time are being addressed. The last question sounds challenging. • Closed question. Again quite challenging. (Picking up on student's comment [l19-20]) • Run on questions that
----------------------------------	--	--

	<p>encouraged them more explicitly then or how could you have reinforced the fact that you wanted them to discuss in pairs [I25-27]</p> <ul style="list-style-type: none"> • Could you [I43]..how else could you [L44] • Do you think there's a way of pre-empting that a bit more..was there a way of going from...perhaps in a more structured way or more carefully [L88-92] • What [L130] • Anything else [L273] 	<p>probe to get the student to answer on the discussion point.</p> <ul style="list-style-type: none"> • Trying to get the student to reflect and come up with another suggestion • Noted the whole because it is leading although it started as an open question. A reminder here perhaps to stop, allow response and then feed in to that. • Part of a question that is identified in NA • Repeated a little in this section to elicit student voice in NA
--	--	---

Tutor Observation 1, 2012-2013. This is an extract from the summary memo I was writing at the end of each constant comparative analysis record (looking at the new findings in relation to previous findings:

Making reference to:	Code:	Category:
<p>Didn't explicitly check one of the previous action points</p> <p>Late in identifying strengths</p> <p>Out of order with the lesson observation form structure</p> <p>From previous observations:</p> <p>I have critiqued some use of closed questions – this ties into a development point for myself to monitor these and at times work again to elicit more openly.</p> <p>Sharing own development point or lack of subject specific knowledge</p> <p>Not assuming? I think this occurred once</p>	<p>CC contradiction with convention</p> <p><i>Feeding in to areas for development for me</i></p>	<p>Contradictions</p> <p>This is becoming my own self-assessment: that ties in with CHAT in that you are meant to eliminate contradictions in a goal/ performance- oriented system. This also re-validates the fact that I have chosen the category appropriately. I had previously thought of action research. And it is reflective of the performance driven culture I am in and my own personal perfectionism.</p>

Tutor Observation 2, 2012-2013:

<p>NA</p> <p>Negotiation of Actions</p>	<ul style="list-style-type: none"> • Write that so when it's in the next lesson planner [L218] • What you need to do is [L222] • I've put remember to [L250] • I think possibly this just checking off...also just giving....sometimes reduce...as well [L265-268] • I think you are still needing to..think through the [L277-284] • I think it's still pace and stretch and challenge more explicitly what else would you take forward from this 	<ul style="list-style-type: none"> • Directed action relating to area of development • I've written the action myself • Leading – could perhaps have elicited. I clearly take ownership • Again clear ownership. Also includes suggestions so in OS • I stipulate two actions, and invite student to identify a third. • We have discussed this. The student introduces it as the third action point. I talk about taking care not to repeat a strategy too much, overlap
---	--	---

	<p>lesson? [286-288]</p> <ul style="list-style-type: none"> • I'll want to specifically give one person the task to note take [291]; observer: so allocate roles in group or employ other strategies ie. Using a note taker..[L290-303] • If we pick up this stretch and challenge...okay what else [L326-328] • Keep closer sight of timings yourself I think [L337] 	<p>with OS</p> <ul style="list-style-type: none"> • Explicitly writing the second action point. I invite another action point but I have already said it • Again followed by suggestions
--	--	--

Tutor Observation 3, 2012-2013:

RC Recognised Convention	<ul style="list-style-type: none"> • Lets just look back at your action points first of all [L1] • Producing the objectives [L14-15] • The next step I think 	<ul style="list-style-type: none"> • Previous action points • Mentor discussion but also a convention • A strength and area for
--------------------------------	---	--

	<p>because these are these</p> <p>do look specific and they</p> <p>look like...the next step</p> <p>[L31-34]</p> <ul style="list-style-type: none"> • You're not saying how you're going to [L58-59] • Control class discussion you still need to work on that [L134-135] • You're still working on these [L136] • Writing down the six terms..[L197-199] • I think you have worked on this [L320] • There could be a differentiated outcome as well [L321] • Use it as an opportunity to review them [L331-332] • It's still going to be worthwhile checking with them just to see distance 	<p>development</p> <ul style="list-style-type: none"> • Specific area for development • Teacher education convention: to review previous actions • Signalling ongoing actions, teacher education convention • Relating a specific example • Noting strength • Returning to build on previous actions • Learning outcomes to be reviewed • Measuring through reviewing outcomes
--	--	--

	<p>travelled [L332-332]</p> <ul style="list-style-type: none"> • so have them displayed all the way through [334] • So I've put [L504] • You needed to explain that to me as an observer [L512] • Look at the criteria [L647] • Okay so controlling....explaining.... reviewing..[L636-645] 	<ul style="list-style-type: none"> • And displayed throughout • I've written and am writing the script • Using lesson planner to explain • University criteria but noting here as convention • Developing and writing actions
--	--	--

Two sheets showing extracts of worked examples follow these. I did not ask the students for their interpretations of the dialogue and have therefore selected small samples. In doing so, I have sought to reflect a range of approaches. You will be interpreting from your context and might see other things in there. My ideas on the sample (in brief) are as follows:

Tutor Observation 1 (2011-2012) shows some recognised conventions.

Tutor Observation 2 (2011-2012) shows a contradiction where I share my own development point.

Tutor Observation 3 (2011-2012) shows questioning (hyper questioning, see Copland) and individual convention

Tutor Observation 1 (2012-2013) shows convention and a point when I am critical of the lack of turn taking

Tutor Observation 2 (2012-2013) shows questioning

Tutor Observation 3 (2012-2013) shows use of jargon and a time when a strength is also expressed as an area for development

Tutor Observation 1, 2011-2012

1 T: so your lesson observation feedback from the last lesson I was checking back on,
2 your action points I could see [yeah] erm a few comments about the lesson plan in 2
3 terms of the outcomes and the detail and I was remembering that when we'd done the 3
4 joint one [yeah] we were thinking similarly about you erm using that knowledge 4
5 you'd got about individual learners and showing us a little bit more clearly that you 5
6 were planning for individuals. 6
7 S: okay
8 T: I thought your lesson planning this time was excellent 7
9 S: oh I have changed it a lot a lot like yeah [unclear overlap] it's really good I tried to
10 include every individual in it and how I would help them
11 T: you do and you remember to have profiles [overlap yes I've got them in] and then 8
12 anonymise [overlap yes I did] well done [thank you] I went through it and I thought 9
13 this is ever so good [overlap laughs] because you've also picked up on the outcomes 10
14 [yeah] because you've got specific and measurable outcomes and they're 11
15 differentiated [overlap yeah I...so you were really careful] 12
16 S: I looked [unclear up] on that one you told me to Bloom's taxonomy [overlap
17 yeah?] yeah...so yeah helped me
18 T: that's fantastic how else do you think you've progressed from the last observation
19 actually to this one what else are you conscious of having worked on 14
20 S: erm well I noticed during that I was asking closed questions so I quickly changed
21 them to open what would you do to improve it [overlap laugh yeah] and how are you
22 going to do that not what did people say yeah for example so yeah

Tutor Observation 2, 2011-2012

263 T: [overlap] I would only allow groups of five if [yeah] you're very secure (emphasis) 130
264 with what feedback you're gonna get [yeah] in terms of the amount of it otherwise 131
265 reduce it down [okay] because then you're building on inclusion because one of the 132
266 questions I'd got in there and in here is how are you supporting every individual to 133 Q
267 contribute (rising intonation) [okay] in a group of five it's too many really [it's hard 134
268 yeah] erm I think [they're level (number)] oh are they level (number) does it say level 135
269 (different number) there (rising intonation) there [yeah level (number)] oh yeah sorry 136
270 don't know I wrote level (different number) I'm not very good at numbers as you 137 C
271 know [both laugh] okay in equal opportunities I've just put erm avoid the use of the 138

Tutor Observation 3, 2011-2012

16 S: after every clip when I said to them I remember I picked up on your feedback from 15 OSE
17 last time [overlap yes] you said to give them a box where they can put in their ideas
18 [overlap yes] and I actually did that for them [overlap yes I could see that] so I said to → SAV
19 them fill in the box [overlap yes] that's why I gave them a couple of minutes I said
20 talk amongst yourselves so it wasn't an individual activity at all
21 T: did they talk amongst themselves PQ (NOW OE-P) 12 Turn-taking + Q here
22 PS: no they didn't they were very quiet I think maybe they were aware of the camera or SS SJ
23 you before you walked in they were fine they were chatting away [overlap laughs] as
24 soon as you walked in they went silent
25 T: sometimes I can have that effect [overlap laughs] how could you have encouraged 13
26 more explicitly then or how could you have reinforced the fact that you wanted them 14 OE Q
27 to discuss in pairs what was going to be the value of them discussing in pairs - OSES
28 PS: cos obviously they would have got feedback off each other ideally off each other so
29 maybe if I'd said to them what about if you think about so and so aspect and you think
30 about so and so aspect SS SS RC/IC?
31 T: yeah maybe if you did it like that it sounds like it would be fitting a bit more with 16
32 erm the jigsaw method where you're saying that pairs take away an aspect of the 17
33 overarching topic [overlap mm] and then they all feed it back together so that between 18
34 them they're making up a jigsaw puzzle [overlap yeah] if you look at Geoff Petty he 19 A-TA
35 talks about jigsaw as an active teaching and learning method so that might work - 20
36 otherwise what are the values in getting them to talk about their ideas with each other 21 OE-P (structural decision)

Tutor Observation 1, 2012-2013

(V = Tutor, S = Student)

- 124 V: that sounds like they've been too ambitious for the one hour observation [okay] but are actually
 125 achievable within the scope of the day [okay] so it probably needs to be framed like that where
 126 you're saying within the hour all learners will be able to break it down by the end of the day [okay]
 127 V: okay just to clarify that that's definitely measurable within the scope of the observation hour or
 128 within the scope of session I think you've planned it for have you planned it just for an hour or a
 129 little bit longer? Q

OS

observer
turns

RC

Tutor Observation 2, 2012-2013

- 4 V: did the groupings work did all of them discuss with each other? Q closed
 55 mm they were very quiet to start off with after I went around and kind of prompted them and got
 6 the conversation going they were then they did erm the group with ...learner name..and the one on
 7 this side [yeah] the one opposite you they were talking when I got there they were discussing it
 8 quite well so then
 9 V: what about this one here? Q leading
 105 the one by you? [mm] yeah they weren't talking a lot or [no] no Turn.
 11 V: how could you make sure that they did talk? How could you support all of the groups actually
 12 [mm] because some of them you're right the one with ..repeats learner name..in but he is more
 13 dominant [yeah] that learner anyway so he is going to step in [yeah] as you want him to he's very
 14 cooperative [yeah] erm but how could you support all of them in participating more actively as
 15 individuals? [erm] what could you do?
 165... do you mean by like putting the louder ones with the quieter ones? Q
 17 V: you could do [yeah] is that how you did it how did you organise the groupings? Q

Comment [WV1]: We're feeding back in the room next door and I'm indicating where they were sat

Follow up Q.

Tutor Observation 3, 2012-2013

- 31 V: the next step I think because these are these do look specific and they look like
 32 you were following the sequence of the lesson the next step that wasn't perhaps
 33 was how you were going to then differentiate because these look relatively
 34 straightforward even though it's a review session was there an opportunity to
 35 stretch them further than just to explain something?
 36 S: what do you mean like probably evaluate or?
 37 V: would you have been able to ask [overlap V: yeah] would you have been able
 38 to stretch them that little bit more to compare and contrast to analyse to do
 39 something beyond [yeah] because these all look relatively low other than when
 40 you get to explain [mm] then you're doing more but if you're just doing state
 41 match identify [yeah] anything that says define [mm] you're in a lower level
 42 aren't you? [yeah] then you've got analyse and apply then you've got evaluate
 43 and synthesis so analyse and apply well explain would be analytical [yeah] in
 44 terms of moving them on that bit further would there have been anything else
 45 that you could have put in there? Q

strength RC
+
area
for
development
(agenda)

Bloom IC

Comment [V1]: Bloom's taxonomy

IC
jargon