Professionalism of new further education teachers: a metaphorical analysis

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Abstract

This thesis explores the possible tensions and alignments between professional standards and teachers in a general further education college in the midlands, in the further education sector (FE), and identifies the limitations for individuals given this standardised approach. The research is situated at a time when FE has been increasingly held to account for student success and increased/improved industrial productivity on the world stage. Central to this notion is the quality of the training of its teachers, which successive governments have recognised and embraced by introducing new sets of qualifications and teacher professional standards. The thesis provides a detailed view of how individuals' socio-cultural backgrounds and life histories impact on how well they engage with the standards and what this might mean for their future professional practice.

The research was conducted with four pre- and beginning teachers who attended the introductory 'threshold licence to teach' qualification, Preparing to Teach in the Lifelong Learning Sector (PTLLS), now the Award in Education and Training (AET). This was situated in a qualitative, interpretivist paradigm using a nested case study, mixed methods approach. Nominal Group Technique, semi structured interviews and textual analysis were employed as data gathering techniques. The analytical framework was influenced by Lakoff and Johnson's (1981) work on contemporary theory of metaphors and was used throughout as the main methodology using a grounded, inductive approach.

This thesis illuminates, through metaphor analysis, the complicated conceptual associations of pre- and beginning teachers' socio-cultural histories and life histories and how these can fundamentally affect their future professional practice and engagement with professional standards. This raises the notion of there being multiple ways in which teachers experience their work and how trainees' metaphors can indicate the types of professionals they are likely to be. The study thus calls for policy-makers, FE organisations, teacher trainers and ITE trainees and researchers to encourage ways that the diversity of individual trainees can be explored and utilised,

by the encouragement of deeper reflexive rather than reflective practice. This will aid the improvement of FE teacher professionalism.

List of abbreviations

A levels	Advanced level
AET	The Award in Education and Training
ATLS	Associate Teacher Learning and Skills
BTEC	Business and Technology Education Council
CPD	Continuing Professional Development
CSE	Certificate of Secondary Education
CTLLS	Certificate to Teach in the Lifelong Learning Sector
DES	Department for Education and Science (1964 to 1992)
DfEE	Department for Education and Employment (1995 to 2001)
DfES	Department for Education and Skills (2001 to 2007)
DTLLS	Diploma to Teach in the Lifelong Learning Sector
ENB	English National Board for nursing, midwifery and health visiting
ETF	Education Training Foundation
FE	Further Education
FEDA	Further Education Development Agency
FEFC	Further Education Funding Council
FENTO	Further Education National Teaching Organisation
FESDF	Further Education Staff Development Forum
FEU	Further Education Unit
FPMS	Foundation's Professional Membership Service
GCSE	General Certificate of Secondary Education
GFE	General Further Education
GTC	General Teaching Council
IfL	Institute for Learning

ILT	Institute for Learning and Teaching
ITE	Initial Teacher Education
LIB	Lead Industry Body
LLUK	Lifelong Learning UK
LLS	Lifelong Learning Sector
NTO	National Training Organisation
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills
SET	Society for Education and Training
SOEID	Scottish Office Education and Industry Department (Scotland, UK)
TDLB	Training and Development Lead Body
UoN	University of Nottingham

Chapter 1 – Introduction

1.1 Background to the study

Teacher professionalism in the further education sector has for the last three decades been high on the UK government's agenda for improvement. The use of the term, further education (FE)) henceforth encompasses all facets of post-compulsory education and training, adult and community learning, work-based learning, offender learning and colleges. Although the notion of improving the status of teachers by systematic recruitment and training was first proposed by the Board of Education (1944), there had been little improvement before the 1990s (Randle and Brady, 1997 and Lucas, 2004) and progress ever since has been slow (Lucas, Nasta and Rogers, 2012). Following the incorporation of colleges in 1993, concerns regarding the lack of parity between teaching practice and training for teachers across further education institutions nationwide led to a new drive for professional standardisation of FE teachers' practice. This reflected the increased politicisation and regulation of teaching and teachers (DIUS, 2007a and b).

Three key legislative moves since the turn of the century have sought to improve teacher professionalism: 1) the introduction of mandatory professional standards in 2001 by the Further Education National Training Organisation's (FENTO), 2) an associated monitoring process, and 3) compulsory teaching qualifications. These came to be seen as being too onerous and having limited impact (Tummons, 2014b). Differences between HE and school sectors were also evident. Overseen by the Institute for Learning and Teaching in Higher Education (ILT) and the Teacher Training Agency (TTA) respectively, each took a different approach to standards.

In 2007, Lifelong Learning UK (LLUK) introduced overarching professional standards that set out the expectations for a variety of teaching and training roles in FE. Achieving the new 'license to teach' PTLLS qualification (Preparing to Teach in the Lifelong Learning Sector) coupled with the teaching regulations (2007) and compulsory registration now covered *all* teachers in the FE sector. This eventually resulted in the closure of the Institute for Learning (IfL), partially due to the threatened industrial action of its members, as the sector's professional body. The

most recent development came with the Education and Training Foundation's (ETF) introduction of a streamlined set of professional standards in 2014. Marketed as less bureaucratic, they accompanied the de-regulation of teaching qualifications and greater choice for individual organisations.

Commentators have advocated or criticised each stage in the development of professional standards. Some have lauded the improved focus on reflective practices and the common frameworks, etc. The Society for Education and Training (SET) have introduced an interactive on-line assessment tool to aid ITE trainee reflection in order to make the impact of the standards on practice more personal and significant. This 'tool', whilst aiding reflection, pays no attention to the much more important notion of the ITE students' reflexivity and how this might impact on engaging effectively with the professional standards to affect student improvement. Critics dislike their regulatory tone; the failure to account for the diverse nature of ITE students and the burdensome number of standards. One consistent theme emerging from discussions on policy, teacher training and application of the professional standards has been the diverse nature of the teachers in the FE and this has not been sufficiently-well considered in 'standardising'. Indeed, Ofsted have continuously criticised teacher trainers for this and for not knowing progress from starting points (Ofsted, 2009).

Successive governments have introduced new sets of teacher professional standards following consultation in the sector. A key challenge of standardising in this way is that teachers in FE derive from very diverse backgrounds (Knowles, 1994) and they often come to teaching following association to a particular profession (Robson, Bailey and Larkin, 2004; Gleeson, Davis and Wheeler, 2005). This can cause difficulties for new professionals in teaching (Lucas, Nasta and Rogers, 2012) and researchers explain that these associations have the potential to impact future practice (Hargreaves, 2000; Goodson et al., 2001; Day, 2007). Importantly though, teachers may not be aware of these tendencies or how they impact on and influence their emerging practice (Martinez, Sauledaa and Huberb, 2001).

1.2 The scope of ITE in the Further Education Sector in the UK

It is important to recognise the scope and definition of ITE within the UK. For the purpose of this study, reference to 'in-service' describes ITE provision for teachers who are already working in the sector but do not have professional teaching qualifications; these are taught part-time. Pre-service ITE provision is for learners not yet in employment and is delivered on either a full-time or part-time basis (94% of awards are delivered part-time). The ETF (2017) reported that 40,500 pre-service and in-service learners studied ITE qualifications in 2014/15, a 33% decrease since 2011/12. Awards (e.g. PTLLS) were the most commonly taken course, accounting for 64% of learners in 2014/15 and this has remained consistent over the previous four years. Of those, 29,670 learners completed an ITE programme with 71.5% success; 1,890 achieved a certificate (6.37%), and 5,980 (20.1%) achieved a diploma, PGCE or Cert Ed. The average age of learners that studied ITE qualifications was 37 in 2014/15 and approximately two-thirds of learners were female, 17% were ethnic minorities and around 11% had declared learning difficulties or disabilities (ETF, 2017).

1.3 The research context

The research was based within a large general FE college (GFE) located in central England. It provides education and training to around 25,000 learners from the local area and nationally through its apprenticeship programme. It offers provision in all subject areas, from entry level through to higher education. Prospects are poor locally with managerial and technical roles employing fewer individuals in the area and fewer adults having higher-level qualifications. Wages are below average for the region and the country as a whole. The proportion of local young people who leave school with a good set of GCSEs, including English and mathematics, is below the regional and national rate.

The College ran the twelve week PTLLS programme over each of the three terms in any one academic year. During each term there were a minimum of two separate classes; one in the afternoon and one in the evening. In any one year therefore, there were a minimum of 130 students attending the programme.

My role in the college

My teaching career began as a part-time FE lecturer in 1989 at the participating College, a few years before the transitional period in which FE shifted from being in "benign neglect" (Young et al., 1995) to one of increasing neo-liberal performativity - what Lucas (2002: 469) termed the shift "from volunteerism to regulation." I worked in the male-dominated subject field of construction for fourteen years, alongside colleagues who were in the mid to late stages of their careers and who had come to FE teaching much later in life. The subject cultures in the different construction departments were relatively comparable but revealed a series of interrelated sub-cultures. Plumbing, and painting and decorating for example had certain features in common but were quite different. Many construction site practices and tendencies came through and were evident in the staffroom environments. This highlighted a range of professional behaviours (traditional teaching styles, personalities, beliefs) which seemed to be reproduced with new teaching staff. More importantly, these notions, which were not always positive, impacted the students they were teaching. The actions and language of the teachers seemingly acted to affect students who in effect were the teachers of the future. This started to shape my general interest in the research area.

Promotion to different management and teacher development/consultant and quality roles gave me further opportunity to work across college departments and this highlighted the breadth of professional practice as well as similarities and differences. Behind this were the varied professional behaviours and discourses of individuals. Sometimes these clearly came from the community of practice (CoP) (Lave and Wenger, 1991) in which they operated, at other times they seemed to have come more from their upbringing, life histories and socio-cultural backgrounds. For example, the sports staff typically expressed themselves in a competitive way; the construction staff offered very pragmatic and sometimes traditional examples layered occasionally with trade union ideology; engineers were precise but fixed on universal laws of physics and maths, with most not wanting to participate in non-engineering activity such as teacher development. Such examples link their values and understandings of professional practice to their earlier workplaces and culture,

and to teacher professionalism (Robson, Bailey and Larkin, 2004). There is a need for teachers to be standardised but could this be via a standard approach. How would or could they interact with a set of professional standards given their own professional and socio-cultural backgrounds? How can this be identified given their choice of phrases and words?

My own family upbringing

I also need to consider what had impacted and shaped my own professionalism. I was raised in a working-class family with three brothers and one sister. Each of the brothers were miners; one an engineer and two fitters (mechanics), each with the relevant industrial qualifications. My sister worked as a shop assistant but left at the age of 22 to start a family and became a carer for a family member; that was 39 years ago. My father was a general labourer for most of his life, having also worked in the mining industry, but became ill when I was six and couldn't work until his death when I was sixteen. My mother raised each of us and had several jobs working in factories and local shops. Neither of my parents studied themselves and had little understanding of the benefits of education or training, though mum supported me in whatever I wanted to do. Until the age of 21 I worked in a range of construction positions as a joiner and general builder but never really felt comfortable in those environments. This altered on the day I started teaching as I felt a sense of belonging and of being proud of myself for being a teaching professional.

My life and career journey and therefore my professional development has not been straightforward but has much in common with many teachers in FE. The experiences of my personal life and my working life have helped me to develop my own sense of professionalism. My family background somehow infused my life in terms of my dispositions, skills and language. Likewise, my career and exposure to the multifaceted experiences of different roles and activities also permeates my professional beliefs. These influences may not be apparent at all levels and at all times but show in my actions, attitudes and discourse. Whilst I have tried to avoid the casual use of metaphors throughout this thesis – which, by the contemporary theory

of metaphor, is impractical - there will be many examples evident throughout. My subliminal meanings will therefore be on display and warranting reflexive analysis.

1.4 The aim of this research

This thesis explores the possible tensions and alignments between professional standards and teachers, tutors and trainers in FE and identifies the limitations of thinking in a standard way for individual teachers. The study used participants studying the initial qualification associated with pre- and in-service ITE in FE (originally Preparing to Teach in the Lifelong Learning Sector (PTLLS) and now named the Award). With an understanding of how pre-service and beginning teachers might interact with professional standards, results could be useful in a range of ways: for policy development; to the ETF when re-designing standards; for FE institutions supporting their teacher professional development; for teacher trainers when implementing and monitoring learning; and for teacher trainees in their reflexive approach.

The research originally set out in 2010 to answer the following question:

> What initial impact has the 'threshold license to teach' award (PTTLS) had on professionalising teachers in the Lifelong Learning Sector?

The research interview schedules were designed to explore the sub-questions below.

- How transparent, visible, well known and understood are the 'new overarching professional standards' to the mentor, teacher trainer and beginning teacher?
- How are CoPs (with particular emphasis on mentors where applicable) supporting the drive for increased professionalism?
- How does the curriculum offer (including teaching and assessment) imbue and support the delivery and development of professional values?

- How do mentors, teacher trainers and beginning teachers understand the term 'professionalism'? What differences are there and does it matter?

Following a break in my studies, and because new professional standards were introduced in 2014, the emphasis of the research changed slightly. Data was analysed using contemporary metaphor theory, as this was one of the most interesting things coming from the original results (Todd and Low, 2010: 37). The revised inquiry aimed to answer the following;

- What are the tensions and alignments between teacher professional standards and pre-and in-service initial teacher education students in FE?
    - What impact does a person's life history and socio-cultural background have on how they approach professional learning?
    - What does contemporary metaphor theory show about the individual nature of professional identity and the limits of standardisation?
    - What do metaphors indicate about the kinds of professionalism that individuals are likely to develop?
    - What metaphors frame how professional standards are portrayed in policy documents?

1.5 Chapter organisation

The organisation of this thesis follows a traditional structure, beginning with a literature review in Chapter 2. This chapter provides an exploration of the literature on further education teacher professionalism and how this has developed. Chapter 3 provides the theoretical framework of contemporary metaphor, which was used as the central analytical tool for the thesis. It explores the initial work of Lakoff and Johnson from the late 1970s and 1980s and later use across domains.

The research design and key methodological considerations for this research are set out in Chapter 4. The choice of nested case study using a mixed methods approach is explained and the use and development from the pilot study is discussed. The methodological choices, research instruments (nominal group technique, semi-structured interviews, text analysis) and ethical considerations are all discussed.

Chapter 5 provides the first detailed look into the findings of the metaphor analysis linked specifically to two diverse cases. It presents diagrams that depict their systematisation of metaphors. Both sets of metaphor data are explored separately with one half of the chapter dedicated to each. Chapter 6 extends the analysis carried out with the first two cases using a cross case analysis of four participants.

Chapter 7 discusses the findings in relation to the main research question and sub-questions. Chapter 8 concludes the thesis by setting out the contribution to knowledge and reflecting on the research process and possible further avenues of investigation.

Chapter 2 – Review of literatures

2.1 Introduction

This chapter reviews the literature on professionalism both in general terms and in the further education sector more specifically. This includes a historical analysis of the development of early professional standards in the LLS to pre FENTO. It then goes on to review the policy literatures for the introduction of FENTO, Lifelong Learning UK (LLUK) and the latest Education and Training Foundation (ETF) teacher professional standards; their development, implementation and impact, where available.

2.2 Early development of professionalism

Troman (in Hextall et al., 2007) maps out the historical development and scholarly debates that have influenced the professionalism of teachers. Although from a school teacher perspective, Troman suggests that these twists and turns also impact further and higher education. Early work on professionalism focussed on the features or traits of professional groups (see Flexner, 1915 and Carr-Saunders and Wilson, 1933). The late 1970s saw the start of the Thatcherite economic and social project which had a considerable impact on public sector workers and professionals. From this time research focussed in two directions. The first was the sociology of the professions, and the interpretivist nature of teachers' lives and of schools. This has continued to be a focus of professionalism research (see Maguire, 2005, for example). The second focus was on neo-Marxist perspectives on professionalism linked to government policy and these ideas continue to be utilised today. Elsewhere Daley, Orr and Petrie (2015), Gleeson et al. (2015) and Aubrey and Bell (2017) focused more on the challenges of teacher professionalism in the Further Education (FE) sector.

The focus for later research into teacher professionalism can be divided into several fields. The first constitutes the work on the sociology of teacher professionalism and stems from the early traditions of 'ideal types' methodology of Max Weber (Hextall, et al., 2007). The second consists of research into teachers' professional identity, with increasing emphasis being placed on teachers' lives and on how their life histories inform practice (see, for example, Goodson, 2001; Day, Flores and Viana,

2007). Thirdly, the belated emphasis (comparative to school teachers) on improving teaching in FE focusses on the impact of successive government' interventions involving 'standards'. This highlights the impact that increased accountability and mandatory compliance is having on teachers.

Hargreaves (2000) attempted to categorise teacher professionalism as 'four ages', namely: "the pre-professional age; the age of the autonomous professional; the age of the collegial professional and the fourth age - post-professional or postmodern?" (153). He believed these 'ages' were seen in many "Anglophone cultures" and linked specific activities or attributes to teachers. The latter of the four, starting sometime in the late 1980s (Evans, 2011), was termed 'the new professionalism' era.

2.3 Professionalism, professionalisation and intensification

Helsby (1995) spoke of teachers recognising themselves as *being professional* when they were seen in other people's eyes as having status, standing, regard and levels of professional reward (Hargreaves, 2000: 152). Being a professional in FE is generally considered to be different from that of the school teacher (Clow, 2001). Those who pursue careers in this sector usually enter with established professional identities from their vocational specialisms (Robson, Bailey and Larkin, 2004), and sometimes these are multiple (Goodson et al., 2005). Those teachers "retain strong allegiances to their first occupations" (ibid: 184) which can then pose challenges in adopting a new professional role; especially when considering the notion of dual professionalism (Lucas, Nasta and Rogers, 2012). It is often difficult for FE teachers to receive specialist support (c.f. secondary trainees who are grouped by subject) because of the complex and diverse nature of the subjects and backgrounds of the FE teachers.

It has long been recognised that teachers have various identities (Halford and Leonard, 1999). Sachs proposed two competing discourses that shaped professional identity in Australia in the 1990s: "democratic professionalism" and "managerial professionalism" (Sachs, 2001: 149). Her analysis highlighted the differences between the autonomous teacher and the accountable teacher. This reflects the tension between "agency" and "structure" that is part of all professional practice (Gleeson, Davies and Wheeler, 2005: 445). Evans (2011: 851) suggests that the

"shape [of] demanded teacher professionalism [which is] multi-agentic" is heavily weighted towards the behavioural components in the standards. Although referencing school teachers' professionalism, Evan's point applies to the ETF professional standards; one third are linked to values and attributes which are more tacit, less behavioural and skills based and thereby more difficult to engage with in a meaningful way. In an effort to improve teacher autonomy and make it central to the notion of being professional, the ETF (2012a) wanted to stop the *standards* from being compliance driven and position them more as minimum standards.

Professionalism is closely linked to being a professional (Englund, 1996) in that it is about the quality of teachers' work represented by their conduct and demeanour. Professionalism is seen as an "an ideology" (Tummons, 2014b: 419) with its systems and ideals but these expectations and meanings are fluid (Briddon, 2013) and change over time (Evans, 2008). Evans concluded that it is important to not only identify types of professionalism but also how these function and thereby how they may be influenced:

> In particular, the individualistic elemental nature of professionalism – its basis of individuals' professionality as a singular unit, and the inherent diversity that this imposes upon it – remains generally unrecognised. […] Without understanding of its substance, it is difficult to appreciate how professionalism functions and, therefore, how it may be influenced (p. 34–36)

This individual, elemental nature of professionalism is important as successive government attempts at redesigning professional standards have been applied as if the FE teacher cohort were one homogenous standard mass. Recognising the individual nature of professionalism is important and is central to this research.

Educational demands and commitments on teachers are becoming clearer and are intensifying. In 1994 Hargreaves explored two aspects of this: professionalisation and intensification. Both concerned with either the improvement of professionalism through taking on more responsibility which is the opposite of "deterioration and deprofessionalisation" where teachers' work is becoming "routinized and deskilled"

(pp: 14-15). Many scholars over the last two decades have taken issue with increasing technocratic government regulation. Ollin (2002*)* suggests that although making teaching qualifications a mandatory requirement to practice may have legitimised the professional status of FE teachers, this increased state control might actually have made teachers "prisoners" (p: 136). The notion of government over-regulation, given the diversity of the sector, was also a focus for Lucas (2004)*.* A more recent enquiry of teacher trainers' practise identified that "teachers in FE had been adopting strategies of resistance to cope with an intensification of the managerial culture for some time" (Aubrey and Bell, 2017: 106). These form a growing body of research which has had an impact on the professionalism discourse and development of the ETF (2014b) standards.

2.4 Background to professionalism issues in FE

FE teacher education in the UK has been described by Lawy and Tedder (2009: 53) as having undergone a "paradigm shift". Following the previous period of "benign neglect" (Young et al., 1995) of the FE sector, there has been an increasing, somewhat intensive move to make teachers accountable through sets of standards. Lucas (2004: 35) described the field of applied national standards of teacher education within FE during the 1980s and 1990s as a "fandango". Within a couple of decades, according to Bathmaker and Avis (2005), FE colleges were operating in a "highly regulated" sector which was "[…] controlled through audit, monitoring and inspection" (ibid: 4). This has only intensified within the last decade such that influencing new teacher's professionalism has been the key role of initial training (Furlong et al., 2000). Evans (2011) asserts that current modes of teacher professionalism in England stem from the development of professional standards. Given that professionalism represents "conduct, demeanour and standards" (Hargreaves, 2000: 152) the appropriateness of the design of the standards and application in the field is important. The question herein is what are the possible tensions and alignments between professional standards and teacher trainees and how might these affect their practice.

Hargreaves' (2000) description of the typical requirements of teaching in the pre-professional age, before the 1960s, identifies the stark difference in expectations

with today's professional standards. Students were generally taught as homogenous masses and were lectured in a didactic way. Such attitudes and beliefs held by those teachers will have been diluted and/or replaced from those days but such tendencies, a generation on, may still remain with those teachers' experiences from nostalgic eras of schooling and life which have remained embedded (Hargreaves & Fullan, 1998). Indeed, each of the successive generations will echo the professional tendencies of their forebears.

Hargreaves' postulated 'fourth age' (2000) included expectations of broadness and flexibility in teachers' approaches. During this time three different sets of FE standards have been developed by FENTO, LLUK and the ETF, each conducting research prior to their introduction and during implementation to assess impact and suitability.

This fourth age, which we are now within, suggests a need for individualism and differentiation within teaching environments. However, this is marked by a struggle between policies, forces and groups intent on professionalising the workforce by a series of uniform standards. Consideration of key stakeholders' opinions are increasingly important but fail to consider the tacit, underlying implications of their comments.

2.5 Early development of teacher professionalism in FE

Many changes have occurred in the post-compulsory sector over the last three decades (Ollin, 2002) but these have not always been for the better (Avis, 2005; Gleeson et al., 2005 and ETF, 2012a and b). Teacher education has been a primary focus with successive governments increasingly placing importance on the need to have a professionalised workforce. However, the notion of professionalism in the FE sector, "often remains opaque and contested among those on the ground" (Gleeson et al., 2015: 78).

The notion of improving teacher education in FE is not a new phenomenon but those early recommendations from the McNair Report (BoE, 1944) have proved elusive and did little to formalise or standardise ITE in the FE sector.

> Technical education in this country has never received the attention it deserves, and there has hitherto been no systematic provision for the recruitment or training of technical teachers. Our Report therefore opens up a comparatively new field of inquiry. (BoE 1944: 108)

This provision did not exist and the question of prescribing training as a condition of "entering or continuing to work in a technical college [was] not as yet a practical issue" (ibid: 122).

The Board of Education recognised the need for further enquiry in 1944 and further recommendations were made in the James Report (DES, 1972). Staff development and ITE during the 1970s was still seen as informal and not always based on specific intelligence on identified requirements or frameworks (Ollin, 2002). The arrangements not only varied between different institutions but also different subjects (Lucas, 2004). However, once developments took hold, they happened quickly (Aubrey and Bell, 2017).

Friedrich Hayek's meeting with Thatcher in 1975 was embryonic for the neoliberal shift in politics (Metcalf, 2017) and had a significant impact on subsequent educational policy. One major example occurred when the Further and Higher Education Act (1992) removed FE colleges from local authority control which culminated in Incorporation in 1993, thereby separating colleges into standalone organisations. Around that time, Hargreaves (1994) commented that few would disagree that the demands of teaching as a job had changed significantly over the years. This view resonated throughout much UK post-compulsory literature reflecting the drive both within the UK (Pimm and Selinger, 1995) and internationally (Tischer, 1995) to improve teacher education in order to cope with the changing landscape of FE. The New Labour government continued to "standardise and control" FE and teacher education (Orr, 2008: 73). More recently, the coalition government has challenged this notion of controlled teacher education through standardisation (ETF, 2012a and b).

The privatisation of the then four hundred and sixty or so incorporated colleges in 1993 combined with the multiplicity of policies on ITE and CPD (Ollin, 1996) helped to

maintain the fragmented nature of ITE in FE. Increases in part-time staff (Lucas, 2004), decreases in staff development budgets (Lucas, 2000) and growing demands on teachers, undermined policy makers' hopes of raising the importance of the FE sector for the economy "as a means of social inclusion and as an engine for raising aspirations in education and training" (Lucas, 2000: 35). Ironically, the sector itself was criticised for lack of investment in training for its own staff (FEFC, 1999).

FE was, and arguably still is, unlike higher education or schools in its characteristics, responsibilities and student body (Gleeson et al., 2005: 447). These differences place increasing and diverse demands upon effective FE teaching. Moreover, the sector is comprised of an ever diverse range of organisations (Orr and Simmons, 2010). The ETF (2012b: 2) continues to recognise this diversity by referring to the "five" (as a minimum) central aims of FE as "remedial, …community, …vocational, …academic and HE in FE." The scale of this diversity is significant, not only because teachers need to acquire, develop and employ new or different skills, but because the stock from which the teacher workforce is derived, is itself diverse. Moreover, increasingly employers are central to providing and designing training, and supplying trainers.

2.6 Early development of teaching standards

Lucas described the professional culture among FE college teachers as "impoverished" and lacking any "model or regulation" (2004: 38) but recognised that the push to develop teacher professionalism had increased, albeit competency driven. Developments in competency-based qualifications by awarding bodies provided a catalyst to ensure teaching staff were competent in the variety of assessment and verification techniques and skills. The Training and Development Lead Body (TDLB), established in 1990, lead to the ubiquitous requirement for teachers/assessors to be competent to assess across all sectors of employment. These qualifications though were not a requirement for those teaching non-competence based qualifications such as A levels and BTEC. Arguably, this grounded many teachers in the methodology of competence based strategies that were subject decontextualized. The first standards, published in 1991, were allied with government policy (Ollin, 2002). The Further Education Unit (FEU) reported that;

> National standards could provide a recognisable and nationally consistent means of describing the professionalism of staff, within job/person specifications and for the purpose of performance reviews, career planning and programmes of continuing professional development. (FEU, 1992: 1)

Early professional standards were therefore recognised as being able to accomplish several roles at once (Eraut, 1994). A report by the Association of Colleges (AoC) in 1995 continued to support the drive to improve ITE and qualifications by raising concerns of inconsistencies across the sector. The decision was made in 1995 to produce a "functional map" (DfEE/FEDA, 1995: 5) of the FE college sector to inform the government on the "occupational competence, [which is] defined as the achievement of outcomes associated with particular work roles" (ibid: 19). The Further Education Staff Development Forum (FESDF) were tasked to produce a set of national standards for all sectors in FE. They had access during their consultation to local government, unions and professional associations. Based initially on the Scottish model (SOEID, 1997) of initial training for FE lecturers, this was soon recognised as having similarities with the TDLB model. The change from the term 'standards' to 'competencies' caused college staff, when consulted, to request "a holistic approach with broad standards that allowed for professional judgement and knowledge" (Lucas, 2004: 39). Teachers themselves were keen for a recognition of the values of the diversity of FE teacher professionalism (ibid: 40) and this was taken on board in part in later drafts.

The failed introduction of 160 Lead Industry Bodies (LIBs) in the late 1980s (Raggatt and Williams, 1999), with responsibility to design occupational competencies for their relevant NVQs caused "confusion and overlap" (Lucas, 2004: 40). This led to the introduction of National Training Organisations (NTOs) to encourage employers to take an interest in their employees' training and thereby reduce the role of the government (DfEE, 1998). FENTO was then introduced as the Further Education NTO in 1998. Notwithstanding, as Ollin (2002: 132) pointed out, one anomaly was the legal requirement for school teachers to have qualified teacher status, without any commensurate requirement that FE teachers should possess a professional teaching qualification.

College funding (through the Learning and Skills Council contracts) was linked to achievement of appropriate standards they set (DfEE, 2000), and failure meant setting targets for poor performers. The Further Education Funding Council (FEFC) displayed its control and subsequent ability to affect government and college priorities when it released its 1998/9 report (FEFC, 1999: 13). The damning report, which provided a dual purpose in the improvement of teacher professionalism, identified "major weaknesses in pedagogy" and also endorsed the use of national standards (Ollin, 2002: 133). Reduced funding through limiting contracts was a direct way of government control on the quality of provision through poor performance, although at this stage this was difficult to control given the limited strategies at college level that were in place.

The DfEE (1995) reported that just under 50% of FE staff in England and Wales were qualified as teachers (and 67% in Scotland) which raised concerns. Two papers were instrumental to the thrust to improve teacher professionalism. DfEE (1999) prepared the way when they stated that all new teaching staff would soon require teaching qualifications DfEE (2000). Compulsory teaching qualifications were introduced to take effect from September 2001 after the DfEE (1998) stated their desire to ensure all new teaching staff were teacher qualified. Lucas (2004) discussed the concern of part-time staff and those from industry being put off by the prospect. Similarly, a massive body of experienced staff might be exempted from the requirements.

2.7 The FENTO standards

The FENTO standards were launched in 1999 with all providers of ITE being required to integrate them into their programmes. Furthermore, it was a requirement that all programmes were endorsed by FENTO or the Department for Education and Skills (DfES). As Aubrey and Bell (2017) point out, this parallels not only the control over school teacher training but also for Nursing, Midwifery and Health Visiting (ENB). This was a complex process. Not all institutions complied with the requirements in a similar manner but what it did do was to ensure all institutions revisited and revised their existing qualifications. Lucas described this process as a "mechanical and inconsistent exercise" (Lucas, 2004: 45) and that the content and delivery of the courses had hardly been changed. Research on the intertextuality of the FENTO

professional standards from policy to teaching resources (textbooks) from that period, showed them to have accomplished little (Tummons, 2014b).

Significantly, this "paper based" exercise was seen to lack consideration of the individual teachers' diverse needs:

> Such a mechanical application of standards does not recognise the historical diversity and differences in the practices of FE college teachers or that many candidates on ITE courses in universities and colleges are work-based educators/trainers, outside of the DfES definition of the FE college sector, yet embraced by the Learning and Skills Council as further education. Furthermore, the mechanical mapping of FENTO standards takes no account of the need to develop new professional practices in the light of the growing diversity of student needs. In other words, the implementation of the FENTO standards is taking place, within the context of an impoverished professional culture which has a tendency toward compliance to the latest policy initiative. In such a scenario there seems to be no recognition of the difficult balance to be struck between the regulation of existing programmes and the need to improve the quality of professional practice across a wide variety of courses that reflect very different cultures and professional practices. (Lucas, 2004: 46)

Similar considerations for HE were being mooted through the Dearing report (NCIHE, 1997) which proposed the introduction of the Institute for Learning and Teaching; although achievement of the ILT standards for HE would be based on fewer broad-based standards (Ollin, 2002). There would then be two bodies responsible for regulating the standards which would only add to the complexity.

The complexity and difficulty of producing standards across diverse FE sectors has previously been mentioned above. Also proving problematic was the professional standardisation of teachers across a range of subject specialisms that was introduced at national level. The diverse characteristics of FE teachers' practice were ignored during the process and did not feature when they considered the balance between regulation and their professional practice.

However, not everything was negative. Ollin (2002: 132) commented that the FENTO standards did set out to engage ITE students in "reflective practice and to underpin…[those] values in professional practice, both missing from the TDLB standards", which was an improvement. Furthermore, the notion of reflective practice, both 'on' and 'in action' (Schön, 1983) could have increasing significance for future studies as the trainees attempted to grapple with reflecting on their own notions of professionalism. The shift for FENTO to undertake the endorsement exercise across all institutions alone was also seen as positive.

Although there were some benefits, the unsuitability of the FENTO standards has been widely reported (Lucas, 2004; Scales, 2013 and Tummons, 2014a). Soon after the FENTO reforms, Ofsted (2003) reported ITE as unsatisfactory. Their inspection survey was conducted during 2002/03 with 8 HEIs and 23 FE colleges in each term during the academic year. Over 3,000 trainee teachers were included in the sample. The 2009 Ofsted report compared the improvement from the 2003 inspection report on ITE to the 2004/8 inspection cycle. The following damning statement about ITE and the FENTO standards prior to 2003 was made in its executive summary:

> The 2003 survey report that led to the implementation of the 2004–2008 inspection cycle judged the system of further education teacher training to be unsatisfactory. Inspectors were critical of the national standards for teaching and supporting learning in further education, drawn up by the Further Education National Training Organisation. They considered that the standards did not lend themselves to judging what a new career teacher should be achieving in their period of initial teacher training. The report commented on training programmes that were insufficiently differentiated to meet the needs of this diverse group of trainees and the constraints this placed on the progress that trainees made. (Ofsted, 2003:4)

This referenced the inadequate support and opportunities for ITE trainees (Tummons, 2014a) and the lack of differentiation for individuals and how this constrained their progress.

2.8 The LLUK introduction of the 'new professional standards'

Consultation on *The Future of Initial Teacher Education for the Learning and Skills Sector* commenced in November 2003 (DfES, 2003). This in turn led to the development of the new ITE standards: *Equipping Our Teachers for the Future: reforming Initial Teacher Training for the Learning and Skills Sector* (DfES, 2004). The Institute for Learning (IfL) was formed originally in 2002 and recognised in 2007 as the professional body for teachers, tutors, trainers and importantly, student teachers working in the further education and skills sector. This was nine years after the formation of the General Teaching Council (GTC) in 1998, demonstrating once again the disparity between school teachers and FE lecturers' professional status.

These new overarching professional standards for teachers, tutors and trainers in FE were a response to Ofsted's (2003) call to make clearer the standards for new entrants teaching in the sector. It was suggested in the ministerial foreword (LLUK, 2006) that this would support and professionalise the workforce following the previously seen as ambiguous FENTO standards. The *Further Education Teachers' Qualifications (England) Regulations* (DIUS, 2007a) were introduced alongside the 'new overarching professional standards'. In the FE white paper *Further Education: Raising Skills, Improving Life Chances* (DfES, 2006) the government pledged its commitment by introducing the new initial award in teaching. Significantly, the regulations made it compulsory for all teachers in the FE sector to achieve a teacher training qualification from the new suite of qualifications (PTLLS, CTLLS and DTLLS) and to receive 30 hours mandatory Continuous Professional Development (CPD). QTLS (Qualified Teacher Learning and Skills) status was required for all new teachers in a full teaching role. ATLS (Associate Teacher Learning and Skills) status was required for all new teachers in an associate teaching role. FE teachers also had to register with the IfL for a fee that was not generally paid for by the employer. This had to be maintained to comply with *The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations* (DIUS, 2007b); failure to do so meaning a teacher was unable to teach. This practice again was criticised for its competency-based approach to learning (Lucas and Nasta, 2010).

Ofsted (2009) saw improvements and later reported that "the overall quality of the training in the providers visited was mostly satisfactory or better, with much of the taught element judged to be good" (ibid: 5). However, regardless of the decade of reform, trainees were still receiving "fragmented and impoverished" experiences despite the "barrage of national standards, regulations and assessment units" (Lucas, Nasta and Rogers, 2012: 677). Recommendations from Ofsted's (2009) report were as follows: the improved tracking of progress of student achievement relative to their start point; the development of expertise in subject specific teaching by securing good quality mentoring in the workplace; closer monitoring and evaluation of the trainees' workplace experience; and defining clear progression routes to higher education.

Lucas et al.'s exploration of the impact of the LLUK 2006 professional standards explained that "standards and regulatory regimes very rarely have the effects that their authors intended." Furthermore,

> …findings suggest that a more flexible, less prescriptive approach is required that allows for specifications to be interpreted within different contexts, actively encouraging variation and innovation to meet the diverse needs of trainees. (2012: 694)

This reinforced the ideas that differentiation for teacher trainees was still an issue and that the effect standards have on what they set out to do is very limited. Inevitably, the tipping point had once again been reached. Referencing Lucas et al.*'s* (2012) LLUK research findings, the government's commissioned review of the 'new professional standards' (ETF, 2012a) argued for a new standards methodology reporting that most of the national effort had been made in the wrong place: towards standards, regulations and compulsion, rather than towards fostering a deep and shared commitment to real 'bottom up' professionalism among FE employers and staff.

2.9 The ETF professional standards

The coalition government's message on a 'new style' of 'bottom up' teacher professionalism was surprisingly distinct from the well-respected "Victorian

creations" of the General Medical Council and the General Council of the Bar (ETF, 2012b: i). The summary report of the Commission on Adult Vocational Teaching and Learning (CAVTL, 2013), not only supported, but welcomed "the opportunity to break from the culture of being 'done to'", clearly ratifying the "move away from central policy initiatives to determine the role of the FE and skills sector" (ibid: 11). However, there were early criticisms of the shift back to the lack of statutory qualifications and the return to the "laissez-faire approach" (Gleeson et al., 2015: 78), which have been aimed at the government.

The then Minister of State for Further Education, Skills and Lifelong Learning, commissioned an 'Independent Review of Professionalism in Further Education'. This occurred in two sections. The first, consisted of the 'Interim Report', published in March 2012. The second, final report, published in October 2012 consulted not only staff and leaders in FE but further afield internationally about what professionalism might mean to them (ETF, 2012a: i).

The report led to the "clear message [that] mature organisations in further education should be left alone, in near autonomy". The idea being that professionalism of the FE workforce "might naturally flourish" (ibid: ii) in appropriate environments, "codified in a covenant or compact negotiated freely" (ibid: 24) between employers and staff. Ultimately, the hope was that "placing trust in the professionals who work within [FE]…" (ibid: ii) would lead to the hoped-for changes.

The transfer to the ETF provided the opportunity to carry out a consultation research exercise between November 2014 and March 2015. Existing IfL members became part of the FMPS (Foundation's Professional Membership Service) (ETF, 2015), which maintained their benefits. Although the sample size (14%), which was deemed robust in representing the views of the then 17,790 FMPS membership, did not necessarily represent the views of the 40,000 FE members (ETF, 2012b), nearer to 6%, of the University and College Union (UCU) who organised a boycott of the IfL fee introduction. The findings were only representative of a cohort of those that were seemingly already compliant.

The Society for Education and Training (SET) became the new professional membership organisation of the Education and Training Foundation for practitioners working in the post-16 education and training sector (SET, 2017) who describe themselves as "the guardian of the Professional Standards for the sector." In May 2014, the ETF published 'Professional Standards for Teachers and Trainers in Education and Training' (for an example see Table 1) that were vastly reduced in number (from 166 to 20) and less cumbersome compared to those of the LLUK.

Professional Knowledge and Understanding – section 2
1. Maintain and update knowledge of your subject and/or vocational area. 2. Maintain and update your knowledge of educational research to develop evidence-based practice. 3. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.

Table 1: Section 2 of the 2014 professional standards: Professional Knowledge and Understanding

On reflection, the autonomy provided by de-regulation has left organisations with the opportunity to reintroduce complexity into the system, something it had previously fought hard to remove. Aubrey and Bell (2017: 110) provide a note of caution: "[we] may see the sector and teacher education return to the abuses and lack of professional aspirations for teachers so evident in the neo-liberal marketisation that directly followed incorporation [in 1993]." The ETF have recognised this as a possible outcome of de-regulation (ETF, 2017), but continue to promote other ITE qualifications that FE providers consider as providing a basis for sector entry; something criticised so often by previously identified research activity. However, to ensure future compliance, Ofsted made specific references to the 2014 professional standards in their initial teacher education inspection handbook (Ofsted, 2018), stating they are designed to:

- set out clear expectations of effective practice in education and training
- enable teachers and trainers to identify areas for their own professional development

- support initial teacher education
- provide a national reference point that organisations can use to support the development of their staff. (p: 31)

References are also made for inspectors within each of the four grading categories (outstanding to unsatisfactory) that differentiate how well the standards are achieved by teachers. This has identified the increased frequency of the use of the terms within the literature which had previously been limited. Perhaps more importantly, the reforms have continued to create the space for discourse in teacher professionalism (Aubrey and Bell, 2017).

2.10 Summary

In recent decades, there has been a focus on making professional standards regulatory and competency based and so moving away from the confusing array of localised arrangements for teaching staff post incorporation in 1993. This had been achieved in some sense but has been increasingly criticised for being too regulatory. This threatened the task of providing an effective, competent and professional workforce, when it physically manifested with industrial action of teachers against IfL's mandatory registration. Ironically, this highly regulatory regime was in place for successive Ofsted inspections of ITE that criticised the lack of differentiation in supporting individual teachers' progress. This raises the key question of the extent to which professionalism standards can be standard. The government's latest attempt provides an opportunity for standards to be seen as a minimum expectation rather than 'the' expectation, thereby opening the space for differentiation consistently requested by Ofsted. However, the latest efforts do not seem to have completed the circle as they have not fully considered individuals' capacity to achieve those standards, given the possible tensions and alignments, and what contributory factors might affect them in their progress.

Chapter 3 - Contemporary metaphor theory

3.1 Introduction

This chapter introduces the ideas of contemporary metaphor theory. Lakoff and Johnson's pioneering work in the late 1970s and early 1980s suggested that the human conceptual system is "fundamentally metaphorical in character" (1980: 195). This in turn led to the burgeoning use of metaphor as a research tool to illuminate deeply hidden meanings of individuals. The contemporary theory of metaphor is not to be confused with the more common-sense comparison theory of metaphor that is "primarily ornamental" (Ortony, 1993: 3).

Contradicting Anglo-American theories of meaning within linguistics and philosophy, Lakoff and Johnson (1980) set about challenging the limited acknowledgement of the use of metaphor, suggesting it was perhaps key to giving an adequate account of understanding (ix). They argued that the human conceptual system is metaphorically structured and defined (Lakoff and Johnson, 1981). In the simplest definition: "The essence of metaphor is understanding and experiencing one kind of thing in terms of another." (Lakoff and Johnson, 1981: 5). To gain insights into the metaphorical nature of the concepts that structure everyday activities, the metaphorical expressions in everyday language need to be analysed. Individuals will express a (sub)culture's most fundamental values through the use of the (sub)culture's metaphorical structures. Historically, various disciplines have engaged with research on and into the fundamental "nature and function of metaphor in language and thought" (Ortony, 1978: xvi). The work carried out over the last four decades in linguistics, philosophy, and cognitive psychology had "led to [further] substantial insights into the significance and workings of metaphors." (Tendahl, 2009: 1).

Calls to use contemporary metaphor theory in the research of teacher education has been consistent over recent years (Erickson and Pinnegar, 2017; Lynch and Fisher-Ari, 2017; Liaquat and Naz, 2016; Kalraa and Bavejab, 2012; Thomas and Beauchamp, 2011 and Saban, 2010). Most studies using metaphor analysis as a research tool focus on pre-service or beginning teachers (Erickson and Pinnegar, 2017) and, according to

Yob (2003), can be employed when one wants to explore and understand something obscure, abstract, original, or highly speculative.

Along this continuum there is a gamut of research carried out in education either using or considering using metaphor theory. Examples include but are not restricted to; early childhood studies (Pramling, 2009); studies in mathematics (Goodchild, 2002; Noyes, 2006); research methods (Prosser, 2009; Hager and Hodkinson, 2009); further education including adult and community education (Wallace, 2001 and Jameson, 2006); higher education (Morrison, 2003 and Billot and King 2015); environmental education (Gough, 2002), music (Woody, 2002), science (Cameron, 2002) and teacher education (Barrett and Cooperrider, 1990; Zhao, Coombs and Zhou 2010; Kalraa and Bavejab, 2012; Hamilton, 2016; Tait-McCutcheon and Drake, 2016; Akınoğlu 2017; Lynch and Fisher-Ari, 2017 and Izadinia, 2017). Metaphor analysis is being promoted as a standard technique to use in doctoral studies (Burgess et al., 2006) and it has crossed international boundaries and various educational venues (Erickson and Pinnegar, 2017).

Saban's (2006) meta-analysis identified several roles of metaphors used in research on teaching: metaphors as 1) pedagogical devices, 2) blue prints, 3) archetypes, 4) mediums of reflection, 5) curriculum theory, 6) a tool for evaluation and research, 7) an instrument of discovery, 8) a mental model and 9) a springboard for change. Furthermore, the use of metaphor analysis has been used, for example, as an intervention strategy (Barrett and Cooperidder, 1990) and for pre-service and in-service teachers to illuminate their use of generative metaphors. Indeed, past research has indicated that teachers' metaphors can serve in making less ambiguous what teachers hold about their personal knowledge of their surroundings and teaching (Erickson and Pinnegar, 2017).

My focus herein is on the incidental occurrence of metaphor in participants' discourse (Cameron, 2010), which will provide multiple metaphors for analysis (Erickson and Pinnegar (2017) and are regarded as having the most impact (Davis, 2018). This will enable me to "introduce fresh perspectives, [make] illuminating

comparisons and contrasts, and provide illustration" (Elliot, 1984: 39) thereby complementing and enhancing the more traditional qualitative techniques.

Lakoff's (1993: 203) respectful but critical response to the now classical but restricted example of Michael Reddy's 'Conduit Metaphor' helped to dispel the traditional view that metaphor sat simply within poetic or 'figurative language'. Lakoff thus advanced the notion that everyday behaviour reflects metaphorical understanding of experience. Lakoff and Johnson later argued that "Which[ever] metaphors we have and what they mean depend on the nature of our bodies, our interactions in the physical environment, and our social and cultural practices." (Lakoff and Johnson 2003: 247). Metaphors reflect our embodied understanding of social action and might, therefore, point to likely future action as "self-fulfilling prophecies" (ibid: 156).

One early example of how metaphors were becoming recognised in education suggested a caveat on their use and how they "[…] creat[e] new ways of seeing." (Wallace, 2001: 727). The note of caution was about the generative power of metaphor, proffered by Schön (1993), in that metaphors, if selectively identified and /or interpreted, may lead to a view which may actually have negative consequences on society. Schön (1993: 138) examined the development of social policy as "problem setting" and the use of generative metaphors as "frame restructuring" (ibid: 139). See Daley, Orr and Petrie (2015) and Holliday (2017) as a later examples of metaphors' generative qualities. This idea that metaphors have a generative potential to re-frame beginning teacher's thinking and "challenge entrenched beliefs" (Noyes 2006: 901) is relevant to the purposes of this research but also identifies the origin of previous embodied beliefs.

Recent research using this metaphor approach has analysed teacher practice on placement and the links between metaphor and practice (McGrath, 2006; Noyes, 2006). McGrath (2006) posited three assumptions which were synthesised from the works of several authors. Firstly, teachers' underlying attitudes and beliefs about what they teach and about characterising features of learning environments can be inferred from their use of metaphoric language. Secondly, there is evidence of strong relationships with attitude, belief and classroom practice. Thirdly, teachers and

teacher educators can gain from the surfacing of teacher attitudes and beliefs. All three share similarities with the use in this research.

Using metaphor to analyse participants' discourse within biography helps to illuminate 'polys[omic]…generalizations' (Lakoff, 1993: 209) in the search for meaning but suggests "propagative qualities tendered within quite specific examples of discourse." The term *discourse* here is used similarly to Semino's (2008: 1) definition: "naturally occurring language use; real instances of writing or speech which are produced and interpreted in particular circumstances and for particular purposes." Such examples are generated from the cases' different life and career experiences. This raises questions about how metaphor indicates embodied behaviours and values and what this means for meeting professional standards. For example, how might a police officer adapt to teaching following a lengthy career in the police force? How could the generative nature of their metaphors or policy metaphors frame their transition into teaching, their professional practice and how they engage professionally with their work?

In undertaking a metaphor analysis, maintaining a reflexive approach is vital, both during the investigative stages of the enquiry and during data analysis which necessitates continual deliberation. My own metaphoric systems frame my own understandings of the world, are present in my own talk, and frame my actions and in turn others' interpretations of those actions. For example, interviewing may have had an impact on and shaped the responses given by the research participants (Cameron, 2010).

3.2 Metaphor research examples

Several papers have recently considered professionalism in teaching and learning that ranged between professional learning of science teachers (Goodrough, 2017) to metaphors of teachers' professional learning (McCutcheon, 2016), to understanding new teachers' professional identities (Thomas and Beaucamp, 2011) to professional knowledge about teachers (Zhao, Coombs and Zhou, 2010). Erickson and Pinnegar (2017) reported that unlike their own research which allowed the participants to develop their own metaphors, in many earlier studies, metaphors were either

assigned, provided for participants to choose from, given as prompts or constructed collectively. Unlike these, my metaphor usage was based purely on incidental metaphors.

Thomas and Beauchamp (2011) carried out metaphor research with students during their first year and after graduation, wanting to review their professional identities. Their metaphors changed from ones of being ready for the challenge to ones of adopting a survival mode post-graduation. This raised the issue for teacher trainers needing to explore the professional identities of prospective teachers on pre-service programmes. Similar to Thomas and Beauchamp, Izadinia (2017) compared metaphors at specific stages in the pre-service teachers' practicum but also compared to those of their mentor teachers' metaphorical images. The findings indicated that the metaphors of pre-service and mentor teachers overlapped and focused on interpersonal relationships and providing guidance and support.

Saban, Kocbeker and Saban (2007) carried out an investigation with 1,142 Turkish teachers into the metaphors they formulated to conceptualise teaching and learning. They found it a powerful cognitive tool in gaining insight into "*'teachers' professional thinking."* (p. 123) Results indicated that significant associations were detected between participants' gender and study programme type, and six particular conceptual themes (out of ten) identified from TEACHER AS KNOWLEDGE PROVIDER to TEACHER AS COOPERATIVE / DEMOCRATIC LEADER[1]. Females were more associated with growth and counselling oriented metaphors (ibid: 133)

Erickson and Pinnegar's (2017) study with four experienced teachers explored how in-service teachers' self-constructed metaphors revealed their perceptions of their roles, obligations, and assumptions about teaching and learning, and considered the implications of such exploration for teacher education and development. Their cross-case analysis revealed common discourses of teaching: responsibility, nurturing, and caring, and teacher and student learning.

[1] From here onward, metaphors are identified in upper case. This has been operationalised as a stylistic tool and should not be viewed as a method of advocating any authority

3.3 Using contemporary metaphor theory

Importantly, "the metaphors that beginning teachers bring with them to the classroom and [college] arenas are grounded in their personal histories as students in schools and their childhood experiences of family" (Knowles, 1994: 37–38). Moreover, participants' experiences from study in FE/HE, and personal careers within different communities of practice, will also provide indicative metaphors. Zhao, Coombs and Zhou (2010: 381) concurred when they suggested that "metaphors […] allow […] the modelling and reification of prior experience." Leavy's et al.'s (2007) study on pre-service teachers during their course also suggests that pre-service teachers' metaphors are influenced by their cultural and preparation contexts, as well as their programme experiences. These experiences are also "restricted by the rights, duties and obligations we acquire, assume or which are imposed upon us in the concrete social contexts of everyday life" (Harré and van Langenhove, 1999: 4).

The bridge between past and present is important both in terms of identifying explicit and tacit connections. Martinez, Sauleda and Huber (2001: 966) offer a useful insight into why this is an important consideration when they argue that "[w]e may…not be aware of the pervasive influence under which we act, because of our prevailing metaphors usually represent the undisputed state of the art in our 'community of practice'". Lakoff and Johnson (1999) make the point more emphatically when they explain that the things we encounter in our day to day lives make us the people we are. A telling final message which suggests that if those *'things'* are represented by metaphors then, "metaphors can systematically shape our world view" (Taylor, 1984: 5; Semino, 2008: 10).

Metaphors are pervasive in everyday life so could pre- and beginning teachers' metaphors, used within their ITE programme discourse - but inculcated from their particular life history - be consistent with Tobin's (1990) view that teachers' practice within the classroom is reflected in the metaphors they use about teaching [or professional practice]. Could the metaphors they use be helpful in exploring how their sense of professionalism is framed by history and how this might resonate, or not, with forms of professionalism espoused by published professional standards?

3.4 Summary

This chapter set out key ideas in the contemporary theory of metaphor. It has explained the pervasive use of metaphor analysis across disciplines but more specifically as a tool in teacher education research. Important texts have suggested how metaphor can be used to illuminate how life histories and engagement in communities of practice can inform and shape future actions. The use of incidental metaphors in this research will break with much traditional methodology that uses singular metaphor. This will encourage greater authenticity. This notion and use of metaphor will support in making the links between my participants' earlier lives and careers and how this would impact on how they engage with professional standards.

Chapter 4 - Methodology

4.1 Introduction

This chapter describes the case study research approach and the various methods used as part of this. The empirical data was generally qualitative in nature and was generated through nominal group technique (NGT) activities, semi structured interviews and textual analysis of two successive sets of professional standards (2007 and 2014). It also includes analysis of short assignments produced by the ITE students. The data was generated over a long period of time for reasons explained earlier. As a result, the emphasis given to the various methods has changed over the duration of the project. Whilst it might be easier to present a post hoc account of the methods, I have chosen to include all of the methods used even though some of them diminished in importance. Particular attention, therefore, is paid to the changing use of the NGT data and teacher educator interview analysis.

Following the introduction, the Chapter is divided into a further nine sections. The second section explains the case study approach. Section three considers the approach to sampling including the background to the research site, two potential ITE cohorts and the choice of ITE participant groups. The research methods employed for this study are explored in depth in section four. Detailed explanations alongside specific examples make clear how the design and subsequent application operated for each of the research methods. The descriptions for each are extended in order to contextualise their use. Section five considers the previous research methods and the use of the pilot study to inform appropriate amendments. Further sample refinements are defined for each of the activities showing how each of the students in the chosen class participated in the NGT activity and how four of the final case participants were used in the multiple case study. Vignettes for each of the final four case study participants are included.

In section six I then discuss the reliability and validity of the case study approach, along with contemporary metaphor analysis and reflect on the implications to the study. Section seven introduces the research timeline and shows the 'break in study' time frame.

Ethics are discussed in section eight, considering the broader ethical dimensions to research more generally and then narrows to my approach in applying the BERA guidelines, culminating in my application for ethics approval to the University of Nottingham. Section nine explains the approach to the analysis of the data. Examples are presented to illuminate how each method has been managed to gather data for this research. Given the central importance to the research, contemporary metaphor analysis has a considerable amount of space designated to it. I set out the processes of data reduction and coding, and show specific examples from Duncan (the main case). The summary of the Chapter concludes section ten.

4.2 Case study methodology

Broadly speaking, case study research aims to explore and depict a setting with a view to advancing understanding of it (Cousin, 2005: 421). The reasons for the mobilisation of a case study approach for this research were twofold. Firstly, to "study […] the particular interest" (Pring, 2004: 40) and secondly that "the perspectives of those involved (and the interaction of those perspectives) were taken into account" (ibid). The aim is to understand the case in depth in its natural setting.

Yin (2003: 13) explains that a case study is an empirical inquiry that 1) investigates a contemporary phenomenon within its real-life context, especially when 2) the boundaries between phenomenon and context are clearly not evident and in which 3) multiple sources of evidence are used. Case studies combine methods "in a way that achieves complementary strengths and non-overlapping weaknesses" (Punch 2009: 290). Both qualitative and quantitative data has been generated, although the emphasis is with qualitative herein.

The research in question aims to investigate in an exploratory manner a small group of beginning teachers' conceptions of professionalism when imbricated with professional standards and underlying metaphorically structured conceptual systems. This research being contemporary from the point of view that the (then) ITE PTLLS and the current Award in Education and Training programme are relatively new and teaching professional standards in FE have changed twice since 2007. The phenomenon is student teachers' socio-cultural and life history attitudes and beliefs

and how they might impact on their professional practice. Contextuality in this study is also critical as it places the research at the heart of teacher professionalism within a real-life setting.

In conclusion, this multiple case study which can be described as an 'instance', in this case the FE college's career-entry ITE programme, the FE professional standards and associated students, "provides a unique example of real people, in real situations" (Cohen, Manion and Morrison, 2007: 253). It is a nested case study as four individual ITE trainees comprise the majority of the analysis, though they sit within one programme, within one national standards regime and within one GFE college, which forms the overarching case. This study will be theory seeking, exploratory and thereby instrumental, suggesting a desire to develop ideas and propositions for further studies.

Prior to considering the methods employed for the case study approach it is important to recognise the impact the interruption in my studies had on the final use of the generated data. The initial data gathering activities took place prior to the hiatus in my research. The research methods of NGT, semi-structured interviews and textual analysis were initially intended to respond to the first research question, which was designed to consider the impact of the PTLLS qualification. The research focus, although having shifted slightly to focus on the tensions, alignments and limitations of professional standards, still utilised each of the activities to generate qualitative data. However, the NGT activity and teacher educator interviews were used to a much lesser degree than planned and I explain this in more detail later. I decided to include a detailed discussion on the original methods of data gathering and analysis in order to explain my journey and record a more complete, honest account of the actual activity which for part time professional doctorate students is often messy.

4.3 Sampling

Sampling techniques for qualitative research methodologies is well developed in literature (Punch, 2009). The increasing shift to the post-positivist, qualitative paradigms has meant smaller scale research perspectives are increasingly utilised and

as such different sampling strategies prevail. Table 2 below depicts where the samples were derived and the number of participants.

Autumn Term (September 2010 to December 2010)	
Group A (Afternoon) *Group chosen – 18 students*	*Group B (Evening)* *Group not chosen – 25 students*
18 students in total enrolled *18 200 word short written pieces* *18 planned involvement in NGT. 14 took part* *6 purposively selected to be case studies* *4 completed the research* *Teacher A chosen for interview*	*25 students enrolled* *Teacher B chosen for interview*

Table 2: Initial sample reduction

4.3.1 The 2010 PTLLS groups

Forty-three potential participants were initially selected who were enrolled on the 2010 PTLLS cohort at the College in the autumn term (September to December). These were split into two separate cohorts; one cohort attended in the afternoon (18 students) and one in the evening (25 students), for three hours. The demographics of the potential samples across the two groups was predictably broad. The afternoon session was chosen in the first instance due to the ease of access to the group and the ease of access to the full facilities of the college such as administrators, course leaders and resources.

4.3.2 The choice of six cases

From the eighteen students in the group, a non-probability, purposive sample (Opie and Sikes, 2004) of six was chosen. Because FE attracts a broad range of participants on teacher training courses (ETF, 2017), a broad spectrum of student research participants was required and each was chosen to bring a unique set of experiences. The criteria used to choose the participants included reviewing their current job, potential or actual subject/s to be taught, experience of teaching, age, qualifications and contact details. Allowance for attrition had been considered but given the

shortness of the ITE PTLLS programme and the achievement rates being on average 86%, this seemed a limited risk. Four participants were still viable to provide sufficient data for the research, therefore two could be lost without affecting the research outcome.

All eighteen of the NGT participants, prior to the first activity, were issued with the research information sheet and were requested to sign the ethics consent form. The six case studies were contacted three weeks prior to the start of the PTLLS programme. Diane failed to respond to further requests to meet for the interview and so was discounted from the research. The five remaining research participants took part in all the aspects of the data gathering process but because English was a second language for Lola, the metaphor analysis on her interview transcripts and short written piece were not used as they did not provide sufficient evidence.

4.3.3 NGT participants

I discussed the exercise with the teacher trainers involved in the course delivery prior to the activity and they believed it would add to the student experience. The six chosen for the case study formed one group for the NGT, whilst the others were divided into two separate groups for the activity.

NGT Case Study Group (the original cases):

Duncan	Police officer, police team leader, police trainer, swimming coach and Beaver leader. Delivers training to police officers, a swimming club and Beavers
Lola	Single mum from Mexico. Validations analyst and has chemistry degree (Mexico). Currently a kitchen assistant and does not deliver any training.
Sarah	0.5 community engagement assistant, part-time cashier in supermarket and part-time self-employed beautician. Does not currently deliver training but thinks she'll be delivering to volunteers in the community.

Melvin Self-employed plumber and currently part-time tutor at the FE College.

Tina Qualified swimming teacher and community development worker. Currently delivers sessions to volunteers and is a swimming teacher.

Diane Hairdressing. No further background information as she did not participate.

4.3.4 Introduction of the original six purposive cases

Summary details for the initial six cases can be seen in Table 3. Four of these were used for the comparative analysis: Duncan, Melvin, Tina and Sarah. Lola participated in each of the research activities but given English was her second language, the data was not included (this identifies the possibility for future research into none native speakers' metaphors). Although selected, Diane did not participate in the semi-structured interviews and was therefore not included in the analysis.

ITE PTLLS Student	Current Job/Role	Potential / Actual Subject	Possible Previous Professional Standards	Teaching Experience	Age Band	Qualifications
Duncan	Police divisional trainer / police officer. Swimming instructor, Beaver Leader	Police training Swimming teacher, Beaver leader, Business studies	IPCC – Independent Police Complaints Commission and British swimming etc.	Staff development sessions, swimming and Beaver training	Mid 40s	Btec business studies
Lola	Factory - manual	Chemistry and Spanish	None	None	Late 30s	Chemistry degree
Melvin	Plumber / sessional tutor in FE College	Plumbing – lecturer in gas installations	Plumbing – Gas regulatory	Sessional for 5 months	Mid 30s	City and Guilds level 3 ACOPS (gas)
Tina	Community development worker, swimming teacher	Volunteer course for adults and swimming teacher	British swimming voluntary licencing scheme	Training courses at work	Early 40s	
Sarah	Community engagement assistant	Would like to teach English, Art or community volunteers	Habia	None	Early 20s	A levels NVQ level 3 Beauty Therapy
Diane	Hairdresser	Hairdressing	Habia	None	Early 30s	NVQ level 3 Hairdressing

Table 3: The six purposive cases

The experiences and background of each of the four final cases are considered in the next section using short vignettes. Duncan and Sarah were chosen from the four cases as particularly diverse cases and will be discussed in detail in Chapter 5.

4.3.5 Four case participants

Cousin (2005: 424) suggested that offering "impressions of the kind of teacher being [researched]", as well as their background details, could add to the detail of information and provide a broader, richer perspective. This section therefore introduces the four main cases (Duncan, Melvin, Tina and Sarah) using vignettes that offer brief yet 'thick descriptions' (Geertz, 1983). The vignettes offer an overview of the cases including abridged life history and the key features that make their inclusion in the purposive sample interesting.

4.3.5.1 Duncan

Duncan was chosen because of his extensive experience and age, as an older member of the group. He came across as a very confident man who walked with a strong gait – he had a presence. He arrived at the first interview in full police uniform, in a police van, even though I had offered to visit him to undertake the interview. He was 47 years old and classed himself as being "reasonably intelligent" and had a varied and interesting career. He had previously taught in schools, coached tennis and swimming in the evening, and was a Beaver leader. At the time of the research Duncan's main role was that of police officer, which included him being a police divisional trainer and a team leader of an underwater search team. His role was to train his divisional colleagues in subjects such as "baton training" and searching for "bombs". He had in his earlier years been an international swimmer; attaining world class status in his field; achieving medals at international events and numerous other accolades.

He had studied in America on a scholarship for two out of four years on a degree programme but returned home to the UK and went on to complete a BTEC award in Business Studies; instead of A levels. He admitted that he found the greater emphasis on coursework suited him better.

By his own admission he struggled with school and only enjoyed subjects with a certain logic to them, such as maths and accountancy. Couple this with his constant "struggles" in his academic and working life with dyslexia, which was only diagnosed within the last three years. His 8-year-old son was also diagnosed with dyslexia. Duncan was fixated on his difficulty in remembering and reading the difficult words he comes across in his working life and how this impacts on him in front of his colleagues when training.

Duncan identified a mentor who he worked with, but didn't really see the benefit of using him as he didn't know any more than he did.

4.3.5.2 Melvin

Melvin was chosen because he was already teaching within the participating FE College. He was a mid-thirties, self-confessed hands-on practical individual. He had a relatively new sessional contract for several hours each week to teach plumbing at the College and because of this was automatically assigned an advanced practitioner in teaching and learning. Their role within the college is to train and coach all teaching staff in 'Ofsted friendly' teaching and learning techniques. Melvin had studied plumbing at college but was concerned that it had been twenty years since he last "properly studied" at school. He left school with around eight GCSEs, but wasn't sure exactly how many. A chance motorbike accident meant he moved into a different career as an apprentice plumber, transferring from being an electrician. He went on to achieve his advanced craft in plumbing as well as his gas exams. He was self-employed for approximately ten years and then went to the local authority where he "eventually" became a charge hand. Melvin worked his way up to contracts manager after a self-employed role. He eventually worked part-time to support the school runs as his wife had a promotion at work. He mentioned two people who were appropriate for being mentors in college.

4.3.5.3 Tina

Tina was chosen because of her varied experience in industry and because she had started to engage in forms of training and support. She was a mid-career professional who left school with nine CSEs and an O level, with an ambition to be a hairdresser. She started at a local further education college and did a day release at a local hairdressers – doing that for a year. Having dropped out because of poor pay, she went to work in a factory and trained as a machinist. She moved to a different department, was promoted and had a team of people working for her doing, amongst other things, outfits for M People, Paul Jones, Simon Le Bon and Margaret Thatcher. Unhappy with the lack of monetary reward for managing more people and having extra responsibilities she moved when 21 years old to the local supermarket where she trained as a cashier and again moved to a management role. For four years she moved around the midlands with her role and worked in a variety of settings, exposing her to different cultures.

Tina fell pregnant and decided she needed to move into a more flexible role in preparation for parenthood. She enrolled on a level 2 childcare programme and an A Level in IT, needing to develop her computer literacy skills. She gained a voluntary position at a local after school club and completed a play work qualification. She went on to manage the playgroup for eighteen months but wanted to specialise with children who had special educational needs.

Working as a childrens' worker at a local government childrens' centre for three years introduced Tina to the role of community development worker which she then carried out for six years. She had a responsibility for 32 volunteers, ended up taking on the adult education provision, as well as family learning. Tina's hope was to be able to apply the basics learnt on the PTLLS programme to her current role (both in the childrens' and adults' setting). There wasn't a natural or appointed mentor available to support Tina either in her role or when completing the teaching qualification.

4.3.5.4 Sarah

Sarah was chosen because she was relatively young and lacked any experience of teaching. It was a year after her A levels when she applied for the PTLLS programme. She shared a self-proclaimed weakness in her ability whilst at school, although she achieved several GCSEs at higher grades than predicted, and went on to do two A levels. She stated that she had no idea, during careers classes and talks, what she would like to do after leaving school; this seemed to frame how she approached the next three years of her life. Sarah combined part-time work with study having worked since she was sixteen in a factory during the six-week school holidays. She also worked at local dog race track (in the snack bar) at weekends; fitting it in with her school studies. Following her A levels she went on to study beauty therapy at a college in the local area.

Alongside her then current part-time job at a children's centre, as a community engagement assistant; she mentored volunteers, worked with groups and did consultations with adults. At the same time she worked in the local Co-op (on the tills) and did beauty therapy for private clients; she did not seem afraid of hard work. Sarah shared that if she could choose at this stage which one to move permanently into it would be the community engagement assistant as it had more opportunities that were interesting and flexible, and they provided sick pay.

Sarah believed that with her working in the community and starting to deliver classes in adult education, the PTLLS programme would improve her practice. A more senior member of the community team at the local government childrens' centre, where she worked, was going to be her mentor. She however, was also studying in the same PTLLs class and was also one of the research participants in this study.

4.4 Research methods

My multiple case study approach (Yin, 2014) uses data collected over a twelve-week period from September 2010 to December 2010. Multiple methods were helpful in the triangulation of concepts (Bryman, 2008) but their mixed use also raises

ontological and epistemological questions. My epistemological perspective recognises constructivism as being central to the research purpose and although multiple methods are used, this study is located firmly within an interpretivist, qualitative paradigm, one which intends to "understand the subjective world of human experience" (Cohen and Manion, 2007: 21).

4.4.1 Nominal Group Technique (NGT)

The following section has been included in full, even though, because the research focus was adjusted, its use was limited in the final analysis. Instead of using the originally conceived comparative analysis, the activity itself was discussed in the interviews and formed part of the metaphor analysis. The activity provided an early focus for the new ITE recruits to contextualise the attributes of outstanding teachers and gave them an opportunity to consider the activity in their interviews, thereby providing additional metaphors.

Group techniques are popular methods of gathering data for qualitative research (MacPhail, 2001). Unlike other group techniques such as Delphi technique, focus groups and brainstorming (Potter, Gordon and Hamer, 2004. See Table 4), which have been criticised (MacPhail, 2001), NGT provides the highest number of positive attributes in any group research method. It is designed to receive input from all and not just the most vocal and confident in the group and provides the opportunity for participants to change their minds without pressure.

	Decision making process			
Attribute	*Delphi*	*Focus Groups*	*Brain-storming*	*NGT*
Face-to-face group meeting process	*No*	*Yes*	*Yes*	*Yes*
Generates a large number of ideas	*Yes*	*Maybe*	*Maybe*	*Yes*
Avoids focusing on a single train of thought	*Yes*	*Yes*	*No*	*Yes*
Encourages equal input from all participants	*Yes*	*No*	*No*	*Yes*
Highly structured process	*Yes*	*Maybe*	*No*	*Yes*
Meeting time usually 1-2 hours duration	*No*	*Yes*	*Yes*	*Yes*
Avoids 'quick' decision making	*Yes*	*No*	*No*	*Yes*

High degree of task completion	*Yes*	*Maybe*	*No*	*Yes*
Provision of immediate feedback	*No*	*Maybe*	*Maybe*	*Yes*
Measures the relative importance of ideas generated	*Yes*	*No*	*No*	*Yes*
*Prompts the opportunity to change mind without pressure**	*Yes*	*Maybe*	*Maybe*	*Yes*

Table 4: A Comparison of group decision making processes

NGT advocates argue that the participants can directly relate their "experience, expertise and perceptions" (Van de Ven and Delbecq, 1972: 338) to "identify and enrich the researchers' understanding of a problem by providing judgmental statements amenable to quantification." (ibid: 337). The technique's strength in this regard and in this context was in its 'clean' method of allowing individual participation and to provide ideas in an "unthreatening manner" (ibid: 338) and thereby responses didn't apply as much pressure as in a focus group. Participants at this stage of the course (first week) can be classed as being relatively vulnerable and an approach such as this optimised the "concomitant accuracy of data generated in [the] group" (MacPhail, 2001:162), especially when there are dominant individuals.

Van de Ven and Delbecq originally defined NGT as "a structured meeting which seeks to provide an orderly procedure for obtaining qualitative information from target groups who are most closely associated with a problem area" (1972: 338). Van de Ven and Delbecq (1972) proposed a highly structured sequence of events to be followed in the NGT. Below is a summary from Kennedy and Clinton (2009:33) identifying four distinct phases, on which I based my approach:

1. Independent generation of ideas in response to a stimulus question
2. Sharing (and listening) of these ideas in a round-robin fashion with no discussion
3. Clarification of each individual idea, and grouping of similar ideas together
4. Individual voting to prioritise ideas

A presentation was prepared and used to lead the participants though the process above. I acted as a facilitator rather than a focus group leader. This strictness though has been questioned by Lloyd-Jones, Fowell and Bligh (1999) who suggest the highly structured method in which it is used influences the results artificially. The slide titles

and timings used in relation to Kennedy and Clinton (2009: 33) are captured in Table 5 below;

Kennedy and Clinton Phases	*PowerPoint Slide Title and Instructions for NGT Used in the PTLLS Research Phase*
1. *Independent generation of ideas in response to a stimulus question*	***SILENT PHASE** - 10 minutes - Answer the question on your own without discussing*
2. *Sharing (and listening) of these ideas in a round-robin fashion with no discussion*	***ITEM GENERATION PHASE** – 5 MINS - Take turns and record very briefly each response in turn*
3. *Clarification of each individual idea, and grouping of similar ideas together*	***DISCUSSION AND CLARIFICATION PHASE** - 10 minutes - Compare answers in your group and combine similar ones*
4. *Individual voting to prioritise ideas*	***VOTING PHASE** - 5 minutes - Each person without discussion to vote for their top five choices. 5 being the highest score.*

Table 5: Process adapted from Kennedy and Clinton (2009)

On the first and then the twelfth week, the participants were asked to discuss the stimulus question in the three separate small groups. The stimulus question asked was;

Some teachers are classed as outstanding; why do you think this is?

The case study group worked collaboratively for the NGT exercises at both of the data collection points during the research. The activity was planned for a shorter period than the 1-2 hrs suggested by Potter, Gordon and Hamer (2004) but was deemed as acceptable, given the participants' relatively limited understanding of the subject and because I didn't want to disturb the class for too long. Responses to the activity were jointly compiled by the individual groups on separate flip charts with participants voting on their 'top priority items' (Kennedy and Clinton, 2009). Five votes were allowed per participant. Five marks were awarded to the highest priority, down to one for their least. Scores were added for each response and placed in order of priority.

4.4.2 Interviews

"The interview is the most prominent data collection tool in qualitative research" (Punch, 2009: 144) and provides "essential sources of case study information" (Yin, 2003: 89). Interviews were a core component of my case study research and allowed participants to

> …discuss their interpretations of the world in which they live [and operate daily], and to express how they regard situations from their own point of view. (Cohen, Manion and Morrison 2007: 349)

This suggests a two-way process that is particularly useful to "access people's perceptions, meaning, definitions of situations and considerations of reality." (Punch, 2009: 144). Additionally, it will help to unlock and make explicit, their implicit language usage, which is the underlying principle of this research.

A flexible interview schedule (Appendix 1) was prepared and used as a prompt in an effort, with additional questions, to unlock the tacit responses of the participants. The aim was to maintain as far as practical, a sense of comfort, trust and rapport with the participants. The interviews were initially planned with two sets of participants in mind; the PTLLS learners and their teacher trainers.

4.4.2.1 The case study participant interviews

Each of the case study participants were interviewed twice, once at the beginning of the programme and once approximately four weeks after the final week of the programme. Each interview was planned for approximately forty-five minutes at a venue of their choice, but this depended on several factors. All but one interview was conducted at the site of the research in either a small meeting room or in one of the classrooms. One of the cases needed to re-arrange one of her interviews due to child care and transport issues so I visited her at her home address. The original plan was to compare their interview one and interview two responses to identify the changes they individually made.

The interview questions (Appendix 1) were prepared following a review of the literature and discussions with my supervisors. During the interviews, questions

were asked regarding participants' backgrounds; what they believe makes an inspirational teacher; the NGT exercise; their views on being a professional and what professionalism means to them; how colleagues support them; and their knowledge of the 2007 new professional standards and teaching qualifications more generally. At the start of the interviews I stated the purpose of the interview, confirmed their consent for the interview and audio-recording.

4.4.2.2 The teacher trainer interviews

Two teacher trainers delivering the ITE PTLLS programme were also interviewed during the programme with the purpose of understanding their views of teacher professionalism. The questions posed were largely analogous to the ITE PTLLS student interview schedules. Although these interviews are not analysed and reported separately, the responses were used during the discussion in Chapter 7 to provide context to the use and transparency of the LLUK professional standards in the participating College.

Accuracy of transcription in this study was fundamental to its purpose; every word uttered had the potential to impact on the overall research. Failure to gain consent from the research participants to record the interviews would have significantly jeopardised the validity and reliability of the study.

4.4.3 Scripts (textual and documentary)

This section considers the use of two specific types of documents as sources of evidence for this research. The first was students' short written assignments that were "simply 'out there' ready to be [read]" (Bryman, 2008: 515). The second consists of FE professional bodies' professional standards for teaching which are official documents "deriving from the state" (ibid: 515).

4.4.3.1 Textual - 200 Word Written Assignment

Prior to the start of the introductory PTLLS course, all students were routinely tasked to submit a short hand-written statement about the *"qualities of their favourite teacher and about the teacher they disliked most, and why."* This is classed as their first piece of reflective writing and is used by the teacher trainers to inform them of the learners' literacy levels. It provides learners with the opportunity to think about

teaching and learning and reflect on and expose their beliefs on good and poor teaching and learning. Punch (2009: 159) refers to this as the "witting – unwitting distinction" applied to the production of documents for research purposes. Similarly, Noyes (2006) used a naturally occurring assignment, completed by all new entrants to a secondary school mathematics teacher education course to carry out analysis of student teachers' metaphoric expressions.

These short pieces were originally hand written by the participants and transcribed into Word for ease of analysis. The scripts were reviewed at face value with analysis looking at the comments made using a system of data reduction. Secondly, metaphors used in the scripts were identified, systematised and coded. Noyes (2006: 899) suggested that more extensive use of oral and written data is required to build a more detailed picture, so in my study this initial foray into metaphor analysis is combined with the metaphors identified in the semi-structured interview transcripts.

4.4.3.2 Policy Documents

I also undertook a metaphor analysis of two separate sets of professional standards. This is not a policy analysis based around the standards but rather an attempt to see how framing and generative metaphors are deployed in the documents. At the outset of my research (in 2010) I planned a review of LLUK's New Overarching Professional Standards introductory sections. However, the delay in my studies meant that I could also analyse the ETF's professional standards from May 2014. This additional opportunity for a comparative review of two sets of standards was an unexpected 'silver lining' of my interruption of study.

4.5 The pilot study

Piloting research instruments is a crucial step in the research design stage (Bryman, 2008 and Cohen and Manion 2007). The first aim of the pilot was to establish whether the questions and activities used would generate sufficiently rich data for analysis, particularly as there was a large element of textual analysis of the interview transcripts. I was also keen to know whether the questions were understandable and relevant to the research participants, and finally whether the responses helped to answer my research questions.

Each of the research instruments was piloted with two colleagues (Kevin and Dot) who had both recently participated in and completed their own ITE PTLLS course. They were chosen specifically since they were typically representative of the original six purposive case study participants. Both pilot participants were well known to me which helped them to be relaxed in discussing their understanding. Detailed analysis of both the questions for the nominal group technique and semi-structured interviews was carried out with the two colleagues and alterations made both to the number and style of questions.

The NGT activity was a self-directed group task to be carried out in the first teaching session and by its nature, the instructions and stimulus question needed to be well-defined to the proposed research group. The clarity of the question posed therefore needed to be self-explanatory and so the pilot provided an important opportunity to explore this. The decision to use the term 'outstanding', on the final draft of the question, although contentious, was taken following a lengthy discussion with them. This reflected Ofsted's use of the term 'outstanding' within the Common Inspection Framework (Ofsted, 2005 to 2015).

4.6 Reliability and validity

Validity and reliability are important in any research activity and much is made of triangulation methodology to achieve this in case study research (see Yin, 2003). In this study, the use of different research methods and data analysis techniques has attempted to reduce, wherever possible, the possibility of using a singular perspective. Research instruments have been discussed with supervisors and piloted. Interviews were digitally recorded and transcribed which were checked for accuracy by the interviewee.

The term reliability in qualitative research has been contested (see Lincoln and Guba, 1985). Cameron and Maslan (2010) use the term "trustworthiness" rather than validity and reliability when considering metaphor identification. They provide several examples of where trustworthiness must be considered both for validity and reliability. Validity in that "'what we operationalize as metaphor fits as closely as possible with [the] theory of metaphor" and reliability in that "what gets identified as

metaphor is as consistent as possible over time and across different analysis." (114) The latter is challenging. My interruption of studies meant a necessary return to the initial analysis I conducted early in the research. On review, my later identification of metaphors was consistent with my earlier thoughts and was therefore considered valid. It was the identification of the *vehicle* of the metaphor which proved a challenge, in that the time away from the research and my changing personal perspectives meant I could view the metaphor topics differently. I relied initially on discussions with my supervisors and colleagues working in the field. Furthermore, access to a "corpus based dictionary … to check basic meanings" (ibid) helped to ensure definitions were standardised across the research.

4.7 Research timeline

Date	Targeted Activity	General Activity
June 2010	Piloting of research instruments	
Aug 2010	Gaining ethics approval	
Aug 2010	An initial pre-interview application which consisted of a short written piece on 'telling us about the qualities of your favourite teacher and about the teacher you disliked most, and why?' (200 words) All 43 students of the ITE Award 2010 completed this activity	Metaphor analysis
Sept 2010	First group exercise using Nominal Group Technique at the end of the first session. 14 students participated in three NGT groups (including 6 students in case study group)	Documentary analysis – government papers, Institute for Learning, Lifelong Learning UK, college documents, Society for Education and Training
Oct 2010	An initial interview with six case study students within the first three weeks of the course. 5 case study students were actually interviewed	

	Interviews with the 2 ITE PTLLS teacher trainers	Metaphor analysis of interviews and professional standards
Dec 2010	Second group exercise using Nominal Group Technique during the last session 15 students participated in three NGT groups (including 6 students in case study group)	
Jan 2011	A secondary interview with the 5 case study students approximately four weeks after the course had been completed	Metaphor analysis of interviews
Dec 2012	Interruption of studies	
Feb 2017	Return to the data and review against new 2014 ETF professional standards	Check latest ethics (BERA 2011)
Dec 2017	Thesis pending	

Table 6: Timeline for the research activity

4.8 Ethical considerations

Ethical considerations were a primary concern when planning and conducting the research. Ethics transcend and are not bound by the various traditions and as such there is a need to ensure that all research is based on sound ethical principles (Gallagher, 2005). As research in the social sciences has expanded, so too have the ever more probing research methods and their subsequent analysis, thereby making ethical considerations all the more important and difficult.

It was important for me to consider:

> the principle which requires respect for the dignity and confidentiality of those who are the 'objects' of research, and, second, the principle which reflects the purpose of research, namely, the pursuit of truth. (Pring, 2000: 143)

This is viewed in research circles as the cost/benefit ratio, which places much of the onus on the researcher to decide on appropriate ethical decisions based on personal

and professional values (Cohen et al., 2007: 52). Numerous suggestions are made by authors on how to draw up ethical guidelines to inform case study research (Bassey, 2002: 117). Each method has its own ethical requirements.

The University of Nottingham (UoN) at the time of application for ethics approval had adopted BERA's Revised Ethical Guidelines (2004). The transparency of information was clear, provided via a dedicated site on the 'student intranet'. The School of Education's ethics committee agreed that the ethics proposal was appropriate but requested that an information sheet for the participants be included. These types of procedural ethics though, whilst seen as important, are not enough (Cohen and Manion, 2007) and form only the basis on which to build.

An additional ethical challenge for practitioner researchers arises from being an 'insider' (Greene, 2014). Consent for access to the institution was sought over many months, through the "gatekeeper" (Homan, 2004: 23) who was the Head of School. Access to the teacher training team and the research participants was made straightforward as my role within their team, was both influential but also problematic in that I would see and hear things. They were confident in my approach to guarantee anonymity and operate with integrity.

Breen (2007) argues that insider-researchers may be confronted by methodological and ethical issues that are irrelevant to outsider-researchers. My role as advanced practitioner with the teacher training team and internal verifier for the ITE PTLLS award could have rendered my attempt to investigate their professionalism rather problematic, given my position of authority within the team. This raised two specific issues: "fear of being judged" (Shah, 2004: 569) and "informant bias" (Mercer, 2007: 7). In order to respond to the first challenge I needed to ensure participants of complete anonymity. Whilst this did not deal with my own relative power in the research-researched relationship, they would hopefully share information with reduced concern that their responses, would be shared with their wider community.

The second concern of informant bias suggests their responses could have been affected by who they perceived me to be, what I wanted to know and why. Particular attention was paid at the beginning of the interview to discuss absolute

confidentiality and put them at ease. This approach, when considered alongside the constructive working relationships I had previously developed with the interviewees went some way to mitigate this. Even so, discussions of teacher professionalism with colleagues responsible for teaching this on ITE programmes could easily unearth certain sensitivities and affect their responses. No evidence of this was observed and given the limited use of the data from the interviews, it would have had limited impact to the final thesis.

Informed consent from the case research participants was first sought through a personal telephone conversation. This was followed up with the written consent form which was then posted to them and returned on the first week of the research activity. Being able to make participants untraceable was an important aspect of the research; there were two specific considerations. Each participant was issued with a pseudonym (Cohen and Manion, 2007) and any reference to specific places of work, teacher names etc. were altered. That said, the nature of a thickly described case study might make participants more easily identifiable.

4.9 Data analysis

Strategies for data analysis are important for any research activity (Cohen and Manion, 2007). The following sections describe the data analysis process for each of the methods used.

4.9.1 NGT analysis

The data produced from the NGT activity provided ordinal, non-parametric data (Punch, 2009) that were originally (at the time of the activity) going to be used to identify the order of importance of participant responses for each of the separate NGT groups. However, due to the shift in research focus, these were solely used qualitatively to review how ITE students' views and knowledge changed over the short period of time, which generated metaphoric content. Table 7 shows the responses to the question from the original 6 in the case study cohort during the first week of their ITE PTLLS award. This represents the context of the group discussions.

Order	Statement	Ranking	Score
1	Good communication skills, good delivery of information	5 5 5 5 5 2	27
2	An understanding of individual needs, respect / diverse needs	5 4 3 2 2 3	19
3	Make learning fun, good motivators, friendly and approachable	4 4 4 3	15
4	Knowledge	4 3 3 2	12
5	Patience (and friendly and approachable)	4 3 2 1	10
6	Demonstrate different teaching techniques	2 1 1 1	5
7	Good success level	1 1	2

Table 7: Example of NGT results for the case study group during week 1

4.9.2 Metaphor analysis

Methodologically, this narrative enquiry relied on identifying the language device of metaphor within the transcribed interviews, the written assignments and documents respectively. This is a common language tool to "derive meaning from complicated reality" (Jenson, 2006: 5). Fundamentally, each of the activities and questions in the above methods were focussed on teacher professionalism. Metaphors were identified from the texts arising from the different methods and analysis was carried for five of the case studies.

4.9.2.1 Initial use of NVivo to categorise and code

Initially, NVivo 10 was used to store and codify the transcriptions of the interviews, but due to the small numbers of cases, this was abandoned as an approach. I took this decision because I found that NVivo did not help with, and might have hindered, close engagement with the data.

4.9.2.2 A More Critical Approach to Metaphor Analysis

A personal reflection from my supervision record on 12th December 2011 helped to resolve the conceptual struggles I had been having at the time with the methodology of metaphor analysis and coding. It said;

> A copy of a PhD dissertation section on metaphor was shared [by the supervisors]. This reflects quite closely the style of research I am using and provides a clear framework on how my metaphor work can support my

> own research. It was suggested that I use this approach and gain the full PhD [thesis] as reference.

McIntyre's (2010) thesis was very helpful and showed how to use the work of Cameron and Maslen (2010) and Lakoff and Johnson (1980) in a similar context.

4.9.2.3 Examples of metaphor identification from interview transcripts

The basis for using conceptual metaphor begins with identifying metaphorical expressions in the discourse, then using them to reconstitute conceptual metaphors and finally analysing the conceptual mappings for limitations or built-in assumptions (Candlin and Sarangi, 2003). Searching for metaphors in transcriptions may seem simplistic but this is not the case. The metaphor identification procedure (MIP) proposed by the Pragglejaz Group (2007) provides a useful set of four questions to ask when establishing a metaphorical expression and this approach was adopted by Cameron (2010). Closer analysis of the naturally occurring language found within the participants' discourse reveals metaphors on deeper levels.

The identification of metaphors is the first step in the procedure and requires clear consideration from the outset. Cameron states;

> the operational definition of linguistic metaphor are two meanings of a word or phrase that are incongruous in some way and a transfer of meaning within the discourse context that enables the incongruous word or phrase to be made sense of. (2010: 103)

She further identifies four stages for accomplishing this process adapted from the Pragglejaz group (2007), which were used for this study. The following is an abridged version.

1. Researcher familiarises themselves with the discourse data
2. Researcher looks for possible metaphors
3. Each metaphor is checked for
    a. Its meaning in the discourse context:
    b. The existence of a more basic meaning:

c. An incongruity between meanings, and a transfer from the basic to the contextual meaning.

4. If the possible metaphor satisfies the above it is coded as a metaphor (Cameron 2010: 104)

Steen (1999) advocates that identifying the presence of a metaphor begins with the identification of a possible metaphorical focus. "The metaphorical focus is also known as the Vehicle of the metaphor […], the topic being the content of the on-going discourse" (Cameron, 2003: 11). The content of the discourse surrounding the *vehicle* may contain items that identify the *Topic* of the metaphor (ibid). The extracts in Table 8 are taken from Duncan's metaphor analysis and shows the question number from the interview schedule, the response extract taken directly from the interview transcript, the vehicle of the metaphor identified (including associated discussion and using dictionary definitions where required) and the proposed topic.

Question	Extract of text	Vehicle	Topic
Q3	You should *never shut off* and think you know what you're talking about	*never shut off* A term used to depict the closing of a valve or an opening in order to restrict whatever is passing through. Refers metaphorically to his thoughts on always being open to learn new things and never preventing this from happening. Continuous CPD is recognised by IfL as being one of the ways of continually improving professionalism. ACCUMULATE	PROFESSIONALISM IS ACCUMULATION
Q3	You're going to *pick ideas up*.	*pick ideas up* A notion that ideas are freely available and, from a social constructivist perspective, this means developing practice by learning from each other. Ideas here	PROFESSIONALISM IS ACCUMULATION

		can also be improved ('up' is better). Used here metaphorically to represent Duncan's beliefs that the PTLLS programme, over time, will provide opportunities to gain/ new pedagogical knowledge and he could improve them. A GRAZER	

Table 8: Extract from Duncan's interview transcripts – initial identification of metaphor during interviews

4.9.2.4 Initial refinement of metaphor groupings

To continue with the example, 59 'vehicle metaphors' were identified and analysed from Duncan's short 200-word assignment and both interview transcripts combined. Table 9 below demonstrates the first refinement of vehicles using a 'grounded' approach, and their subsequent systematisation. Vehicle grouping 1 indicates the initial concept, with grouping 2 indicating a possible second.

Vehicle grouping 1	Vehicle grouping 2	Metaphor vehicle collected into the grouping
CRAFTSPERSON	COACH	Impressionable
CELEBRITY	GUIDE	Guiding light
PERFORMER		Just deadpan
GUIDE		Led me on
PROMOTOR	SALESPERSON	pitch to your audience
POSITIVE		bright
CONTAINER		In, side of it
STATE OF ALERTNESS		Sitting back
ACCUMULATOR		Never shut off, pick ideas up
COMPLIANCE		Step out of line, can't hide behind, running a bit free
BAD MEMORIES		In my day
LOCATION	CONTROL	Got the highest
IMPROVISOR		Off the cuff

MOVEMENT	COMPLIANCE	Put across (x2), stuck with it, day drags long, going to fly, tick along, set them off, keeps it flowing, balanced out, stepping stone, all along the way, stumble over things, ended up (X3), as a side line
DIRECTION		first step, the right way
CONFLICT		Half the battle, gives me a bit more ammunition, all one sided
PHYSICAL ACTION	COMPLIANCE Motivation Casualties Compliance Control	Pushing them, to push, it grabs, it takes them, hurt themselves, death by PowerPoint, scrape through, breaks up, fitting into (x2), keep a handle on, touching the surfaces, sometimes take over, draw in, made (x3)
PRESENTER		A picture tells a thousand words
LABEL	PHYSICAL ACTION	What handle you put on it, has that label, with a label on, not labelled
HUMAN	LEADERSHIP	Is headless
FEELING		Feel
SEEING		Different slant
ARCHITECT		Think outside the box
DEPOSIT		Put across

Table 9: Duncan's metaphor vehicles and their initial groupings

In the analysis, Duncan's final metaphor refinement (metaphor topics) can be seen across five topics. Each of these are discussed later. In addition, each of the participants' metaphorical concepts are clustered in an appropriate order within a 'wheel' with each represented spatially by frequency of metaphor usage in those clusters. Again, these can be found in the later chapters (see Duncan's in 5.2.5) and are a helpful means of comparing metaphoric frameworks.

4.9.2.5 Documentary metaphor analysis

The FE teaching professional standards from 2007 and 2014 (respectively) were also analysed for metaphors. An extract from the LLUK 2007 standards are included below with metaphors highlighted.

Ministerial foreword to the professional standards

- Provide a **key part** of the infrastructure that will **support** the professionalization of the workforce
- Inspiring teachers – we all remember the teachers who inspired us and **made sure** we succeeded
- They were responsible for **sparking** a lifelong interest or **raising our sights** and on a particular **road through** life
- Gov, LLUK, FE **support** the professionalization of the workforce
- The new standards **command** broad **support** from the system

Introduction to the professional standards

- The professional standards for T, T and Ts in LLS describe skills, knowledge and attributes required by those who **perform** the wide variety of **roles**
- They **supply** the basis for the development of contextualised role specification and units
- T, T, T and L **within** the LLS
- These activities will be **supported** by new centres for excellence CETTS

Figure 1: Example taken from the LLUK Professional Standards 2007 – foreword and introduction

Two examples showing possible metaphor identification:

> **Key part** - Structural metaphor. Unlock professionalism. Key stone – without it the whole standards (teacher professionalism) will collapse.
>
> **Support** - Structural metaphor. Foundation but also underpins – without it the whole standards subside, crumble etc.

4.10 Summary

In this chapter I have discussed the research design, methods, sampling, ethical considerations and data analysis techniques. The overarching analytical framework was that of contemporary metaphor theory. I have also considered the trustworthiness of this methodology and identified some of the challenges faced by insider-researchers.

Each of the phases, from design to analysis were iterative and at times complicated. This made the care and attention required to support the ethics of the process ever more important. Ethical considerations were a key concern and much time was spent understanding the implications associated with such a study, especially with the amount of personal 'lived' information I was responsible for. The following Chapters present my analysis.

Chapter 5 – Analysis of metaphors: Duncan and Sarah

5.1 Introduction

This Chapter develops a contemporary metaphor analysis for two of the most diverse cases: Duncan and Sarah. The analysis focusses on the two participants' informal use of metaphors in descriptions and explanations of their lives, careers and qualifications with a specific link to their notions of professional practice and professionalism. Contemporary metaphor theory offers one way of applying critical discourse analytical methods to these informal speech patterns. Although the theory and its applications in the literature are compelling, it retains a degree of subjectivity. Consequently, because of the interpretive nature of the analysis I will endeavour to maintain a cautious, reflexive approach throughout, acknowledging that at times I have had to make some assumptions, particularly when categorising and sorting metaphoric language.

Following analysis of each of the cases, 'wheels' of metaphorical expressions are proposed as a visual representation that reflects the frequency of the metaphors used (communicated by the size of the sector and the size of the font) and their possible relationship with one another (proximity on the wheel). McIntyre's (2010) approach of developing these wheels of metaphorical expressions was adapted to support the analysis. I have tried to organise the analysis to give it some progressive sense with a natural flow between the subject matter; they are not discrete metaphoric ideas but tend to bleed into one another, as is the case with language and meaning more generally. To support with reliability and validity, Todd and Low (2010) suggest that frequency counts of metaphors should be included in the results chapters or sections (these can be found in Table 18). This is a rather blunt approach and it might be that the volume of data that I am using for this part of the diagram is simply not sufficient to reflect an accurate picture of the long-run frequency of metaphors and ideas. Nevertheless, it seems a broadly sensible approach.

In the following analyses I have provided detailed context for the lower level groupings for each of the case participants ('zooming in'). The specificity used in this Chapter is unusual and because of this it will be expanded in Chapter 6 to consider

the higher-level groupings, as "they are usually the feature of most interest to researchers" (Todd and Lowe, 2010: 40). Chapter 6 will therefore 'zoom out' in perspective and provide a broader context by bringing in the other case study participants.

By way of a general introduction, following careful analysis of the four cases' transcriptions and written work, the most predominant metaphorical concept emerging from the discourse was that of PROFESSIONAL PRACTICE AS FORCE/POWER. The range of metaphors used to categorise this concept hinted at notions of motivation, control, compliance, status, conflict, protection and casualties.

This concept of FORCE/POWER reflects somewhat Lakoff and Johnson's (2003) example of ARGUMENT AS WAR. If we notionally consider the concept of teacher PROFESSIONAL PRACTICE AS WAR we can begin to see how the metaphoric vehicles from the participant discourse (used to form the concept) at times correlate between the cases and sometimes do not. Given this example it is important to contextualise the possible implications for this research. To do this I will use each of Duncan's and Sarah's metaphorical expressions (appendices 5 and 6) and consider how these begin to reflect their highly individualised and somewhat polarised notions of professional practice.

5.2 Duncan's metaphor analysis

Before considering the metaphoric structure of Duncan's thinking about his professional work it might be useful to recall key aspects of his biography.

- Early 40s
- Police sergeant and trainer for several years; batten training, anti-terrorism etc.
- Head of police underwater dive search team
- Beaver leader and swimming instructor
- Previously been an award-winning international swimmer
- Has a notional mentor who would best be described as a work colleague
- Attended two years at an American university (didn't gain a degree)
- BTEC in business studies and police qualifications

Table 10: Duncan – key aspects of his biography

5.2.1 METAPHORS OF FORCE/POWER

It emerged early on that Duncan's current role was that of police officer and divisional police trainer. At each point during the process of contact and interview he appeared confident and self-assured. The first interview began to offer an insight into his personality; although invited to take part at his place of work he decided to come to the college. Whilst this was not unusual in itself, he arrived fully uniformed in a police van, itself potentially a display of power though whether he was conscious of this is unclear. The relatively relaxed discussion, prior to turning the digital recorder on, moved to his experiences of interviewing suspects. He used the 'good cop - bad cop' analogy to help describe his extensive experience of this process. I perceived an element of passive-aggressive behaviour which, although relaxed, positioned him with respect to me within the first ten minutes; the first sense of power, position and force. This initial encounter seemed to frame Duncan's general demeanour throughout the research. Although not being considered as part of this analysis, Cameron (2010) refers to this effect as 'embodied', suggesting that "patterns of gestures can [also] be analysed for metaphor both as a complement to language analysis and in their own right" (p: 4). See also Alan Cienki's (2010) work on multimodal metaphor analysis.

Duncan's most common use of metaphors fell into the concept of TEACHING AS FORCE / POWER in five metaphorical clusters (domains): *motivation, control, compliance, conflict* and *casualties*. Table 11 below shows how the metaphoric phrases he used in his discourse were ascribed to build the FORCE/POWER topics, whilst table 12 shows how the specific 'topic of physical action' was further refined and assigned (from Cameron, Maslen and Low, 2010: 122-124).

Compliance	Step out of line, can't hide behind, running a bit free
Conflict	Half the battle, gives me a bit more ammunition, all one sided
Physical Action	Pushing them, to push, it grabs, it takes them, hurt themselves, death by PowerPoint, scrape through, breaks up, fitting into (x2), keep a handle on, touching the surfaces, sometimes take over, draw in, made (x3)

Table 11: Duncan's FORCE/POWER topic groupings (quotes from his discourse)

Physical action (motivational)	Pushing them, to push,
Physical action (control)	Keep a handle on, sometimes take over, draw in, made (x3), it grabs, it takes them, touching the surfaces
Physical action (compliance)	Fitted into, fitting into
Physical intervention	Breaks up
Physical injury (casualties)	Hurt themselves, scrape through, death by PowerPoint

Table 12: Duncan's PHYSICAL ACTION topic refinement (quotes from his discourse)

5.2.1.1 Motivation

Duncan's first interview provided the opportunity to explore his background in some detail. He had extensive experiences of motivation within his swimming career, achieving world-class status in his field. His references to motivation had a physicality to them. Motivation was both extrinsic and intrinsic and he referred specifically to children and their engagement in activities. He explained that some parents *push* their children into various activities: "You know there are a lot of kids who go to different things because their parents are pushing them."

Being *pushed* in this way suggests an extrinsic motivational force needing to be applied, which Duncan doesn't necessarily feel is the most appropriate method of achievement. He went on to talk of children themselves and their own need (at the right time) to recognise their own responsibility to participate. "There comes a point when they've got to make that effort, they've got to, you know, hurt themselves, they've got to push themselves". Potentially, this takes the notion of motivation to a

relatively extreme level and mirrors some of the language heard and internalised in the swimming pool when he trained.

Duncan's own experiences suggest a prolonged need for motivation, something which could have had a fundamental impact on his success. Achieving an international medal required, amongst other things, training for four hours each day and warranted consistent extrinsic and intrinsic motivation. Duncan's experiences of motivation appear to be dominated by high levels of physical and mental application. This could reflect in him having high expectations of his own students and seems to identify that motivation is held personally within individuals.

5.2.1.2 Control

There were two contexts in which Duncan used control metaphors. The first dealt with notions of physical power or control, and how the information and how it is delivered could *grab* the student, whilst the second referenced how teachers' use of teaching material in a classroom/training environment might *make* you want to learn.

When expressing himself in response to the question "those I look up to as teachers inspire me because…" he said the following:

> they inspire me because, they have the knowledge, they have the information and they have a way of delivering at the...hm, it grabs the person that's there, it takes them, they're enthusiastic and they can put across what they learn, what they know to you in a nice informative way that makes you want to learn.

Duncan seemed to be speaking of knowledge and information as though they were agentic entities that could actually *grab* hold of the students. The *way of delivering* is important here as it expresses turning knowledge and information into a more powerful force which takes on the responsibility for student's learning. It also *makes* them want to learn – another physical force metaphor suggesting the power of appropriate pedagogies. Whilst the previous examples are of a physical force that has actual physical elements, he also implies a possible power of seduction in teaching and how the delivery of the subject could attract the student into wanting

to learn; a different type of FORCE/POWER that teachers might use which is potentially less obvious. He went on to say; "…they have the information, they have the knowledge and they can put it across in the right way and it draws you in to wanting to learn."

The second notion of control he hints at is one of teachers taking control in the classroom and challenging inappropriate behaviour. He spoke of the sessions he runs, which have endemic issues; "there's still a big culture of bullying, albeit light hearted bullying, but you know, you need to keep a handle on that, you need to make sure that what's being said is appropriate."

He provides a further example suggesting that he sometimes controls other less familiar situations, even when exposed to new peers/colleagues who he would have no reason to control. The articulation of his response also suggested he had an awareness of his confidence to control the group during the NGT activity. Importantly, he was attending a new group, with a new teacher trainer, in a new environment doing an exercise that he had never attempted before, on a topic he had limited knowledge of. When asked what he thought of the NGT activity he said;

> Yes, I found it was good but I did think certain things, we had a list there and certain things you would group things together more and I want to, I don't know, I can be…not forceful, that's not the right word. I know I can sometimes take over…

Taking over in a situation could be a metaphorical reference to FORCE/POWER but he tries to shift the concept of this in an attempt to avoid being labelled. Duncan teaches, by his own account, to some students who find his mandatory sessions a slight on their own professionalism and somewhat of a chore. Some have more experience on the topics than he does and he has students sat in the audience who have written the material he delivers.

In summary, Duncan's metaphoric language suggests a view of teaching in which it is not only important to control the students within a session to uphold appropriate

behaviour but also that the material and how it is presented has a form of control over the students in its own right.

5.2.1.3 Compliance

The most compelling aspect of the compliance metaphor came when participants informed me that they had to do this award solely because of their current roles. Compliance metaphors were particularly evident in Duncan's narrative, which may be a product of his exposure to professional standards during his role in the police and his strict swimming training regime. One particular metaphor he used links to his role within the police force: *step[ping] out of line.* This is an example of a metaphor that can easily be used in the 'forces' to suggest that there are consequences for challenging the status quo and for transgressing clear rules. Duncan uses this when describing the attendance of colleagues on mandatory training events and the possible serious consequences of not having the appropriate information. When talking of his colleagues missing the training he said;

> …if they step out of line to do with certain things then […] they haven't had the training and then that's the fall back; 'well I was never trained in it' (their response). So the job is now, 'you will do this and that's as simple as that, but some of them just don't want to do it.'

He also acknowledges this with his own requirement to undertake PTLLS as part of his own training role; a mandatory requirement at the time for anyone who taught programmes in the Lifelong Learning Sector when the research was carried out. He openly articulated this when asked early on; "what [did he] think the impact of PTLLS would be on him?"

> I think the impact is methods of teaching, how to teach things, how to research things and how to do things properly…how to do things professionally. Yes, I can't hide behind the fact that it is a requirement…I've been told I've got to have it. So I'm here because I've been told I've got to do it.

Not being able to *hide behind the fact* suggests that the new teaching regulations were pervasive in the sector at the time and had a controlling role. What might non-

compliance of these mean for Duncan? He quickly stated what he might get from the course but moved on to expressing how he was forced to attend. Again, he also expressed how he had *fitted into* [his] *role* suggesting that he had become (a trainer); possibly a reference to achieving the desired status, being competent and/or qualified.

Duncan's professional role was heavily influenced by regulations, codes of practice, ethics and values. His metaphorical expressions suggest a natural affinity to compliance with policy or regulation. But this is not without limitations because he seems to use this as a justification for colleagues and himself attending training events, rather than because they are worthwhile.

5.2.1.4 Conflict

Of the four cases, Duncan was the only one who had elements of conflict within his discourse. TEACHING AS WAR, although rather grand conceptually, correlates with three of Duncan's metaphorical expressions. He spoke of teaching having *battle* like qualities when referring to his relationship and engagement with his own children, as though there might be two sides competing in a sustained fight, though not necessarily physical. He claims to understand what children want and half of that should have a fun element which in turn could motivate them to learn.

> Because, I don't know, maybe I'm just a child myself, I can relate to them and I do think for them I make it fun…which I think is half the battle.

This would suggest that a strong sense of Duncan's beliefs rely on reducing the potential of the enemy winning by making learning fun, thereby making the metaphorical *battle* easier. This analogy is not confined to his children. When asked about what he felt the PTLLS course had done for him, he commented that during his delivery of police mandatory training sessions; "… it kinda gives me a bit more ammunition." By this he was referring to initial and formative assessment techniques and how he uses them to check learning. The atmosphere within the sessions he described was at times tense as the police officers taking part felt they already knew the information. The opportunity to participate within the PTLLS course and learn new techniques and gain new professional knowledge might give him more

ammunition to win the metaphorical *battle* with his colleagues. Other types of conflict seemed apparent for Duncan.

When discussing his unofficial mentor (who had been training for several years in a similar role) Duncan seemed uncomfortable. During the final interview he appeared to resolve what seemingly had been an imbalance of power between their roles.

> I would think to a certain extent we more sit as colleagues rather than as a tutor and trainee kind of relationship because I've done it some of the time. I go and, I've sat and critiqued some of his stuff, so where as it was all one sided, it's now, it's now, that has now balanced out considerably.

This could be used as an example of personal conflict reconciliation with his mentor. Duncan seemed to quickly position himself on a level with his mentor, even though his experience of training in this role is much less. His early comments about him gave an initial indication of what he thought of his role:

> …there's a guy that I know that, that's been a trainer for years and I would, if there's anything I need I know he's got a wealth of books. He's been a trainer for a good few years so I would use him.

He might be viewing the mentor almost like a library rather than as a resource in himself suggesting a possible conflict. Why might this be? During his swimming career he was a successful competitor who won an international bronze medal, gave presentations at conferences and taught swimming. He had a presence in the world of swimming and arguably felt that people wanted to hear what he had to say, but seemingly felt early on in his training career in the police that the relationship with his mentor might be imbalanced.

Duncan's use of metaphors on conflict suggest that in some cases he could view education as a fight or contest. Students may be viewed as the opposition but by making learning fun and by acquiring new resources and strategies he could prevail. Pedagogics and increasing professional knowledge are metaphorical weapons that might help him succeed in this contest. Being seen as competent in his role also seems to be important to him.

5.2.1.5 Casualties

A casualty is described in the Oxford English Dictionary (2017) as a "person […] badly affected by an event or situation." The preliminary exercise for new potential students on the PTLLS programme was to complete a short written piece on their 'favourite' and 'most disliked' teacher, with an explanation as to why. The work produced by seventeen students in the group (including the cases) was analysed and relevant words explored. Some of these suggest long lasting effects of earlier encounters. Of the seventeen, thirteen included words such as; "dictator", "fear", "scary", "stupid", "stern", "intimidate", "hit" and "shouted".

Education has the power to create educated individuals who thrive and achieve without undue harm. However, education also has the power to leave metaphorical casualties; what Dewey (1909) might have referred to as '*mis*educational activity'. How this occurs will have multiple levels and contexts. The impact for individuals can have lingering effects.

Throughout the data gathering Duncan described his educational life as being difficult. Conceptually he mentions how he *scrapes through* written exams, which made me consider what evidence I could find that might indicate the impact that education has had on him and his career. His relatively recent diagnosis of dyslexia provides the lens through which to view the following discussion;

> because it's practical and dealing with people…and I think I can talk and I listen, so I think my communication skills are very good…but the actual written exams and remembering the theory, I just scrape through all of those because I've found it really really hard. So…that's…like my promotion wise, it's put me off the first part, it's just…it's all to do with definitions and…they'll put down like three or four answers as in multiple choice and it's a play on words and you've got to work out…well I struggle with things like that.

Throughout his life he seems to have had partial academic achievement in school, college and university and also in his police qualifications. Just *scraping* through his qualifications may indicate that he has been left with some form of damage; for

example, not wanting to gain promotion (because of the written work) being one such example.

This seems to have impacted on Duncan in three ways. Firstly, he has a compensation strategy whereby he focuses on undertaking practical activities where he can excel much easier. Secondly, he might have restricted his progress in certain fields and thirdly, how this exposure, coupled with the good practice exemplified by his favourite teacher, Mr West, provided positive examples of teaching.

5.2.2 METAPHORS OF JOURNEY

An additional common metaphor was that of JOURNEY. His metaphors suggest his starting points, routes, obstacles, drivers, progress and destinations. Each of these, when layered onto teacher professionalism, offer clues as to how he has engaged with and reacted to his life, career and education.

The JOURNEY metaphor was initially labelled as MOVEMENT but then refined to include; obstacles, destinations, routes / paths and drivers. Duncan's MOVEMENT metaphor vehicles were assigned to compare with the image schematic components that Johnson (1987) suggests as *source, path* and *goal* (Table 13). Duncan uses a range of metaphorical expressions relating to JOURNEY when speaking about lessons.

Movement (source)	Set them off
Movement (path)	Put across (x2), stuck with it, day drags long, going to fly, tick along, keeps it flowing, stepping stone, all along the way, stumble over things, as a side line, first step, the right way
Movement (goal)	Balanced out, ended up (X3), got the highest

Table 13: Duncan's MOVEMENT topic refinement

The first metaphorical cluster of obstacles in this topic follows from the casualty cluster in the previous section and in some respects, there is a partial overlap of the two.

5.2.2.1 Obstacles

Duncan uses JOURNEY metaphors in this instance to refer to the potential impact the teacher has on the students. Metaphorically speaking, teachers might be seen as obstacles that can impede learning in some form. The expressions suggest that teachers can affect the equilibrium of the session and make learning difficult. The following example provides several metaphorical expressions of what Duncan thinks about sessions he has attended that he did and did not enjoy;

> …if I don't like it, my day drags long and if you, if someone, you know, is putting it across well, you know, your lesson's going to fly, you're gonna enjoy it, you're, you know, you look forward to going to it.

Seemingly, Duncan's most obvious obstacle, present throughout his life, was his dyslexia. He reports how this impacted him specifically when reading from PowerPoint presentations in class when he used to "stumble over things all the time"; in not being able to pronounce certain words and words of a highly professional nature and complex subject language. By removing the obstacles, the journey could continue.

5.2.2.2 Destinations

Journeys eventually come to an end. In viewing his own career and education Duncan refers several times to "ending up" being a "swimmer, being a swimming coach and being a police officer". During the last interview he suggested that he felt as though his level of autonomy in comparison to his unofficial mentor, in his police training role, had "balanced out". This was after only nine months in the role, without official mentor support or attending any other teacher training qualification. He said;

> I don't feel I need to be mentored as much and don't need to go and see [him] because he's a friend and I can speak to him and when a new package comes in, I would think to a certain extent we more sit as colleagues rather than as a tutor and trainee kind of relationship… but I also now feel that because I've developed in my role and maybe got more information and more knowledge now, I feel that I can actually help mentor him as well and discuss things with him.

This suggests a feeling that he had reached a personal destination; somehow reaching an equal status to his mentor. For Duncan, one of the most important issues here seems to be not that he has reached the destination but how he arrived there and so quickly.

5.2.2.3 Routes/paths

Duncan's experiences throughout his life have been varied. His use of metaphors associated with routes and paths are indicative and point to key episodes in his "ontogenetic timescale" (human lifespan) (Cameron 2010: 84). His most recent development on this timescale, that of his training role in the police (which he had been doing for nine months) is seen as a "side-line" which suggests from a UK colloquialism that he could view this role as having less significance or importance as his other duties. His identity is that of police officer, team-leader of the underwater search team, international swimmer and dad (in no particular order). Being a teacher at present seems less of a role to him. However, the time he spent in America may provide a different perspective where they refer to the side-lines as a place 'out of play' for example in baseball game. This contrast in metaphorical meaning could be important but either one represents the view that his teaching role is potentially not as important. 'Side-line' analysed from an American perspective might suggest he feels as though he has been given this position because he can't go anywhere else.

He also described the PTLLS course as a "stepping stone" to future teaching qualifications. Due to its short and focussed criterion-based assessments, the qualification provides useful opportunities because of the very short word counts (in some cases one hundred and fifty words). This helped Duncan with his particular difficulty of dyslexia and provided achievable goals (destinations).

> …it is putting things down in writing is where I'm going to struggle so I think it will actually help me with that as well.

5.2.2.4 Drivers/stallers

By identifying this metaphorical cluster, the hidden notion of; 'what if there was no driver?' is highlighted. We may have what I entitle 'educational stallers' delivering lessons – they don't reach their destination and more importantly the students don't.

They are not skilled in pedagogy, nor do they want to be, and they fail to prepare to take individual needs into consideration. Duncan's reports of his early school experiences seemed to include such educational stallers.

5.2.3 METAPHORS OF ARTS AND CRAFTS

Whereas the other three cases shared the metaphorical concepts relating to structure in its practical sense, Duncan seemed to have a more creative stance; that of 'architect'. This could fit quite easily into the STRUCTURE metaphor but because of the creative element a separate category was established. Even so, the size of the segment in his metaphorical wheel demonstrates how little it could link with structure, unlike Sarah's analysis which follows.

Two metaphorical expressions stimulated the analysis of the data from the TEACHING AS ARTS and CRAFTS perspective; those of Architect and Craftsperson. There was a ratio of one to thirty architects to craftspeople working in the UK (NGRF, 2012) suggesting that the specialist role of the architect will have a more refined skill set. These two roles suggest the notion of either needing to be creative with thoughts and not being tied into convention (the role of the architect) and/or carrying out the work (curriculum / lessons) to a plan.

5.2.3.1 Architect

When asked directly about his understanding of the term professionalism he spoke of regulation and rules but surprisingly shifted his language to suggest the need to think more laterally and not be constrained by compliance; he was concerned about individuals and inclusivity and how to make that happen in a training session.

> I think a big word which was quite often used and we use within our Police Force is inclusion, you know, being able to think outside the box and not, you know you've got your, like I said before, you've got maybe a few people very confident, that you haven't got to worry about, you've got a few people might, you know, not really participate, just try to draw people in.

He identifies a responsibility to *think outside the box*, thereby generating a quality of creativity to support individual needs. This suggests the need for having ideas and

seeing them through; a balance perhaps of regulation and freedom of expression to adapt and design.

5.2.3.2 Craftsperson

The notion of the teacher as craftsperson stems from Duncan's pre-PTLLS course enrolment task used to find out about the qualities of his favourite and most disliked teacher and why. I include the full transcript section to contextualise how Mr West (his favourite teacher) could have helped craft Duncan.

> I was lucky enough to be taught by Mr West twice in my very first year, aged about five, and a couple of years later. I always struggled with my reading and writing, whilst I had an extensive vocabulary and was considered reasonably bright, I could never put down on paper what was in my head. Mr West was understanding, kind, very helpful and despite my frustrations never once made me feel stupid. I was always able to speak to him after lessons and in those very impressionable years was a guiding light for me.

Duncan's very early positive experiences with a teacher are recognised here as having a lasting impact on him. This view suggests metaphorically that the student could be a 'blank canvas' onto which the teacher can *impress* their values, attitudes and beliefs.

5.2.4 METAPHORS OF ENTERTAINMENT

Duncan drew on metaphors of TEACHING AS ENTERTAINMENT quite frequently, although the frequency for each metaphorical cluster was limited. The emphasis for the use of these metaphors seems to be influenced by his early sporting career and the recognition within the swimming world this brought to him. There were five categories into which his expressions fell; teacher as improviser, as presenter, as performer, as promoter. I discuss the first four in this Chapter.

5.2.4.1. Improviser

Duncan's reflections of his new(ish) role of police trainer gave examples of where he has needed to improvise in class. He spoke about one of his sessions;

> I did one the other day and it […] was off the cuff as well on a subject I didn't know a great deal about. Someone was sick, I got called in from another division to deliver a training package I'd picked up. The morning I got there I read for forty-five minutes and then stand in front of people and do it.

What he said next about the same situation raised the point of his individual needs as a trainer;

> I didn't [do so] well before that, that would have been really daunting for me. It still was. I was still a bit nervous but I kind of…it wasn't anything like I thought it was going to be – I didn't really struggle to be honest, because it was quite a good thing for me.

He saw this as difficult, but a good thing for him to experience (probably for future similar situations). New entrants to such roles may not be suitably prepared for such occurrences prior to the start of their teaching.

5.2.4.2 Presenter

There were many instances where Duncan made reference to the teaching of the 'knowledge' and the impact he felt this had on sessions either he had attended or that he had delivered. The word 'presenter' suggests the subtext of straightforward one-way delivery of information. This might imply limitations and be described as narration sickness where the teachers are the depositors and the students are the depositories – the banking model (Freire, 1970).

Whilst explaining the *thing* that had influenced him most he said:

> [someone] that can put across something with passion…with…that have enthused me and made me want to, to get better and improve and led me on so it's…it's when, it's when, when you're coached by someone, when you're given a seminar and it might only be short snippets.

Even though the information is presented, he recognises the need to include images as "a picture tells a thousand words". Enhancing presentations in this way might

imply a growing understanding of pedagogy, but more specifically subject specific pedagogy and the notion of dual professionalism.

5.2.4.3 Performer

The performance metaphor is also mentioned in that if "[someone…] can put across something with passion" they may enthuse their students to want to get better. Duncan's earlier career had been showered with contacts, associations and friendships with many famous sporting people, who by definition have led lives where their performance has been instrumental in their successes. Reference was made to one such individual (a famous swimmer, who was a colleague) during the interview, in order for him to explain how he had enthused and motivated him during a presentation. His reference to "dead pan" presentation styles contrasted with the enthusiastic performance style that presentations should have:

> …I remember him doing a presentation and it was a motivational thing and he…and…again it's the enthusiasm. And I've sat at work when you've had trainers come in…and it's just dead pan [mumbles replication monotone delivery] and it's just boring, you know, and you just see people have nodded off in things because it's…

5.2.4.4 Promoter

This term could have easily been located into the TEACHER AS A SALESPERSON but this definition fitted a little better to the theme of ENTERTAINMENT in this instance. During the discussion about when he runs training sessions for colleagues, who are far more experienced than he is in the subject he is delivering, it was evident that Duncan identified the need to adapt his style. This was not necessarily the materials for the session, or the teaching and learning methods, but how he might have sold it to them; getting them to metaphorically buy into him and the topic. Calling them his *"*audience*"* indicates the passive nature they may have taken during the event and how by "pitching what you are doing for your audience" could reduce the time taken, potentially by reducing the basic information provided. This hints at a basic level of understanding for the need to differentiate material. The following extract is taken from Duncan's first interview;

Duncan: And if you talk to the terrorists [meaning the terrorist police team], the special branch and we've got this terrorism input that everyone's got to have, well they know a lot more than I do. When I present that to them they know, they know far more than me, but I've still got to present it to them because I'm the trainer.

Neil: How do you find that, do you find that a difficult job?

Duncan: ...you've got to pitch what you are doing to your audience you know, it's not going to take as long, I mean, the presentation that we had on that, which was to do with, it's to do with engaging in the community. There's one bit in that that was written by one of the people that was sat in the class, so you've just got…I just ask his advice and ask opinions, you know…

5.2.5 Duncan's metaphorical concepts wheel

The diagrammatic example below demonstrates how Duncan's metaphorical concepts are clustered in an appropriate order within the wheel with each represented spatially by frequency of metaphor usage in those clusters. These were taken from Duncan's metaphor clusters (see appendix 2).

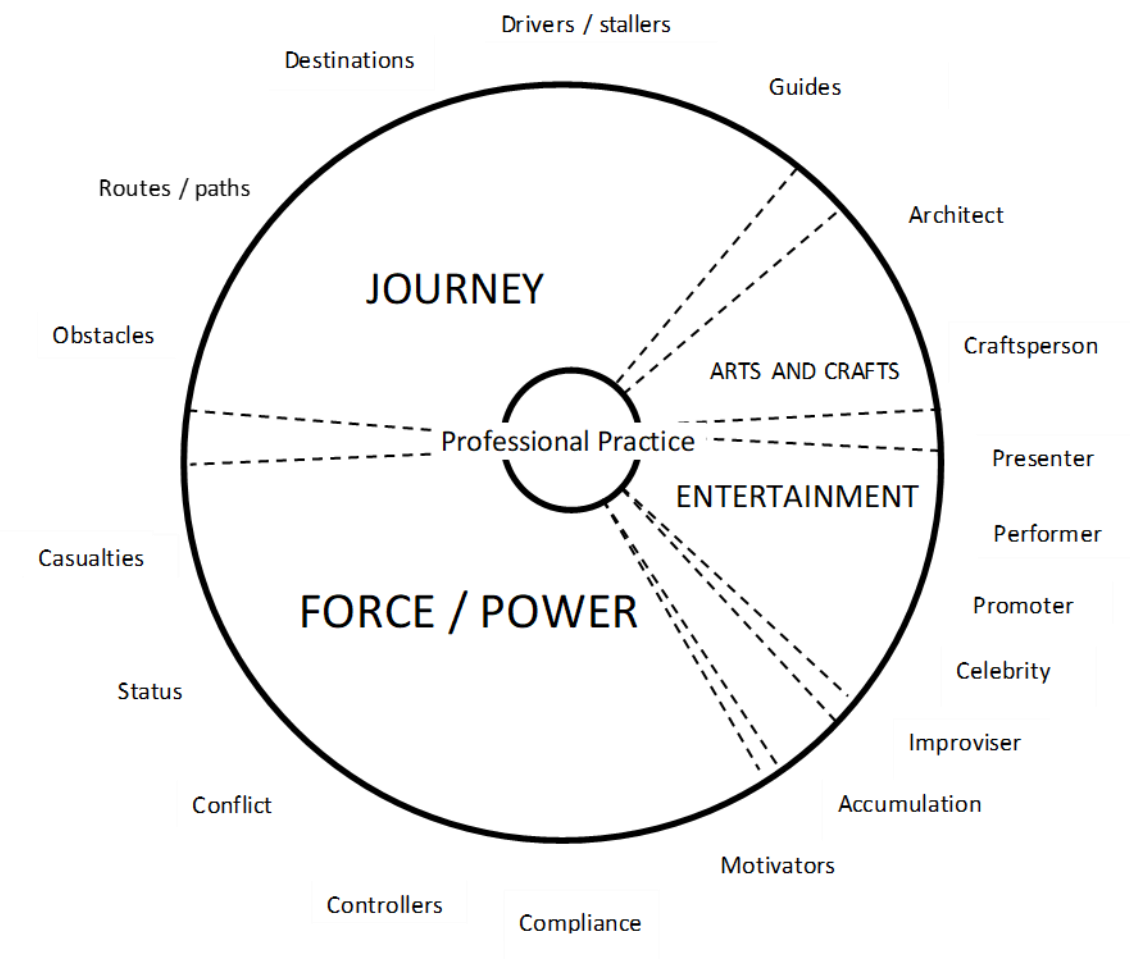


Figure 2: Duncan's wheel of metaphorical concepts (linked to Duncan's metaphorical expressions)

5.3 Sarah's metaphor analysis

Before exploring the metaphoric structure of Sarah's thinking about her professional work it might be useful to recall key aspects of her biography.

- Early 20s
- Had a multitude of part-time jobs – a beautician; as an assistant at a children's centre and at a national supermarket as a checkout assistant
- Had never taught
- Had a mentor who was on the same PTLLS course, whom she works alongside at the children's centre
- A levels in ICT, general studies and media studies. Vocational qualification in Beauty

Table 14: Sarah – key aspects of her biography

Sarah had little experience of work but appeared self-assured, confident, articulate, sometimes self-deprecating and reflective about the difficulties she had encountered throughout her educational and personal life. At times she seemed pleasantly boastful of her natural ability. Sarah's metaphorical terms and entailments are represented in the metaphorical clusters found in Appendix 3.

5.3.1 METAPHORS OF FORCE/POWER

Sarah's most common use of metaphors fell into the two concepts of PROFESSIONAL PRACTICE AS FORCE/POWER and PROFESSIONAL PRACTICE AS JOURNEY (journey being the most significant and will be discussed in the next section). Five metaphorical clusters (target domains) emerged during the metaphor analysis of Sarah's data for FORCE/POWER; those of motivators, controllers, compliance, status and casualties. Table 15 below shows how the specific 'topic of physical action' was further refined and assigned.

Physical action (motivational)	Pushing you, knuckle down, turned my head
Physical action (control)	Laid back, put you down, putting you down, putting you down, thrown, made, made, putting it down, hands on
Physical action (compliance)	Fall under, we underlay, fell into
Physical intervention	Break that down, breaking it down, broke it down, break it down, break that down
Physical injury (casualties)	Hurt, struggled, struggled, struggling, nightmare

Table 15: Sarah's FORCE/POWER target domain groupings

5.3.1.1 Motivators

The following demonstrates how two metaphor clusters can operate simultaneously. Although she appeared confident in her ability to achieve, she implied that sometimes she veered from a prescribed path when she referenced "starting to go off the rails" (JOURNEY). Her metaphorical language points to an attentive teacher who was "pushing [he]r back" (FORCE/POWER) and keeping her moving in the right direction – a motivator.

> When you feel like you're starting to go off the rails a bit he's sort of there just pushing you back a little bit more.

When asked about what influenced her to be a teacher, she provided an example of how she didn't respond to direction but to the stimulus that produced self-determination; She said;

> They've turned my head the opposite way when they've wanted me to go that way…there's been a couple of teachers who've influenced me over the years and made me make decisions that I've made. Not necessarily like they've said do this and I've gone; 'ok then'. It's more like 'do this' – 'no why?' So I've (laughs) questioned it more and then that's made me make the decisions that I wanted to make – if that makes sense.

5.3.1.2 Controllers

Metaphorical clusters used by Sarah focussed on teachers having a FORCE and how they might control situations. Several examples appear to reflect the notion of her unwittingly identifying occurrences of control meted out by teachers and fellow pupils. She spoke specifically of the English teacher, she had previously described as her favourite teacher who "never put you down." Going on to describe other teachers, still using the 'control' metaphor, who had the opposite effect: "Whereas you've got others that just come in, say you're going to do rubbish, blah blah blah, I'll put you down."

These examples of controlling metaphors, referencing the orientationally embodied *down*, are used a total of seven times in her discourse. Interestingly, the first interview contains five out of the seven references, which focussed on her favourite and least favourite teachers, and what makes an outstanding teacher. Reference was made three times to the opposing metaphor of *up* and this was used to describe someone's position at work (e.g. "you're up there") and to describe her transition between junior and secondary school and between GCSEs and A levels – moving up in both occasions, which is seen as positive.

Additionally, Sarah referenced three other metaphors linked to the physical action of teaching as control and these were; "made", "thrown" and "hands on". Each could fit in different clusters but I decided to retain them here as the analysis seemed to fit more closely.

She spoke confidently and excitedly about the things that made her want to teach. It was the realisation of what she could offer the older students who had been out of education for a period, who weren't confident in Harvard referencing or using IT for example. There appears to be subtle notions of control here, for example when she expresses how teachers "made" her "make decisions", rather than in Duncan's example of made where I suggested the teacher was seen to craft the student (ARTS AND CRAFTS).

5.3.1.3 Compliance

I have combined three metaphors to form Sarah's compliance cluster. They are; "fall under", "we underlay" and "fell into". The first two were uttered within one response. She said;

> I'm in with Adult Education…and like when we talked about Every Child Matters and things like that; Enjoy and Achieve, Economic Wellbeing. We fall under a lot of them so to have the taster before we can actually put on a full wack Adult Education obviously because of funding being tight…that's what we, what we underlay.

Her response appeared to recognise that her role as a teacher in the community and the courses she delivers are regulated by certain legislation which is overarching. During the second interview, she used the term *fell into* during a question about inspiring teachers to explain how she now recognised the complexities of teaching and that pupils in classes weren't necessarily taught as a homogeneous mass. She believed that her favourite teacher had categorised her into one of a number of groups, related to her individual learning needs.

5.3.1.4 Status

Sarah made numerous metaphorical references to status; some manifested through orientational metaphors which placed her, academically, socially or personally either "in", "above", or "under" for example in the teaching 'club or society'.

It became increasingly clear that although Sarah talked openly about struggling with her own studies, she seemed quietly confident of her own competence. Describing herself as not being a "geek" or a "goody two shoes" when explaining she achieved higher grades than predicted; "well I got predicted Ds, Es, Fs erm…for a lot of my subjects and I actually came out with an A, a B and Cs and one D."

When asked about whether she viewed her past and present jobs as being professional, she focussed on status and what she believed others thought about her, which was more often than not negative. She talked about the ubiquitous nature of Facebook and how it made her feel inferior, especially when she saw the exploits of

her peers and what they were doing. She felt that "people look[ed] down their noses at [her]" particularly when she responded to their questions asking what she was currently doing in her life. Sarah articulated this when she described an example of where this occurred with one of her friends;

Friend It's like, are you still at Co-op?

Sarah It's like Yea. Oh right, yeah, you know.

Friend You still driving your Micra?

Her peer in this example was a receptionist and drove an "Audi TT". Sarah's demeanour at this point in the interview appeared unconfident; her shoulders dropped. Later, that apparent lack of confidence dissipated as she expressed how her move to the NHS had, in her view, elevated her status in her peers' eyes: "They don't like the fact that I'm actually a bit better than what they are." This was contradicted in the very next sentence though when she said; "I don't see myself as that because at the end of the day it's just a job."

These comments related to status are important in her 'becoming' or wanting to 'become' part of the teaching 'club or society'. Similarly, she uses statements such as being "in with Adult Education" which could easily represent her affiliation with the NHS Adult Education club she belonged to, and which suggests an improvement in her status.

5.3.1.5 Casualties

Metaphors used by Sarah to portray teachers / professionals as hypothetical casualties were; "struggled", "struggling", "hurt", and "nightmare". Through her own admission Sarah spoke candidly about her own struggles with her studies, particularly around understanding the way she learnt (learning styles etc.).

> I think it's mainly because like I say I've struggled and I've struggled with the way I learn and I think it's good to take on board that everybody is different and not everybody works in the same way…

More specifically, she commented that she "especially struggled in maths", seeing this as an ongoing issue throughout her life that never seems to be resolved.

There appears to be a physicality to her language which could represent the idea that she was in a tussle with an opposing force and in the first instance she was the loser, someone potentially hurt in the challenge. Recognising this within her own learning has the potential to affect her practice as a teacher in as much as she might not want her own students to go through similar struggles.

5.3.2 METAPHORS OF JOURNEY

Journey metaphors were the most significant identified and are represented on Sarah's wheel. Table 16 below shows how the specific topic of JOURNEY was refined and assigned.

Movement (source)	Back to, out of, get behind, go off
Movement (path)	Get through, steer you, going one way, catch up, moved onto, fly them, stuck, one tracked, to be steered, direction, sway, towards, through, go through, towards, weighing up, towards
Movement (goal)	Went into, never far from, all lead, where we stand

Table 16: Topic of JOURNEY - movement was refined and assigned

Sarah's career and education have taken many routes and her metaphors seem to indicate a lack of clear direction. Exploring her usage of foundational metaphors for PROFESSIONAL PRACTICE IS A JOURNEY can provide a useful tool that highlights her thoughts on the roles and responsibilities as a teacher. Seven metaphorical clusters (target domains) emerged for JOURNEY; those of obstacles/difficulties, drivers/stallers, routes/paths, stability, progress, guide and destinations.

5.3.2.1 Obstacles and difficulties

Sarah refers, on more than one occasion, to what teachers "…have to go through" in order to become a teacher; a recognition of their struggles perhaps. She also reflects that teachers can and have the potential to support students in overcoming their own difficulties, stating that; "they've helped [her] through everything." Her

favourite teacher did this for her, which she recognises as being fundamental to her success.

Like in her career, where she has had several jobs, Sarah preferred to keep her options open with her qualifications and future job roles. She described it that she "did it like a tree, so that each one branched off from each one and I could carry on." What she spoke of here was her choice of subjects such as ICT, general studies, and media, which her teachers weren't happy about. Her apparent concern was that on her JOURNEY she appeared to want options so as not to be "stuck" on "one track[..]" to university.

5.3.2.2 Routes/paths

Similar to the point above, she might have felt that if obstacles are removed she can fulfil her journey via various open routes and paths. She described what subjects she studied and her career path where she "did it like a tree" so she could "carry on […] not being stuck in one track." Visualising her journey as non-linear, with multiple routes and pathways, could provide Sarah with a range of options and, should she meet an obstacle, she would have a variety of ways around it. However, this may also represent a lack of confidence because she did not seem to have a pre-planned route and so there were no specific destinations she could fail to reach.

5.3.2.3 Drivers/stallers

The metaphors used identified teachers as being potential 'drivers' on the journey who could "steer" her through her studies. At one point whilst referring to her favourite teacher she said "he just managed to steer you whenever you felt that you were going one way." The antithesis being that teachers could also be 'stallers' who might prevent movement along the journey, even though they may not realise. Sarah said when she spoke about career advice at thirteen years old,

> … I hated when people was trying to tell me at the age of thirteen, make a decision – decide now, you need to be steered in this direction. Why, why do I need to be steered in that direction?

References to drivers and stallers each suggest teachers have the potential to be active participants in manipulating the student in both a positive and negative way. Alternatively, the terms could be associated with the teacher being the driving force or the engine, providing the power to shift the object (student). This would suggest the teachers themselves need to be in the most appropriate gear at the appropriate point in the journey and have enough energy to effect movement. Without both they would not be able to drive the student and by definition might make the student stall; suggesting teachers themselves need to be in receipt of the correct fuel; the right specifications and instructions.

5.3.2.4 Stability

Sarah's response to the question about her future development ideas and career roles suggests again that she likes to have options but also how her future might be very much dependent on herself from a physical perspective. This may indicate that she isn't necessarily in control of what happens to her and things could affect her physical stability. Being "swept away" after she "found her feet a little bit" might represent a loss of complete control and it is by luck or chance as to where she will end up; an unchosen destination. She said,

> I've looked at a few things and obviously with this I've only been there since March, so I started, so I've found my feet a little bit, then got swept away again with everything that was happening and now I'm starting to find my feet again…

5.3.2.5 Progress

Progress in the journey was represented on several occasions with the terms; "get behind", "catch up", "moved on to", "where we stand", "fly them" and "stuck". Each one in singularity is not necessarily indicative, but perhaps demonstrates how Sarah views the importance around achievement both academically and in her career. I have placed them in a sequence one would expect to find on a journey, but realistically these would appear in any order. Out of the six examples provided, five were uttered within her first interview; the start of her new journey. Sarah stated quite emphatically that she valued having her journey, supported and unhindered by

teachers but some parameters were out of her control. She implied throughout that she had been quite strategic with how she makes decisions, wanting to provide as much flexibility as possible to ensure she could achieve smaller individual goals. Progress to her was not necessarily in one direction, or only upwards, or far away.

5.3.2.6 Destinations

Destinations suggest either an achievement of a mid-range goal or a terminal point or long-term goal. Education for Sarah, with all its multifaceted connotations, seems to actually be a destination in itself; she is on a lifelong journey. When asked about her favourite teacher she said "Remembering back to school is not that hard for me, wherever I seem to go I am never far from education, but not in a bad way."

Her destination is not necessarily a high-level goal such as a degree, because she fears that she will probably not achieve that, However, there does appear to be several different individual goals that can provide a useful metaphorical 'passport' that she can use to get to a variety of places.

5.3.3 METAPHORS OF STRUCTURE

Metaphors of PROFESSIONAL PRACTICE AS STRUCTURE were the third largest cluster used by Sarah with six metaphorical clusters (target domains): foundations, strength, stresses, maintenance, fixtures and open/closed. Three of the six are concerned with some form of strength. This is could be either the strength of the teacher and the "support" they offer, similar to a building's or a structure's foundation; the strength of Sarah herself and knowing where her strengths lie or thirdly, recognising when the critical point comes (stresses) to engage with that support.

5.3.3.1 Foundation

When asked to reply to the statement 'those I look up to as teachers inspire me because…' Sarah replied as follows:

> Because they've supported me, they've helped me through everything and I think doing the PTLLS course as well it's made me understand that how difficult their job actually was, the things that they have to go through to help people.

Sarah appears to credit the different amounts of effort those *inspiring* teachers make to help their students. The notion of "support" in this example suggests that teachers can act as a metaphorical foundation that provides strength and support. Conceptually, to be effective, the foundation itself would need to be constructed of appropriate materials to be able to provide sufficient support and stand up to the elements to last an efficient amount of time without weakening. Sarah's comment about her teacher helping her "through everything" seems a little excessive but provides a view that 'failure' might fragment the quality of that support. Furthermore, poor quality materials or incorrect quantities mixed in incorrect ratios could leave it weak and unable to support what it was designed to.

5.3.3.2 Strength

A second reference to strength linked directly to Sarah and her metacognitive understanding of her "strong point" during the ITE course. She said;

> I think that is my strong point because I noticed a lot of people were very annoyed and upset and finding it difficult and said that it [the ITE course] wasn't taught properly and found it hard to understand…

Sarah was referring to her ability to understand her own learning style as a result of her relatively recent experience in school and by understanding her teachers' educational practice in teaching and learning.

5.3.3.3 Stresses

The third reference to strength was Sarah recognising her own capabilities and/or personal capacity for understanding her own training needs. Continuing her use of STRUCTURE metaphors, she explained:

> I suppose in a way, it's just making sure that you're not overloading yourself, you're not on your own, you've got somebody else that can help you and they will help you and if you need training in that area, then obviously it's there and the support's there as well.

Sarah appeared conscious of "not overloading [herself]" and showed good self-awareness of her personal capacity and limits, and the importance of recognising

when you need support. Applying this logic to the physical science of structures implies the potential of either partial failure or catastrophic failure of not only the foundation itself (teacher) but more importantly the structure of which it supports (student), should this overload go unnoticed.

5.3.3.4 Maintenance

Sarah used the term "brushing up" in her response to an early question about what she thought of the NGT activity at the start of the programme. This may be thought of as a conceptual link to reviving, reviewing or resuming something that is already known. This suggests that the knowledge shared with colleagues during the NGT activity was partially known to her and the programme had allowed her the opportunity to re-visit it and become familiar again with it.

> …like I say, brushing up on things that you know that you need to know. So even though I know some of the things…like today we've learnt about legislation. I've learnt about that in near enough everything I've done. But it is nice just to brush up on things.

In this instance her reference picked out legislation as the fundamental example of what she had *brushed up on* because it had been a ubiquitous part of her previous learning experiences. Things that aren't maintained, again could fail to work effectively.

5.3.3.5 Fixtures

The term "stuck" was used three times metaphorically in different contexts: firstly, "stuck in your mind"; secondly – "getting stuck in", referring to applying herself to the PTLLS coursework, and thirdly, getting "stuck" as a journey metaphor (previously discussed). The idea that she believes that an outstanding teacher sticks in her mind suggests something solid or fixed in place, never to be forgotten – a fixture. Interestingly though, the question did not ask about a teacher that stuck in her mind, they were her words.

> Oh, I liked it [the outstanding teacher question] actually because I always remember the reason, I smiled when we were doing it was because when

> I came to join the PTLLS course there was a question saying; give an example of a teacher that stuck in your mind and mine was – I had an English teacher and I remember his name. I remember him vividly like everything about him and he was fantastic.

5.3.3.6 Open/closed

Sarah spoke, when trying to remember examples within the PTLLS course, of items/subjects/classes/activities that "tried to improve [her] professional values", of her memory being held behind a "door" and about how that door can sometimes be opened to allow access and sometimes it cannot.

> It seems like such a long time ago now; I've sort of shut that door in my head. Tried to re-open it but I can't find anything.

This might suggest a deliberate shutting of the door without a means or the ability to re-open it.

5.3.4 METAPHORS OF HUNTER GATHERER

The metaphors for HUNTER GATHERER included; refuelling, accumulating and network and were the least evident in the discourse. Sarah was pragmatic, naturalistic and organic with her responses to the questions. She consistently spoke of how she metaphorically valued *hunting* for a variety of opportunities both in her career and her academic studies, and gathering experience, qualifications and knowledge. However, the final 'network' metaphor could have been placed in the JOURNEY section but as the responses are more physiological in nature it was deemed more suitable. Samples from her interview transcripts are provided below to show where the metaphors were taken from.

5.3.4.1 Refuel

> "it's putting it back into your mind."

> …yes it's good, it's informative; obviously there are a few things I do know already but it's nice to have a catch up, just so it's putting it back into your mind.

5.3.4.2 Accumulation

> "Take on board"
>
> I think it's mainly because like I say I've struggled and I've struggled with the way I learn and I think it's good to take on board that everybody is different and not everybody works in the same way …

She seems to be gathering, understanding and accepting ideas that have the potential to be used in the future. A metaphorical reference to gathering new ideas and recognising their importance for application. She also uses "pick up" (also in "well with them I can pick up something else") to talk of this gathering.

Similarly "build up" could have been grouped under the STRUCTURE metaphor in order to represent constructing piece by piece, but here it represents accumulation and Sarah's view on qualifications and how they can be made up of different elements.

> "…so you build up what you want which helps towards the qualification."

5.3.4.3 Network

The following metaphors were discussed within the JOURNEY metaphor section but could easily fit into *network* when considering the naturalistic nature of the comments. Sarah appears to view her academic and career development as being multi-faceted in many respects. One could describe this as rhizomic in nature as she seems to always find a way to spread her chances of survival: if one job or qualification becomes useless, another one can open up new possibilities. Her "did it like a tree" metaphor suggests that roots, trunks and branches are solid in structure and have multiple configurations that themselves multiply exponentially. The metaphors used could describe the complex nature of Sarah's approach to gaining qualifications and her roles.

5.3.5 Sarah's metaphorical concepts wheel

The example below demonstrates how Sarah's metaphorical concepts are clustered in an appropriate order within the wheel with each represented spatially by frequency of metaphor usage in those clusters.

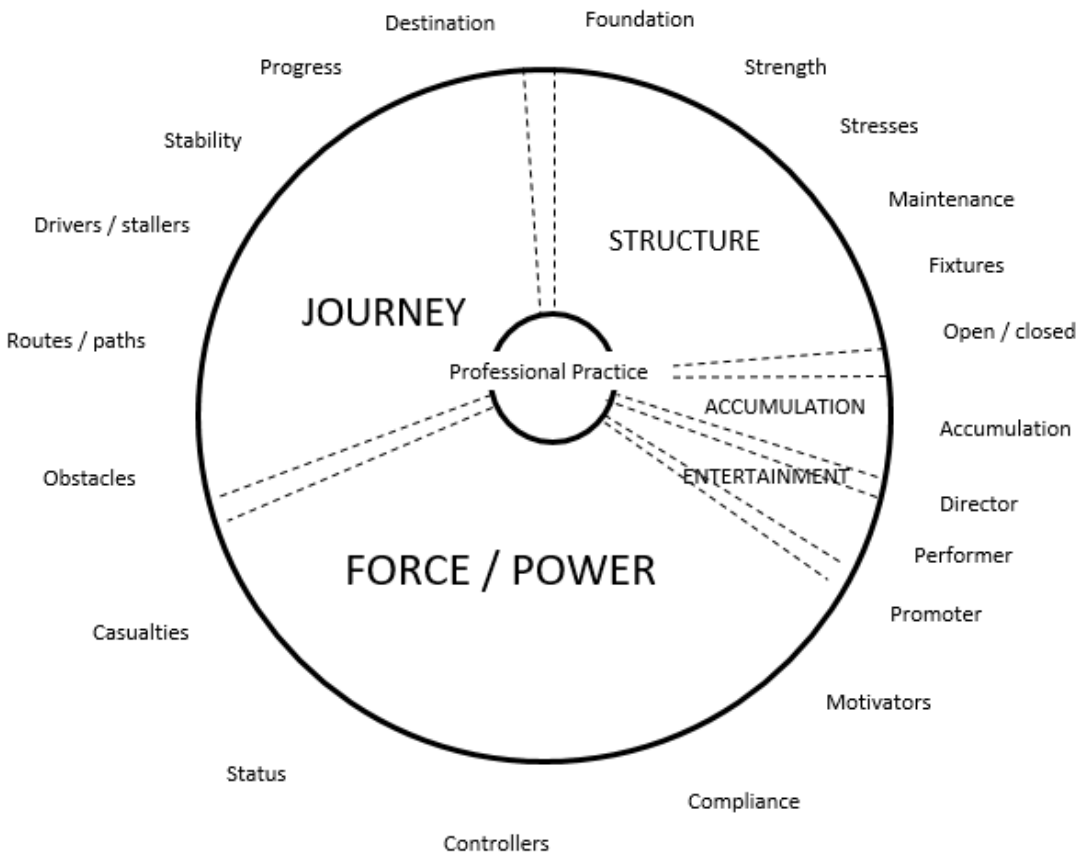


Figure 3: Sarah's wheel of metaphorical concepts (linked to Sarah's metaphoric expressions)

5.4 Summary

Duncan and Sarah represent quite different positions on the metaphorical landscape of beginning teachers; Duncan is an older man with a broad range of experience and Sarah a younger woman with less experience. This is important to note when considering the examples of the metaphors provided for analysis.

Current thinking on contemporary metaphor theory suggests that not being too specific when reviewing metaphor examples is advisable. However, this chapter has gone against this advice to offer a detailed analysis of metaphors from two different participants. The detail helps to demonstrate the individual complexity of the cases and should be viewed with a note of caution. When viewed comparatively, the analysis suggests a relatively similar set of metaphors evidenced in their data but with different emphases in conceptual meanings; these being unique to the individual. The next chapter will 'zoom out' and compare these findings with those of the other two cases. This is all presented to enable consideration of how each individual's metaphors might explain how their espoused and enacted professionalism, and engagement with teaching professional standards, might vary.

Chapter 6 - Cross case analysis

6.1 Introduction

Chapter 5 provided in-depth metaphor analysis of two contrasting cases and started to set out how they might think metaphorically about their professional work. This Chapter will now extend the analysis by combining and contrasting specific areas of interest for each of the four cases. Rather than simply repeat the sequence already applied for Duncan and Sarah, specific focus has been placed on the metaphors that are common to the four final cases, and contrastingly, on those metaphors which are unique to individuals. The cases were chosen with the intention of providing a contrast in perspective using their ages and experiences (life and career) as lenses.

Table 17 displays each of the four cases' metaphors which are sequenced and presented together for comparison for the first time in this thesis. Table 18 displays the frequency of metaphors (N) for each case for each topic. Quantifying these metaphoric instances comes with a 'health warning' as different amounts of text are used to derive these scores. However, there is some illustrative value in the relative prominence of metaphors. These can also be matched with each of the more detailed individual metaphorical concept wheels for the cases.

I begin by introducing Melvin and Tina then proceed to discuss and compare their metaphors in two sections. The first will provide deeper analysis for the metaphors of FORCE/POWER (N = 104) and JOURNEY (N = 135) as these are the most frequently used. The second section will provide a tighter, conflated analysis for the metaphors of STRUCTURE (N = 31), ACCUMULATION (N = 21), ENTERTAINMENT (N = 12) and ARTS AND CRAFTS (N = 4).

This cross-case analysis offers examples of how metaphors might be used, according to contemporary theory, which in turn sheds light on how these could reflect, or shape, individuals' professional identities. It also provides the opportunity to open the discussion as to how they might respond and engage with FE professional standards in initial teacher training.

	FORCE / POWER								JOURNEY							ENTERTAINMENT							ARTS & CRAFTS		STRUCTURE								ACCUMULATION
CASE	MOTIVATORS	COMPLIANCE	CAPTOR	CONTROL	CONFLICT	PROTECTION	STATUS	CASUALTIES	EMBARK	OBSTACLES	ROUTES / PATHS	DESTINATIONS	DRIVERS / STALLERS	STABILITY	GUIDE	DIRECTOR	JUGGLER	PRESENTER	PERFORMER	PROMOTER	CELEBRITY	IMPROVISOR	ARCHITECT	CRAFTSPERSON	FOUNDATIONS	STRENGTH	FUSE TOGETHER	ANCHOR	STRESSES	MAINTENANCE	FIXTURES (COMP)	OPEN / CLOSED	
Duncan	X	X		X	X		X	X		X	X	X	X		X			X	X	X	X	X	X	X									X
Sarah	X	X		X			X	X		X	X	X	X	X		X			X	X					X	X			X	X	X	X	X
Melvin	X	X		X			X	X		X	X	X	X				X														X		X
Tina	X	X		X		X	X	X		X	X	X	X		X									X	X		X						X

Table 17: Systemisation of metaphors for all cases combined (those with no 'X', show original target domain not used for analysis)

Table 18: Frequency and systemisation of metaphors for all cases combined

	FORCE / POWER								JOURNEY							ENTERTAINMENT							ARTS & CRAFTS		STRUCTURE								ACCUMULATION
CASE	MOTIVATORS	COMPLIANCE	CAPTOR	CONTROL	CONFLICT	PROTECTION	STATUS	CASUALTIES	EMBARK	OBSTACLES	ROUTES / PATHS	DESTINATIONS	DRIVERS / STALLERS	STABILITY	GUIDE	DIRECTOR	JUGGLER	PRESENTER	PERFORMER	PROMOTER	CELEBRITY	IMPROVISOR	ARCHITECT	CRAFTSPERSON	FOUNDATIONS	STRENGTH	FUSE TOGETHER	ANCHOR	STRESSES	MAINTENANCE	FIXTURES (COMP)	OPEN / CLOSED	
Duncan	3	3		8	3	0	2	18		1	9	4	3	0	2	0	0	1	2	1	1	1	1	1	0	0	0		0	0	0	0	3
Sarah	3	3		10	0	0	11	5		3	11	4	3	5	0	1	0	0	2	2	0	0	0	0	2	1	0		1	1	1	1	5
Melvin	3	5		5	0	0	6	4		2	5	19	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0		0	0	6	0	2
Tina	2	5		4	0	2	6	3		6	15	27	3	0	3	0	0	0	0	0	0	0	0	2	16	0	2		0	0	0	0	11

6.2 Re-introduction of Melvin and Tina

Before comparing each of the four cases' metaphors I re-introduce Melvin and Tina with abridged biographies and diagrams of their metaphorical concept wheels.

6.2.1 Melvin – abridged biography and metaphoric concepts wheel

- A mid 30s male
- Self-employed plumber and house husband
- Part-time lecturer in the plumbing department of an FE college for three months
- Was previously a plumber at the council, senior technical officer and contracts manager on plumbing contracts
- No prescribed mentor but would approach one of two plumbing lecturers for help
- Won two awards for plumbing whilst studying at college
- 8 GCSEs - Bs and Cs, City and Guilds level 3 in plumbing, Gas ACOP (legal requirement

Figure 4: Melvin's abridged biography

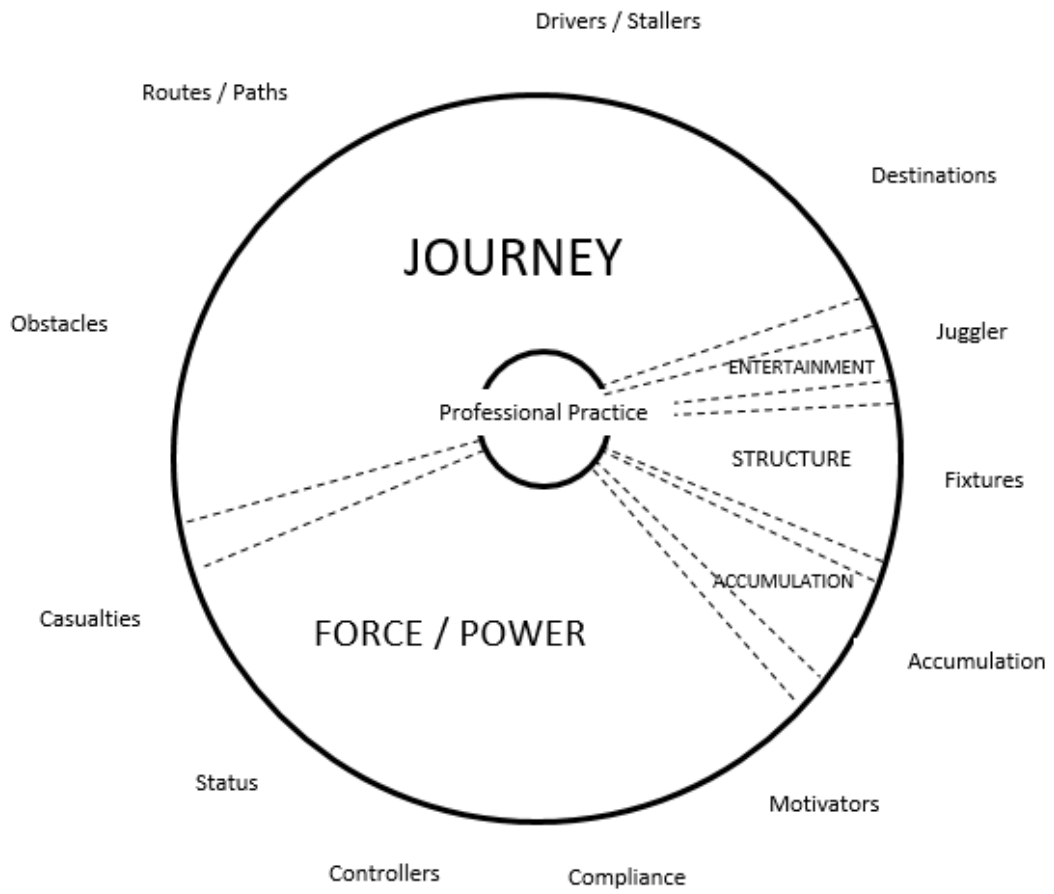


Figure 5: Melvin's metaphorical concepts wheel

6.2.2 Tina – abridged biography and metaphoric concepts wheel

- Late 30s female
- Community development worker in charge of 32 volunteers and adult learning
- Teaches on a volunteering course (with the above)
- Swimming teacher in spare time
- Was previously a team leader in factory and assistant manager for Aldi
- Did work in a factory as a machinist for several years. Sample hand specialising in high profile costumes
- Started a hairdressing job at 16 and went to college for one year
- Doesn't have a mentor but would approach a more experienced colleague
- 9 CSEs and 1 O level, A level in IT, Level 2 in childcare, play work qualification, studied BSL

Figure 6: Tina's abridged biography

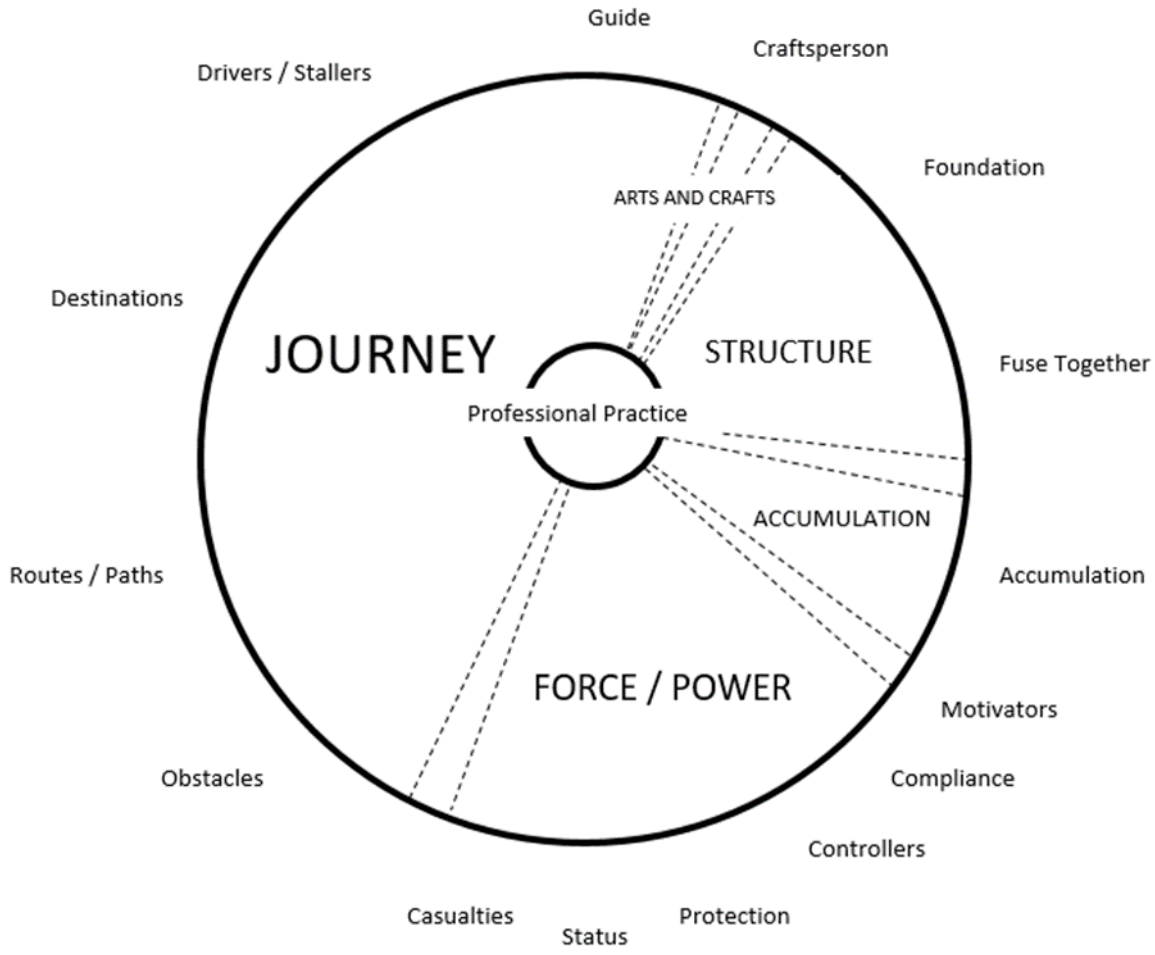


Figure 7: Tina's metaphorical concepts wheel

6.3 Discourse dynamics framework

Individuals transitioning to become a teacher bring with them a unique set of baggage, for example personal histories, social and cultural knowledge and understandings about teaching and learning and decision paths which they have amassed over their lifetime. In this case study, the UK pre-service FE teachers will have been influenced by these factors up to and including their ITE course. Cameron (2010: 84) refers to this as individuals "building up […] an interconnected collection of complex dynamic systems and sub-systems, operating at different timescales and levels of social organisation." Traces of these can be identified in the transcriptions of the cases and "thus to the use of [their] metaphors" (ibid). Cameron refers to this as the 'discourse dynamics framework' whereby what is spoken or written in the discourse event will have connecting influences with previous lived experience as well as during the actual emerging research activity.

6.4 The concept of professional practice

I have already mentioned the central and overarching concepts of PROFESSIONAL PRACTICE AS FORCE/POWER or JOURNEY etc. These cannot be wholly attributed to the professional practice of the cases acting in their full capacity as teachers; this would be impractical as they have limited experience in the teaching field as beginning teachers. Their limited teaching experience would not, on its own, provide sufficient or relative evidence on which to base an understanding of their espoused beliefs of professional practice in teaching. However, three of the four cases (Duncan, Tina and Melvin), did have some teaching/training or coaching experience in a variety of institutions, with the fourth (Sarah) having none. Therefore, the 'professional practice' referred to indicates the notion that individuals are subjected to experiences throughout their lives (Cameron, 2010), prior to their ITE course that form their understanding of teaching and professionalism and has the potential to surface through their discourse, embodied and cognitive actions. It is the combination of these experiences, evidenced in their spoken and written language that forms the basis of the analysis. The interview and subsequent research data include the history of their careers, family, interests, education, and ideas about professionalism, which eventually surfaced in the metaphors of what being

professional, professionalism and development thereof meant to them. Metaphor target domains were established for each metaphor; for example, the cases may have spoken about their favourite teacher and their metaphor/s suggest/s the TEACHER AS A GUIDE, CAREER AS A PATH/ROUTE and/or TEACHING AS A DESTINATION. These have been conflated to refer to the general concept of PROFESSIONAL PRACTICE. This has provided a useful process to move from the general to the specific, thereby 'creeping up' on their notions of professionalism. Even so, the identification and subsequent categorisation of metaphors had limitations.

6.5 The caveat when categorising metaphors

The classification of metaphors and high-level topics (e.g. JOURNEY and ENTERTAINMENT) is subjective and this, combined with the fact that categories can overlap, makes analysis challenging. Each metaphor has been considered in the context of the question being asked and the responses given. Sometimes, because of these concerns about researcher subjectivity, metaphors are assigned to more than one of the higher-level topics. More usually, some may appear to fit better in different target domains (JOURNEY includes target domains of *routes and paths*, and *destinations* for example) and could be discussed more than once; an example of this presents when Duncan uses the metaphor about "hurt[ing] themselves" when referring to his students in swimming training. This metaphor was posited in the topic of POWER and FORCE as the target domain of *motivation* instead of a *casualty*.

6.6 The topics of the emerging metaphors

Two prevalent metaphoric topics found in the analysis of the four cases were those of PROFESSIONAL PRACTICE IS FORCE/POWER and PROFESSIONAL PRACTICE IS A JOURNEY. Far less common are the notions of PROFESSIONAL PRACTICE IS ENTERTAINMENT, ARTS AND CRAFTS, STRUCTURE or ACCUMULATION. As each metaphor is considered, it is important to be aware of and consider the individual target domains the cases' metaphors are assigned to.

Table 19 below shows the relationship of the first topic of FORCE/POWER with its target domains for each of the cases. To provide further illustration (Table 20), I include the actual metaphors uttered or written by each case for the range of target domains;

these may be deliberate, conventional, clustered or narrative in nature (Cameron, 2010). I now consider an interpretation of the common target domains for FORCE/POWER; this approach will be repeated throughout for each of the sections.

6.6.1 Professional practice as FORCE/POWER

Table 19 below suggests target domains of the metaphors used for each of the cases in FORCE/POWER. There are seven overall with four being common to each of the cases, those of; *motivators, compliance, control* and *casualties.* A fifth, *status*, is common to three of the four. Two target domains are unique to two individuals; Duncan – *conflict* and Tina – *protection*. This suggests that all cases not only share certain common core metaphors representing PROFESSIONAL PRACTICE AS FORCE/POWER, but also have distinct and personal target domains that are evident alongside the core, which are opposing.

	FORCE/POWER						
CASE	MOTIVATORS	COMPLIANCE	CONTROL	CONFLICT	PROTECTION	STATUS	CASUALTIES
Duncan	X	X	X	X			X
Sarah	X	X	X			X	X
Melvin	X	X	X			X	X
Tina	X	X	X	X	X	X	X

Table 19: FORCE/POWER

6.6.1.1 Motivators

Case	**Metaphoric Expressions Used For *'Motivators'***
Duncan	*Pushing them, to push, hurt themselves*
Sarah	*Pushing you back, turned my head, knuckle down,*
Tina	*Heart and soul, heart lies in*
Melvin	*Out there, getting hands dirty, getting hands on*

Table 20: Metaphoric expressions for 'motivators'

Each of the four cases spoke about their motivations using metaphors and these appeared either extrinsic or intrinsic. Duncan's experiences provided evidence for one extreme physical example of the 'Metaphors We Live By' (Lakoff and Johnson, 2003). He would have been exposed to very highly motivated swimming instructors throughout his childhood and adolescence which in some way has shaped his views on motivation. The trainer "pushed him" and he "hurt [himself]" by "pushing [himself]". Tina provides a different set of metaphors for motivation. For her it manifests physiologically and emotionally, on a very personal level, and has nurturing elements. "Put[ting] her heart and soul" into activities could be interpreted that she displays not only a sense that she is physically committed (by putting her main life giving and metaphorical 'loving' organ (heart) into it) but also transcendentally that she cares for it deeply on a more spiritual basis (her soul).

Somewhere between these two extremes, sit Melvin and Sarah. Melvin's metaphors indicate that he was motivated by the physical action of "getting his hands dirty" and "getting his hands on [plumbing work]". He became animated when talking about his work as a plumber which was his original trade and still important to him. His motivation to teach at college appeared to be borne from his desire to speak about plumbing to students. He explained about his part-time teaching work:

> I think with college I've got the best of both worlds at the minute being sessional, because I can come and have a couple of days teaching and I can go out and have a couple of days on the tools…

This transition to teaching for him seems like a balance between wanting to pass on knowledge and wanting to still participate in his vocational craft.

Sarah also shared Duncan's *pushing* metaphor, but in a less aggressive way. Her notions of motivation came across as extrinsic with more subtle nudges. Sarah said of her favourite teacher when she was "starting to go off the rails […] he's sort of there just pushing you back a little bit more." She also spoke of her favourite teacher affecting her on a more subliminal level when she said; "they've turned my head the opposite way when they've wanted me to go that way."

This first cross-case example has offered a view of the different MOTIVATION AS FORCE/POWER metaphors for each of the cases. Three of the four cases' metaphors share a resonance with their occupations: Duncan uses force metaphors and he works in the police force (service), Tina uses caring metaphors and she works with children and the community, and Melvin's metaphoric language includes examples of practical metaphors and he is a craftsperson. Sarah, the youngest and least experienced uses metaphors that seem to show she might be easier to influence, affect or control.

6.6.1.2 Compliance

Case	**Metaphoric Expressions Used For *'Compliance'***
Duncan	*Step out of line, hide behind the fact, fitted into*
Sarah	*Fall under, we underlay, fell into*
Tina	*Being drilled, drills into you, fit into, old fashioned teacher, enormous pressure*
Melvin	*Tick the right boxes, through thick or through thin, the way, correctly, run with it*

Table 21: Metaphoric expressions for 'compliance'

The *compliance* metaphor is also common across the four cases. Although there is a commonality, there are two distinct differences. Duncan and Tina have somewhat of an agency in their metaphor usage – a possible authoritative 'doing to others' attitude. In contrast, Sarah and Melvin have a relatively passive 'being done to' tone with theirs. These reflect what Lakoff and Johnson (2003: 15) refer to as "orientation metaphors" where having *control* or *force* is 'up' and being subject to *control* or *force* is 'down'.

Duncan has, throughout his life, been submitted to a strict swimming training regime and his role in the police force, the latter with its plethora of rules and regulations. His awareness of the consequences of not complying seems embodied within him and is evident in some of his language. Not complying with strict swimming training regimes could have meant ultimately, he didn't win an international medal. Furthermore, non-compliance in his work as a police officer and trainer could have potential life and death consequences. His metaphor of "running a bit free", was used when he was asked about the transparency of the 2007 professional standards.

This could have signified that he was uncomfortable with his education department, its organisation and operation, as it was perceived as being somewhat out of control. He explained;

> Our education, our teacher training department at the minute is headless because the person has gone and they're not replacing him till they know what's happening. There's nobody really got a handle on it, it's running a bit free at the minute.

This suggested strict adherence to *compliance* from a 'doing to others' perspective also appears in Tina's metaphors but from a slightly different viewpoint. Additionally, the following four metaphor examples she provides, once again, demonstrate the challenge of ascribing the metaphor topic. Both were used when Tina was questioned about what prompted her to take the ITE PTLLS course. The metaphors commenced when she told me she was also a swimming teacher and that she "wouldn't have chosen to do it (PTLLS)" and that she didn't really want to do it. She spoke of "drilling into" four times, reflecting a drill sergeant drilling their soldiers using repetitive behaviour until the desired outcome is achieved. She said*;* "children are always being drilled into; say please, say thank you, so at the end of anything you do with children you'll always get 'thank you miss'." When asked about what she thought the impact that the PTLLS course would have on her she said;

> Now, I know if I go in a session within swimming. I've got something to follow because there's that session plan been written and there's also the scheme of work that you're working to, so I know that I can drop into any session and fulfil what I'm supposed to fulfil. Now the PTLLS drills that into you more so, that you need that to function as a team, it's not just about being that person runs that session, it's about thinking if I'm off ill one day, who's going to cover, do they know what to do, do you know what I mean?

Tina's role as a swimming teacher also provides an example of her 'doing to others', ensuring that they are informed and ready. She then went on to say that "the impact this course is having is drilling that into me to say, actually that person was wrong the

way that she was doing it…" Her next statement points to this notion of compliance in teacher professionalism.

> So I think you do have to have that structure, you do have to have things like your ground rules, you do need to know all your policies and procedures, you do need to know where your confidentially lies, you do need to know the law and legislation because if you don't, what's the point in being there?

The final and perhaps most striking reference to "drilling" came when she said "It's about bringing back home [work] and drilling it back into these people who are not working, as they should be working"

In contrast, Sarah and Melvin's *compliance* metaphors are passive and have a 'being done to' tone. Sarah used the metaphors of "fall under" and "we underlay" when speaking about the legislation elements of the PTLLS course and how they impact on her work; a possible reflection of being subject to control or force via being compliant that Lakoff and Johnson referred to earlier. She explained;

> …I'm in with Adult Education…and like when we talked about Every Child Matters and things like that; Enjoy and Achieve, Economic Wellbeing. We fall under a lot of them so to have the taster before we can actually put on a full whack Adult Education…

The response "fell into" was used in her second interview when she explained her understanding of her own learning style and which one she "fell into" – a passive suggestion.

Vocational qualifications have been competence based for many years and this has given rise to the ubiquitous metaphor used by FE staff teaching such subjects; that of "ticking the right boxes". Melvin used this metaphor when he explained how he had communicated with the plumbing tutors at the FE college, started teaching in the plumbing department and how he had assessed himself as a tutor. He started by explaining what the plumbing tutor said to him;

> …come in and we'll …see if you enjoy it to start with, come in and have a look, listen to what we're doing, have a go at It, see if we think you're all right so….

Melvin then said;

> Come through all that and ticked all the right boxes obviously…they set me on and started away with the PTLLS.

This metaphor suggests how his own experience of assessing plumbing students might be transferred to what he considers to be the fundamental competency-based elements of teaching and the confirmation that those elements are completed and correct, hence all necessary requirements have been met.

As we continued to explore Melvin's notions of professionalism, his use of "it's the way" could possibly infer his compliance in a passive sense whereby, he speaks of being "correct" in how you should put yourself across and "correct" in the manner in which you do it.

6.6.1.3 Control

Case	**Metaphoric Expressions Used For *'Control'***
Duncan	*Keep a handle on, sometimes take over, draw in, made, made, made, it grabs, it takes them*
Sarah	*Laid back, put you down, putting you down, putting you down, thrown, made, made, putting it down, hands on, nightmare again*
Tina	*Gave me, give them, handles it, old fashioned teacher*
Melvin	*Way of making, makes, made you want, headmaster type, pick up the reins*

Table 22: Metaphoric expressions for 'control'

When metaphoric expressions are analysed, individualistic patterns emerge that might well, according to the theory, reflect how they actually perceive / experience *control*. Duncan's powerful demeanour as a sergeant in the police force and as an ex professional swimmer is somewhat evident in his language. There seems to be a physicality to his metaphors that suggest he is in control – he "keeps a handle on

[things]" and can "sometimes take over", as in the NGT. He also speaks of the materials and lessons exerting a *control* on the students when; "it grabs them" and "it takes them". Melvin and Tina appeared to share aspects of Duncan's physicality; Melvin spoke of "pick[ing] up the reins" when discussing succession of staff in the plumbing department and Tina spoke of her favourite teacher and how she "handles it". These however show limited comparability. Melvin, a self-confessed, "hands-on" practical person also used construction metaphors to describe how individual teachers have "way[s] of making" a subject enjoyable and "made you want, made you interested".

Tina said when speaking about her favourite teacher "I encourage my own children to swim and give them the encouragement that my teacher gave to me." This alludes to some subliminal control that she was "given" by certain teachers and what she will "give" to others, when she emulates her teacher's practice. This may be interpreted as something of passing on an inheritance here; passing down the generations.

Sarah, the youngest and least experienced participant, used a cluster of control metaphors that denoted somewhat of an oppressed perspective linked to her favourite and least favourite teachers. The orientational metaphors represent the control meted out by teachers and other students. They could be seen to characterise somewhat of a binary stance to her; either they were "putting [her] down" or they weren't.

Finally, two metaphors referenced typical teacher stereotypes that identified how examples of control might be viewed either as negative or positive, dependent on personal experiences and beliefs. Melvin wrote, describing his least favourite teacher that;

> The flipside to Mr Mansfield [his favourite teacher] was my secondary school Physics teacher "Mr Sankey!" I remember him having a Headmaster type appearance and quality. He really did strike fear into the whole class. It was very much "old school" type teaching, all I remember was him stood at the front the class writing endless lines on the blackboard with the whole class sat in complete silence.

Melvin's distaste of his least favourite teacher appears in particular links to those statements of control from a negative perspective and in the form of the archetypal head*master*. These were; "Headmaster type appearance and quality", "strike fear into", "old school type teaching" and "whole class sat in complete silence".

Tina also spoke of an "old fashioned teacher", but from a different perspective, one that appreciated the traditional values extolled by this type of teacher. Here Tina provides a different view of traditional teaching stereotypes in that she might want to share those characteristics her teacher displayed.

She said when asked what prompted her to become a teacher;

> I have got one particular teacher that I really liked at school and if I think I could get on with her and do her way of working, I would be more than happy. But I don't think teachers work like that anymore. You know, she was the old-fashioned teacher that would get all the old-fashioned values out of you and work you to your best ability.

Both examples have suggested the possible types of *control* disliked by Melvin and liked by Tina and appears to show how similar references to traditional teachers and teaching portray the notion that past experiences might influence choice. This by default could have identified hidden unexposed beliefs about what to them is bad and good teaching practise respectively.

6.6.1.4 Conflict

Case	**Metaphoric Expressions Used For *'Conflict'***
Duncan	*Half the battle, gives me a bit more ammunition, all one sided*
Tina	*Back up, cover myself*

Table 23: Metaphoric expressions for 'conflict'

Duncan and Tina used *conflict* metaphors but again were from different perspectives. For Duncan, two structural metaphors made reference to TEACHING AS WAR which included "half the battle" and "gives me a bit more ammunition" and one container metaphor; "all one sided". Tina's examples were different and more concerned with protection rather than the physicality of attack. Her two metaphors related to *conflict*

with and linked to the armed forces – "cover[ing herself]" and "back up". During her first interview, I probed her on how she felt the PTLLS course had been up to that point. She replied;

> …so it's made me more aware now that when I go in a classroom I've got to then cover myself like quite rightly [Jaimee] is, by telling us other forms of finding the information out so like going on the internet, checking out the Moodle site, checking out books…

And immediately after;

> …you know and there's all that to back up what Jaimee's saying.

She explained how her PTLLS tutor had taught her to take individuals' learning needs into consideration when planning a lesson. She spoke of the need to "cover [herself]", a possible way of protecting herself in class for all eventualities. She also used the metaphor of "back[ing] up" seemingly to stand united with the PTLLS teacher's message.

The absence of *conflict* metaphors in the other cases suggests they might not view teaching as having battle like qualities. It does not seem to be a 'them and us' scenario in which there are 'battles' that can and need to be won. Ammunition is not required by either side and where there are two sides (teacher and student) there is not an overt imbalance of power as suggested in Duncan's example.

6.6.1.5 Status

Case	**Metaphoric Expressions Used For *'Status'***
Duncan	*All one sided, balanced out*
Sarah	*One above, geek, goody two shoes, on the side, in with, on their level, on your level, up there, cushy, down their noses, gone down*
Tina	*Trained me up (x2), your downfall, working under me, high qualification, worked up to*
Melvin	*Top groups, above middle, top flight, worked my way up, right up to, geeky*

Table 24: Metaphoric expressions for 'status'

Each of the four cases use metaphorical expressions of *status*. A high proportion of the metaphorical expressions in this section are 'orientational', for example "one

above", being "up there", "gone down", "working under me", being "above middle" and in the "top flight". Lakoff and Johnson (2003) class examples such as these as spacialisation metaphors which are based in our physical and cultural experiences. In our culture, as in many others, 'up' is good and 'down' is bad. By connection, having CONTROL or FORCE is 'up', whilst being subject to CONTROL or FORCE is 'down'. Thus, having CONTROL or FORCE is good, whilst not having it is bad; so, having high status is good and having low status might be bad for the individuals in this study.

The references Duncan provided to *status* were linked to a relationship with a colleague in the police force. He used the two metaphors ("all one sided" and "balanced out") when we discussed whether he had a mentor at work and how he had helped him professionally during the ITE PTLLS course. Towards the end of his response he stated that he could "actually help mentor him [his mentor] as well and discuss things with him." I include the full extract from his second interview, a few weeks after the course had finished.

Neil Your colleagues support your professional development […]. How do they support your professional development?

Duncan I talked about a mentor, someone that I knew within the job, that I could go to.

Neil Yes…

Duncan I think as time's going on and I'm now fitting into my role, maybe something to do with doing this course, I don't need to, don't feel I need to be mentored as much and don't need to go and see (inaudible) I do, because he's a friend and I can speak to him and when a new package comes in, I would think to a certain extent we more sit as colleagues rather than as a tutor and trainee kind of relationship because I've done it some of the time. I go and, I've sat and critiqued some of his stuff, so where as it was all one sided, it's now, it's now, that has now balanced out considerably. So, hmm ... yes, I do still think he's someone I have a point of reference to, if I've got any

queries I'll go him but I also now feel that because I've developed in my role and maybe got more information and more knowledge now, I feel that I can actually help mentor him as well and discuss things with him.

This self-confidence, even after such a short period of time following the twelve-week ITE course, could imply Duncan's need for high status. This may reflect his elevated status in the swimming fraternity and his need to have a higher status by quickly succeeding.

This example of wanting 'to become' seems to be shared by Sarah but not with so much urgency. There was a reticence in her talk, a recognition that she wanted 'to become' a teacher but knew her place on the journey. She seemed in turmoil about where she and others viewed her. It appears that she wanted to be recognised as being capable especially when we discussed her academic achievement. She did however use the metaphors of "geek" and "goody two shoes" to explain what she did not want to be perceived like but went on to say she exceeded her teacher's predicted grades. Discussion around her personal but public 'social status' on Facebook hinted at her need for acceptance from her social groups.

When asked about whether she viewed her past and present jobs as being professional, she focussed on status and what she believed others thought about her, which appeared to be generally negative. She also spoke of how her notions of professionalism had changed since she had worked for Sure Start. She was particularly concerned about how the local community would view her status when she engaged with them. There seems to be a need to fit into different status 'positions' at different times and was formed through her outward appearance, similar to Melvin. She discussed her ideas on being a professional.

Neil So […], do you consider [your] work experiences to be professional?

Sarah Yes, I'd say probably, like the work that I've done through job wise because obviously I've worked in a factory, I've packed boxes. That wasn't professional, to me at all. I've worked in a snack bar, that's not

professional. I've worked for a supermarket, it's supposed to be professional and you're supposed to have certain standards but whenever someone comes to a till, you still say 'Ey up me duck, you alright?' That's not very professional, that's more meeting needs of the community. I'd say the two, is probably this one and my beautician work. I think I've found with this one, I thought it was going to be a lot more professional, like the way you dress and things like that and obviously going to work and answering the phone correctly and things ...

Neil Sure Start?

Sarah Yes, yes Sure Start. Hm ... but as the time's gone on, I've realised that it is [local town]. I'm not putting it down, it's just that the people from round here don't want somebody that obviously talks completely properly or that you know ... they want someone that's more on their level. If I turned up in designer clothes and nice jewellery they're gonna look at me as if to say 'Well why are you gonna help us? You're not on our level, you're up there, you've got a nice cushy job, you sit in an office all day,' You know, you're not one of us', sort of thing whereas my beauty work, that was, you weren't allowed to wear jewellery, you could only wear a certain amount of makeup, you had to talk properly, you had to ask certain questions, your appearance had to be pristine. Hm ... in some ways, that one, but this one's obviously got a bit more responsibility towards it, so ... this, I don't know there's a bit of weighing up between the two. Appearance professionally, then obviously beauty, but professionally on a work basis then I'd say Sure Start.

Most of Tina's metaphors suggested a strong sense of *status*. Her notions of professionalism were originally based on whether a person had a high level of qualification. What constituted a high-level qualification to Tina in this instance was

not expanded upon although Tina's highest level was A levels and a level 2 in childcare. She explained;

> Hm...professionalism…I would have said at one point that professionalism was anybody with a high qualification. I don't think that's the case anymore. I think professionalism is somebody who knows the job very well and takes that on board.

Tina's discussions about her previous roles appeared to portray an overt confidence in her ability and how well she had operated. She spoke three more times about how she "worked up to the standard" in hairdressing and how she had been "trained up" to the right competency level to operate on the factory and shop floors, which seems to reflect her point above about "know[ing] the job". Similarly, but from an opposing perspective she spoke of it being a "downfall" if you do not know your students' individual needs in class. This orientational metaphor might represent a fall in status if you do not perform effectively in the role of the teacher.

Notions of *status* for Melvin appeared intrinsic and based around his self-belief both at school and at work and where that positioned him. His metaphors at school revolved around the point that he wasn't in the "top groups" or in the "top flight" and that he was "just above middle" and therefore "just above average". He seemed to accept that he didn't particularly excel at school but this was swiftly negated by his recall of how he had quickly improved his *status* in work roles. He spoke of "work[ing] his way up" to chargehand and getting "right up to" contracts manager when explaining he had moved into the more senior positions.

6.6.1.6 Casualties

Case	**Metaphoric Expressions Used For *'Casualties'***
Duncan	*Hurt themselves, scrape through, death by PowerPoint, I've always struggled, I always struggled, struggled (x12)*
Sarah	*Hurt, struggled, struggled, struggling, nightmare*
Tina	*Struggles, end up, strangled, pain in the bum*
Melvin	*Struggle, struggle, heavy*

Table 25: Metaphoric expressions for 'casualties'

Each of the four cases articulated metaphors of being a *casualty*. It could be argued that these are a consequence of the use of POWER/FORCE in teaching and learning. All four spoke of their "struggles" in some form or another. Duncan mentioned the word "struggle" fourteen times in 32 minutes and examples revolved broadly around education and school. Most featured in comments about his command of English; especially (in sequence) about his "reading and writing", "pronouncing words", "definitions", "multiple choice [questions]", "putting things down in writing" and "retention [of written information]". He first mentioned he "struggled" when asked to explain about his education and career. He said; "I've always considered myself to be a reasonably intelligent person but I've always struggled…very much with reading and writing." Duncan went on to explain how this manifested in class when he said; "but in my day I just used to be made to stand at the front of the class and ridiculed because I couldn't read properly and you know, basically labelled and laughed at."

Other examples for the cases' *struggles* can be seen when Tina's tells of not having a lesson plan for when she covered a lesson for an experienced colleague: "I needed that structure in place, so for me I really struggled with that." Melvin's "struggle", which he shared in his first interview, raised an important feature concerning dual professionalism. When asked how he was finding the PTLLS course so far, there seemed to be a tension in some of the points he made. He explained;

> …I think once we get a little bit further involved with it I'll be able to you know and I'll be able to tell a little bit more won't I. Whether everything…I can't imagine everything will all be relevant to the actual course what I'm going to be teaching. But I suppose you know it's part of being a teacher anyway because you've got to know the basics haven't you, so that might be an area I might struggle a little bit trying to...tie it in together.

He couldn't particularly imagine that everything he was being taught would be relevant to the course he would be delivering (plumbing) and he "suppose[d] it is part of being a teacher." This might suggest a limited understanding of how the ITE course links specifically to his teaching and that he could also have limited recognition that pedagogy / teaching is in itself professional activity having equal

importance to having vocational knowledge. Without this understanding, he may always "struggle" to "tie it together" and find it difficult to pass through the liminal space (threshold concepts) until he does.

Some of these struggles have been, and will probably be, short lived and once identified could be avoided whilst others have been lifelong personal issues that have required the development of coping strategies. This suggests in some instances, that opportunities are available for certain types of "struggle" to be preventable.

Duncan, Sarah and Tina share common metaphors that have a particular physicality to them. Duncan spoke of his children "hurt[ing] themselves" in order to succeed, "scrap[ing] through" some of his qualifications and "death by PowerPoint" when telling of examples of other teachers' lessons he has experienced. Sarah spoke of "a little fun would not have hurt" when talking of a supply teacher who was her least favourite teacher;

> The lesson lacked inspiration and thought; I understand it's hard for supply [teachers] but a little fun would not have hurt, I feel.
>
> I feel it is easy to see the comparison of the two, but if I learnt one thing it is that information is much easier to take in when you feel at ease and not scared to ask questions

Sarah's point infers that by putting the extra effort into making a lesson "fun" this might not have any detrimental effect on a teacher but could impact greatly on the students. Tina used the metaphors of physicality; those of being "strangled" and "pain in the bum", suggesting teachers could create *casualties.* When asked how the ITE course had supported her professional development, she said;

> Every week that you could develop within your own personal professional development. I mean for me it was a real eye opener to the law and all the different types of law and how long it goes back and all the in-depth policies that you can end up getting strangled by and you just don't realise how much is behind a teacher.

I then asked about the new overarching professional standards, where she talked of their physical consequence.

Neil What's your understanding of the new Professional Standards? What are they to you?

Tina Hmm, pain in the bum at the minute.

Classifying TEACHING AS WAR or PROFESSIONALISM AS WAR, it is argued, is not helpful when conceptualising teaching and/or teachers' professionalism. TEACHING or PROFESSIONALISM AS POWER/FORCE is a move to reduce the severity of the implications associated with these conceptualisations. Cohen (2013) called for this rethink when we use metaphors about arguments in an attempt to de-escalate the notion of there being a need for a winner and loser. Recognising this in classroom situations could offer a different perspective when considering the actions of both the teacher and student in achieving meaningful solutions together.

6.6.2 Professional practice as JOURNEY

CASE	JOURNEY					
	OBSTACLES	ROUTES /PATHS	DESTINATIONS	DRIVERS / STALLERS	STABILITY	GUIDE
Duncan	X	X	X	X		X
Sarah	X	X	X	X	X	
Melvin	X	X	X	X		
Tina	X	X	X	X		X

Table 26: JOURNEY

My analysis suggests six target domains in PROFESSIONAL PRACTICE AS JOURNEY with four being common to each of the cases, those of; *obstacles, routes/paths, destinations* and *drivers/stallers*. A fifth, *guide*, is only common to Sarah and Tina. One is unique to Sarah – *stability*. This again seems to suggest that all cases not only share certain common core metaphors but also have distinct and personal target domains.

Cameron (2010) points out that JOURNEY metaphors are highly conventionalised and frequently occur in English.

6.6.2.1 Obstacles

Case	**Metaphoric Expressions Used For *'Obstacles'***
Duncan	*Stumble over things*
Sarah	*Stuck, get behind, stuck,*
Tina	*Well stuck, long haul struggle, side step, overstep, need to get out of the way, stuck on my job*
Melvin	*Whirling around in there, come through all that*

Table 27: Metaphoric expressions for 'obstacles'

The first metaphors of *obstacles* follow from the final *casualties* cluster in the previous section and in some respects there is a partial overlap of the two. However, before I begin to provide the metaphor analysis for this section I would like to share the responses from three of the more experienced cases, about why they decided to study the ITE PTLLS qualification.

> I can't hide behind the fact that it is a requirement…I've been told I've got to have it. So I'm here because I've been told I've got to do it. (Duncan)

> I wouldn't have chosen to do it, I don't think that's the area of where I particularly want to be. (Tina)

> It was actually a part of the requirements […] of becoming a teacher, because I've got no teaching qualifications as such you know I think a requirement to have the PTLLS. (Melvin)

Sarah, the least experienced and youngest of the cases was the only one who chose to participate in the course because of her inspirational teacher. The mandatory nature of the PTLLS qualification itself had in a small way proven to be the first o*bstacle* for three of the four in their start of PROFESSIONALISM AS A JOURNEY. Although, this could also easily have been assigned to *driver/staller* and be viewed as the impetus, albeit not initially appreciated, on their own teaching JOURNEYS.

Duncan used what are classed as "narrative metaphor[s]" (Cameron 2003: 238) when speaking about the impact a teacher can have on students. Narrative metaphors are where two or more metaphors from the same domain are used in a short space of time within one posting. This is what Duncan thought about sessions he had attended that he did and did not enjoy, where the teachers themselves could be the *obstacles*;

> …if I don't like it, my day drags long and if you, if someone, you know, is putting it across well, you know, your lesson's going to fly, you're gonna enjoy it, you're, you know, you look forward to going to it.

He also exposed a personal *obstacle,* by consistently and constantly "stumble[ing] over things"; which would most probably have interrupted his attempts at moving forward (progressing) on his journey. These always seemed to revolve around his dyslexia, the coping strategies employed and the subsequent impact this had throughout his life. He was diagnosed with dyslexia three years before the interview and a short while after his young son was also diagnosed. His dyslexia *obstacle* had finally been officially diagnosed which appeared to make him feel more in control.

Tina used the metaphor of "long-haul struggle" to describe how completing the ITE qualification, might, without her realising it, also have a long-term effect over the period of her future teaching career; one which could be regarded as an internalised *obstacle*. She explained; "PTLLS is going to be a bit of a long-haul struggle because I know that adults won't say thank you, they don't see that side of the tutor feeding from it." This comment followed a discussion on why she likes to teach children swimming: "I feel that the bond with the children with the smiles on the faces with the 'thank you miss' as they walk out is absolutely amazing." This could suggest that she believed this respect and appreciation might well not be shared by the adult students in her community classes. If this is an accurate representation, it might have an impact on the sustainability of her JOURNEY.

Sarah and Melvin spoke of feeling or being "stuck" and seemed to want to avoid this from happening. As a 13-year-old, Sarah had concerned herself that if she would have followed certain academic routes 'sign posted' by her teachers she could end up

stuck. She wanted options on her JOURNEY, not to be *stuck* on "one track[..]" to university. This could have been why she had a need to explore alternative routes in both her academic and career, leaving no "dead ends" to try to avoid the unforeseen *obstacles*.

Melvin's notions of being "stuck" were less obvious; he referred to knowledge being *"stuck"* in his head. When asked what he thought of the FE teacher professional standards he said that "I suppose it's one of them things that's in the back of my head at the moment with all the other things that's whirling round in there." This suggests him classing himself as a container or passive recipient, with the standards not necessarily having a high priority.

Duncan and Tina share a common set of *obstacle* metaphors that have the potential to be lifelong issues. Duncan's *obstacle* of dyslexia is relatively obvious and will probably remain a challenge throughout his life. Tina's need for thanks is tacit, something she had possibly never realised affected her. Sarah's and Melvin's *obstacles* alternatively have the potential to be shorter term. Sarah's concerns about obstacles on her journey that might prevent her from reaching her destination seems to have been partially circumvented. She described how she'd overcome the perceived *obstacle* as she "did it like a tree". This could suggest that by pre-empting *obstacles*, she has extended her journey unnecessarily. Obstacles wherever possible need to be removed as they can prevent the JOURNEY from being smooth and easy to achieve.

6.6.2.2 Routes/Paths

Case	Metaphoric Expressions Used For ***'Routes and Paths'***
Duncan	*First step, the right way, stuck with it, going to fly, tick along, set them off, keeps it flowing, stepping stone, all along the way*
Sarah	*Going off the rails, going one way, moved onto, fly them, one tracked, direction, through, go through, all lead, where we stand, like a branch*
Tina	*Flitting from one to another, my…way, gone down the avenue, down similar lines, down the Ofsted route, go through, go through stages, as you go along, went to learn, take a different route, no upward route towards, different direction, take that direction (x2), branching off*
Melvin	*Throughout (x2), down the line, go through, along them lines*

Table 28: Metaphoric expressions for 'routes and paths'

Routes and paths lead from one place to another. How people travel can vary and depends on the type of journey (long, short, direct, indirect etc.). Various metaphorical examples were used, of air travel, car travel, train and walking JOURNEYS. Whilst not always consistent they were coherent (Lakoff and Johnson, 2003).

Tina, again uses the greatest number of metaphors for PROFESSIONAL PRACTICE AS A JOURNEY and these include a higher percentage of "deliberate metaphor[s]" (Cameron 2010: 237). A noteworthy use of metaphors occurred when we discussed the NGT activity concerning outstanding teacher attributes. The word 'outstanding' was used specifically in this context as this has been used consistently for over ten years in their common inspection framework precepts (Ofsted, 2005 to 2015) to grade provision. Tina was unique in her use of the term Ofsted in relation to *routes/paths* when she described how she had approached the exercise. Tina explained;

> I seemed to have gone down the avenue of the academic side of the teacher. Other people were thinking about gelling with the teacher, their personalities, the looks of the teacher. Whereas that didn't seem to matter to me, I was thinking whether or not it's my way of work, I was thinking Ofsted.

> …If this teacher's got outstanding, why have they got outstanding? Where did the outstanding come from, did it come from Ofsted or did it come from what the pupils' views and evaluations were?
>
> You see I went down the Ofsted route but I know others were thinking from another teacher's point of view.

This suggests the possibility of two different *routes/paths*; Ofsted being one and the teachers' the other. As if travelling along the Ofsted route is correct and seen as professional, whilst the other route (the teacher) might be less professional. There is a sense that official routes and paths have certain agentic qualities and by following them activities will be more appropriate.

Sarah, too, identified that some *routes/paths* are preferred and so well-travelled. Her favourite teacher demonstrated he had the skills and knowledge to ensure she followed these routes, both in her personal and school life when she said of him;

> …he just managed to steer you whenever you felt that you were going one way, which I did because he helped me in my personal life as well. When you feel like you're starting to go off the rails a bit he's sort of there just pushing you back a little bit more.

Her responses suggested that she valued flexibility in the *routes/paths* she followed. However, there is some evidence that her fear of not being able to reach a specific destination (university) is the reason she might have chosen a multitude of *routes/paths* in her academic and career choices to this point. She chose Drama and Textiles for her A levels because she would "fly them" but her teachers said "…it was such a mishmash […she] would never get into university and [she] said [she] didn't want to go to university because that's so one tracked, what's the point because then [she's] stuck".

Duncan suggested his teaching on police training sessions was a "side-line" compared to his other duties. This represents another possibility of duality of *routes/paths.* Melvin had an inevitability to his use of *route/path* metaphors. On five occasions he mentioned about things being "down the line", as if what will be will be and it

eventually will be. There appears to be a clear boundedness and inevitability about this *route/path*. When speaking about his part-time teaching he said;

> so at the minute I enjoy a bit of both [teaching and plumbing work]. Who knows a few years down the line, I mean my opinions might change but…

The metaphor analysis shows four different examples for *routes/paths*, with three of the four including forms of duality. Tina seems to draw attention to a performativity *route* that gives her agency. Sarah recognises the need to follow certain useful multifaceted routes that might be viewed as being agentic to her but supported by the teacher. She used contingency planning to open her options by taking many routes, in an attempt to prevent failure. Duncan appears to view his ITE PTLLS qualification as being less important than his career role, while Melvin's *route/path* metaphors enlighten a possible reticence to his future teaching career.

6.6.2.3 Destinations

Case	**Metaphoric Expressions Used For *'Destinations'***
Duncan	*Balanced out, ended up (X3),*
Sarah	*Went into, never far from, where we stand, back to,*
Tina	*To a point, ended up, finished, ended taking on, move into, come into, bringing back, ended up, get into, not as far as that, catch up with, moved on from that, move into that, go somewhere with it, end of it, where to move on, way forward, driving me to this (x3), further one, don't want to be where I am, where you want to be, broaden, horizons, where things are going, move on to next,*
Melvin	*To go to, ended up (x6), hone (home) in on, aim to improve, back to, go back, come back, went back, go to, going back (x4), come at a point*

Table 29: Metaphoric expressions for 'destinations'

The analysis of the cases' metaphorical *destinations* provides several examples of how purposes or targets might mean different things to different people. They could represent personal achievements, long or short-term goals or targets; be serendipitous; identify places of safety or comfort; identify places of danger or

discomfort; highlight future aspirations; vicariously refer to others and each could impact in different ways.

Duncan's and Sarah's metaphors regarding their *destinations* have previously been discussed in depth in the preceding chapter. To recap, Duncan's references suggest a need to reach his destination quickly – PROFESSIONAL PRACTICE AS DESTINATION. Sarah's are seemingly about a life long journey, destination unknown, reaching intermediate destinations along the way. Tina has had a varied career and doesn't appear to want to go any further; she has conceivably reached her destination (for now). PTLLS has potentially moved her away from a comfortable destination and she appears to want to broaden her horizons by training on things that will support her in her current role, which will help her volunteers. Melvin continues to provide examples of being unfocussed, in this case on particular destinations; "end[ing] up" in certain places.

6.6.2.4 Drivers / Stallers

Case	**Metaphoric Expressions Used For *'Drivers and Stallers'***
Duncan	*Day drags long, going to fly, keeps it flowing*
Sarah	*Get through, steer you, to be steered,*
Tina	*Driving point (x2), boosted*
Melvin	*Steering, towards, come through all that*

Table 30: Metaphoric expressions for 'drivers and stallers'

Although *drivers/stallers* share similar characteristics to *obstacles,* they have been categorised separately as they focus more broadly on issues that have the ability to motivate and direct or discourage and deviate those at the start or during a JOURNEY.

In three of the four cases, the teacher being 'in control' has the ability to drive or stall the student on their progress. Discussions around their favourite teachers and what prompted them to train to be a teacher identified the agentic qualities required for such progression. Sarah, Tina and Melvin, spoke of being "steered" or "driven" in some form by their teacher or students which suggests that without this intervention the student might have *stalled*. Duncan's metaphors on *drivers and stallers* were

based predominantly in teacher preparation; Sarah's were around teachers' advice and Melvin's were around teachers' mentoring.

Tina's were different in that it was her volunteers (whom she manages) that were the "driving points" for her to complete the PTLLS course; which provided the "boost [to Tina's] confidence" and how the volunteers would benefit*;* which again provides an example of a form of external influence to complete the task.

6.6.2.5 Stability

Case	**Metaphoric Expressions Used For *'Stability'***
Sarah	*Found my feet, swept away, find my feet, sway that way, don't know where we stand*

Table 31: Metaphoric expressions for 'stability'

As people travel on their JOURNEYS, s*tability* as they progress is important no matter what the method of travel. Turbulent air travel or bumpy road journeys do not provide for a comfortable or pleasant experience along the way. Sarah was unique here, in that it is as though she wasn't necessarily in control of what happened to her and things affected her physical stability; being 'swept away' is a loss of complete control. Sarah expressed her discomfort through metaphor from a physical perspective, reflecting her embodied experiences of her short JOURNEY working part-time at Sure Start.

> …I've looked at a few things and obviously with this I've only been there since March, so I started, so I've found my feet a little bit, then got swept away again with everything that was happening and now I'm starting to find my feet again…,

She had previously explained her surprise at how the NHS dealt with sick leave and she had not experienced this kind of *stability* in her other jobs. This lack of *stability* seemed to prevent her from thinking about the future; especially when considering doing further ITE qualifications at level 4 and level 5.

6.6.2.6 Guide

Case	Metaphoric Expressions Used For *'Guide'*
Duncan	*Guiding light, led me on*
Tina	*Guide, right direction, lead*

Table 32: Metaphoric expressions for 'guide'

There could be an expectation that the TEACHER AS GUIDE will lead someone in the right direction. To do this they must have, in a broad sense, a clear overview of the attributes and location of the destination and have an understanding of the particular needs of those being guided. To recap, *drivers* provide the momentum and *guides* provide directional intuition. The notion of teachers being *guides* was raised by both Duncan and Tina. Each spoke of the qualities of "guides" but from their own contrasting experiences and perspectives.

Duncan's memory of his favourite teacher was very positive. He spoke of being "lucky" to be taught by him in primary school and how he "was always able to speak to him after lessons and in those very impressionable years was a guiding light for me." Mr West seemed to have a style that was approachable and supportive without making him feel "stupid". He also appeared instrumental in Duncan's swimming achievements: "…I think at about the age of eight or nine as a Primary school they built a swimming pool and he became my swimming teacher, so he was the first one that got me into swimming […]." His teacher's "Guid[ing"' didn't end there: "when I progressed […] you know winning events and then internationally and Olympics […] he kind of stayed and watched me at different things even when he retired so it was a contact that stayed…" There was no indication that Mr West was an international swimming coach nor that he was any form of international swimmer or sportsperson. He therefore probably did not possess any of the qualities associated with a *guide* at this level. There is relevance here with regard to the age / stage at which guidance is proffered and its magnitude.

Tina, rather than sharing a good example of a *guide* in her life, spoke of her own 'notional' PTLLS mentor and how she believed being a mentor meant having the ability to *guide.* In her view, a mentor; "would know quite a bit about the job, they would know a little about where things are going, where you should be, what kind of

things you need to move on to next.", which she believed hers didn't, owing to the multiplicity of her management role.

6.6.3 Professional practice as STRUCTURE

CASE	STRUCTURE						
	FOUNDATIONS	STRENGTH	FUSE TOGETHER	STRESSES	MAINTENANCE	FIXTURES (COMPONENTS)	OPEN / CLOSED
Duncan							
Sarah	X	X		X	X	X	X
Melvin						X	
Tina	X		X				

Table 33: STRUCTURE

Across the four cases thirty-one metaphors were used to form the analysis for this section and because of this limited number, the discussion has been collapsed compared to the first section. The nature of metaphors ranged from those of providing structural *foundations,* to teachers being *structures* (containers) in themselves. The first series of target domains share a need for solidity and consist of; *foundations, strength, fus[ing] together and stresses.* The second series; *fixtures (components), maintenance and open/closed,* share a commonality of being secondary to the structure in that they are elements within and around.

One might argue that Duncan's absence of STRUCTURE metaphors may show his lack of ability or desire to provide a structure or support for himself or his students, but this would be too simplistic. Sarah, alternatively, presents a cluster of STRUCTURE metaphors which have been explored in detail in Chapter 5.

Sarah and Tina both worked for the NHS's community programme and shared a propensity for having *foundation* metaphors in their discourse. The metaphor of "support" was used, particularly by Tina, in a variety of ways to express how

organisations (such as the NHS), people (both herself and other teachers) and mechanisms (one to one meetings) might help provide solid *foundations*. Sarah's examples were more limited but highlighted that teachers could act as a metaphorical foundation who provide strength and support. Identifying her "strong point" was also a feature of Sarah's metaphors and this formed the second reference to s*trength*.

The third reference to strength and solidity came when Tina spoke of "bonding" and "gelling"; metaphorically fus[ing] the student and the teacher together. This though provides a further example of how "bonding" could fit into a different target domain conceptually linked to TEACHING AS NURTURING. The term "bonding" in this example was used when she described her relationship with her PTLLS teacher; there seemed a lack of discord between the two. Tina was apparently not happy with the lack of "bond" at this point between the two of them. She also used the metaphor of "gelling" to reference her colleagues' identification of this as being an outstanding quality of a teacher, during the NGT activity. She explained that they were;

> …thinking about gelling with the teacher, their personalities, the looks of the teacher. Whereas that didn't seem to matter to me, I was thinking whether or not it's my way of work, I was thinking Ofsted.

Still having a conceptual reference to strength, the notion of s*tresses* and the importance of them having the potential to aid STRUCTURAL failure if not checked, appeared in Sarah's metaphors. She talked about "not overloading" herself when she explained about recognising her own capabilities and/or personal capacity for understanding her own training needs and the need to ask for help at appropriate times.

The second series of metaphors commences with the theme of maintenance. *Maintain[ing]* structures before they fail or fall into disrepair is also a possibility and an important conceptual feature of the topic of STRUCTURE. Sarah found she had been "brushing up" on information such as "legislation", some of which she believed she already had – perhaps a type of maintenance but in this instance of maintaining knowledge.

Furthermore, metaphors used in the domain of *fixtures* suggests things which are fixed and part of something. Structures are built using many types of fixtures and components; some being visible and ornamental (having form) rather than being functional, some forming part of the hidden elements and could be labelled as more structural and permanent. Melvin's language seemed to speak of "parts" making up elements of the STRUCTURE. For him TEACHER AND TEACHING IS A STRUCTURE because for him "knowing the basics" of teaching appears "part of it"; having to do ITE PTLLS is "part of the requirements" and "constantly learning" could be considered as "part of it". Recognition of being a lifelong learner by "constantly learning" notionally supports the requirements, in part, of being a dual professional but does not differentiate between vocational or pedagogic trajectory (see Esmond and Wood, 2017). Sarah used the term "stuck" to refer to the idea that she believes an outstanding teacher, similar to Duncan's 'Mr West', sticks in her mind, suggests something solid or fixed in place, never to be forgotten – a fixture.

At the other extreme, Sarah used metaphors suggesting her head could be a container; part of a STRUCTURE. When asked how she tried to improve her professional values, she explained of her memory being held behind a "door" and about how that door can sometimes be opened to allow access and sometimes it cannot.

6.6.4 Professional practice as ENTERTAINMENT

CASE	ENTERTAINMENT						
	DIRECTOR	JUGGLER	PRESENTER	PERFORMER	PROMOTER	CELEBRITY	IMPROVISOR
Duncan			X	X	X	X	X
Sarah	X			X	X		
Melvin		X					

Table 34: ENTERTAINMENT

Table 34 depicts the target domains for PROFESSIONAL PRACTICE AS ENTERTAINMENT, none of which are common to all four cases. The target domains suggested are; *director, juggler, presenter, performer, promoter, celebrity* and *improvisor*; displaying the range of roles notionally from being in-, to out-of control.

Duncan's metaphors include ones of ENTERTAINMENT. His performance on the international swimming 'stage' and certain recognition within the swimming fraternity would probably have developed these. He had metaphors in five of the seven domains; Sarah had three; Melvin just one and Tina none. Sarah shared two common metaphors with Duncan of; *performer* and *promoter*, and had an additional one of *director;* Melvin was unique in having *juggler*.

The target domain of *director* could undoubtedly have been allied to the role of a company director as in PROFESSIONAL PRACTICE AS BUSINESS rather than PROFESSIONAL PRACTICE AS ENTERTAINMENT but given there is a theme of ENTERTAINMENT metaphors emerging, I made the decision to place it in this topic. Sarah's metaphor seems structural and represents her possible role as a decision maker; having the ability to allow or disallow ideas – she could be classed as the *director* within her context. When speaking about her current role within Sure Start she explained;

> I'm the Community Engagement Assistant. I work […] with mentoring volunteers, working within groups, doing consultation for adults, things like that so if there's anything in that they feel they might want it comes through me, I voice it back and then we obviously drum up meetings and things like that and get it sorted if we can.

The metaphors used in the paragraph above of; "voic[ing] it back" (director) and "drum up" (promoter) follow "it comes through me" *(director)* all continue to support the notion of PROFESSIONAL PRACTICE AS ENTERTAINMENT.

Although Sarah presented the metaphor linked to *director*, she also shared a similar personal affinity with Melvin's *juggler* metaphor. Melvin's more recent career roles were divided between that of stay-at-home dad, part-time teacher at the FE college

and part-time plumber. When asked about how the ITE course had developed him, he explained that

> …my understanding as a teacher has vastly improved, you know. You don't realise how many hats you have to wear, do you, as a teacher, so my understanding as a whole in general has increased.

Teachers have different roles both inside and outside of their work and each need to be balanced.

Traditionally, teaching was simply about presenting information. When asked how he had been developed during the PTLLS award, Duncan's responses appeared to focus around the TEACHER AS PRESENTER. His notions of FE pedagogy prior to the course might suggest they were based on the practice of simple presentation of information. His explanation, post PTLLS completion, suggested a recognition of this when he said about what and how he had developed;

> …I look what I'm about to do and even revisited previous presentations that I have to give on an ongoing basis for new people that join the department. I just thought of ways how I could change them. We all know it's death by PowerPoint sometimes and with my audience they're told they have got to be there […]
>
> […] I now download things off the internet to show things because a picture tells a thousand words and it also breaks up someone's monotone talking. ... and quite often […] I bring in outside speakers; now some of them I know and some of them I know that, you know, are as passionate about the subject but you can actually see people nodding off in the background.

This does not suggest a movement away from merely presenting information, but that it is presented in more interesting ways. There were many instances where Duncan made reference to the teaching of 'knowledge' and the impact this had on sessions either he had attended or that he had delivered.

Even though the information is presented, he recognises the need to include images as 'a picture tells a thousand words'. Moreover, Sarah described those teachers;

"that just stand[…] and drone[…] and suppl[y]" as "supply teachers,…the ones that don't make it fun (laughs)". She described these types of teachers pejoratively as being "one of them", a teacher that she probably did not want to be. This suggests she would want to be "exciting" and not "boring", introducing the notion of TEACHER AS PERFORMER. Duncan shared Sarah's belief that teachers need to be better than average and "enthuse" students by "put[ting] across something with passion". He reminisced about sessions in police training he'd been involved in. He explained; "I've sat at work when you've had trainers come in…and it's just dead pan [mumbles replication monotone delivery] and it's just boring, you know, and you just see people have nodded off in things…" His "dead pan" reference, which focusses on how presentations can be unentertaining, hints towards his focus on *performance.*

Presenting and performing can ENTERTAIN students if carried out correctly, although there will be, in some instances, a need to promote (sell) lessons – TEACHER AS PROMOTER. The mandatory nature of Duncan's training sessions in the police force seemed to force him into needing to promote his materials to his "audience", given the fact that some of them had already undertaken the training and were possibly attending it as a refresher. He explained;

> …you've got to pitch what you are doing to your audience you know, it's not going to take as long, I mean, the presentation that we had on that, which was to do with, it's to do with engaging in the community. There's one bit in that was written by one of the people that was sat in the class, so you've just got…I just ask his advice and ask opinions, you know…

He spoke of having to *pitch* to his audience, as though he was trying to promote the subject/material, before he could teach it, to make them comfortable with it. The intimation to differentiation here seemed to reflect the desire to make the session shorter, rather than being "pitched" at the correct level. Similarly, Sarah's role, although significantly different, spoke of "drum[ming] up" interest in activities planned with the volunteers with which she worked. The sub-role of *promoter* was a feature in her everyday activities to ensure people were engaged – in this case, by having meetings for "mentoring volunteers, working within groups and doing

consultations for adults." Those teachers with certain qualities might not need to promote. Mr West, Duncan's favourite teacher from his primary school, stood out early on in his schooling and acted as a person who influenced him by showing him 'the way'; he "was a guiding light for [Duncan]".

TEACHER AS IMPROVISOR suggests a lack of control but is a skill regularly necessitating operationalisation by teachers. Duncan reflected on his role of police trainer when he espoused a personal example regarding one of the numerous sessions where this had occurred in the past;

> I did one the other day and it […] was off the cuff as well on a subject I didn't know a great deal about. Someone was sick, I got called in from another division to deliver a training package I'd picked up. The morning I got there I read for forty-five minutes and then stand in front of people and do it.

What he said next, about the same situation, raised the point of his individual needs as a trainer;

> I didn't [do so] well before that, that would have been really daunting for me. It still was. I was still a bit nervous but I kind of…it wasn't anything like I thought it was going to be – I didn't really struggle to be honest, because it was quite a good thing for me.'

He saw this as difficult, but a good thing for him to experience (probably for future similar situations). This has identified the possibility that new entrants to such roles may not be suitably prepared prior to the start of their teaching for situations such as this.

6.6.5 Professional practice as ARTS AND CRAFTS

	ARTS & CRAFTS	
CASE	ARCHITECT	CRAFTSPERSON
Duncan	X	X
Tina		X

Table 35: ARTS AND CRAFTS

Whereas Sarah, Melvin and Tina shared the metaphorical concepts relating to the topic of STRUCTURE in its practical sense, Duncan's suggested a more creative stance for PROFESSIONAL PRACTICE AS ARTS AND CRAFTS: *architec*t and *craftsperson*. This has been discussed in some detail in Section 5.2.3. He suggested the notion to "think outside the box", hinting towards the quality of being creative, similar to an *architect*, to support individual needs.

The role of the craftsperson on the other hand is to realise, by crafting, those designs. The notion of the teacher as craftsperson stems from Duncan's favourite teacher, Mr West. His very early positive experiences with a teacher are recognised and seem to have had a lasting impact on him in the sense that he was crafted or moulded.

Tina used two metaphorical expressions within one sentence which might suggest how her experience was intrinsic; both from different topics; JOURNEY and ARTS and CRAFTS. This could imply that rather than "branching off" on her JOURNEY and spreading her knowledge more thinly she wanted to work on herself more. There seemed to be a need to *craft* herself by "broaden[ing] her horizons" in the education field, "building on" the "little knowledge" she already had, linked to ITE and careers guidance specifically so she could help supply advice to her students from a better *craft*[ed] position.

6.6.6 Professional practice as ACCUMULATION

CASE	ACCUMULATION
Duncan	X
Sarah	X
Melvin	X
Tina	X

Table 36: ACCUMULATION

Case	Metaphoric Expressions Used For 'Accumulation'
Duncan	*Never shut off, pick up ideas, pick thing up*
Sarah	*Spoon feed, take on board, pick up, back into your mind, feeding*
Melvin	*Pick up, take it in*
Tina	*I'm picking that up (x2), picking things up, pick things up (x2), takes that on board, feed(s) from (x5)*

Table 37: Metaphoric expressions for 'accumulation'

This section was initially entitled HUNTER /GATHERER which consisted of five target domains; r*e-fuel, fill-up, feed, accumulation* and *network*. Further review and analysis prompted me to synthesise them into one of PROFESSIONAL PRACTICE AS ACCUMULATION.

The various target domains have been coded into three themes. The first refers to a common conception that teachers acquire and accumulate knowledge throughout their careers and is an entity in itself, used for personal and student development. The second refers to an accumulation of hypothetical food that in some way "feeds" the teacher. The third reflects the teacher as a form of structure/container in themselves – "never shut[ting] off", "taking [knowledge] on board" and "taking [knowledge] in".

Metaphors from the early stages of the first interview, where we explored their backgrounds and why they had taken the ITE course, were typically of each of the cases "picking up" knowledge / ideas in some way that can be used with either their own or their students' development. Duncan and Tina referenced this somewhat to express how they believed that learning could be lifelong and ideas can be "picked up" and are useful, but in a more deliberate way than Melvin.

> You can always learn new skills whatever you're doing. You know you see someone do something in a different way you might, you might think no that's not as good as the way I do it, but you, generally you're always going to pick things up, you're going to pick ideas up so.

Melvin's came across as a more passive use of the metaphor. There appeared to be an ambivalence to him "picking up" knowledge which reflects how he spoke earlier of "ending up" in places on his career JOURNEY. He explained how he "was a little bit daunted by it all to start with so you know, from what I've picked up from other tutors…" Sarah's metaphor use alternatively was more pragmatic in that it demonstrated a targeted approach. She consistently spoke of how she metaphorically valued and sought out a variety of opportunities both in her career and her academic studies, and gathered experience, qualifications and knowledge.

The second metaphorical theme of 'feeding' came from Sarah and Tina, who both worked together in the NHS at Sure Start. Sarah provided examples of the importance of being responsible for accumulating knowledge by herself when she explained about her previous studies; "…when I did my A levels they weren't allowed to spoon feed you any information". Tina spoke of "feeding from" on five occasions; this seemed to be a central and consistent belief she held which was highlighted when she said; "I'm the sort of person that probably feeds from those great big smiles".

The third usage reflects the teacher as a form of structure or container in themselves. Duncan suggests "never shutting off" to knowledge; Sarah "takes on board" that everyone is different, as though she is perhaps the custodian of the information which could be used to affect individuals. Tina believed that professionals "take [things] on board" associated with their job. Melvin "just tends to take [interesting information] in", which again seems to have a passivity to it.

PROFESSIONAL PRACTICE AS ACCUMULATION in this analysis has three main aspects. They appear to accumulate knowledge and ideas in a variety of ways, some purposefully and some passively. Accumulation based on being fed suggests a basic need that

needs to be met. Finally, there is the idea of teachers as containers and custodians of the knowledge and information.

6.7 Summary

An individual's use of metaphors seems to relate to their 'discourse dynamics framework' and how this is constructed over a lifetime. Whilst the metaphors are unique to individuals and may continue to change over time, these are likely to become their common key metaphors. Individuals are therefore likely to have particular sets of metaphors and these are likely to arise from, and lead to, different views and subsequent behaviours in the world and the workplace.

The examples provided demonstrate the diversity of metaphors used with each of the cases. Some are common whilst some are more unique. Asking similar questions in similar contexts but at different points in time with different cases will inevitably yield different metaphors and therefore lead the analysis and findings for this type of research on a different trajectory. Hitherto, these metaphors have been important in capturing the participants' thoughts at a very specific point in time – at the very start of their teaching and/or teacher training. The research instruments mobilised for this study focussed on exploring what being a professional was to them. The result was that each of the cases has shared their metaphorical usage and this has provided a unique insight into their previous and more recent lives, specifically surfaced around professionalism and their professional practice. This has provided the lenses on which the analysis of FE ITE professional standards has on them, given that individuals are not 'standard'. This will be discussed in the next chapter.

Chapter 7 – Discussion

7.1 Introduction

In this Chapter I first review the research question and sub-questions I used to frame my grounded enquiry into the tensions and alignments between professional standards and teachers, tutors and trainers in FE. It also identifies the limitations of thinking in a standard way for individual teachers. Utilising the results from the analysis in Chapters 5 and 6 I then explore my central concept for this research; that pre- and beginning teachers' discourse contains metaphors that illuminate their conscious thought processes but perhaps more importantly highlight their unconscious ones.

The identification of incidental metaphors points to key thoughts and markers of participants' socio-cultural backgrounds and life histories. More specifically for my study, the metaphors begin to offer a conceptual means of predicting how they might meet professional standards and how they could develop various aspects of their professional values and practice in future. The analysis in the previous Chapter suggests clear differences between the four participants' professional identity and practice. This, in turn, raises questions about the limitations of a standardised approach.

My analysis opens up a space of professionalism in which individual's metaphoric frameworks hint at the varied types of professionals teachers are likely to become. It engages with the genuine and shared 'bottom up' concern of being able to enhance diverse professional individual improvement/development. Even though the data was collected in 2010, I will offer examples of how these different types of professionals might have engaged with the later ETF professional standards from 2014.

To broaden the discussion, I explore some of the generative metaphors found in professional standards policy documents and their possible relationships to the teacher trainees' metaphor frames. The discussion then considers briefly how the two sets of professional standards were used in the participant FE College during 2010 and 2017 through a vignette.

Finally, I consider the potential benefit of engaging students in authentic and deeply reflexive practice, rather than the reflective approaches currently advocated. This deeper thinking will help them to identify personal biases and consider how the metaphors rooted in their histories can help to reproduce and affect future students. It can also provide meaningful indicators of where to improve their professional practice by thinking critically.

In this Chapter I want to move from the conceptual analysis of ITE participants' metaphors (Chapters 5 & 6) to discuss the possible implications for those supporting teachers to meet professional standards. As part of this process I will show how the metaphors that participants use in their daily lives indicate how they might engage with published professional standards in different ways.

Originally called competencies, the newer term 'standards' is problematic when used to describe some common expectation for the 40,500 ITE students in 2013/14 (ETF, 2017: 25). The sheer diversity in this group makes the notion of standardisation an oversimplification that doesn't account for the level of complexity in the sector. This is the difficult problem faced by the ETF and FE organisations nationally. Whilst it is a reasonable idea to think of some kind of common or standard expectations of new teachers in FE, initial differences in experiences, attitudes and values suggests that such standardising might be difficult to achieve.

7.2 Research question and sub-questions

This research set out to establish the tensions and alignments between teacher professional standards and pre-and in-service initial teacher education students in FE. The initial three sections in this Chapter will respond to the sub-questions:

1. What impact does a person's life history and socio-cultural background have on how they approach professional learning?
2. What does contemporary metaphor theory show about the individual nature of professional identity and the limits of standardisation?
3. What do metaphors indicate about the kinds of professionalism the cases are likely to develop?

These questions are closely related to concerns raised by Ofsted, the ETF and others who have been critical of current approaches to teacher professional standards and teacher professionalism more generally. I first consider how the cases' life histories and socio-cultural backgrounds have impacted on their approaches to professional learning.

7.3 Impact of life history and socio-cultural background on approaches to professional learning

Prior to teaching in FE, teachers have established professional identities (Goodson et al., 2005 and Robson, Bailey and Larkin, 2004). Furthermore, it is well known that teachers reproduce the kinds of practices in the classroom that relate to their prior vocational, life and socio-cultural experiences (Hargreaves and Fullan, 1998; Goodson, 2001 and Day, 2007).

In Chapter 1 I explained that my personal experiences of working with a broad spectrum of teachers across diverse subjects in the College raised some of these issues, whereby teachers had very different ways of speaking and acting that reflected their subject cultures and life histories. The issue here is about 'what' has shaped this and how contexts and histories shape teachers' future professional work. Contemporary metaphor theory provides the conceptual bridge between past and future practice as advocated by Knowles (1994) and helps us to think about what it means for teachers with varying metaphoric frames to meet professional standards. Evans (2008: 34-36) concluded that professionalism functions "*as a singular unit*" (the ITE trainee) and understanding what influences each unit needs to be recognised.

Duncan, Sarah, Melvin and Tina's metaphors point to unconscious associations with different forms of professionalism and evidence influential past experiences. In turn, these metaphoric frameworks render some modes of professional identity more or less likely. For example, Duncan's group memberships seem to represent affiliations to organisations and institutions requiring adherence to strict *rights, duties and obligations* connected to the police and swimming and these were predominantly about FORCE/POWER. Sarah provides a contrasting example of how metaphors reflect

earlier life experiences. She represents those teachers who are young, self-assured, new to the world of work, are not long out of education and have relatively narrow experiences when compared to others. As expected, Sarah's metaphors elaborate her personal history to a lesser extent as her language development along her own ontogenetic timescale (Cameron, 2010) is limited. This relates to Erickson and Pinnegars' (2017) point that more experienced teachers tend to produce multiple metaphors of practice. She has only partial and restricted memberships of socio-cultural groups given her brief career and the educational routes she has taken. Her dominant metaphor of JOURNEY is representative of both her education and career routes. She spoke of her lack of direction and not wanting to be forced to go to university and her JOURNEY metaphors reflect how she approached the types of jobs she took in her short career.

Tina's is closer to the average age of an ITE student – 37yrs old (ETF, 2017) and her socio-cultural and historical background provides a broader, more representative base from which to view her metaphors. She has had memberships with several socio-cultural groups: factory, supermarket, swimming and community/childcare.

Melvin had been teaching part-time at the College for several months, whilst continuing his construction career and this was evident in his responses. Supported in his role by an advanced practitioner and by construction staff conversant in Ofsted performance statements and awarding body jargon, his metaphors reflect competency driven, normalised agendas (Foucault, 1977); "ticking the right boxes" for example. The motivational metaphors used reflect his practical "hands on" background. This gives the impression, along with other metaphors, of his need to achieve only the minimum or competency standard in his teaching, whereas the ETF (2014b) professional standards' new mantra is that of continuous improvement and surpassing the required minimum. There were several occasions where he expressed how he had "ended up" in certain positions. Interestingly, he was undecided as to whether he would eventually become a teacher and he would wait and see.

The cases show how metaphoric analysis offers interesting insights into how past influences generate incidental metaphors. Scaling this up to large numbers of

individual ITE trainees (40,500) there is a chance of missing the *single units* and standardising professionalism in ways that fail to take account of those histories.

7.3.1 The systematisation of metaphors as a framework

Chapters 5 and 6 explored professional practice as FORCE/POWER, JOURNEY, ENTERTAINMENT, ARTS AND CRAFTS, STRUCTURE and ACCUMULATION in some detail for each of the cases. It does this by considering the systematic use of incidental metaphors in everyday talk rather than contrived single metaphor responses (Saban,2006). I will consider briefly the broad perspective of the topics s and their possible impact on ITE trainees' future professional practice. This begins to evidence how a participant's past could influence their future practice through bridging metaphors.

7.3.1.1 FORCE/POWER (motivation, compliance, control, status and being casualties)

The idea of professional practice as FORCE/POWER includes five common concepts in the cases: motivation, compliance, control, status and being casualties. Many of the discourse examples linked closely to the cases' occupation and general background. Indeed, the forces or power wielded for motivation were exemplified physically for Duncan, in a caring way for Tina and in a vocationally practical way for Melvin. Compliance metaphors identified a divide in that two displayed a 'doing to others' (Duncan and Tina) approach, sharing a link with swimming. The two other cases had a 'being done to' approach, seemingly needing to 'compliantly' follow rules. The metaphors of control, where there was mention of their "old fashioned teacher" (Tina) and one being a "headmaster type" (Melvin), suggests reminiscent links with Hargreaves' (2000) four ages of professionalism and possibilities of how the cases are trying either to disrupt or actually utilise 'reproductive tendencies' (Noyes, 2006: 898). Both examples were from different perspectives but both suggested they had reflected on the professional essence of each and which attribute would be important to carry forward to their future roles. Status metaphor examples reflect Lakoff and Johnson's (2003) 'spacialisation' metaphors and exemplify to some degree the cases' own agentic positioning to their practice. The oppositional metaphors of 'up' being good and 'down' being bad tacitly declare their notions of higher and lower status. Conceptualising professional practice as having FORCE/POWER qualities

has raised the contentious issue of the inevitable notion of teachers becoming casualties. This suggests that early recognition of instances in their lives of this occurring could help prevent such subliminal problems becoming unmanageable.

7.3.1.2 JOURNEY (obstacles, routes/paths, destinations and drivers/stallers)

The plethora of examples of journey metaphors are common in English (Cameron, 2010). The four common examples were obstacles, routes/paths, destinations and drivers/stallers. Three out of the four cases stated that the mandatory attendance of the ITE course was an obstacle to them and they did not want to attend. Recent concerns about removing the regulatory requirement (DIUS, 2007a and b) for teachers to complete a teaching qualification have been expressed (Aubrey and Bell, 2017). The point here is that if they had had a choice, they probably would have chosen to not complete the qualification and worked with the professional standards. Other references to obstacles portray notions of them getting "stuck" (Sarah and Tina). Whether the obstacles are personal, work oriented, or course related, by recognising them, teachers can then try to circumvent them. To reach their goals, teachers travel certain routes/paths. Though none suggested they had gone the wrong way, some felt as though they were trapped and did not want to be "one tracked" (Sarah). Tina's journey was framed by the "Ofsted route" and notions of right and wrong pathways; 'right' being a neo-liberal route of monitoring and performativity.

Their metaphors about destinations represented personal achievements and long or short-term goals or targets. They can be serendipitous; identify places of safety or comfort; identify places of danger or discomfort; highlight future aspirations and vicariously refer to others. Some spoke of "ending up" at their destination as if it was quite unintentional. There was also a recognition that teachers could enable students to reach their destination, or they could easily allow their students to 'stall'. This suggests the requirement for teachers to be motivators, a trait which is encapsulated as a professional standard, though this implies different things to different people.

7.3.1.3 ENTERTAINMENT (director, juggler, presenter, performer, promoter, celebrity and improviser)

Unlike each of the other metaphor topics, ENTERTAINMENT reflects some of the professional standards' skills that are closely aligned to classroom practice. Skills were described from their work, study, teaching and personal life. Not all teachers share these narrative examples which indicates not all have a natural tendency to entertain in this way. Duncan provided insight into how someone with experience of participating on the national sporting 'stage' uses metaphors that exemplify this, but this is not the norm. Interestingly, Sarah had achieved an A level in drama and she had examples in three of the domains. Each of the target domains represent the increasing requirement for teachers to develop a variety of roles and skill sets. This portrays the shift from the early requirements of teachers in Hargreaves' (2000: 157) pre-professional age, "where teachers […] were enthusiastic […], knew their subject matter, knew how to `get it across', and can keep order in their classes" to the multi agentic expectations of FE job roles.

7.3.1.4 ARTS AND CRAFTS (architect and craftsperson)

These metaphors are exemplified by those who try to "think outside of the box" (Duncan) from a more creative design perspective. This could be someone who tries to improve the status quo of their practice by considering creative alternatives to given situations; and those who might think teaching is "craft[ing]" either yourself as a teacher or the students.

7.3.1.5 STRUCTURE (foundations, strength, fuse together, stresses, fixtures (components), maintenance and open or closed)

Professional practice has notionally been described as having foundations, strength, fusing together, having stresses and fixtures (components), requiring maintenance and being open or closed. This means that conventional metaphors are limited and do not offer the clear definitions for example of 'having a key' to unlock certain things, as others do. The need for "support" (Tina), by providing a metaphorical foundation from numerous sources – teachers, colleagues, the NHS and mechanisms

such as meetings, was a central point; which was not shared with her colleagues. By identifying “strong points” (Sarah) and by default, areas of weakness, positive moves can be made by the trainees to focus more specifically in those places requiring additional strength. Of greater importance perhaps, is the notion of “not overloading” (Sarah) themselves and recognising their own capacities prior to catastrophic failure (see comment about survival from teacher B in section 7.6). Maintenance in the form of “brushing up” (Sarah) on knowledge provides an insight into the much-ignored importance of ‘prevention being better than cure’ and ‘use it or lose it’. Analogies such as these may be associated with the need for and benefits of continuous professional development.

7.3.1.6 ACCUMULATION

Three themes of the analysis focussed on accumulation. The first refers to a common conception that teachers acquire and accumulate, by “picking up” (Melvin) knowledge throughout their careers. The notion of ‘picking up’ can be purposeful or incidental, but in either case, it is what is done with the acquired knowledge that is important. The second refers to an accumulation of hypothetical food that in some way “feeds” (Tina) the teacher. The third reflects the teacher as a form of structure/container in themselves – “never shut[ting] off”, “taking [knowledge] on board” and “taking [knowledge] in”. This idea highlights the agentic capacity of the teacher that is always open and carries information with them. But teachers as lifelong learners need to be mindful of the benefits of accumulating, what to accumulate, how much to accumulate, the impact of what is being accumulated and what is wanted and what is needed.

Table 38 below takes the metaphorical wheels previously presented a stage further and shows the notional percentage assigned to each metaphor topic and how this reflects the individuals’ experience and personality rather accurately. There are some limitations to this approach but with that caveat in mind they do offer some useful insights.

Name	*N*	Force/Power %	Journey %	Entertainment %	Arts and Crafts %	Structure %	Accumulation %
Duncan	55	49%	30%	11%	4%	0%	5%
Sarah	83	39%	41%	6%	0%	8%	6%
Tina	109	21%	50%	0%	2%	17%	10%
Melvin	60	37%	48%	2%	0%	10%	4%

Table 38: Percentage metaphor frequency by topic

I have provided examples of the cases' systematic use of metaphors and how these conceptually represent their different ways of seeing (Wallace, 2001) and how this enables them to "say[…] the unsayable" (Billot and King, 2015: 841) about the cultural worlds they inhabit. This suggests that the metaphors they use in naturalistic talk frame how they operate when thinking about professional practice and notions of professionalism; metaphors have a measure of generative power.

7.4 Contemporary metaphor theory and the individual nature of professional identity

The empirical evidence has established how metaphors can provide a bridge to understand the relationship between their past lives and their current practice. For each case, I have demonstrated that the relationship between and across their metaphors is complex and shows considerable range. The following section consolidates the analysis from Chapters 5 and 6 and begins to offer an explanation of what professional identity the cases might assume. It is important to note that although most metaphor topics (e.g. FORCE/POWER) and target domains (e.g. motivation) are common across cases, the metaphors used by individuals are spread across a wide spectrum, showing the breadth of diversity.

Previous studies identify that many teachers entering the teaching profession already have established multiple professional identities (Goodson et al. 2005). This study shows how the systematisation of beginning teachers' metaphors can provide some

sense to how their prior identities might have influenced their language, thoughts, "values and understandings" (Robson et al., 2004:187). It also highlights the value of new teachers getting to know their own generative metaphors and the affordances and constraints that these offer.

Professional identity is complex and aligning personal identity with acceptable notions of professional identity can be challenging for some. Notions of dual identity (Gleeson et al., 2015) have been discussed for decades as problematic for new teachers, who tend to think of themselves firstly as vocational experts. Beginning teachers recognise previous careers and subsequent traits as examples of their profession but sometimes fail to prioritise teaching as a profession in itself. Teacher educators may need to affirm or disrupt some of these traits to ensure beginning teachers engage with professional standards appropriately.

The issues are therefore threefold. The first challenge is to recognise teaching as a separate profession; the second, is understanding how previous experiences shape emerging current thoughts etc. and the third is being able to use the knowledge of self to change future practice.

Although individuals differ, there is some commonality to their systematisation which at first could be deceiving. The commonality across teachers' metaphor topics such as FORCE/POWER, reflects the three now predictable schemas identified by Lakoff (2003). Individual detail contained within these begins to demonstrate the breadth and variability of the FE cohort. The four cases when considered as a limited case study helps to illuminate the possible permutations of identity of teachers in FE. Identities could therefore be considered as fluid and changeable.

7.4.1 Recognising the three main metaphor image schemas: containers, paths and force-images

My analysis supports Lakoff's (2003: 228) three main types of metaphor image schemas, those of "containers, paths and force-images". The 'containers' are the

STRUCTURE and ENTERTAINMENT metaphors and are represented by examples where the cases are both part of the structure or are indeed the structure themselves. Entertainment metaphors offer more subliminal examples in that they can seduce the students in a number of ways; rather than using force to contain them, it uses attraction. 'Paths' fit closely with the JOURNEY metaphors adopted widely by each case. 'Force' metaphors are represented in varying degrees across the cases. The metaphors used for analysis are clearly related to Lakoff's 'force' and also demonstrate power (hence FORCE/POWER). Cases spoke of "half the battle", "getting more ammunition", being "made" or "being drilled" etc.

7.4.2 Gender and metaphor

Analysis of my participants' metaphors partially supports River's (2010: 247) research which found links between the choice of metaphor and the gender of the person using the metaphor. Males tended to use "POWER, VEHICLES and TIME" metaphors, whereas women tended to use those connected with "CATERING, CREATIVITY and THE ARTS". Although not as clear, there is correlation with the participants' metaphors and their socio-cultural backgrounds (Kalraa and Bavejab, 2012) which are influenced by how "one sees the world" (Thomas and Beauchamp 2011: 765). The two females in this study demonstrated a greater use of ACCUMULATION metaphors, which were first labelled as HUNTER/GATHERERS in recognition of the links with their 'caring' background. The use of FORCE/POWER metaphors (Duncan 49%, Sarah 39%, Melvin 37% and Tina 21%) demonstrates that although Sarah and Tina had high frequencies of them as females, a closer analysis shows that examples of force and power are in fact of different types. Duncan's motivation metaphors were about him "pushing" and "hurting"; Melvin's were about "getting his hands dirty". Sarah's were about being "put down" and how she "fell under". Tina's were putting your "heart and soul" into it and having a "back up" and "covering" oneself. Therefore, this research found that the female participants demonstrated POWER metaphors, but these can be differentiated in their purpose from those used by males.

7.4.3 Metaphors and identity

I know consider how metaphors can help to suggest an individual's identity. Duncan's metaphors centre on FORCE/POWER. He *motivates* by physicality, is particularly *compliant*, sees elements of teaching as being a *conflict*, has the need to be regarded as being competent quickly, thereby improving his *status* and carries a lifelong feeling of being a *casualty* with his dyslexia. His JOURNEY metaphors suggest he has had lifelong *obstacles* to overcome, his teaching *path* is not as important as his sergeant role, the speed to achieve competence as a *destination* is rapid and that the role of the *drivers* are significant to his success. ARTS and CRAFTS metaphors illuminate his notions of the form and function of teaching and its ability to *craft* and mould students' lives. ENTERTAINMENT metaphors feature most for Duncan. He recognises the development of his skills helps him to *improvise*, sees teaching mainly as *presenting* information, but also that he needs to *perform* to make it more interesting. He also sells his product (subject matter) in class by being a clever *promoter*.

Sarah's FORCE/POWER metaphors have *motivation* as being subtly physical and an attraction. She has felt particularly *controlled* by teachers being demeaning and displayed her *compliance* for government initiatives. The improvement in her *status* with her on-line network of contacts is important to her and that by becoming a teacher, it will carry on improving. For Sarah differentiation for students can prevent them being *casualties*. Her JOURNEY metaphors recognise the agentic qualities of the teacher to empower students to overcome *obstacles* that have the potential to be *drivers or stallers*. She likes to follow several shorter *paths/routes* to achieve short term targets but few have significant *destinations*. *Progress* for Sarah, whilst not fast or in one direction meant choice and the opportunity to be a lifelong learner. Sarah had a higher than average occurrence of STRUCTURE metaphors. She sees teachers acting as strong foundations to support students and their *strength* lies in recognising their own educational abilities and knowing when to seek help. This leads to the notion that by not recognising *stresses*, things may fail. She recognises the importance of *maintaining* knowledge and understanding to prevent atrophy. Outstanding teachers were recognised as being *fixtures* of a student's memory –

something permanent and memorable. Memories of previously learnt information was seen as being stored in her memory, with restricted accessibility, being either *open* or *closed*.

I have summarised the metaphors for Duncan and Sarah to offer some sense of how they see the world, I now provide one example of how such knowledge can be used to understand how their individual professional identity might be shaped.

7.4.4 Duncan and Melvin – performativity agenda

Metaphors can be used in different ways for different purposes. I provide one example to show how they might illuminate a trainee's propensity towards the performativity agenda. Duncan demonstrated FORCE AND POWER AS PROFESSIONAL PRACTICE in a number of ways. He has displayed a strong personality with firm opinions. This persona, when layered with his metaphors, shows that although he demonstrates strong agentic qualities, he is not likely to "step out of line" (Duncan). Given his need to perform to strict regimes in his previous careers, he has shown how he lives by his metaphors (Lakoff and Johnson, 1981) in this sense by being compliant. Similarly, Melvin showed his somewhat performative view of compliance when he spoke of "ticking the right boxes" when teaching. These two examples show how their metaphors make them more or less amenable to neo-liberal performativity agendas. Indeed, this approach could be used to predict other features of professional identity and/or professionalism: technicist, democratic or managerial professionalism for example.

This in-depth 'bottom up' approach to viewing 'how' the cases function professionally acknowledges Evans' (2008) notion for the need to genuinely understand what drives individual professional practice and how this can be influenced. Why is this important? It is known that conceptual metaphors act as frames which influence discourse (Cameron, 2010). Although broad and not necessarily specific, each case's metaphors provide frames for seeing (Lakoff and Johnson, 2003). Therefore, if these frames have developed from their prior socio-cultural and life histories, they show a propensity to view future actions or engagement with professional standards through those frames. I have previously acknowledged that reproductive tendencies (Noyes,

2006) may be framed from previous 'ages' of educational practice (Hargreaves, 2000), and other socio-cultural and historical activity. If these metaphors therefore represent their personal frames and how they are likely to operate, they begin to illustrate possible tensions and alignments with their approaches to the professional standards, future professional learning and practice.

7.5 What do metaphors indicate about the kinds of professionalism the cases are likely to develop?

The use of contemporary metaphor theory has provided a small selection of empirical evidence to suggest how pre- and beginning teachers' professional identities are shaped, which leads to the notion and understanding of the kinds of professional practice and professionalism the cases are likely to develop.

Official notions of professionalism are political and ideological and reflect the requirements of the sitting government, albeit with echoes from previous administrations. This suggests that systems and practices are fluid, varying the demands on educational organisations and individuals operating within them over time. These changes are evident in the transition between the three sets of professional standards since the 1990s. The current expectations have evolved from a cumbersome set of precepts, through legal compulsion, to a non-compulsory position that reflects a professional sense of autonomy. This sense of democratic professionalism (Sachs, 2001) builds on Hoyle's (1974) 'extended professionalism'.

The tensions between generic standardisation, teacher professional standards and ITE teacher diversity have been long established and highlight the continued tensions between 'agency and structure' (Gleeson, Davies and Wheeler, 2005) when linked to professional practice and research thereof. Enshrining standards in law in the LLUK teaching regulations, was a watershed moment but now the government's move to trust organisations, supporting a bottom up rather than a top down approach, has given a new sense of autonomy to those who ensure the enactment of professional standards.

This present research highlights the diversity of beginning teachers across the FE sector and the limitations of a standards approach to professional practice. Metaphor theory helps to understand the tensions between compliance to standards and meaningful individualisation. It also helps to explain why the requirement for ITE students to engage with and meet professional standards, whilst not mandatory, has had limited impact. Considering ITE trainees' notions of FE professionalism through metaphor analysis, fits with Hoyle's extended professionalism thesis and contributes to creating space for discourse.

7.5.1 Examples of how these different types of professionals might engage with the current ETF (2014) professional standards

The introduction of professional standards by FENTO, the LLUK and the ETF has provided a series of precepts against which teachers have been tasked to reflect and judge their practice. These have been successively reduced in number and complexity over subsequent iterations but remain 'standard'. It is important to recognise teachers' non-standard approaches to the development of professionalism, as this "is made up of individual's practice resulting in variable practice and hence variable professionalism." (Evans, 2011: 862). This becomes increasingly important when considering that the standards are standard but the teachers are not. Whilst this activity has been approached more effectively, more recently, by the introduction of the on-line reflective assessment tool (SET, 2017), teachers are more often responding at a surface level. The analysis of their metaphors can hint at the kinds of professionalism, and professional practice, the participants are likely to develop.

The individual discourse patterns suggest there are limitations to what the four individuals can do practically to change their professional practice. For example, if they see the world predominantly through FORCE and control metaphors, their teaching and indeed their professional practice, is likely to reproduce FORCE and control. How these tendencies might impact on a teacher and how they work in

practice will now be discussed using an example from the ETF (2014b) professional standards, currently operationalised nationwide in FE.

7.5.2 ETF Section 1 - Professional values and attributes

Figure 8 below shows the first of three sections of the professional standards on which I will begin to layer the impact of the metaphor analysis for point number three.

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.
2. Evaluate and challenge your practice, values and beliefs.
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.
4. Be creative and innovative in selecting and adapting strategies to help learners to learn.
5. Value and promote social and cultural diversity, equality of opportunity and inclusion.
6. Build positive and collaborative relationships with colleagues and learners.

Figure 8: Section 1 of the 2014 professional standards – Professional Values and Attributes

In this first section of the standards teachers are required to "develop [their] own judgment of what works and does not work in [their] teaching and training." (ETF, 2014b: 2) against each point. I will now consider how the cases' metaphor analysis might affect point three of the standards.

> 3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge.

Duncan's series of predominantly FORCE/POWER metaphors might suggest he could reproduce these tendencies when "inspir[ing], motivat[ing] and rais[ing] aspirations" (ETF, 2014b) with his own students. His metaphors of *motivation* involved a series of highly physical methods of "pushing" and being "pushed", teaching "grabbing them", him "taking over" and the expectations of those being motivated to "hurt" themselves. Alternatively, Sarah, although having FORCE/POWER target domains in common with Duncan, could inspire, motivate and raise aspirations physically but from a different perspective. She shows a predilection with being passive and

somewhat oppressed throughout her interviews. Melvin's metaphors for motivation brought out his partiality with practical activity and his need to share his experiences with his students, perhaps practically and therefore he might avoid theoretical work. Both Duncan and Sarah would respond to this question from the professional standards quite differently; as would Melvin and Tina. The importance here is how they recognise this by simple reflection. What they might not consider in their responses is a recognition or understanding of how their life histories have come to affect this and what impact this could have on their future practice.

For trainee teachers to recognise how their own pasts can influence their professional practice and thereby their students' futures could be evolutionary for their forthcoming career. If Duncan for example could identify how his swimming and police force experiences have shaped his practice to date, through analysis of his own language use, he could make a genuine conscious effort to maintain, correct, alter, adapt or change his future development. By recognising that some of his students won't necessarily respond to his subconscious physical motivational and controlling methods to inspire and motivate them, this could impact positively on their success. Sarah alternatively, might identify her passivity and lack of recognition of her own ability and work on improving her confidence. Whilst Melvin's enthusiasm for sharing his knowledge with his students was engaging, he might consider whether simply speaking to his students and sharing anecdotes is an effective method of inspiring and motivating them. To achieve this level of reflection is aspirational but it does introduce the growing need to engage students in authentic and deeper reflexive practices, which will be discussed in Section 7.9.

To provide context on this complex issue, I briefly consider the use of professional standards and current practice from a broader institutional perspective.

7.6 Current utilisation of professional standards in one FE college: a vignette

The discussion so far has been focussed primarily on the research cases as distinct and comparative examples. I now move the perspective outwards, providing a broader field of view of professional standards in one institution. Both the establishment in which they work and professional colleagues support individuals to

develop their professional practice. For Tina this was a manager in her department at the children's centre but for Melvin these were the two plumbing tutors and the advanced practitioner at the participating College. Sarah's was Tina (one of the other four research participants - who was her manager) and Duncan's was a manager/trainer in the training department in the Police force. Given these differences, I want to provide a purposive example of the transparency and use of the professional standards in the participant College (deemed good by Ofsted in 2016), both at the time of data gathering in 2010 and during the thesis development in 2017.

Understanding of the standards during both periods was very limited. During questioning, the cases were confused about, and unaware of, the professional standards in teaching; this is not particularly surprising given their limited experience in education. Melvin had the most experience working in an educational environment with experienced teachers but was just as unaware of the standards; commenting only on his plumbing professional body (ACoP). The two teacher trainers on the programme in 2010 (three years after the introduction to the LLUK standards) held very different knowledge regarding the standards. Teacher A had been a secondary school teacher for ten years and had mentored PGCE students in her school. She had a clear grasp of their purpose and had been heavily involved at school but stated that she didn't "see them in this sector [FE] as much as [she] did in the school sector…" She also stated that she "didn't know of any mentor [in FE] who would sit there with the LLUK professional standards book and say 'right, tell me which ones you've met.'" On the other hand, Teacher B didn't have teacher training qualifications but had a diverse range of experience in educational settings – mainly overseas and had worked at the College in teacher training for two years. Her knowledge of the standards was tacit and was only unearthed after prompting. She admitted to seeing the standards cross referenced in a PTLLS text book (see Gravells, 2011) but had not "…[gone] outside of what [she] had to learn on a day to day basis [as she was] just keeping her head above water." This was a container metaphor (Lakoff and Johnson, 2003) whereby her teaching role was a sealed space and the standards were kept outside; an additional pressure. Her lack of knowledge and use

of the standards was therefore not necessarily because of complacency but one of survival as a teacher trainer (see Aubrey and Bell's (2017) reference to coping mechanisms). Similarly, some of the trainees also felt the standards were 'outside' of their roles.

The awareness of the teacher trainers was disparate and showed how the standards were used ineffectively in this case, in that instance and at that time, to develop teacher trainees' professional practice.

A more recent conversation with a work colleague who taught in teacher education, seven years after the interviews, gave a newer perspective of practice at the College. The following vignette (figure 9) is of the status of professional standards in the participating college in May 2017. It portrays not only teacher training but the wider teaching community across the college.

A relatively new teacher trainer who had been teaching the ITE Award at the college for two years said, "I didn't realise there were any new professional standards (referring to the ETF, 2014); I've been using these (the previous LLUK professional standards from 2007) since I started." This is not surprising; having worked in the advanced practitioner team with all teachers across the organisation for over fifteen years, mention of the standards was very rare and limited to the 'new teacher induction programme' where it was mentioned in the induction booklet and referred to briefly in their training session.

They do provide a 'go to' set of minimum standards and these have only very recently been used in one staff development session to explore one curriculum area's approach to professionalism, but only because certain issues had arisen.

Figure 9: The East Midlands college - a snap shot of teacher professional standards in May 2017

Given the amount of effort invested into creating and developing national professional standards since FENTO, this college is probably typical in having little regard for using them to improve teaching and learning and ultimately improve the outcomes for learners (Tummons, 2014b). As Gleeson et al. explained, standards "often remain…opaque and contested among those on the ground" (2015: 78).

Whether the continued drive to improve teaching and learning through professional standards has been *demanded* or *required* (Evans, 2011), the concerns need to focus on evidence presenting 'enactment' at all levels in educational organisations, which is argued as the fundamental prerequisite for genuine improvement. Enacted professionalism (Tummons, 2014b) therefore, because of the agentic nature of its practitioners, will be constantly reshaping itself (Evans, 2011) and be reliant on genuine bottom-up practice.

The recent transition to a less *demanded* professionalism of the ETF will soon be likely to change however, given the remit for Ofsted (2018) to inspect professional standards as part of ITE inspections. I will now consider metaphors contained in the professional standards.

7.7 Metaphors in professional standards policy documents

I now consider the metaphors associated with policy documents that can be described as having generative qualities (Schön, 1993). The term 'generative' when applied to metaphors implies they have the potential of affecting future actions. If, therefore, the metaphors used in professional standards documentation are at odds with the participants' metaphors, it is important to consider how this metaphoric 'frame conflict' (Schön, 1993 and Davis, 2018) might affect the trainees' professional practice and how it might be viewed.

The LLUK and ETF professional standards policy documents are part of a burgeoning array of what many see as neo-liberal and performative documentation: management from the 'top down' (Atkins and Tummons, 2017). Although not usually consulted by pre and beginning teacher trainees, one needs to consider what unconscious messages they send to the broader communities of practice. I have purposely restricted the discussion by focussing on the introductory sections of both the LLUK set of standards (Table 39) and the ETF initial guidance document (Table 40) for comparison as both 'set the scene'. I first consider the possible 'generative' metaphors (Schön, 1993), within the LLUK and ETF professional standards.

7.7.1 LLUK policy metaphors

Metaphor	Topic
Key part, support, support, supported, reshaping, construction, set out within, based, supporting, supporting, within	Structure
Perform, performed	Force/Power, entertainment
made sure, command	Force/Power
raising our sights, sparking,	Enlighten
road, vital first step, beyond	Journey

Table 39: LLUK Introductory policy metaphors in professional standards (LLUK,2007)

7.7.2 ETF policy metaphors

Metaphor	Topic
Key, support, supporting, underpin, as part of, part of	Structure
Act	Entertainment
Shape	Force
Approach, towards, stage, launched, approach, across, move beyond, focus, levels, towards, central, approach	Journey
Owned	Emancipatory

Table 40: ETF introductory policy metaphors in professional standards' guidance (ETF, 2014a)

By comparing the generative metaphors from the standards with the cases' metaphors we begin to explore the similarities and differences between the two sets (Schön, 1993).

The notion of trainee teachers' development being a JOURNEY is common between both sets, suggesting the need for lifelong learning with specific continuous phases and goals which supports the requirement of dual professionalism. ETF have extended this notion by implying minimum performance against the standards as a start rather than a finish to the journey (SET, 2017), which is an improvement on the previous competence expectations of FENTO and LLUK. This has responded to Ofsted's more recent criticisms of not understanding a trainee's starting points and

how far they have travelled. For those trainee teachers with similar metaphor frames, seeing the standards as a start rather than an end to their journey, illustrates a compatibility with continuous professional development. Those with different metaphoric frames (e.g. Melvin) might simply want to meet the minimum standard, seeing it as an end to his journey and not necessarily wanting to do more than the minimum.

The now ubiquitous metaphor "perform" was identified in the introduction to the LLUK standards but not in the ETF. However, whilst the ETF introductory metaphors did not contain mention of performance, the online assessment tool used to assess trainee performance against professional standards, in its opening statement explained;

> This tool provides […] an effective way to understand how well you currently perform against the Professional Standards […]. (SET, 2017: 1).

This can be viewed from two perspectives. The first, PROFESSIONALISM AS FORCE/POWER and *compliance* and/or *control,* suggests to teachers prior to them completing the assessment of their practice, that their roles include a duty to carry out the requirements of the standards. The second, PROFESSIONALISM AS ENTERTAINMENT and performer, suggests, as in the entertainment world, teachers are actors in a production. They have scripts that need to be followed (e.g. schemes of work) and a director controlling each action (e.g. curriculum manager). This may suggest that teachers only act at being professional but that it is being closely controlled. Is the generative metaphor one of FORCE/POWER or one of ENTERTAINMENT? Whichever, it bears a resemblance to control and performativity, something Lingfield's review of FE professionalism (ETF, 2012a and b) and deregulation sought to distance from the FE profession.

Two further metaphors provide points of interest. LLUK introduced the professional standards and stakeholders as "command[ing] broad support from the system" (LLUK, 2007: i) mirroring the introduction of regulatory control across the sector. ETF (2014a: 3), in recognition of their move to de-regulate spoke of the professional standards being "wholly owned by the sector". The limited use of generative metaphors in this example might suggest the need for policy makers to consider

exploring new, more emancipatory metaphors. These might consistently support their message of "placing trust in the professionals who work within it to direct it, take its decisions and promulgate its priorities." (ETF, 2012b: ii).

7.8 Key concerns from stakeholders around teacher professionalism and teacher professional standards

In Chapter 2 I reviewed the literature that discussed the positive and negative features that stakeholders had communicated to improve the professionalism of teachers and each subsequent set of professional standards for FE. I return to these below.

7.8.1 Ofsted's criticisms

Ofsted has been persistent in its criticism of teacher training for not considering more effectively the diversity of pre- and in-service teachers and their backgrounds. This is coupled with more recent criticism that it was not obvious where the trainees' starting points were and what distance they had travelled in their development as teachers. The on-line assessment tool provided by SET (2017) and utilised with the ETF standards responds to this to some degree but relies on reflective activities akin to describing the tip of an iceberg.

Unrest within teaching unions was growing with the mandatory nature of teaching professionalism, which looked like stymying the capacity of FE to deliver its quota of student success. Lucas et al. (2012) called for less prescription and more flexibility allowing for the standards to be interpreted in different contexts to suit and encourage innovation. Lingfield (ETF, 2012a and b) delivered the report on FE teacher professionalism sealing the fate of the IfL.

7.8.2 ETF's criticisms

The government made clear its dislike of previous teacher professionalism. Of particular concern was the traditional methodology affiliating it to the "Victorian creations" (ETF, 2012b: i) previously employed by the introduction of the LLUK standards (2007) and the teaching regulations (DIUS, 2007a and b), arguing that the

focus of change to date had been towards standards and regulation. Metaphors in the 2014 professional standards support the ETF's supposedly emancipatory turn away from the restrictive and compliance driven ideologies of the previous standards (Aubrey and Bell, 2017: 99). Further metaphors found in the Lingfield reviews continued the notions of encouragement for new beginnings and personal growth – "hope" (ETF, 2012a) and "naturally flourish" (ETF, 2012b). However, this seemingly innocuous and benevolent shift needs to be considered in the light of Ofsted's move to inspect the application of the professional standards which comes into effect from April 2018 (Ofsted, 2018). Aubrey and Bell's (2017) and ETF's (2012a) cautionary note regarding the potential of relaxation of regulation and abuses by communities of practice seems to have been arrested, given the return to "top down" performative management regimes.

7.9 Reflective and enquiring practitioners: reflexivity

The notion of improving how trainee teachers reflect more deeply on their professional practice, particularly by considering what their unconscious metaphors might mean, was mentioned above. Reflection has been a cornerstone of teacher education for decades (Dewey, 1909). Moreover, Schön (1987) argued for professional education to equip students to become reflective practitioners able to deal with complex problems. Today, a central expectation for teachers and trainers currently in FE, when engaging with the professional standards in their workplace, is for them to "be reflective and enquiring practitioners who think critically about their own assumptions, values and practice." (ETF, 2014b: 1). This is a particularly important point given the role of the professional standards. Reflection alone however does not necessarily mean informed future practice. Archer (2012) outlines the difficulties in making meaningful decisions faced with the complexities in life and the importance of being able to weigh up the consequences and reflexively and choose solutions best suited to personal needs. It is therefore of fundamental importance to consider the quality of that reflection and the ability of the individual to be able to undertake meaningful reflective practice explicitly linked to their own complex circumstances, especially when considering the variety of models that have

been embedded in teacher education programmes (see Schön, Kolb and Gibbs and Mezirow). To enhance these reflective processes, a more recent hypothesis that builds on such reflective practices and action taking, suggests an improved reflexivity, which builds on the work of Beck, Giddens and Lash (1994). This would allow teachers to make more sustainable, meaningful changes, as suggested by Feucht, Brownlee and Schraw (2017). King et al. (2014) found that use of student reflection on their metaphors was self- illuminating, benefitting them by moving them to a more 'extended' view of professionalism (Hoyle, 1980).

If such a reflexive analysis could be applied by individuals, following personal metaphor analysis, to the three sections of the professional standards, a genuine 'bottom up' attempt could be made to move beyond a competency driven framework and to more critical practice (Tummons, 2017). This could also be mirrored and supported by teacher trainers in their practice.

7.10 Using metaphor analysis in FE ITE

Although the practice of reflection has improved on teacher education programmes since the introduction of the FENTO standards (1999) there still is still space for development. The current SET (2017) on-line interactive tool requests teachers to reflect on current performance against the professional standards, linking to their current; values and attributes, knowledge and understanding, and professional skills. This endeavour arguably considers only explicit believed notions, rather than the tacit underlying "pervasive influences" (Martines, Sauleda and Huber, 2001: 966) that have helped shape them professionally.

One of the implications of this study, therefore, is in identifying the usefulness of using metaphor analysis to aid beginning teacher reflexivity and responding to Lucas et al.'s (2012) call to use innovation in the interpretation of specifications in different contexts to meet the needs of diversity. This particularly at a time when key stakeholders have consistently criticised the lack of recognition of the diversity and autonomy of FE teachers on ITE qualifications (Tummons, 2014a; ETF, 2012a and Ofsted, 2009).

Considerable focus on the value of using metaphor analysis up to now has been placed on pre-service and beginning teachers (Erickson and Pinnegar, 2017) but I argue that this approach is useful for all teachers tasked to respond to and engage with successive teacher professional standards. Furthermore, its flexibility and appropriateness across all subject specialisms is evidenced and the methodology is not restricted to types or specific *ages* (Hargreaves, 2000) of professionalism. Teachers' metaphors are likely to change over time, dependant on their life and socio-cultural histories. This requires a dynamic analytical method and such an activity could be carried out periodically throughout a teaching lifespan.

The operationalisation of this research tool has demonstrated the benefits in illuminating the possible ambiguous nature of a teacher's knowledge about aspects and understanding of their roles linked specifically to teacher professionalism and the standards thereof (Lakoff and Johnson, 1981).

Although useful, the complex nature of this specific type of metaphor analysis (using incidental metaphors) as a technique renders it generally inappropriate for use by teacher trainers and ITE trainees as a pedagogic technique, particularly given the limited time and curriculum space constraints in teacher education programmes. I advocate a hybrid between using incidental metaphors and the now well-established methodological approaches such as A TEACHER AS .... The analysis of a completed assignment (Noyes, 2006) or short transcribed interview could provide a useful tool to introduce the notion that they "understand[…] and experience[…] one thing in terms of another" (Lakoff and Johnson, 1981: 5). This is more appropriate and fits with McGrath's (2006) three assumptions about use of metaphor in teacher education. It would provide a more simplified, easily accessible and more appropriate way to engage in deep, critical understanding and illuminate how beginning teachers might engage with professional standards and their own professional practice.

An outcome from this methodology could be the production of an individual metaphor wheel that visualises their preference of certain metaphors and how these might highlight notions of how their tacit knowledge interacts with their conscious knowledge, providing a bridge to reflexivity.

7.11 Summary

In this chapter I have considered the tensions and alignments between teacher professional standards and pre-and in-service initial teacher education students in FE. My concern was to gain an understanding of a trainees' capacity to achieve the standards and what affects their progress (Evans, 2011). I have explored how socio-cultural and life history experiences of a trainee have shaped the metaphors they use in their everyday life and how these differ for individuals. I have also investigated how the systematic use of metaphors begins to show the nature and diversity of trainees' professional identities and how this might impact on, and shape, their future professional work as teachers, especially when linked specifically with the ETF 2014 teacher professional standards.

The analysis has also shown that despite the continuous efforts to improve teacher professionalism in FE over the last two decades by producing professional standards, it still remains opaque to many of those responsible. Although the government has relaxed its regulatory requirements for teacher training, the new inspection of ITE by Ofsted quashes concerns that focus will be lost by continuing with the performativity agenda. If we are to see a genuine critical approach to improvement, one that recognises that individuals are diverse, there is a need to adopt a reflexive approach to developing professionalism and professional practice whatever the standards and whatever the career stage and role of the practitioner.

Chapter 8 - Conclusion

8.1 Introduction

In this Chapter I reflect on the genesis and context of the original research problem and how the break in my studies, presented me with something of a 'silver lining' by providing a broader perspective on professional standards. I will discuss the limitations of the case study approach and my study in particular.

Conclusions from this research highlight how individuals' life histories and socio-cultural backgrounds can help shape their professional practice as new trainee teachers and their transition into new environments. I provide an overview of the key findings from the research - a synthesis of the discussions in Chapters 2, 3 and 7. Following that, I reflect on my development as a researcher and practitioner. In particular I will discuss how the research has shaped the ways in which I now think about professional work, the limits of what is possible for individuals and how a contemporary metaphor lens often impacts on the ways in which I and others around me view the world. I conclude by reviewing the impact of this work and how it adds to the knowledge in the field.

8.2 Genesis and context of the research problem

The original aim of the research was to understand the impact of the 'threshold license to teach' award (PTTLS) and the LLUK (2007) professional standards on professionalising pre-and in-service initial teacher education students in FE. I explained that during my study hiatus, the coalition government introduced new professional standards (ETF, 2014b) aimed at reducing bureaucracy and being less performative in nature. In light of this, the research changed to provide an analysis of the relationship between new professionals and national professional standards.

This study has made use of contemporary metaphor theory to try and understand the process. Metaphoric analysis of standards documents and case study analysis of four individuals' use of metaphor has been used to try and understand how very different people's emerging (or perhaps pre-existing) professionalism interacts with standards and what this means for FE teacher training.

8.3 Limitations of the research

The shift in focus, and time spent reconfiguring the research questions proved useful, providing the opportunity to re-familiarise myself with the data. However, outcomes of the NGT activity were not used as initially intended but did provide qualitative data.

This study was undertaken in one FE institution with a small number of research participants, one of which was a non-native speaker. Notwithstanding the issues of non-native speakers' use of metaphor, the subjective nature of metaphor analysis raises criticisms about the reliability and reproducibility of data interpretation as different researchers could reach different conclusions. For this reason, further studies require careful methodological consideration to ensure reliability of interpretation. Despite these difficulties and because the metaphors used illuminate individuals' perspectives, this methodology provides unique lenses through which deeper reflexive understanding can be gleaned and utilised by ITE trainees and teacher educators to improve their professional practice.

8.4 Key findings

Several key points were identified from the literature review in Chapter 2, the theoretical framework in Chapter 3 and the discussion in Chapter 7;

- Life histories and socio-cultural backgrounds influence how individuals engage with the world, with work and how they approach professional learning.
- Contemporary metaphor theory highlights the individual nature of professional identity and therefore raises questions about the potential limits of standardisation.
- Each of the case study teachers used a particular set of metaphors that illuminated the kinds of professionalism they were likely to adopt.
- Professional standards are still opaque.
- Policy documents are framed by metaphors which have generative power (e.g. performativity).

- The three schemas of Lakoff (2003) – force, movement and containment - were evident in the cases and analysis highlights the gendered metaphoric discourse of the new teachers.

- The research highlights the need for reflexive practice.

8.5 Recommendations

The government has maintained its drive to improve teacher professionalism in FE by changing professional standards, making them less burdensome and, more recently, less competence based and less regulatory in nature (ETF, 2014b). I argue that whilst these changes ease the immediate concerns of stakeholders and practitioners, it does little to improve the overall impact of the standards on teacher trainees (Lucas, 2004; Lucas, Nasta and Rogers, 2012) or engagement with them (Tummons, 2014b) and that 'tinkering' with them has had little effect. The focus therefore needs to be on how we can 'influence' (Evans, 2008) how trainees engage with them 'critically' (Atkins and Tummons, 2017), in ways that can lead to genuine "owned" (ETF, 2014a: 3) enacted professionalism. Thomas and Beauchamp (2011) remind us of the complex problem faced by those at the interface of teacher training and professionalism within education;

> … it is highly likely that the adaptation period to a profession such as teaching will remain demanding, but the more we as teacher educators can learn about the process of developing teacher identity, the better we can help future teachers prepare to meet these demands in a positive and professionally satisfying way. (p. 768)

An early deep awareness, therefore, of the things that affect the improvement of a teacher's professionalism from an individualised perspective (Evans, 2011) will be instrumental in achieving this.

Providing ITE trainees with space to identify their metaphors and interpret possible tensions and/or alignments in relation to professional standards offers one approach. Such practice creates new perspectives from which to consider how individuality and diversity can be enhanced to maximise engagement with professional standards,

enhance professionalism and improve the quality of teaching and learning; adding to the debates for extended and enacted professionalisms. Consequently, this development of deeper reflexive practices across the diverse cohort of FE trainees is central to my thesis.

This agenda would need to be supported by various stakeholders: the government when designing policy (including generative metaphors in its policy documents); 'gatekeepers' (e.g. SET) when developing interactive assessment tools; institutions when preparing teaching and learning strategies; teacher trainers when designing courses, and teachers and teacher trainees when planning and preparing lessons. This leads to a consideration of my own personal development.

8.6 Personal development

My own JOURNEY on the Professional Doctorate has been long, interesting, invigorating but at times hindered by some of life's obstacles. It was these obstacles that led to my interruption of study and change of research focus. On reflection, my difficulties turned into opportunities. Exemplifying my own use of metaphor theory, there were guides, celebrities, drivers, coaches, etc. who have been important to me along the way and played their own part in helping me reach my destination – the completion of this thesis. The importance of having supervisors, teachers, mentors and coaches with the qualities and embodiments such as these, can never be underestimated. The depth at which these people have engaged me academically and personally has been instrumental.

During the final stages of this research I pondered the starting points of my doctoral journey. I had once thought that it originated either at school, in a new job or new academic course. I came to understand that each of these could be viewed as the successive short journeys that together comprise a longer journey.

The use of metaphor analysis for this research helped me realise that my journey started long before I was born. The metaphors which illuminate my unconscious thoughts were 'in development' throughout my family's lives (phylogenetic and ontogenetic timescales) and so forth, imbricated with generations of career and subject cultures. Here now I am unconsciously displaying my own metaphorical

meanings, brought forward through my own socio-cultural and life history. It is such conscious recognition and critical reflexivity that I now have and by which I view the world. So, my knowledge contribution is codified in this thesis but also somehow embodied in new ways of reading my world.

This, new metaphoric 'gaze', imbued in my everyday activities, surfaces when I recognise metaphors in peoples' language, subsequently search for systematisations, begin to codify and consider possible interpretations. I have also found some of those close to me, who have shared my journey, regularly comment about the metaphors they now hear on a day to day basis in their own lives. In some way this research has "[…] created] new ways of seeing." (Wallace, 2001: 727). My advocacy of metaphor-based reflexivity for trainees in FE is motivated by such empirical life experience.

8.7 Future research

The diversity of socio-cultural and life history backgrounds of trainee teachers in FE is considerable. My metaphor analysis shows how knowledge of these has the potential to shape the enactment of ITE trainee's future practice and professionalism. However, further work is required to understand this diverse landscape of emergent professionalisms. Whilst I have considered this diversity to some degree in my research, my work has used a relatively homogenous approach. The ETF's data (2017) on the 40,500 pre-service and in-service learners who studied ITE qualifications in 2014/15 portrays notionally a cohort whose average age is 37, with approximately 27,000 females and 13,000 males. 7,000 were from ethnic minority groups and 4,500 had declared learning difficulties or disabilities. These numbers offer potential for expanding my research on metaphor usage of these specific groups and what this might mean for their engagement with professional standards, and how this might be influenced.

To consolidate such research, a longitudinal study intended to assess the predictive accuracy of early metaphor analysis carried out in the preliminary stages of an ITE programme could be designed similar to Thomas and Beauchamp (2011). An action research programme could also be undertaken, testing intervention strategies

attempting to shift unwanted reproductive tendencies from previous 'ages' (Hargreaves, 2000).

8.8 Contribution to knowledge

This research adds to the growing body of knowledge in FE on teacher professionalism and teacher professional standards. It advocates an improved approach to reflection by utilising deeper reflexive practice to illuminate how trainees' pasts could influence their futures and how they operate in their teaching practice. This responds in part to Lucas, Nasta and Rogers' call for "innovation" (2012: 694) by using metaphor analysis in to understand and meet the diverse needs of teacher trainees from a different perspective. This has implications for how trainees are encouraged to engage with national professional standards and adapt or consolidate their practice which would inform a genuine 'bottom up', autonomous professionalism (ETF, 2012b). This research also has the potential to be transferable across each of the different sectors in education.

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Appendices

Appendix 1 - Beginning teacher's interview schedules

Beginning teachers' questions – first interview

1. Tell me / give me a brief summary of how and why you've reached this point. (responses to include but not be limited to; work history, educational experience, qualifications, why undertake PTLLS and their biggest influences to become a teacher
2. What is your understanding of the new suite of teacher training qualifications (PTLLS, CTLLS, DTLLS)?
3. What information have you seen / heard relating to the new professional standards?
4. What is your understanding of the new professional standards?
5. How do colleagues (mentors if applicable) support your professional development?
6. What examples, if any, can you think of within the course, that you feel have tried to improve your professional values?
7. Those I look up to as teachers inspire me because ….
8. Can you give examples of how you have developed during your PTLLS award?
9. What is your understanding of the term professionalism?

Appendix 2 - Duncan's metaphor vehicles and their initial groupings

Vehicle grouping	Metaphor vehicle collected into the grouping
CRAFTSPERSON	Impressionable,
CELEBRITY	Guiding light,
PERFORMER	Just deadpan
GUIDE	Led me on
PROMOTER	Pitch to your audience
POSITIVE	Bright
CONTAINER	In, side of it
STATE OF ALERTNESS	Sitting back
ACCUMULATOR	Never shut off, pick ideas up
COMPLIANCE	Step out of line, can't hide behind, running a bit free
BAD MEMORIES	In my day
LOCATION	Got the highest
IMPROVISOR	Off the cuff
MOVEMENT	Put across (x2), stuck with it, day drags long, going to fly, tick along, set them off, keeps it flowing, balanced out, stepping stone, all along the way, stumble over things, ended up (X3), as a side line
DIRECTION	First step, the right way
CONFLICT	Half the battle, gives me a bit more ammunition, All one sided
PHYSICAL ACTION	Pushing them, to push, it grabs, it takes them, hurt themselves, death by PowerPoint, scrape through, breaks up, fitting into (x2), keep a handle on, touching the surfaces, sometimes take over, draw in, made (x3)
PRESENTER	A picture tells a thousand words
LABEL	What handle you put on it, has that label, with a label on, not labelled
HUMAN	Is headless

FEELING	Feel
SEEING	Different slant
ARCHITECT	Think outside the box
DEPOSIT	Put across

Appendix 3 - Sarah's metaphor vehicles and their initial groupings

Vehicle grouping	Metaphor vehicle collected into the grouping
MOVEMENT	Back to, went into, never far from, get through, steer you, going one way, stuck, out of, get behind, catch up, moved onto, fly them, stuck, one tracked, to be steered, direction, sway, towards, go off, through, go through, towards, weighing up, towards, all lead, where we stand
FIXED	stuck in my mind, stuck in, stuck
PHYSICAL ACTION	Laid back, put you down, putting you down, pushing you, hurt, putting you down, knuckle down, struggled, fall under, we underlay, thrown, break that down, struggled, made, turned my head, made, fell into, breaking it down, broke it down, break it down, break that down, putting it down, struggling, hands on, a nightmare
TIME	Eating into
COUNTING	That sums it up
CALM	More laid back
RE-FUELLING	Back into
ACCUMULATION	Take on board, pick up, build up
NETWORK	Like a tree, branched off
DIRECTOR	Comes through me
PROMOTER	Drum up, big eye opener
STABILITY /INSTABILITY	Found my feet, swept away, find my feet
PERFORMANCE	Drones
CONTAINER	Back of my mind
MAINTENANCE	Brushing up
FOUNDATIONS	Supported me, support
STATUS	On their level, on your level, up there, cushy, down their nose, gone down, one above, on the side, in with, geek, goody two shoes

STRESSES	Overloading
CLOSED / OPEN	Shut that door
STRENGTH	Strong point
AUTONOMY	Spoon feed