ESCalate Themed funding: Teacher Educators for the 21st Century
Grant Project Interim Report

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Project Title The Work of Teacher Education

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Institution University of Oxford

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Project Start date 1 March 2010

Project End date 7 April 2011
The Work of Teacher Education

INTERIM REPORT ON PROGRESS FOR ESCalate

28.9.10

Project team: Dr Viv Ellis (Oxford), Dr Jane McNicholl (Oxford), Dr Anna Pendry (Oxford); Prof Jim McNally (Strathclyde)

Planning and preparation for data generation
Since February this year, the project team has met formally on three occasions to plan work and to review actions: 12 March (Oxford); 7 May (Glasgow) and 15 September (Oxford). We have recruited some part-time administrative assistance and we have used the services of a consultant to design and implement an on-line research tool. Through email lists and contact in the teacher education community, we have purposively selected a sample of teacher educators in England (9) and Scotland (5) with whom we have commenced work. We have held introductory meetings for members of our sample at Strathclyde University (7 May) and Oxford University (10 May).

Data generation
1. Interviewing
We have interviewed all members of our sample by telephone to elicit their educational histories and their perspectives on their work as teacher educators. Each interview was between 15 and 30 minutes in duration and has been transcribed.

2. Work diaries
All members of our sample have kept a work diary for one week in May 2010, to a common framework detailing activity and personal/institutional priority of that activity on an hourly basis for the seven day period.

3. On-line research tool
About one third of our sample has made good use of the online research tool to generate their own data about their work setting, institutional contexts and important artifacts. The online research tool is at www.workofteachereducation.org
- but the individual work spaces are private to the participants.

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Report funded by ESCalate, the HEA Subject Centre for Education www.escalate.ac.uk
4. Collection of teacher education job advertisements etc in Scotland
Only one job that met the sample criteria was advertised in Scotland during
the collection period! The collection period has been extended indefinitely so
that further vacancy information can be collected.

Data analysis
1. Interviewing
Transcribed interviews are currently being analysed using tools from life
history and narrative analysis.
2. Work diaries
Work diaries are currently being analysed using simple statistical tools to
identify patterns at the individual and field level.

3. On-line research tool
Material from the online research tool will be used to inform the next set of
interviews (undertaken during work shadowing – see below) as well as
supplementing the data generated during site visits to our participants.
4. Job advertisements etc
Analysis has been delayed so that further data can be collected.

Further data generation
We are currently planning site visits to participants in October/November to
shadow them at work for at least one day and also to interview them and
photograph the artifacts and resources with which they are working.

Towards the end of the project, as initially planned, we will convene
collaborative data analysis workshops with a selection of participants.

Interim outcomes
1. We are about to submit a first paper to the *British Educational Research
   Journal* that includes background from the first stage of the ESCalate project.
2. We will be presenting this same paper at the UCET conference on 12th
November and seeking discussion with delegates.
3. Viv Ellis will be discussing the project during his keynote presentation to the
VIA University College Teacher Education conference in Silkeborg, Denmark
on 6th October.
4. A project web page is available on the Oxford University Department of
   Education website:
   http://www.education.ox.ac.uk/research/resgroup/osat/wte.php
4. The project team is developing ideas for further funding applications to
   extend the work.

Final comments
We have completed all Phase 2 activity according to our initial timeline and
we are making good progress on Phase 3 tasks.

Dr Viv Ellis
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