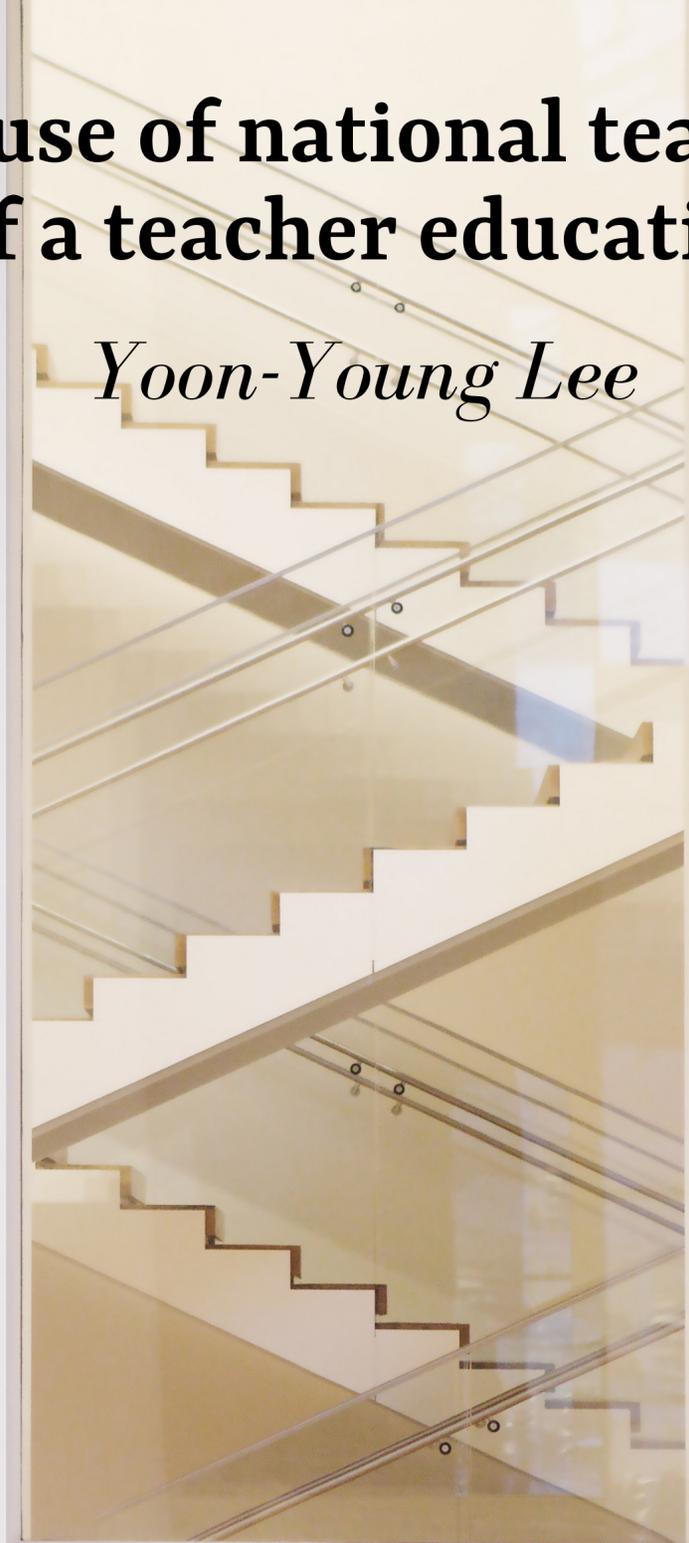


The interplay of the use of national teachers' standards and the reconceptualisation of a teacher education programme in England



01

Rationale

A considerable literature has grown up around the theme of professional standards. Few studies, however, have investigated the utilisation of standards at a programme level. Far too little attention has been paid to the mediation of student teachers' learning in relation to the reform of teacher education policy including the changes made to teachers' professional standards.

02

Research questions

RQ 1. What is the relationship between individuals' own objectives, the stated programme goals, and the Teachers' Standards in the operation of the Oxford Internship Scheme (OIS)?

1) How do individuals within the OIS define their objectives within the programme?; 2) How are these individual objectives related to the stated programme goals? 3) In light of this relationship, how do individuals within the internship scheme use and view the current national standards for Qualified Teacher Status (QTS)?

RQ2. What goals/standards do teacher educators and partners within the OIS think should drive a newly conceptualised or reformed teacher education programme?

1) Why do they believe they should be identified as the goals?; 2) How are these goals related to the national teachers' standards?; 3) To what extent is there a consensus among stakeholders about these issues?

03

Methodology

Case study

An 'in-depth investigation' of a 'specific, real-life' instance (Cohen, Manion, & Morrison, 2018).

04

Research methods & data

- Interviews: with individuals
- Observations : curriculum tutors' school visits, relevant curriculum sessions, and mentor meetings, etc.
- Document analysis: interns' ARP profile, portfolio, lesson plans, curriculum tutors' visit reports, mentors' informal reports, minutes, etc.

05

Units of analysis

Main unit : Oxford Internship Scheme (OIS)

Embedded units for RQ.1

- Intermediary units: a set of individuals (An intern with their associated curriculum tutors, mentors, professional tutors, and general tutors)
- Individuals: interns and their associated teacher educators

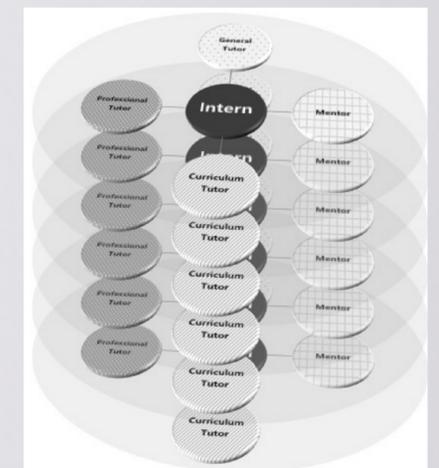


Figure 1. Embedded units for RQ.1

Embedded units for RQ.2

- Individuals: teacher educators in the Reconceptualisation of Teacher Education (RTE) project, the course director, headteacher who chairs the Partnership Committee, interns, etc.