



# TOWARDS INITIAL TEACHER EDUCATION QUALITY

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# MQUITE FRAMEWORK

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

# POLITICAL FRAMES

- Those with the purse strings desire ways to ‘keep tabs’ on education and hence ITE.
- Often this is couched in terms such as ‘classroom ready’ and is judged through knowledge and skills.
- Three questions emerge:
  - How might ITE be conceived?
  - How does this relate to quality?
  - How might this explicate ‘learning teaching’?

# THE PRESENTATION


ITE as political judgement

Learning teaching: epistemological considerations

'Good education' (after Biesta, 2009)

# QUALITY: POSITION ONE

- A political discourse designed to laud or denigrate provision.
- Desires to hold up a mirror to 'reality' to both reflect back and determine that which is seen to be of worth or value.
- Its position is one of deficit and compliance.
- Its storyline is one of the history of human desire to understand and control.
- Its language is that of observation and responsibility.

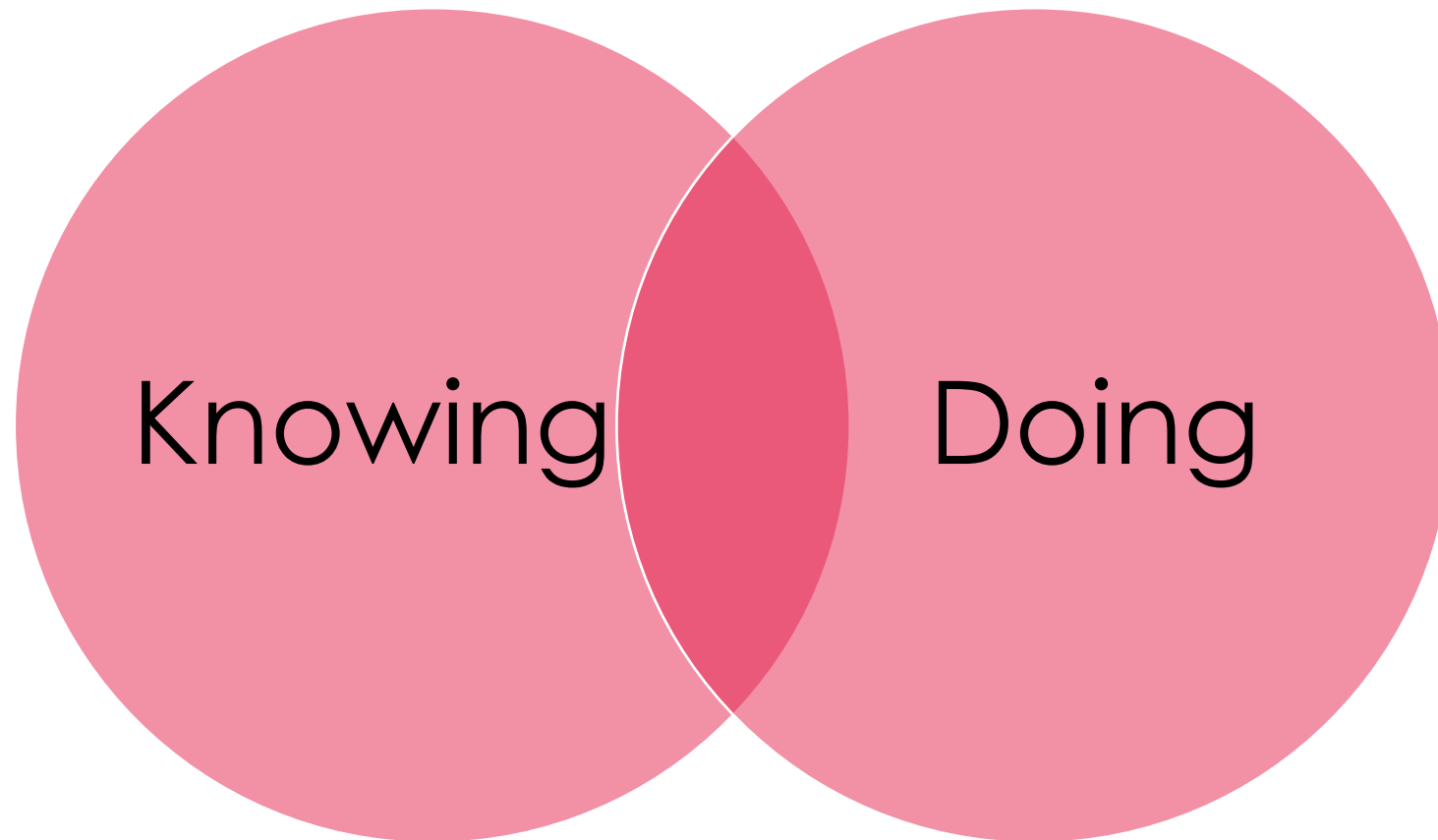


By this we mean a shift from the production of Europe through the recording and transmission of its existing characteristics and capacities to the moulding of the future through Quality Assurance and Evaluation processes that shape and project the individual and the nation forward into lifelong engagement with Europe as the most competitive knowledge economy in the world. (Grek *et al.*, 2009)

# QUALITY: POSITION ONE

- Preoccupied with the here-and-now.
- Standards, charters, inspections, incentives, rigour, management, audit.
- Impersonal and 'objective' for the purposes of control.
- Either ignores or glosses over 'what might be' discussions.

# EPISTEMIC MATTERS





# QUALITY: POSITION ONE

- Political pronouncement often unconcerned with the ontological.
- Concentrates on knowledge and skills.
- Probably neoliberal.
- Concentrates on the development of 'homoeconomicus'.

## POSITION TWO

- A political discourse about what *can be* and what *might be*.
- Seeks to engender discussion about the processes of who we are and who we might be.
- Its position is one of agency
- Its storyline is one of collaboration and desire
- Its language is that of possibilities and potential.



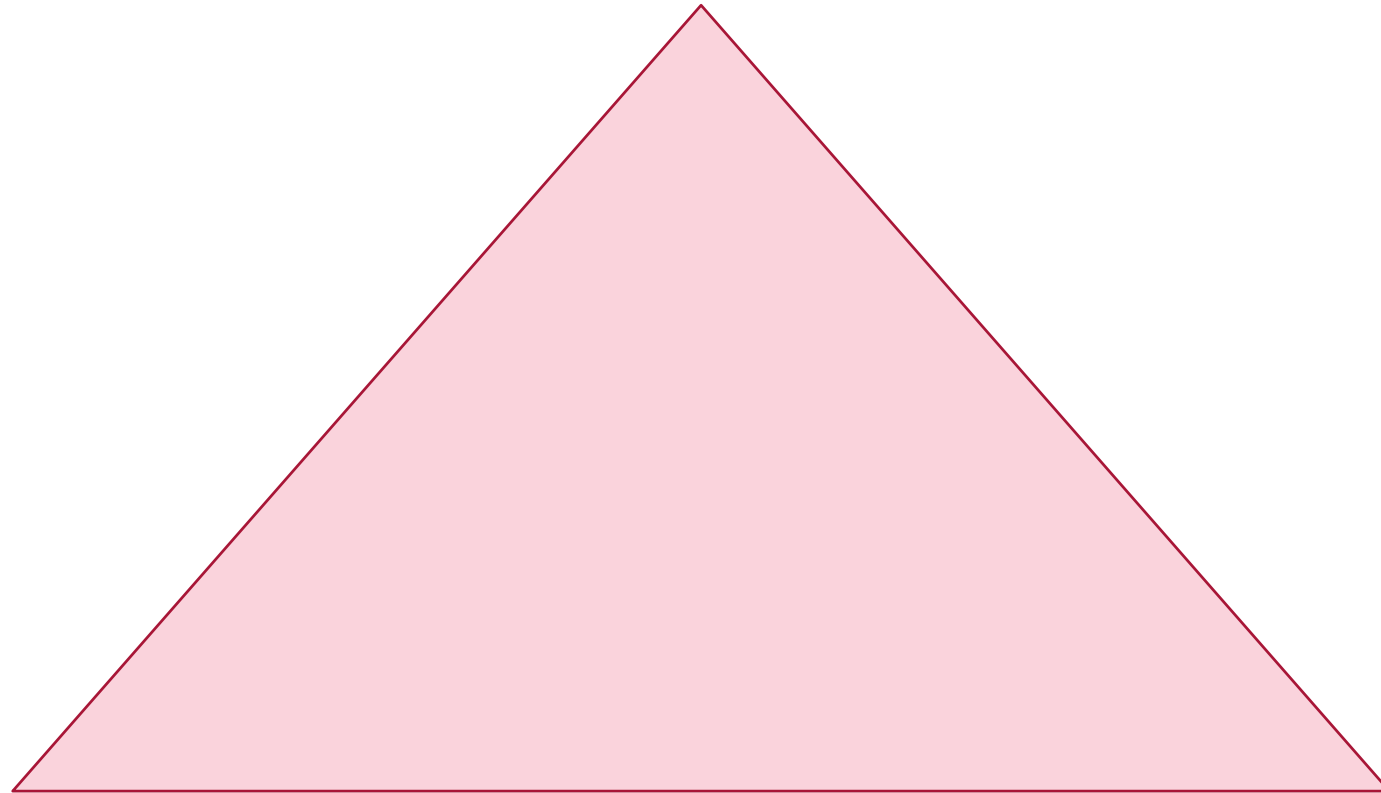
## POSITION TWO

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

# ONTOLOGICAL MATTERS

Being

Belonging



Becoming

## POSITION TWO

- Considers development of *self* as much as knowledge and skills.
- P/politically democratic: challenges assumptions of neoliberalism for example.
- Quality as a marker of human flourishing.



# QUALITY AND ITE

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

# THE POSITION IN SCOTLAND

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

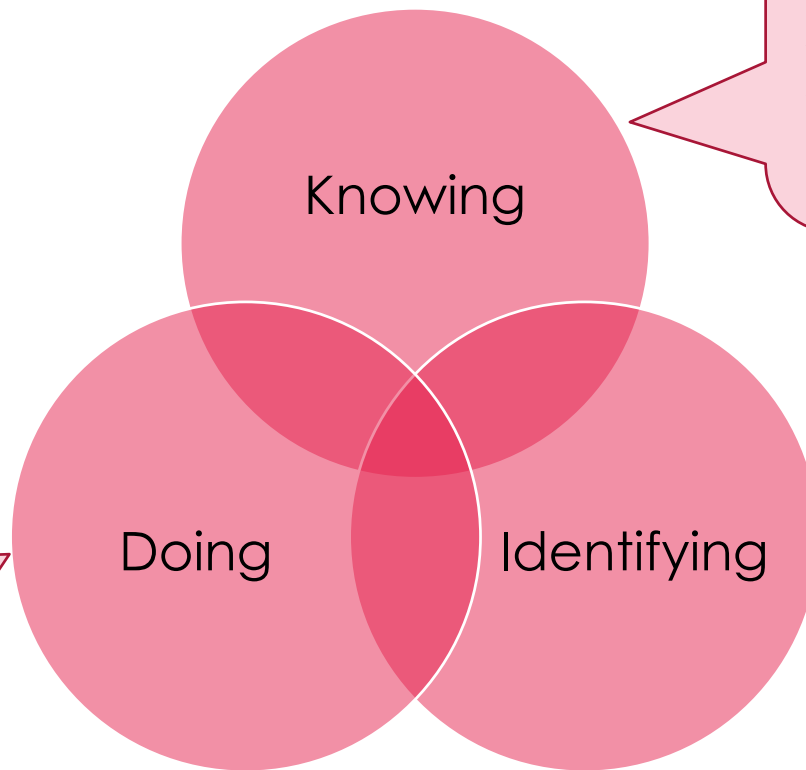
BUT

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

# KNOWLEDGE, SKILLS AND SELF

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



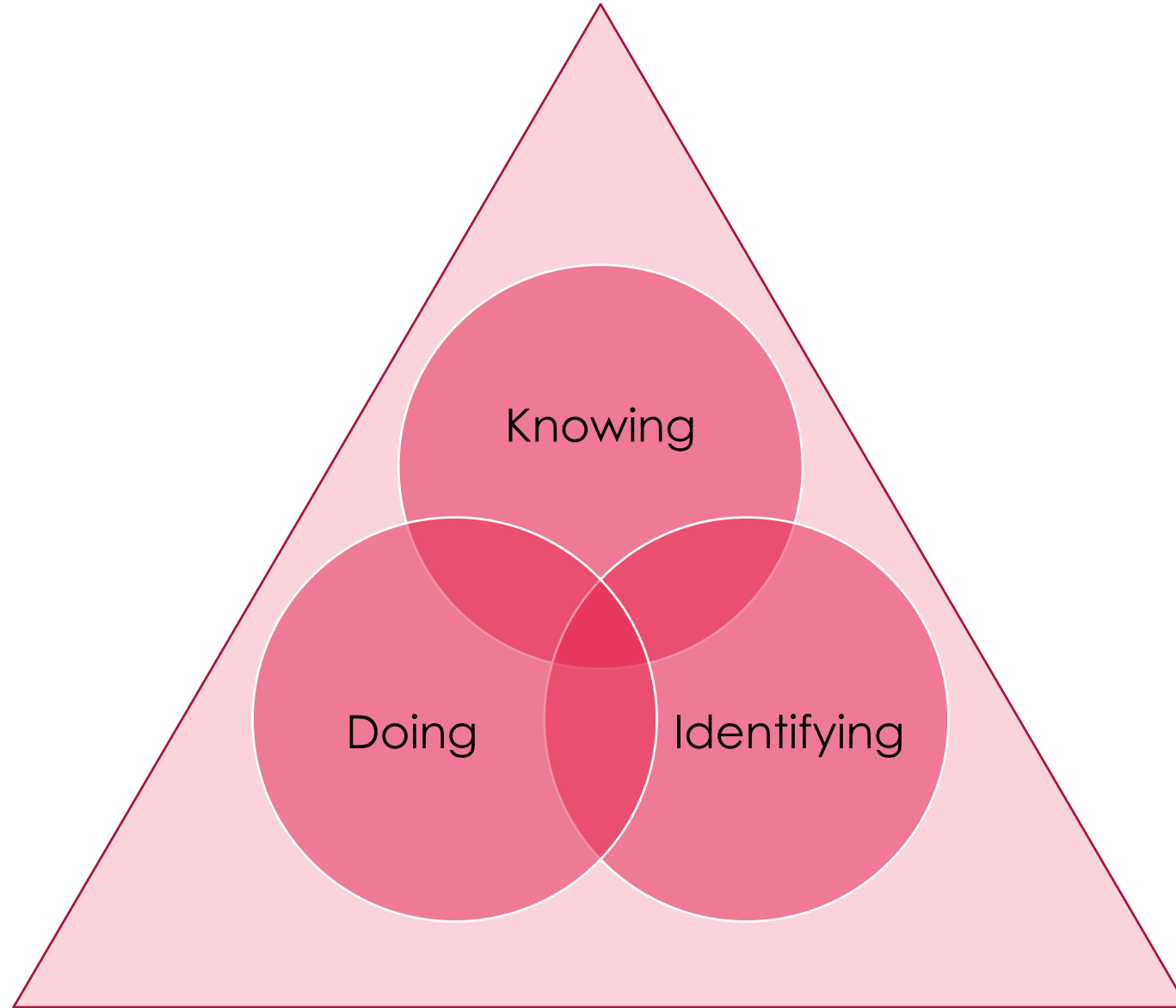


1. The here-and-now as well as the enduring.
2. Thus matters of praxis.
3. Positons: taken up, resisted or amended.

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

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

Being



Belonging

Becoming



# GOOD EDUCATION (BIESTA, 2010)

- Qualification
- Socialisation
- Subjectification

# SUMMARY

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