Critical Conversations: The Role of Evaluative Language in Mentor Meetings in Initial Teacher Training

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Rachel Roberts

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Acknowledgements

The idea for this thesis was planted in a conversation that I had with Professor Vini Lander; one which I am sure she has now completely forgotten. We were discussing potential topics for my EdD thesis and things that generally bothered me about education. The question 'What does "Outstanding" *mean*?' led to me becoming quite animated and vexed, such that Vini commented 'There's a book in that.' This conversation, although apparently insignificant at the time, is indicative of the support (sometimes unacknowledged) that I have had over the last six years. Numerous conversations with colleagues and friends have all advanced my thinking. I would like to thank Dr Geoff Taggart whose module on Professionalism and an Ethic of Care provided reasons for my anxieties regarding performativity and values; Professor Carol Fuller for her continued guidance and positivity; and Dr Deb Heighes for her friendship in this thesis' early days.

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Declaration of original authorship

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

R Roberts

Abstract

This thesis explores the relationship between the modes of discourse of Initial Teacher Training and the role that evaluative language plays within and between them. Focusing on the dialogue between mentors and trainees, this research is contextualised by examination of the wider educational discourse in ITT. It is argued that in an era of performativity, ideology and power are conveyed via evaluative language and therefore a greater understanding of the effect that evaluative language can have on trainees would be of benefit to all those involved in training teachers.

A small-scale, qualitative inquiry was undertaken, working within an interpretivist paradigm. Three datasets were collected and analysed: two corpora of ITT documents; fifteen mentor meetings recorded over a one-year PGCE, and thirty interviews with mentors and trainees. Participants were five pairs of mentors and their trainees. Data were analysed using Corpus Analysis, Critical Discourse Analysis, appraisal analysis, descriptive and affective coding.

The main findings suggested a dissonance between values expressed by mentors and trainees and government policy. There was clear resistance towards 'official' evaluative terminology, such as that associated with Ofsted, which was evident in the critical relationship participants had with the grading systems used in ITT. Mentors' positions of power were reproduced via evaluative language, including their use of praise. Trainees tended to be self-critical and negative evaluation had a powerful effect on their self-efficacy. Mentors engaged in the practice of 'reappraisal', which re-framed trainees' negative emotions. This negativity could be reinforced by the pervasive metaphor of the learning journey, particularly when it was linked to reflective practice and unattainable summative grades that implied trainees would *never* be good enough.

Implications for practice include the recommendation that ITT providers consider their use of grading descriptors, so that they grade performance rather than the individual, and to refrain from grading altogether. Training for mentors and trainees in the provision and reception of feedback could pre-empt issues some of its potentially negative consequences on trainees, as well as training mentors to use 'reappraisal' to facilitate reflection. Caution should be exercised around the linking of progress to emotions; this would be facilitated by moving away

from an understanding of teaching as a skill towards one of practical wisdom, which would truly acknowledge the importance of the mentor's role.

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List of abbreviations

CDA – Critical Discourse Analysis

DfE – Department for Education

DERA – Digital Education Research Archive

EYTS – Early Years Teacher Status

FE – Further Education

HEA – Higher Education Academy

HEI – Higher Education Institution

ITE – Initial Teacher Education

ITT – Initial Teacher Training

NAHT – National Association of Headteachers

NASBTT – National Association of School-Based Teacher Trainers

NASUWT – National Association of Schoolmasters Union of Women Teachers

NCTL – National College of Teaching and Leadership

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

PGCE – Post-Graduate Certificate of Education

QTS – Qualified Teacher Status

SCITT – School-Centred Initial Teacher Training

SFL – Systemic Functional Linguistics

SLT – Senior Leadership Team

UCET – Universities' Council for the Education of Teachers

Chapter 1 Introduction

'Judgement is being passed everywhere, all the time' (Foucault, 1988, p. 323)

Evie, a young enthusiastic maths trainee teacher, looked at me with a hopeful expression. I had just observed her teach a Year 7 lesson and needed to give her feedback on her teaching. She had been struggling with aspects of the course and, as co-ordinator for the Graduate Teacher Training Programme in the school, it was my responsibility to monitor and support trainees. I looked at my notes and at the lesson grading criteria, hesitating before speaking. We both knew how her hopes were riding on my judgement, as her mentor felt she was not making enough progress.

'You have a lovely relationship with the class,' I began. Evie was not interested in my comments; she wanted to know the lesson grade. 'I think that you're still *working towards* the Standard,' I said softly. She looked down, her face red and, blinking back tears, she cried, 'I just want to be a good teacher and to help them!' She stood up and started to pack the resources away, tears running down her cheeks. Evie withdrew from the programme not long after.

1.1 My professional background and the origins of this research

This thesis is about the role that evaluative language plays in the training of beginning teachers and the discourses of which it is a part. My experiences as a mentor, school-based co-ordinator of ITT and PGCE tutor have influenced my understanding of the importance of the mentor-trainee relationship in trainees' development. Having taught for ten years in secondary education and mentored trainee teachers for much of that time, I was familiar with the difficulties that trainees could experience during their training year. I was also very aware of the effect that evaluation of teaching (as a qualified teacher) could have, where lessons were graded, and students' examination outcomes were linked to performance management.

I am currently a PGCE tutor and subject lead for secondary English, at the University of Reading. In this role, I have had numerous experiences of negotiating fraught relationships

between mentors and trainees. I felt that the language used in conversations between them was key to understanding how trainees learned and how they were inducted into a community of practice.

The conversations that mentors have with trainees seemed to be the heart of the learning process for teacher development, as part of a reflective practice model (Gibbs, 1988). Whilst it is an accepted part of reflective practice to feel a sense of uncertainty (Schon, 1987), experiences that I had whilst supervising training in school suggested that this uncertainty could be problematic, particularly when linked to a summative grade. There appeared to be a complexity at the centre of the mentor-trainee relationship and the points at which there were problems with the relationship tended to occur when trainees felt that they were being *judged.*

My interest in this area has been shaped by these experiences, as illustrated in the difficult conversation that I had with Evie. The encounter was emotional for both of us; I felt uncomfortable grading the lesson, *because* I felt I was grading the person. The impact that this had on Evie was immediate and upsetting and suggested to me that summative assessment at such a level during the very early formation of professional practice was neither appropriate nor helpful. Given the challenges and complexities involved in learning how to teach, the restrictions of grading either individual lessons or a trainee teacher at the end of their training caused me personal and professional conflict. In addition, I had frequently had to support trainees who reported overly negative feedback which affected both their self-confidence and their classroom practice.

Another key motivation driving my interest in this area was the apparent assumed agreed understanding of what was meant by Ofsted grading judgements of 'Satisfactory' or 'Outstanding' (Elliott, 2012) in this context. If highly experienced teachers were affected by judgement, as my personal experience in school suggests, then how do trainees (who are likely to have less confidence in their practice) respond to this kind of evaluation? Trainees are in receipt of lots of regular feedback, the purpose of which is for them to learn. I wanted to know what part evaluative language plays in this process and, given that I work closely with both trainees and mentors day-to-day, what might influence their discussions. The research

presented here is closely associated with my professional role, as both the documents analysed and participants are drawn from my place of work, the Institute of Education, University of Reading, as part of the PGCE programme on which I am a tutor.

1.2 Context of study

Evaluation is an inherently human act insofar as it allows us to negotiate the world around us (Morley & Partington, 2009); in education evaluation is also a formalised process, whether formative or summative (Broadfoot, 1996). Evaluation in the discourses of education in England forms the wider setting of conversations between mentors and trainees. It is therefore necessary to consider the nature of the contemporary educational environment in England.

A growing body of research indicates the rise of a performative culture in education (Ball, 2003; Ball, Maguire, Braun, & Hoskins, 2011; Fenwick, 2003). The notion of performativity is conceived as the process of internalising of evaluative systems on an individual level (Ball, 2003), and is framed within a neoliberal concept of marketizing institutions that focus on outcomes and productivity (Ball et al., 2011; Luxton & Braedley, 2010). Whole-school accountability measures such as school league tables and the more recent 'Progress 8' (DfE, 2017), gauge the attainment of GCSE grades and thus rank school effectiveness. Schools and ITT providers are subject to inspection and regulation by the Office for Standards in Education, Children's Services and Skills (Ofsted), which result in the institutions being graded. However, these should not be taken as an unquestionable indicator of quality (Leckie & Goldstein, 2017). Similarly, the reliability and validity of Ofsted inspections of ITT provision has been called in to question (Coffield, 2017; O'Leary, 2018; Sinkinson, 2005).

At Ofsted's inception in 1992, the school inspection judgements were a scalar of one to seven, with corresponding vocabulary; these were reduced to four between 2001 and 2005, as Table 1 illustrates:

Table 1 Ofsted school inspection classifications adapted from Elliot (2012)

Ofsted school inspection classifications, 1992	**Ofsted school inspection classifications, 2005**
1. Excellent 2. Very good 3. Good 4. Satisfactory 5. Unsatisfactory 6. Poor 7. Very poor	1. Outstanding 2. Good 3. Satisfactory 4. Inadequate

In 2006 the term 'Special Measures' was first used in an official capacity to indicate that a school would be in receipt of additional support in order to improve, as well as increased monitoring, following an inspection (*Education and Inspections Act,* 2006) - see Appendix 1 for a timeline. In September 2012, 'Satisfactory' was replaced by 'Requires Improvement' in a bid to make all schools either 'Good' or 'Outstanding' (Ofsted, 2012). In effect, this change allowed no room for anything less than 'Good'. It is possible to see this change in vocabulary as a demonstration of a 'discourse of progress' (Clarke & Baxter, 2014, p.484), linked to the demand for continuous improvement of a performative culture, as some critics claim (Ball, 2003).

Ofsted's fluid movement between quantitative numerical grades and supposedly qualitative words limit the meaning of the judgements made within inspections, as some critics suggest (Field, Greenstreet, Kusel, & Parsons, 1998). Other critics identify the acceptance of a vocabulary of neoliberalism that is unquestioned (Clarke & Baxter, 2014), despite the notion of 'Outstanding' as a grammatical and logical impossibility (Clapham, Vickers, & Eldridge, 2016).

This system of grading performance also occurs at an individual level. Lesson observation has been an important part of evidence for inspections since Ofsted's inception (Ofsted, 2018d). The grading of lessons, and thus individual teacher performance, was in place from 1996 (Fidler, Earley, Outston, & Davies, 1998). Recent research, critical of the way in which lesson observations are used as a conformity tool (O'Leary, 2014) and wider pressure from the teaching community (Vaughan, 2014), has led to Ofsted abandoning the practice of grading individual lessons as part of their inspection procedure (Ofsted, 2016), although it seems that some schools continue to grade lesson observations as part of performance management (Anonymous, 2017).

Trainee teachers in England are assessed against the Teachers' Standards (DfE, 2011), as set out by the Department for Education (DfE). The current Teachers' Standards are holistic, rather than hierarchical, although for the purposes of assessing the progress of trainees a set of descriptors for the Standards were produced by the Universities' Council for the Education of Teachers (UCET), the National Association of School Based Teacher Trainers (NASBTT) and the Higher Education Academy (HEA) for meeting them at a *minimum, good* or *high* level. The guidance states:

> The Teachers' Standards are not graded. However, for the purposes of quality improvement, and in the context of the inspection of ITE, providers are required to grade trainees (UCET & NASBTT, 2012, p. 5).

Given the fragmented routes into teaching that currently exist in England (Foster, 2018), it is difficult to ascertain how grading is used in ITT. Some providers seem to apply grading directly to lessons, for example the Leicester School-Centred Initial Teacher Training's (SCITT) Handbook states:

> Any trainees identified as likely to be teaching lessons that are not at least consistently `good' by the end of training will be provided with additional support (Leicester SCITT, 2015, p. 16)

Exactly *how* these summative grades are used appears to vary from provider to provider, although these are usually equated to the Ofsted grading system, as illustrated in Table 2:

Table 2 A comparison of grading designations for ITT

Ofsted grade (Ofsted, 2015)	**Edgehill University (2018)**	**Birmingham City University (2018)**	**University of Reading (2016)**
Grade 1: 'Outstanding'	'Outstanding'	'Enhancing'	'Excellent'
Grade 2: 'Good'	'Good'	'Embedding'	'Secure'
Grade 3: 'Requires Improvement'	'Requires Improvement'	'Establishing'	'Developing'
Grade 4: 'Inadequate'	'Inadequate'	'Emerging'	'Emerging'

A few programmes, such as those provided by the University of Cambridge, do not use grading at all (Snapper, 2018); these appear to be outliers in this regard.

By the end of the training course, trainee teachers gain Qualified Teacher Status (QTS) with a Grade 3 (meeting the Standards at a 'minimum' level) or better, to pass. The overlap between the guidance suggested by the HEA and Ofsted is interesting; Ofsted is not directly involved in the running of teacher training courses, yet they are the official body that holds providers of ITT in England to account. The relationship between the vocabulary used by the body that evaluates the quality of ITT provision and that used by ITT providers is worthy of exploration.

This relationship between discourses is interesting, particularly as indications from analysis of the Spoken British National Corpus 2014 (Cambridge University Press, 2015) suggest that education is more commonly discussed in general discourse in the UK now that it was twenty years ago. Findings also suggest that it is more likely to be described in *evaluative* terms which is a possible indication of the influence of Ofsted on discourse around education in this country.

There are indications of the negative impact of grading of lessons in both mainstream teaching and ITT and this is attributed to a conflation of measurement with development (Matthews & Noyes, 2016; O'Leary, 2014). For trainee teachers, the use of feedback from lesson observations is a vital part of their initial development; it therefore should be predominantly formative. This is linked to the role of the mentor, which has been recognised by government reports (Carter, 2015) and in the subsequent development of the Mentor Standards (DfE, 2016b). These prioritise the supportive, rather than judgemental, aspect of the role. In a context of ongoing issues with teacher recruitment and retention (Hinds, 2018; House of Commons Education Committee, 2017) the importance of supporting beginning teachers effectively is clear.

The evaluative discourse that surrounds ITT and its effect on both the mentor and trainee is the primary focus of this study. Examination of how the emotional aspects of teaching (Hargreaves, 1998) intersect with the performative expectations of a grading system should lead to better understanding of the support that mentors can give their trainees by focusing on the use of evaluative language. Review of the relevant research in Chapter 2 therefore gives rise to my research questions:

- What evaluative language is used in the context of ITT and how is it used in ITT materials?
- What evaluative language is used in mentor meetings and what is its role?
- What are the perceptions of mentors and trainees of the evaluative language used in educational discourse around ITT and in mentor meetings? What effect does it have?

My interest in the discourses of ITT informed both the data (examples of the discourse: policy documents and ITT materials; examples of mentor-trainee conversations; interviews with mentors and trainees) and the analysis methods (discourse analysis). To consider the relationship between language and power a broadly post-structural approach is taken, using Foucault's (2002) notion of discourse as a conduit of power. This provides a useful framework to explore the relationship between the different levels of discourse as well as possible sites of resistance to dominant discourses within the context of ITT.

1.3 Key terms and definitions

For the purposes of this thesis, I will use 'evaluative language' as a broad term, following Thompson and Hunston (2000), as it allows research to explore this kind of language from different perspectives (such as speakers' values and emotions). Evaluative language expresses an opinion about an entity which is both personal and societal (Hunston, 2011). Evaluation is broadly positive or negative and positions the evaluator in relation to the evaluated, often implying a shared ideology between the two; that is to say that the evaluator either assumes the evaluated agrees with the ideological position or is attempting to persuade through the evaluation.

Evaluation is not limited to a single word or phrase; it depends on context and is cumulative, which can make evaluation difficult to identify (Hunston, 2011). It can also be both summative *and* formative: if it is linked to a grade, then it has summative connotations, although any evaluative statement is likely to indicate *what* needs to improve, implicitly or explicitly. This analysis of evaluative language used in the discourse of ITT in England will identify the kinds of evaluative language used and explore the role it has in conversations between mentors and trainees.

Emotions are central to reason (Damasio, 2003; Duncan & Feldman Barrett, 2007) and the driver of human judgements (Haidt, 2012). As this study addresses the effects of evaluative language and research suggests emotion affects learning (Duncan & Feldman Barrett, 2007; Kensinger & Corkin, 2003), terms used will include: 'emotion', 'affect' and 'feelings'. Following Zembylas (2005), 'emotion' and 'affect' will be used interchangeably; I do not hold that there is a clear distinction between public emotion and private feeling, rather they are both *relational*. Located in social relationships, it is possible to regard all practices as affective, as 'they cause affirmative or negative affects' (Zembylas, 2018, p. 101). See Glossary of Terms.

1.4 Synopsis of chapters

This thesis is divided into eight chapters. Chapter 2 is a review of the relevant literature, identifing gaps in current research in this area and establishes the research questions. The literature review establishes the relationship between power and discourse in education, drawing from a Foucauldian theoretical framework, and links this to a performativity culture that appears to pervade educational policy. The voices of authority within the discourse are considered and the relationship with Ofsted and its influence on evaluative discourse within education is examined. The role of the mentor and the mentor-trainee relationship is explored, focusing on the features of the mentoring conversations and the role of feedback, as the likely site of evaluative language use. This is further contextualised in relation to the role of emotions as part of the evaluation in the mentor-trainee relationship.

Chapter 3 is the methodology which sets out the post-structural methodological approach taken; the collection methods of the three datasets (policy documents, mentor meeting conversations and participant interviews) and the range of discourse analysis approaches are justified in terms of the ontological and epistemological assumptions. Details of the appraisal framework, an approach that classifies types of evaluative language which was used to analyse elements of all datasets, is explained. Ethical implications and limitations of the study are also addressed.

Chapters 4, 5 and 6 outline the findings from the three datasets respectively; they therefore follow the structure of the research questions and iteratively address the findings of the

preceding chapter. Chapter 4 explains the findings of the policy document analysis, which establishes a distinct lexicon (the vocabulary of a particular field) of evaluative terms that are used and examines their use in ITT materials. Chapter 5 explains the findings of analysis of the mentor meetings, with reference to the findings from Chapter 4 and their relationship is examined. Of note was the lack of use of the same evaluative language identified in the analysis of policy documents. Chapter 6 explains the findings of the participant interviews, which are analysed in relationship to both the policy document findings (Chapter 4) and the mentor meeting findings (Chapter 5). These findings established a resistance amongst the mentors in their deliberate use of evaluative language and their use of reappraisal to re-frame trainees' negative perspectives of experiences.

Chapter 7 brings together the key themes of ideology, resistance and affect in relation to the use of evaluative language across the datasets, which arose from the findings. The concluding Chapter 8 outlines the contributions to knowledge, identifying the provision of an evidence-base of the resonance between the modes of discourse within ITT and will draw out the implications for professional practice and possibilities for further research.

Chapter 2: Literature Review

2.1 Introduction

This chapter is divided into three thematic sections providing an overview of the relevant literature on evaluative language and its relationship with power and discourse in the context of ITT. Section 2.2 examines existing literature on the nature of power within educational discourse, using Foucault as a theoretical framework. This is contextualised through the exploration of literature that analyses discourses of authority such as policy documents. It then focuses on literature that considers the power of evaluative language associated with Ofsted and its relationship with ITT. Section 2.3 establishes the key functions of the mentor role in the context of ITT and looks at the nature of the mentor-trainee relationship in terms of power. The position of the mentor meeting and evaluation in feedback is explored.

Section 2.4 considers the role of emotions and emotional support that is part of the mentoring role. The notions of emotional labour and affective practice are considered as part of a discourse community. The final section of this chapter summarises the gaps established in the current literature and formulates the research questions that arise.

2.2 Power, discourse and the 'Ofstedisation' of evaluative language

This section aims to examine the existing literature on power, discourse and evaluative language in education in the UK, with a focus on voices of authority. Foucault's notions of power, discourse and knowledge which informs the theoretical framework of many of the approaches taken in the literature in this area is explored. Ball's (1990, 2013, 2015) concept of performativity, which has been highly influential and a useful lens for this study, is defined and is considered in relation to the context of ITT. This is further explored in relation to neoliberalism (a concept closely related to performativity), the Teachers' Standards (DfE, 2011) and the assessment framework used for evaluating trainee teachers. The literature on evaluative language used in educational discourse is then examined and contextualised in relation to Ofsted, the official body that assesses the performance of both schools and ITT providers. Issues arising from this context are considered.

2.2.1 Power and discourse in education

Most definitions of discourse state that it is language in use as part of social practice (Schiffrin, Tannen, & Hamilton, 2001). Language is therefore any utterance that can convey meaning (Evans & Green, 2006). Foucault's (2002) notion of power being conveyed through language is a useful framework for exploring and critiquing discourses of ITT because of the complex social network of discourses within education. Foucault's (1978) conception of power is that it works through a network of relations and discourse cannot be separated from power; it is a conduit for power that both strengthens and undermines it. Power is not necessarily oppressive, but productive (Foucault, 1977) and there is always room for resistance (Foucault, 1984b).

Power exerted through discourse in all kinds of education is closely linked with examination. Examination consists of the process of observation (looking closely) and evaluation of an individual's performance. Assessing requires measurement against or expectation of a standard. When the examination is hierarchical, the knowledge of the assessment belongs to the assessor; the process of examination or evaluation is thus an enactment of power through discourse: knowledge *is* power and power is knowledge (Foucault, 1977).

The examination can become a 'normalising gaze' (Foucault, 1977, p. 184); a populous under continual surveillance will internalise the evaluative criteria or judgement and thus become self-governing. The external modes of punishment that become internalised via surveillance that Foucault describes in *Discipline and Punish* (1977) in the form of the panopticon can provide an apt analogy of the function of power within the education system in England, where judgement is an evaluation against positive or negative criteria within an institution. If discourse alters how we perceive reality and the way in which we think (Mills, 2003), the language used in a particular discourse can function as a form of internalisation of assessment conducted through surveillance. Educationalists such as Ball (2013) have used Foucault's conceptions of power through discourse and argue that it is virtually impossible to escape the discourses as we exist within them. This suggests a need for the exploration of the evaluative discourses that are used in the context of ITT in England.

2.2.2 Performativity and ideology in education

This section examines some of the theoretical perspectives that are useful in critiquing discourse; the concept of performativity is explored from different points of view and then contextualised in relationship to education and language in the literature pertaining to initial teacher training.

As a term 'performativity' has several different, although related, uses. It is a way of conceiving every utterance as an action: Austin's (1962) speech acts theory argues that language does not just describe; it is also productive. Whilst there are utterances that are more obviously performative, such as a promise, indirect speech acts can convey a speaker's intention and potentially their opinion. When this is given a context in which there is a power imbalance within a relationship (such as between a mentor and trainee) it could convey a judgement. In context, this is likely to influence the listener. Austin (1962) thus identifies three types of 'act' that speech has: its literal meaning (locutionary act); the speaker's intention (illocutionary act) and the effect it has on the listener (perlocutionary act).

Lyotard's (1984) concept of 'performativity' is of a mechanism of input-output that maximises efficiency and is linked to a modern political position of neoliberalism, a perspective in which knowledge is commodified by focusing on outcomes and the dominant metaphor is the market (Gramsci, 1971). For some educationalists (Ball, 2003, 2013; Ball et al., 2011; Fenwick, 2003), neoliberal ideology permeates education in the UK.

Ball's (2003, 2013) definition of performativity centres on the regulation of education through performance management and individualised targets that strive for continual improvement. This, he argues, causes a conflict between competitive individualism and an ethical purpose of education (Ball, 2003). In the context of ITT, this can cause a tension for both trainers and trainees caught between a virtue-motivated desire to teach and a data-driven quantitative measurements application of the Teachers' Standards (Raymond, 2018). The movement away from initial teacher *education* to *training*, as Wilkins and Wood (2009) note, places greater emphasis on technical competence and the school-based mentor's role as assessor. In an American ITT context, Holloway, Nielsen and Saltmarsh (2018) found that working in a performative environment compromised the mentor's role. Whilst both Raymond (2018) and Wilkins and Wood (2009) allude to the negative effect of a performative approach to ITT in England, neither are grounded in the perceptions or experiences of trainees or mentors.

Whilst there is a wealth of existing literature on performativity in schools (Clarke, 2013), there is relatively little on the impact that this has on the participants in ITT in England, which suggests a gap in the current research.

2.2.3 Discourses of authority

Words construct discourses and discourses legitimise speakers and types of thought through their use in organisations (Ball, 1990). A performative discourse is enacted via the evaluative language of texts such as policy documents and practices (Ball, 2015); thus evaluation and judgement become 'truths'. It is for this reason that it is important to critique current modes of discourse that operate in ITT.

Trainee teachers are assessed against the Teachers' Standards (DfE, 2013) which, in addition to the descriptors which vary between providers, can be seen as voices of authority in ITT because they are the criteria used to award QTS (Raymond, 2018). Therefore, analysis of these documents would indicate a perspective of 'good' teaching, possibly linked to ideology.

There have been various criticisms of standards for teachers and these have been critical of their performative and reductive nature (Carr, 2000; Clapham et al., 2016; Fenwick, 2003; Goodwyn, 2011; Ryan & Bourke, 2013). If, as Carr (2000) argues, teacher standards attempt to measure competency then other aspects of purposes of education and motivation to teach are marginalised or lost. He uses an Aristotelean understanding of virtue which distinguishes between knowledge and understanding (*episteme*), craft (*techne*), practice (*praxis*), and practical wisdom (*phronesis*). An over-emphasis on the former at the expense of the latter, which is connected to ethical choice, reduces and de-professionalises teaching (Carr, 2000). If teaching involves an ethic of care (Noddings, 2003), then this might be excluded from how teaching is conceived and promoted in an era of neoliberal policy.

Analysis of the pre-2012 Teachers' Standards conducted by Ryan and Bourke (2013) identified a discourse of management throughout, with a performativity function demonstrated in the over-representation of doing verbs that focus on behaviour (rather than knowledge or values). This locates the ideology in the language of the discourse itself. My review of the literature

has not revealed current research that considers the use of language in documentation used in the context of ITT in England and considers how this is used in the real-world context of mentor-trainee conversations.

2.2.4 The 'Ofstedisation' of educational discourse

If government policy documents such as the Teachers' Standards (DfE, 2013) and grading descriptors, such as those suggested by UCET and NASBTT (2012), are voices of authority, then a third source in the context of England is that of Ofsted. Ofsted's role as inspectorate of schools and ITT provision place it in a highly influential position and this is demonstrated by the plethora of documentation produced by the office itself and responses to the need for institutions to conduct Self Evaluation in anticipation of inspection (Baxter, 2014; Wilkins & Wood, 2009). The language used in the documentation is therefore worthy of analysis.

An increasing number of voices are critical of evaluative educational discourse which is seen to be dominated by Ofsted (Clapham et al., 2016; Clarke & Baxter, 2014; Coffield, 2017; Fenwick, 2003; O'Leary, 2018). Ofsted judgements are criticised for their unreliability (Coffield, 2017; O'Leary, 2018), their reductive nature and focus on measurement of outcome (Goodwyn, 2011), using a 'ranking system' of 'loaded labels' (O'Leary, 2018, p. 159). Field, Greenstreet, Kusel, and Parsons's (1998) analysis of Ofsted reports from the mid-1990s focuses on the use of key words that corresponded to the then 7-point scalar judgements used by Ofsted such as 'good', 'sound' and 'poor'. This posits that the language used is too blunt to reveal useful information about the quality of a school and their findings equate the positivist numerical scale with the Ofsted grading vocabulary, so that 'good' becomes a proxy for '3', partly on account of the wider readership of reports such as parents (Field et al., 1998). Whilst this research does not reflect the current Ofsted framework or grading system, it does indicate some of the systemic issues associated with evaluation of effective teaching. Other analyses also mention the impersonal, standardised 'Ofsted-speak' (Grubb, 1999, p. 79; O'Leary, 2014). Standardised phrases can give an impression of objectivity and therefore particular types of evaluative language could be so much a part of everyday discourse in education that it becomes unquestionable (Alexander, 1999; Clarke & Baxter, 2014).

There are three key pieces of research that give rise to areas worthy of further examination: Clarke and Baxter's (2014) analysis of key words used in inspections; Clapham et al's (2016) exploration of the meaning of 'outstanding' and Coffield's (2017) critical polemic of the inspection regime. These argue that the neoliberal standardisation of education, in which effective teaching is conceptualised as that which produces easily measurable outcomes (Coffield, 2017), operates in a discourse of continual improvement (Clarke & Baxter, 2014) which positions 'user interests' via policy so that it becomes a 'narrative of truth' (Clapham et al., 2016). The Ofsted vocabulary of evaluation is not in reference to empirical data, rather in reference to itself (Clapham et al., 2016). If these judgements are merely evaluative and not also descriptive, they could be considered 'thin concepts' (Kirchin, 2013), as opposed to 'thick concepts' which evaluate *and* describe.

The relationship between the different modes of discourse from official documentation and conversations in schools is under-explored in the literature. A study by Williams (2017) compared the language use of Ofsted documents and that used by heads of Physical Education (PE). He found that both used performative language. However, he suggests that the heads of PE may have been using this kind of language deliberately, if unwillingly, to obtain resources and thus they are 'play[ing] the game' (p. 327). In this sense, there may be an indication of resistance (Rouse, 1994) to a performative discourse.

There has been very little exploration of how official evaluative vocabulary, such as that associated with Ofsted, is perceived by those that exist in the discourse in schools. As mentoring conversations do not take place in isolation - the micro discourse operates as part of a wider macro discourse - and the literature suggests that a performative culture may have a negative impact on mentors and trainees, it is clear that there is a need of investigation in this area, with a clear identification of the specific language used in official documentation and in mentor meeting conversations.

2.2.5 Reflective practice, metaphor and ideology

A key feature of ITT is the process of trainees being observed by their mentors and receiving feedback. Many approaches advocate that these feedback sessions be designed to encourage reflection in the trainee (Copland, Ma, & Mann, 2009; Mercado & Mann, 2015), that they

might *become* reflective practitioners themselves (Pollard, 2014). In a culture of performative measures where trainees' progress is measured and graded, there is a potential area for conflict if this process is connected to a neoliberal ideal of continual improvement. If teachers or trainees internalise judgement of their performance to an extent where they are in a state of 'perpetual deficit' (Fenwick, 2003, p. 344), then there is the possibility that reflective practice could be damaging to individuals in the process of beginning teaching.

As discourse is linked to ideology, another area to consider is use of metaphor. Holborow (2015) argues that neoliberal ideology proliferates through the use of the market as a metaphor. Metaphors are a fundamental way in which we are able to communicate, negotiate and make sense of the world around us in speech, writing, thought and action (Lakoff & Johnson, 1980). Metaphors of learning often fall into transmission or construction models, and adherence to a single metaphor 'may lead to theories that serve the interests of certain groups to the disadvantage of others' (Sfard, 1998, p. 11). Metaphors that are unexamined because of their frequent recurrence in everyday discourse are problematic, because they can hide ideology (Goatly, 2007). The metaphor of 'learning as a journey' (Berendt, 2008; Goatly, 2007) is pervasive and analysis of metaphor use by teachers can provide fruitful information regarding their understanding of teaching (Kasoutas & Malamitsa, 2009).

Gatti and Catalano's (2015) analysis of one trainee teacher's use of metaphor during her training in the United States found that the trainee's concept of teaching (expressed through the metaphor of 'teaching is a journey') did not coexist with the training programme's concept (expressed through the metaphor of 'teaching is a business'). This mis-match of understanding of teaching, in conjunction with a difficult relationship with her mentor, contributed to the trainee leaving the training programme. The lack of support that the trainee felt she had from her mentor in this study underlines her ideological understanding of the nature of teaching being a 'journey'; she felt she *needed* a guide and support in order to complete it and become a teacher. Similarly, conceiving the teacher as a guide is part of the 'journey' metaphor and was the predominant metaphor used in Hamilton's (2016) study of beginning teachers' understanding of teaching through metaphor in the United States. Research of the use of metaphors in mentoring conversations of ITT programmes in the UK

would be of benefit for those working in this context, as use of metaphor suggests both ideological perspectives and underlying values with regards teaching.

2.2.6 Summary and research question

Power operates through discourse, via evaluative language and is connected to the use of observation as a means of control (Foucault, 1988). The performativity culture that has arguably permeated English educational policy focuses on outcomes and contains neoliberal conceptualisations of education (Ball, 2013). This is reflected in the Teachers' Standards (DfE, 2013), which use a competency model to assess trainees. Elements of teaching that are more difficult to measure (such as caring) are marginalised in this assessment regime (Carr, 2000). There is therefore a potential tension between government policy of teaching quality and actual professional values, particularly in ITT (Raymond, 2018) and there may be negative consequences for mentors and trainees in a performative system (Wilkins & Wood, 2009).

Discourses of authority in ITT in England stem from two sources: government policy and Ofsted. These are then enacted through ITT providers via the assessment of trainees against the Teachers' Standards (although this is not standardised across all ITT programmes). The performative accountability system has led to an 'Ofstedisation' of educational discourse, engendering a discourse of continual improvement. Standardised phrases, associated with Ofsted, proliferate educational discourse and are used as a means of control (O'Leary, 2014).

The gap identified in current literature is the systematic identification of evaluative language used in government policy and the relationship between official evaluative discourse and that used by ITT providers. Analysis of this language would provide insight into how teaching and teacher training is conceptualised by government policy and how this might be interpreted by an ITT provider. The first research question is therefore: What evaluative language is used in the context of ITT and how is it used in ITT materials?

2.3 Evaluation and the mentor-trainee relationship

This section aims to define the mentor's role and how power relations, connected with the assessment aspect of the role, affect the mentor-trainee relationship. Literature that

examines the features of the mentor meeting (or feedback conference) is considered, including that of dialogic talk. Section 2.3.4 explores the role of feedback and this is followed by sections summarising research on effective feedback and how trainees receive feedback. A summary of the literature is provided and the second research question that arises from this study of the literature is given.

2.3.1 Defining the mentor's role

In line with its origins in Greek myth, definitions of mentors tend to cast them as holders of wisdom and knowledge, with a tendency to be directive in conversations with their mentees (Gray, Garvey, & Lane, 2016). Definitions of mentoring across several professional spheres suggest that a non-hierarchical relationship is more effective, such as Megginson and Clutterbuck's (1995) definition of an experienced professional who provides 'off-line help' (p13). Within education, both the National Foundation for Educational Research (Lord, Atkinson, & Mitchell, 2008) and the Centre for the Use of Research and Evidence in Education (CUREE, 2005) provide definitions that characterise the role as being part of a professional transition from trainee to qualified teacher and emphasise the importance of a positive interpersonal relationship between mentor and trainee.

The literature provides a range of features of the ITT mentor's role, including: guide (Izadinia, 2017), provider of assistance (Tomlinson, 1995), developer of reflective practice (Ballantyne, Packer, & Hansford, 1995), emotional supporter (Marable & Raimondi, 2007), emotional and academic supporter (Izadinia, 2016). These features echo Schutz's (1994) concept of effective personal relationships, in which people need to feel significant, competent, and likeable and it is likely, given the mentor's role as provider of summative evaluation, that they will have an influence on the trainee's sense of self-efficacy (Bandura, 1977). The mentor's role is therefore complex and dynamic (Leshem, 2012).

2.3.2 Power, assessment and the mentor-trainee relationship

Mentors play a vital part in contributing to trainees' progress, primarily in their function of providing developmental feedback on teaching (Hobson, Ashby, Malderez, & Tomlinson, 2009; Hudson & Hudson, 2014; Mercado & Mann, 2015). Due to the 'gatekeeping' (Copland, 2015b, p. 136) aspect of the mentor's role, the professional relationship between mentors and

trainees is not straight forward (Ferrier-Kerr, 2009; Israel, Kamman, McCray, & Sindelar, 2014; Louw, Watson Todd, & Jimarkon, 2014; Rehman & Al-Bargi, 2014) and automatically puts mentors in a position of power (Copland & Crease, 2015).

The unequal power dynamics of the mentor-trainee relationship can have a negative impact on trainees' development, particularly if an atmosphere of high accountability lessens the opportunity for collaborative learning (Patrick, 2013). There is an obvious need for a positive relationship between mentors and trainees (Graves, 2010) and one that is founded on mutual trust (Nevins Stanulis & Russell, 2000).

If the evaluative aspect of the mentor role affects the interpersonal relationship (Malderez, 2009), it is likely that the evaluation will be evident in feedback that trainees receive. Whilst feedback should be tailored to the students' needs (Grainger, 2015), if it is too critical it can result in 'a sense of professional inadequacy' (Lofthouse & Thomas, 2014, p. 210). This can also manifest in trainees' need to please their mentors (Furlong & Maynard, 1995; Maynard & Furlong, 2001). Hobson and Malderez (2013) characterise a relationship whereby the mentor is quick to evaluate as 'judgementoring', which can have a negative effect on the trainee. The relationship between mentor and trainee, as displayed through the mentoring conversations, therefore plays a vital role, not only in the development of their pedagogical knowledge, but also their belief in their own ability to perform in the classroom.

This is supported by Atjonen's (2012) analysis of over two hundred trainees' responses to a questionnaire about ethically 'good' or 'poor' mentoring experiences. The respondents regarded the nature of feedback and how it was given as the most influential aspect of their experience. For bad mentoring experiences, emphasis on the mentor's higher status was also connected to negative mentoring. This suggests that there is a connection between power and the role evaluative language plays in the relationship and thereby the perceptions of the trainees' experience in school.

The mentor-trainee relationship does not exist in a vacuum, however, and it is likely that the 'hidden labour' (Hamel & Jaasko-Fisher, 2011, p. 434) that characterises much of what

mentors do, is influenced by the context in which they are working. An understanding of the wider discourse of mentorship conceptualisation is therefore necessary to understand the influences on the vital relationship of the mentor and trainee.

2.3.3 Features of the mentor meeting

A constructivist understanding of how trainees learn to teach underpins the perspective taken in this study and this is, arguably, the dominant paradigm of teaching currently in the UK (Dziubinski, 2015). Learning in this paradigm is conceptualised as an active, social process and central to this is the role of language (Vygotsky, 2012). This is reflected in the way in which ITT courses are structured (Hobson, 2002): mentor meetings are designated conversations that form part of the learning process for the trainee. The dialogue between mentor and trainee in ITT, demarcated by weekly mentor meetings, allows space for the discussion of concepts in teaching that are vital to the development of a trainee's understanding (Aderibigbe, Colucci-Gray, & Gray, 2016). From a Vygotskian (2012) perspective, it is the *process* of conversation between mentor and trainee that facilitates the development of the trainee. The social construction of knowledge through dialogue is linked to the process of reflection (Schon, 1987) and analysis of experience that is another cornerstone of ITT programmes in the UK.

This perspective indicates several areas for research regarding the structuring and choice of phrasing or vocabulary in mentor meetings. Social conceptions are located as both cultural and historical (Hood Holzman, 1996); in terms of the experiences of trainees in schools, the conceptions that trainees would develop are influenced by the context of their specific school but also in the wider context of education in Britain today. The relationship between context, language and identity is complex and intertwined (Mercer, 1995) and, in effect, a mentor's job is to induct their trainee in the discourse of teaching. If learning is participation in discourse using subject-specific concepts (Winch, 2013), the importance of mentoring conversations in forming both the pedagogic practice and professional identities of trainees cannot be overestimated. An under-researched area in the literature is that of the connection between the discourse of education at a national (macro) level and the intimate discourse of the mentor at an individual (micro) level. This suggests a significant gap in current research that would be of direct benefit to professionals working in this area.

Taking a Bakhtinian (Bakhtin, 1986) understanding of the intertextual nature of discourse, a shared ownership of words can be seen as a kind of solidarity, as might be found in a discourse community. A discourse community, according to Swales (1988), must have: a shared public purpose; a forum for discussion; a process of information and feedback; 'discoursal expectations'; a 'shared and specialised terminology' and a sufficient membership including those considered experts and those considered novices (p. 212). Martin and White (2005) argue that *evaluative* language both facilitates power and a sense of joint endeavour in a shared activity which also implies a shared value system. The evaluative language used within a discourse community is therefore pivotal in setting the professional values of teaching for trainees and the mentor-trainee relationship.

There are a wide range of other terms for this conversation from 'mentoring sessions' (Franke & Dahlgren, 1996) to 'mentor-protégé-conferences' (Evertson & Smithey, 2001). For the purposes of this study, I have used the term 'mentor meetings' to identify the designated conversations that mentors have with their trainees in a school setting as part of a structured training programme. This was primarily because it was the preferred term used by the ITT provider participating in this study. By identifying the conversation as a 'mentor meeting' there is a distinction between a dialogue between an observer and trainee teacher which provides feedback on a specific lesson and a more wide-ranging conversation that will encompass other aspects of the trainee's experience. It is the latter which forms the focus of this study.

Gray et al (2016) describe conversations between mentors and trainees as conversational learning: a dialogic process that is rooted in experience and affect. These conversations are characterised by use of questions as a kind of scaffolding (Engin, 2013; Olsher & Kantor, 2012) but are bound by what might be called 'legitimate talk' (Copland, 2012). Legitimate talk is specific to context and conditions, about a topic where specific kinds of knowledge are authorised. Legitimate talk has both legitimate speakers and audiences, which establishes who can say what and in what way. It is through legitimising speakers, Copland (2012) argues, such as the mentors, that trainees are inducted into a discourse community.

There has been a shift in the trends of analysis of feedback conversations in the literature from descriptive taxonomies of the 1970s towards interpretative studies in the 1990s and a more recent interest in dialogue and voice (Farr, 2011). This shift coincides with a reconceptualising of mentor conversations as dialogic, although the literature suggests that, without training, mentors are more likely to use a directive style of discourse when talking to their trainees (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2011; Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2008). It is not clear from these studies what role evaluative language plays in these conversations or how mentors and trainees perceive a direct style of conversation.

Timperley (2001), and Orland-Barak and Klein (2005) found that there was a focus on performance in conversations between mentors and trainees; Orland-Barak and Klein also found that there was a disparity between the mentors' stated preference for dialogic talk and the more directive reality in their conversations with their trainees. (Alexander's (2005) definition of dialogic talk is that it is collective, reciprocal, supportive, cumulative, and purposeful.) Similar points linking accountability measures and teacher evaluation are made by Goodwyn (2011), Donaghue and Howard (2015), Randall (2015) and Lofthouse and Thomas (2014). Lofthouse and Thomas (2014) found that some mentors found that performativity (in the form of box ticking or completion of forms) could dominate conversations with trainees. A key question for research into mentoring is, therefore, whether there is a link between a culture in ITT that is performative, and the evaluative language used in mentoring conversations and what effect this might have on a trainee.

2.3.4 The role of feedback in ITT

Feedback, a key feature of mentor meeting conversations, can be defined as information provided to help move from one level of understanding or performance to a higher one (Ramaprasad, 1983). In a constructivist understanding of learning, this help will be in the form a dialogue. Feedback is therefore a formative process that enables the learner to progress (Hattie & Gan, 2011; Sadler, 2010; Taras, 2013).

Analyses of feedback conversations in teacher training have identified a tendency for mentors to dominate, as suggested in 2.2.3, and how the power dynamics contribute to a fear of losing

'face' on the part of both mentor and trainee (Copland, 2011). There is little research into the use of language in these conversations and it is worth noting that most of the existing research has been conducted as part of training courses for English as a second language courses, which features group feedback, rather than more general teacher training. There are few studies that specifically examine the use of *evaluative* language, and none in the context of conventional ITT.

It is therefore necessary to draw from features of conversation analysis and more generic forms of conversation to identify some possible influences on the conversations that take place between mentors and trainees. Leech's (2014) politeness maxims identify the 'rules' of conversation which include tact, generosity, approbation, modesty, agreement, and sympathy. These unspoken rules will influence the conversations that take place between mentors and trainees. An indication of power play within a conversation would be the use of 'hedges' i.e. words that indicate lack of commitment or certainty such as 'might' or 'perhaps' (Martin & White, 2005), which might mitigate criticism or save face (Copland, 2015b).

2.3.5 Effective feedback in ITT

Spoken feedback is 'hidden' and ephemeral (Farr, 2011) and mentor's espoused feedback styles may well differ from the reality (Donaghue, 2015); therefore, the *quality* of feedback is vital for it to work as a scaffold. Issues with feedback in the wider sphere of education are widely reported and have focused on the teacher rather than the student, much like the literature on mentoring. Traditional models of feedback are simplistic, behaviourist and decontextualized; effectively conceptualising learning as a form of transmission (Boud & Molloy, 2013; Sadler, 1989).

Boud and Molloy (2013) identify some of the key problems with feedback in Higher Education, including the receiver feeling judged. Similar issues in feedback conversations features in the literature on teacher training, as feedback in ITT being 'high-stakes' (Donaghue, 2015; Mercado & Mann, 2015); its inherant power imbalance (Copland et al., 2009; Le & Vasquez, 2011), which can lead to resistance to feedback on the part of the trainees (Copland, 2015a) and conflict between mentor and trainee (Mercado & Mann, 2015), possibly exacerbated by a lack of training given to mentors (Donaghue & Howard, 2015). There is a potential loss of face

(Copland, 2015a; Farr, 2011) on the part of both the provider of feedback and the recipient. Feedback is problematic because it is necessarily *evaluative* in nature.

Copland et al's (2009) findings recommend a balance between directive feedback and facilitating reflection so that trainees benefit fully from feedback conversations. Farr (2011) suggests that language and paralinguistic choices on the part of the provider of feedback are contributory to trainees' development. The predominance of directive feedback and focus on weaknesses in teaching (Copland et al., 2009) is coupled with some mentors' espoused purpose of feedback (to facilitate reflective practice) and the reality (Orland-Barak & Klein, 2005). Whilst these studies identify content and function of different parts of feedback (and some focus on teacher trainer feedback), the evaluative nature of the conversations are only dealt with implicitly. This gap in the current research forms the focus of this study.

Suggestions for effective provision of feedback include: mentors being supportive (Martinez Agudo, 2016); showing empathy (Akcan & Tatar, 2010); using praise to encourage and recognising their efforts to keep trainees motivated (Rhodes, Stokes, & Hampton, 2004); being sensitive and balanced (Parsloe & Wray, 2000); being goal-oriented (Brandt, 2008). Many focus on the *affective* element of giving feedback; the potential emotional consequence of receiving feedback (Hyland & Lo, 2006). An area that appears to be neglected in the literature is the effect of specific kinds of feedback, such as the use of praise. Jenkins, Floress and Reinke's (2015) research, which looked at teachers' use of praise with high school students, identified two kinds of praise: general and behaviour-specific. Mentors' use of praise is an element that appears to be missing in research in this area and analysis of evaluative language would provide empirical data regarding its use.

Whilst Hattie and Timperley's (2007) suggestions move the focus of feedback towards making progress, there is an inescapable bind to do with the nature of assessment. Typically divided into summative and formative assessment, it is not always possible to separate them (Scriven, 1966). *All* assessment is summative *because* it is couched in terms related to a measurement (Taras, 2005). A dialogic understanding of feedback would develop it as part of a feedback loop, or spiral, that would lead to continual improvement (an aspiration of reflective practice).

This review of the literature has not revealed any existing research on the use of evaluative language in feedback in this context.

A commonly used feedback structure is the 'shit sandwich' (Adey, Hewitt, Hewitt, & Landau, 2004; Copland, 2015b; Rhodes et al., 2004), where criticism is 'sandwiched' between praise. Le and Vazquez's (2011) findings from six feedback sessions and interviews similarly show mentors using a greater number of compliments to criticisms and a desire to 'soften' criticism. Copland's (2015b) findings suggest mentors deliberately 'hedge' criticism in order to lessen the loss of face on the part of the trainee. Despite its popularity, the 'shit sandwich' technique has been criticised for being ineffectual, the focus being on the mentor's role and limiting in its behaviourist concept (i.e. that recipients of feedback will 'hear' the final positive comment last and therefore it will have greater impact or reduce the emotional effect of the negative comment) (Boud & Molloy, 2013; Milan, Parish, & Reichgott, 2006).

2.3.6 Receiving feedback

A missing element in much of the research on feedback is that of reception of feedback. Several studies focus on the need for receptiveness on the part of the trainee (Davey & Ham, 2010; Le & Vasquez, 2011), which chimes with more generic research on feedback advocating a 'growth mindset' (Dweck, 2006; Stone & Heen, 2014). Notwithstanding criticism of the 'shit sandwich' technique, in terms of the reception of criticism, that 'bad' is stronger than 'good' (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001) is a widely accepted psychological effect commonly known as 'negativity bias', namely that 'negative events have a greater impact on people's behaviour than positive events' (Jing-Schmidt, 2007, p. 418) and there is an evolutionary reason for this as a form of self-protection. This is counterbalanced by the 'Pollyanna' effect, which posits that people tend to use quantitatively more positive words than negative ones, as a way of making the world appear better. Jing-Schmidt (2007) argues that the negativity bias takes place at a biological level, whereas the Pollyanna effect takes place at a linguistic level, hence the greater emotional impact of the former. This has significance for understanding how evaluative language works in mentor meetings, particularly if, as Farr (2011) suggests, there is a disparity between tutors' and trainees' perceptions of the positivity or negativity of feedback (note: Farr's research focused on conversations between university-based tutors and trainee language teachers). Trainees challenging or not

participating in self-reflection can lead to tensions within the mentoring relationship (Copland, 2010); this reinforces the hierarchical nature of the mentor-trainee relationship.

If there is a difference in the impact that negative language has compared to positive language, as some literature suggests that trainees tend to focus on the criticism (Iyer-O'Sullivan, 2015), then analysis of the evaluative language used, how both mentors and trainees perceive it and how this affects their relationship would be of use to practitioners in ITT.

2.3.7 Summary and research question

The mentor's role is made more complex by their role as assessor and the provision of feedback (a vital part of the role) can be problematic, because of its evaluative nature. Mentors sometimes espouse a more democratic and dialogic view of their use of feedback than their actual conversations suggest. Overly critical mentoring can be damaging for trainees' progress. Mentors in part induct their trainees into the discourse community and through a use of shared language, although this is an under-researched area. Some findings suggest mentor conversations are overly focused on performative activities.

The provision of feedback can be problematic, principally because it is evaluative. For feedback in ITT to be productive, it needs to be formative which suggests the need for research into what kind of evaluative language is used in mentoring conversations. The 'shit-sandwich' is a commonly recognised approach to giving feedback, but it may not be helpful for trainees.

How trainees receive and perceive the feedback is an underdeveloped area within the research; the negativity bias suggests that criticism is likely to have a greater effect than praise. This is linked to an *affective* response to language and therefore an examination of the effects of evaluation in this context would be of benefit to practitioners. This literature review reveals a gap in current research in this area: the systematic identification of types of evaluative language used in mentor meetings and analysis of its role, in relation to the wider

discourse in which ITT exists. This gives rise to the second research question: What evaluative language is used in mentor meetings and what is its role?

2.4 Emotions and evaluation in context

This part of the literature review considers the link between emotions, teaching and mentoring. The notion of 'emotion management' is examined in the context of ITT. Mentorship is considered in terms of 'affective practice' and the process of 'reappraisal', whereby emotional experiences are reframed as a way of changing perspective. The connection between evaluative language and emotion is considered and its relevance to the progress of the trainee explored.

2.4.1 Emotions, teaching and the mentor's role

Teaching is an emotional occupation (Day & Leitch, 2001; Hargreaves, 1998) and this is linked to the values and altruistic motivations that attract people to the profession (Lortie, 1975; Nias, 1996). At the centre, as Noddings (2003) argues, is the reciprocal relationship of care. The literature is clear about the centrality of the mentor-trainee relationship for the trainee's development (Hawkey, 1998) and this is 'emotionally charged' (Hawkey, 2006, p. 145) because of the intersection between guidance, assessment and the emotional nature of teaching.

Trainees experience a wide range of emotions during their training (Yuan & Lee, 2016) and the formation of teacher identity is therefore intertwined with emotions (Nicols, Schutz, Rodgers, & Bilica, 2017; Zembylas, 2005). Yuan and Lee's (2016) case-study examines how the context of the training and relationship with the mentor, if negative, can be detrimental to the formation of a beginning teacher's identity. It is their recommendation that addressing the potential experiences on an *emotional* level that trainees might experience in their school placement should be a part of their training. Similarly, Bloomfield's (2010) case-study suggests that a strained mentor-trainee relationship led to the trainee feeling she had to suppress her emotions to 'survive'. This suppression of emotions can be seen as a form of emotional labour (Hochschild, 2012), or emotion-management. If emotion-management is a feature of teaching, as Isenbarger and Zembylas (2006) argue, the question arises as to how this intersects with evaluation in the mentor-training relationship, particularly if assessment stakes are high.

2.4.2 Mentorship and affective practice

Affect, or emotion, is relational and discursive. Emotions are productive, they *do* things in social relations through discourse (Wetherell, McCreanor, McConville, Moewaka Barnes, & le Grice, 2015; Zembylas, 2005). Affective practice can be defined as a form of 'embodied meaning-making' (Wetherell, 2012, p. 4). Watkins (2010) argues that affective practice is a pedagogical process in teacher-student exchanges, which is similar to Schutz's (1994) assertion that positive working relationships need to show 'significance', i.e. both parties need to demonstrate that the other is important to them.

The emotional labour that is recognised as being part of teaching (Isenbarger & Zembylas, 2006) also appears to be a feature of feedback conversations in ITT through, for example, use of hedges to save face (Copland, 2015b; Farr, 2011; Zembylas, 2005). In this example it is possible for the emotional labour to occur on both sides of the relationship: for the mentor to soften criticism and for the trainee to be tentative in assertions or responses.

Another form of emotion regulation is cognitive change: the process of 'modifying one's appraisal of a situation… to alter its emotional impact' (Gross, 2015, p. 9). 'Reappraisal' is a type of cognitive change that aims to change the emotional meaning of a situation ('It isn't important to me') or the personal relevance of a situation ('It does not include me or those I care about'). This form of emotion regulation re-frames emotional reactions or experiences. Lee et al. (2016) found the process to be associated with positive emotions, whereas suppression of feelings was associated with negative emotions; they therefore consider reappraisal to be of benefit to teachers.

The literature suggests that affective practice is a form of relational power. Zembylas (2005) argues that when affective practice is coded into a performative culture it can be detrimental to teachers, as it can reduce them to automata. This is closely related to Ball's (2003) understanding of performativity, a technology of control linked to performance outcomes that are highly regulated and monitored that can become internalised. Drawing on Foucault's (2009) notion of 'counter-conduct', that is 'the will not to be governed thusly, like that, by these people, at this price' (Foucault, 2007, p. 75), Zembylas (2005, 2018) suggests this should

be of greater concern in educational research and even that research should provide space for counter-conducts to be explored.

The affective practice of teachers is an under-researched topic, and this literature review has found no analyses of the affective practice mentors in ITT specifically. Given the emotional labour that is part of teaching (and mentoring), and the impact that this can have on beginning teachers, this thesis seeks to examine the affective practices that occur in the mentor-trainee relationship.

2.4.3 Affect and evaluation

The long-held distinction between rational thought and emotion stems from the Ancient Greeks; more recent philosophy and psychology, supported by neuroscience, suggests that cognition and affect are not distinct entities or processes (Duncan & Feldman Barrett, 2007). Tyng, Amin, Saad and Malik (2017) state that 'emotion modulates virtually every aspect of cognition' (p1). Emotion therefore also affects both memory (Kensinger & Corkin, 2003) and learning (Tyng et al., 2017).

Used as a form of guidance, evaluation is useful for both mentor and trainee (Israel et al., 2014). However, it is possible that the teaching profession as a whole lacks good-quality feedback (Kilbourn, Keating, Murray, & Ross, 2005). Trainees' negative experiences of mentoring can be linked to overly critical feedback (Hobson & Malderez, 2013; Maguire, 2001). Donaghue's (2015) close analysis of two mentors' feedback styles suggest that there is a correlation between greater use of evaluative terms when giving feedback and the mentor primarily seeing his role as an assessor. This was partly in relation to the existence of assessment criteria and therefore the 'need' to apply it. Copland, Ma, and Mann (2009) similarly found that directive mentoring styles and application of assessment criteria in feedback conversations impinged on opportunities for trainees to be reflective. They also found that when trainees dissented from a mentor's evaluation, it was down-played by the mentor. As emotions are constructed through discourse and are productive (Zembylas, 2005), there is scope for identifying the specific evaluative words that may have a role in mentor meetings.

2.4.4 The affective effect of feedback

A teacher's self-esteem is necessary for their professional well-being, but it is delicate and subject to change; teachers are therefore vulnerable in their conception of their professional self (Kelchtermans, 2009). This can lead to trainees being resistant to feedback as a form of self-protection; Copland (2015b) attributes this to the power imbalance in the mentor-trainee relationship. Iyer-O'Sullivan (2015) suggests that a typical starting question mentors use during feedback conversations ('How do you think that went?') foregrounds an *affective* response on the part of the trainee.

Psychology and linguistics provide evidence that connects evaluative language with affective responses. Dodds et al's (2015) large-scale corpus analysis suggests that people tend to use more positive than negative vocabulary in speech, however, the theory of the negativity bias suggests that criticism has a stronger effect than praise (Baumeister et al., 2001; Jing-Schmidt, 2007), as discussed in 2.3.6. If emotional responses can impact on learning, as Nicols et al (2017) suggest, there may be an internalising of judgement (whether positive or negative) that could be damaging to trainees' progress or formation of a professional identity. This study aims to provide empirically-based research that examines the perceptions of mentors and trainees with regards evaluative language (and criticism or praise) and how it functions in mentor meetings. Given the potential impact of negative experiences for trainees, the emotional aspects of teaching and the mentor's role, examination of the use of evaluative language in mentor meeting conversations could be highly valuable for professional practice.

2.4.5 Summary and research question

This section of the literature review has found that teaching involves emotions, linked to values and therefore professional identity. Similarly, the mentor's role has an affective aspect to it: it is a close, interpersonal relationship that requires the mentor to support the trainee emotionally as well as pedagogically.

Emotion management seems to be a feature of teaching, and some research advocates addressing this via 'reappraisal'. These approaches are a form of affective practice. Given that that emotions can harm learning and that negative emotions are likely to have longer-lasting effects, investigation into trainees' perceptions of the evaluative language used in

conversations with their mentors would be of benefit. This section of the literature review gives rise to the final research question: What are the perceptions of mentors and trainees of evaluative language in educational discourse around ITT and in mentor meetings and what effect does it have?

2.5 Conclusion and the research questions

This review of the literature has established that there are gaps in the current research on the identification of evaluative language used in discourses of ITT, particularly those used in positions of authority such as Ofsted and the government. There appears to be no existing research that considers the relationship between policy and ITT providers' use of evaluative language or what this might suggest about how teaching and teacher training is conceptualised. It has also revealed that there is no empirical research on the identification of the types of evaluative language used in mentor meetings, detailed analysis of its role or consideration of its relationship to evaluative language used in the wider discourse. In addition, there has not been any empirical research that explores mentors' and trainees' perception of the evaluative language used and its role in mentor meetings. The research questions arising from this literature review are therefore:

- What evaluative language is used in the context of ITT and how is it used in ITT materials?
- What evaluative language is used in mentor meetings and what is its role?
- What are the perceptions of mentors and trainees of the evaluative language used in educational discourse around ITT and in mentor meetings? What effect does it have?

Chapter 3: Methodology

3.1 Introduction

This chapter sets out my ontological position, epistemological perspective and outlines the methods of data collection and analysis chosen to answer the research questions set out in Chapter 2. It includes description of the data collection and the rationale for my choice of methods. Ethical considerations in relation to the data are explored and the concluding section identifies strengths and limitations of the research.

3.2 Research paradigm

I situate my methodology within a broadly poststructuralist paradigm. The ontological position taken is relativist in that I hold that there is not a central 'truth', but rather many truths created by individual experiences which may evolve and change and are contextually bound. As my purpose is to understand rather than to explain, I take a constructivist epistemological stance which suggests the need for interaction with participants to understand the world (Robson, 2002). I acknowledge that I cannot separate myself from my research. An emic approach (Cohen, Manion, & Morrison, 2011) forms part of this framework, as I am as much 'in' the research as my participants, and my own values and assumptions inform all aspects of the research process.

This thesis values discourse and the subjective perspectives that participants have of the discourse in their professional context. Poststructuralism is a response to structuralist ways of conceiving the world, challenging the modernist conceptions of fixed systems that structure society and influencing individuals' behaviour (Cohen et al., 2011). Poststructuralist thinkers are characterised by their doubt of rationalist truth and their interest in the relationship between texts and meaning. For a poststructuralist such as Foucault, discourse *creates* subjects (Benton & Craib, 2011) yet, unlike structuralism, positions individuals as active agents who are varied, inconsistent and have individual perceptions of their experiences. Working within this paradigm, the job of the researcher is to *deconstruct*, 'to expose the different meanings, layers of meanings and privileging of meanings' (Cohen et al., 2011, p. 28).

Foucault (2002) focuses on discourse, power and construction of meaning which enables the researcher to position all data as texts, ready for deconstruction. As a tool for critiquing

existing professional texts such as documentation used in ITT and conversations between mentors and trainees, this approach '*opens it up* to further questioning' (MacLure, 2003, p. 9). MacLure uses poststructuralism to disrupt normalised, accepted interpretations and binary terms of policy documents and conversations and my method emulates this.

The poststructuralist perspective challenges the constructed professional dichotomies of education, which often focus on binaries such as 'outstanding/requires improvement' teaching. The aim is not to reveal a 'truth', but to explore the assumptions implied by the use of evaluative language in ITT in England. My primary interest is in evaluative language in context-bound texts (at a macro level ITT policy documents; at a meso level ITT provider documents; at a micro level, conversations between mentors and trainees) and participants' perspectives of these. Therefore, discourse analysis is the broad method of analysis taken. Notions of language, discourse and their relationships with institutions and power are at the forefront of Foucault's thinking and his ideas are used as a lens for analysis.

3.3 Research procedures and methodology

Discourse analysis is built on a constructivist understanding of how the world is (Jorgensen & Phillips, 2002) and it therefore fits with the ontological and epistemological position taken. Although a slippery notion (Schiffrin et al., 2001), all definitions of discourse analysis indicate an interest in what language *means* and this is bound to specific contexts (Gee, 2005).

Derrida's (1976) assertion that the world *is* a text, insofar as the world and all things in it can be read or interpreted, indicates the connection between discourse analysis and poststructuralism, two modes sceptical of the belief that language directly reflects the world (Alvesson, 2002). Analysis of language, therefore, is necessary to establish meaning. The concept of trainees becoming part of a 'discourse community' (Swales, 1990) connects with the role that the mentor meeting conversations play in this induction. This thesis aims to identify an evaluative lexicon in the discourse of ITT and to examine key participants in this discourse, focusing on the pragmatic meaning of language as rooted in particular contexts (Evans & Green, 2009). The context of mentor meeting conversations is not limited to the participants' immediate school environment, but located in a wider context of ITT, as part of a university-led partnership, in England in the twenty-first century. These conversations have

also taken place during a period of significant change in the structure of ITT, as directed by government policy (DfE, 2016). This study therefore explores the resonance between evaluative discourses of official documentation and those conducted in schools as part of ITT teaching practice. I have conceptualised this using Fariclough's (2015) distinctions of discourse level, as illustrated in Figure 1:

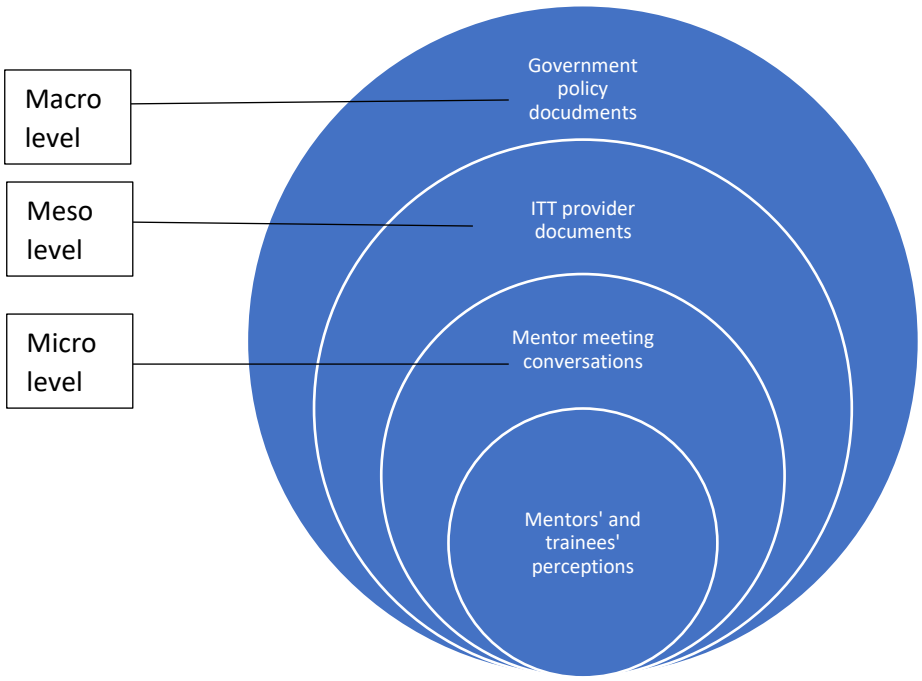


Figure 1 The modes of discourse in ITT

I do not attempt to measure the impact of evaluative language as such, but to consider the relationships between language and texts in context to explore meaning. To consider the relationship between the macro, meso and micro discourses of ITT qualitative methods have been utilised (with some quantitative elements), using discourse analysis as a broad methodological tool.

To identify and examine the evaluative language used in ITT materials two datasets were collated, consisting of two large bodies of relevant texts (corpora) processed via Corpus Analysis methods such as word frequency analysis. Further exploration was conducted of four key documents chosen from the corpora, using a combination of Critical Discourse Analysis (CDA) and appraisal analysis. To establish what evaluative language is used in mentor

meetings, fifteen conversations were recorded, transcribed and analysed over a seven-month period as part of a secondary Post Graduate Certificate in Education (PGCE) course, the ITT programme on which I am a tutor at the University of Reading. The evaluative language used in the mentor meetings was compared with that used in the policy documents and ITT provider materials and the role of evaluative language in the mentor meetings was examined using word frequency analysis, affective coding and appraisal analysis. To ascertain the mentors' and trainees' perceptions of the use of evaluative language and its effect, five sets of mentors and trainees were interviewed following each of the recorded conversations. These interviews were analysed using affective coding, cross-referencing with the mentor meetings. This is illustrated in Table 3:

Table 3 Research questions and correlating datasets

Research Question	**Data and data collection methods**	**Method of analysis**
RQ1: What evaluative language is used in the context of ITT and how is it used in ITT materials?	ITT materials documents assembled as two corpora (large bodies of texts): • Corpus 1: documents produced by government or government bodies; • Corpus 2: documents produced by ITT providers. Four key documents, drawn from both corpora	Corpus analysis of the corpora using an online corpus analysis tool (SketchEngine, 2016) • Critical Discourse Analysis (Fairclough, 2015) of the key documents • Appraisal analysis (Martin & White, 2005) of sections of the key documents

RQ2: What evaluative language is used in mentor meetings and what is its role?	15 video recorded mentor meetings, collected over the course of a one-year PGCE of five sets of mentors and trainees in 2015-16	• Comparative corpus analysis of mentor meetings with ITT materials, using Sketch Engine (SketchEngine, 2016) • Descriptive coding, Affective coding (Saldana, 2016) of mentor meetings using Nvivo (2012) • Appraisal analysis of sections of mentor meetings
RQ3: What are the perceptions of mentors and trainees of the evaluative language used in educational discourse around ITT and in mentor meetings? What effect does it have?	30 one-to-one interviews with each mentor and trainee participant following each recorded mentor meeting	• Affective coding, cross-referenced with analysis of the mentor meetings

These different datasets and analytical approaches allow connections to be made at the different levels of discourse, focusing on the wider context of ITT in England and the specifics of any of the mentor meetings recorded in the data. 'Meaning' exists, from this perspective, in the relationship between the discourses captured in the data (Paltridge, 2011). Using different approaches of discourse analysis to analyse the data is a way of addressing some of the shortcomings of each approach. These approaches are explained in detail in 3.4 and 3.5.

Given the contextual importance of each discourse, careful attention was paid to the timing of the data collection. The ITT documents were selected from a specific timespan (see 3.4): the mentor meetings were collected at three points during the PGCE year, so that there was a spread of conversations at different points in the trainees' progress. Interviews took place soon after each recorded mentor meeting (see 3.5)—see Appendix 2 for a timeline of data collection.

Since I was utilizing a poststructuralist paradigm that prioritizes discourse itself, I did not feel it necessary to have a pilot study prior to data collection. The points of data collection served as iterative reflections. Following each interview, questions were modified where necessary for clarity (for example, in the second round of interviews the term 'discourse community' was explained to participants). Further details of data collection methods are provided in 3.4 and 3.5.

3.4 Data collection and analysis: policy documents

The policy document analysis collated documents pertaining to ITT in England published between 2006 and 2016 (when the final round of 'live' data were collected), considering the type of language used, how 'good' teaching and teacher training is conceptualised and what the evaluative language used suggests about the ideology therein.

3.4.1 Corpora rationale

The corpus selection is limited in time to those documents produced between 2006 to 2016. This reflects the recent changes in ITT and the selection reflects the relevant context for the discourses in which the participants were all working. I have focused on materials produced and consumed by those involved in ITT in England, rather than broader generic discourse such as newspaper articles, for the same reasons. Some of the texts function as the assessment criteria for trainee teachers, and are used by those evaluating the trainees, such as mentors; and it is worthwhile examining these before analysing the participants' interpretations and use of evaluation in the mentor meetings themselves. This collection of policy documents form the specialised corpora, the aim of which is to 'represent a particular type of language over a specific span of time' (McEnery, 2012, p. 8).

The criteria used for the corpora selection was as follows:

a. **Time.** The purpose of limiting the time of documents was to indicate the wider discourse in its context at the time relevant to the data collection. As there have been significant changes in ITT in the decade preceding the data collection, including in the way in which trainee teachers are assessed, the parameters for inclusion have been set between 2006 and 2016.
b. **Producer.** The number of organisations that have direct involvement in ITT has diversified in the last ten years: there are the ITT providers in partnership with schools (HEIs, SCITTS, School Direct consortia, Teach First); the Department for Education and its agencies the National College of Teaching and Learning (NCTL - responsible for ITT recruitment and allocation of training places) and Ofsted (responsible for evaluating the quality of training of providers on a periodic basis). The corpora were not intended to be a comprehensive survey of *all* documentation pertaining to ITT in the given period, but an indication of the type of evaluative language found in these samples. Two corpora were compiled, government-produced documents and ITT-produced documents, to provide a point of comparison between the main producers of ITT materials as they impact on those using them in schools.
c. **Intended audience**. The intended audience of the materials are ITT providers and those who 'enact' it. Documents collated in Corpus 1 are produced by the government or government agencies who regulate and evaluate the training; Corpus 2 documents are produced by those who provide the training. The relationship between the documents is therefore hierarchical. Although training providers produce their own documentation, these necessarily interpret or represent government policy, such as the Teachers' Standards. Whilst government policy documents may also be read by the general public, I have focused on those that are specifically produced for the regulation or guidance of ITT, the primary audience of which is those immediately involved in ITT.
d. **Topic**. The topic of the texts is ITT in England. The texts indicate each agency's positionality with regards ITT and therefore the texts they produce reflect their role in ITT. Providers of ITT (such as HEIs and SCITTs) create documents such as handbooks, designed to guide tutors, mentors and the trainees themselves in how to conduct the training. Evaluators of ITT (such as Ofsted)

produce written reports on inspections of ITT providers and 'good practice examples'. Documents produced directly by the Department for Education include 'green' consultation papers; 'white' proposal papers and legislation which set the parameters of ITT. Some of the documents produced by the Department for Education specifically focus on ITT, where others contain reference to ITT and other aspects of education—for example, the White Paper 'Educational Excellence Everywhere' (DfE, 2016).

e. **Format and quantity**. The corpora needed to be manageable not just in terms of practicalities as all corpora are finite and must compromise between relevancy and pragmatism (Paltridge, 2011), but also in terms of methodology. This is not a corpus-driven study, rather corpus analysis has been used as an analytical tool as part of a discourse analysis methodology. As per Rapley (2007), all sampled units are written texts rather than spoken. The nature of the wider discourse is mostly written and to include spoken texts produced by policy makers would have been difficult, practically speaking. Corpus 1 contained 671, 914 words; 839, 208 tokens (total number of words) and 71 documents. Corpus 2 contained 210, 571 words; 247, 394 tokens and 36 documents.

See Appendices 3 and 4 for complete lists of the corpora documents.

3.4.2 Corpus 1: Government documents

This corpus consists of government documents: DfE consultation papers, reports and legislation; NCTL documents such as research reports and evaluations; Ofsted documents including ITT inspection reports and 'good practice examples'. The corpus does not contain *all* ITT inspections from the given period, but a selection that broadly represent a range of ITT providers and inspection outcomes for the period. Websites such as the government's website (HM Government, 2018), Education in England (Gillard, 2018) and the Digital Education Resource Archive (Institute of Education, UCL, 2018) were searched for relevant documents.

There were 190 postgraduate ITE providers in England in 2016 (Smithers & Bungey, 2017) and 128 Ofsted inspections of ITE providers' individual programmes in 2015-16 (Ofsted, 2017). Table 4 details the number of ITT programmes inspected by provider type.

Table 4 Number of ITT programmes inspected by Ofsted 2015-16

Provider type	**Number of programmes inspected 2015-16**
HEI	71
ITE in FE	3
SCITT	42
Teach First	12

To reflect the inspections conducted during the time of the main data collection I draw from inspection outcome data published January 2016 to January 2017. Programme inspections were conducted across all phases of ITT: EYTS, FE, primary and secondary QTS. Table 5 illustrates the breakdown of inspections by Ofsted grading.

Table 5 Overall grading of ITT programmes inspected in 2015-16

Ofsted grading	**Number of ITT programmes**	**Percentage of all ITT inspections 2015-16**
1	45	35.1
2	75	58.5
3	7	5.4
4	1	0.7

Of the 128 Ofsted inspection reports, twenty-one were selected for Corpus 1, representing a range of outcomes, as illustrated in Table 6 below:

Table 6 Number of ITT inspections in Corpus 1 as identified by inspection outcome

Overall Ofsted grade	**Number of Ofsted inspections included in Corpus 1**
1	6
2	12
3	2
4	1

These very roughly reflected the proportion of outcomes and are drawn from the range of providers.

3.4.3 Corpus 2: ITT providers' documents

Corpus 2 consisted of ITT providers' documents, including some course handbooks. Most of the documents (twenty-two out of thirty-six) are produced by Universities' Council for the Education of Teachers (UCET). UCET is the recognised 'voice' of HEI ITT provision and documents chosen focused on published documents specifically to do with ITT (i.e. responses to safeguarding changes, induction of NQTs or reports on specific curriculum changes were not included). It was not possible to obtain course handbooks from all ITT providers, leaving the corpus necessarily selective. It is not intended to be a representative sample that is statistically significant. Because of the diffuse nature of the different pathways into teaching it is particularly difficult to find policy documents available online, particularly for School-Centred Initial Teacher Training (SCITTs). The National Association for School-Based Teacher Training (NASBTT) is the association for school-based training, representing 172 school-based providers (NASBTT, 2018), and key documents from them are included in the corpus.

3.4.4 Corpus analysis

The focus of the corpus analysis was vocabulary. However, it is not possible to separate syntax from semantic meaning (Sinclair, 1991), therefore the initial steps of the corpus analysis serve as a preliminary indication of which evaluative language is used in these corpora and what the syntax suggests about *how* it is used. The web-based programme Sketch Engine (2016) was used to search key words and identify where key words and phrases occur in large bodies of

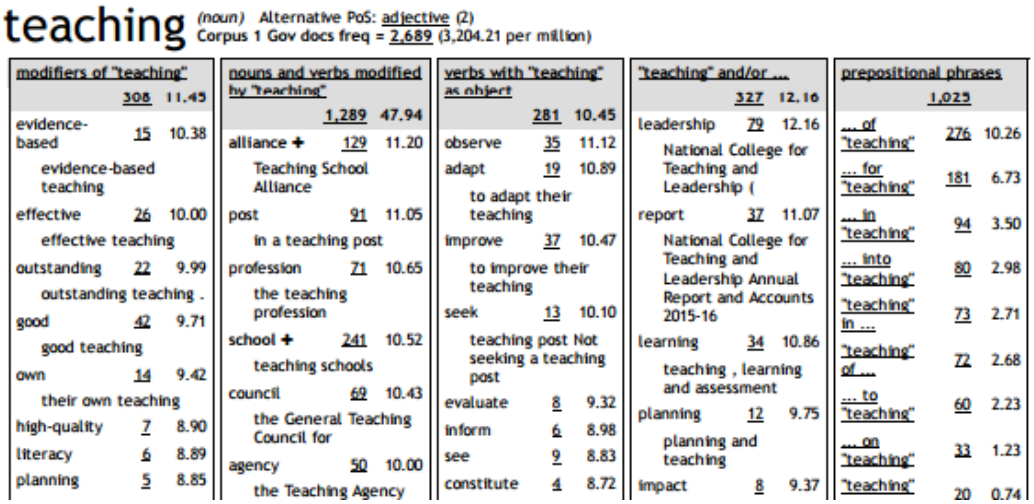
text, which provided useful data from which a more detailed and fine-grained analysis of the use and context of language could be developed. This kind of analysis would be virtually impossible (and not reliably accurate) if done by hand (Sinclair, 1991).

Word frequency (the number of times a word or phrased is used in a corpus) and collocations (identification of the words and phrases used either side of a chosen word in a corpus) are typical methods of analysis (McEnery, 2012). I calculated the frequency of specific evaluative language and generated instances of collocation, which indicated meaning through patterns of use (Hunston, 2011).

Key word analysis is a comparison of frequency lists (the number of times a word occurs in given texts) between corpora and identifies the words that are statistically more frequent in one than the other. Whist a numerical calculation of a word does not necessarily indicate anything in itself, it can suggest an 'aboutness' of the text (Scott, 2001). Key words reflect the content of the texts—a corpus populated by educational texts will contain markers of their subject such as *schools*, *exams*, *assessment* and so on. It is also possible to connect key words in terms of semantic preference, connecting the word to related words (Stubbs, 2001). Key words that are *evaluative*, and which 'express speaker attitude', are called *discourse prosodies* (Stubbs, 2001, p. 65).

Initially, word frequency analysis of the most frequently used adjectives, the word type most associated with evaluation (Hunston, 2011), was conducted with both corpora. Word frequency is a very broad indication: the regularity of occurrence of a word tell the analyst little more than that it is used regularly. This is particularly problematic with specialised corpora which will necessarily have generic similarities and likely use the same or similar vocabulary. Given the constituents of the corpora, Ofsted grading vocabulary was recurrent (its frequency is greater in Corpus 1 than Corpus 2, because nearly half of the corpus is Ofsted documents) and were compared to general corpora: the British National Corpus (2007) and English Web 2013 (2013), for analysis.

To ascertain how the evaluative language was used in relation to the key concepts of teaching and training, word sketches were compiled using Sketch Engine (2016). These identified which words were used to modify 'teaching' and 'training' by word class, as Figure 2 illustrates:



teaching *(noun)* Alternative PoS: adjective (2)
Corpus 1 Gov docs freq = 2,689 (3,204.21 per million)

modifiers of "teaching"	308	11.45
evidence-based	15	10.38
evidence-based teaching		
effective	26	10.00
effective teaching		
outstanding	22	9.99
outstanding teaching .		
good	42	9.71
good teaching		
own	14	9.42
their own teaching		
high-quality	7	8.90
literacy	6	8.89
planning	5	8.85

nouns and verbs modified by "teaching"	1,289	47.94
alliance +	129	11.20
Teaching School Alliance		
post	91	11.05
in a teaching post		
profession	71	10.65
the teaching profession		
school +	241	10.52
teaching schools		
council	69	10.43
the General Teaching Council for		
agency	50	10.00
the Teaching Agency		

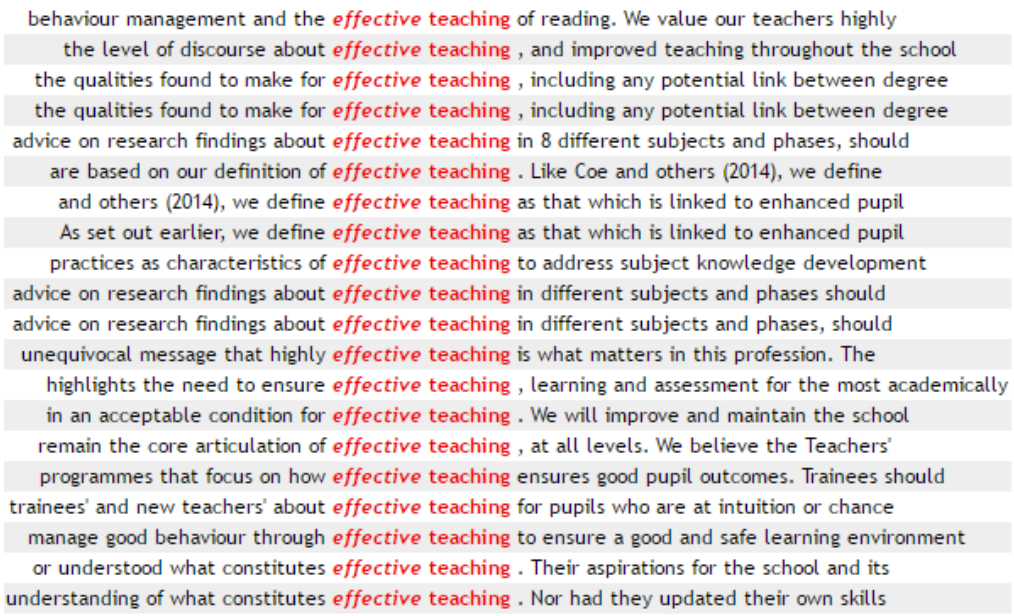
verbs with "teaching" as object	281	10.45
observe	35	11.12
adapt	19	10.89
to adapt their teaching		
improve	37	10.47
to improve their teaching		
seek	13	10.10
teaching post Not seeking a teaching post		
evaluate	8	9.32
inform	6	8.98
see	9	8.83
constitute	4	8.72

"teaching" and/or ...	327	12.16
leadership	79	12.16
National College for Teaching and Leadership (		
report	37	11.07
National College for Teaching and Leadership Annual Report and Accounts 2015-16		
learning	34	10.86
teaching , learning and assessment		
planning	12	9.75
planning and teaching		
impact	8	9.37

prepositional phrases	1,025	
... of "teaching"	276	10.26
... for "teaching"	181	6.73
... in "teaching"	94	3.50
... into "teaching"	80	2.98
"teaching" in ...	73	2.71
"teaching" of ...	72	2.68
... to "teaching"	60	2.23
... on "teaching"	33	1.23
"teaching"	20	0.74

Figure 2 Screenshot of an example word sketch of 'teaching', using the software programme Sketch Engine

Key phrases were then identified and analysed using the concordance facility, which displays each occurrence of a word within a corpus plus the words on either side (Graddol, Cheshire, & Swann, 1998). Figure 3 is an illustrative screenshot of this tool:



behaviour management and the ***effective*** teaching of reading. We value our teachers highly
the level of discourse about ***effective*** teaching , and improved teaching throughout the school
the qualities found to make for ***effective*** teaching , including any potential link between degree
the qualities found to make for ***effective*** teaching , including any potential link between degree
advice on research findings about ***effective*** teaching in 8 different subjects and phases, should
are based on our definition of ***effective*** teaching . Like Coe and others (2014), we define
and others (2014), we define ***effective*** teaching as that which is linked to enhanced pupil
As set out earlier, we define ***effective*** teaching as that which is linked to enhanced pupil
practices as characteristics of ***effective*** teaching to address subject knowledge development
advice on research findings about ***effective*** teaching in different subjects and phases should
advice on research findings about ***effective*** teaching in different subjects and phases, should
unequivocal message that highly ***effective*** teaching is what matters in this profession. The
highlights the need to ensure ***effective*** teaching , learning and assessment for the most academically
in an acceptable condition for ***effective*** teaching . We will improve and maintain the school
remain the core articulation of ***effective*** teaching , at all levels. We believe the Teachers'
programmes that focus on how ***effective*** teaching ensures good pupil outcomes. Trainees should
trainees' and new teachers' about ***effective*** teaching for pupils who are at intuition or chance
manage good behaviour through ***effective*** teaching to ensure a good and safe learning environment
or understood what constitutes ***effective*** teaching . Their aspirations for the school and its
understanding of what constitutes ***effective*** teaching . Nor had they updated their own skills

Figure 3 Screenshot of an example concordance analysis using Sketch Engine

The key evaluative words identified through this process formed part of the CDA analysis of the documents described in 3.4.5.

3.4.5 Key document analysis: using CDA and appraisal theory

Four key documents were selected from the corpora for detailed analysis, because they represent the approaches towards ITT as the main 'stakeholders' of teacher training in England at the time of data collection for the mentor meetings:

- ITT Briefing Paper (Roberts & Foster, 2016)
- Ofsted ITT Inspection Handbook (Ofsted, 2015)
- Grading descriptors for the Teachers' Standards (UCET & NASBTT, 2012)
- Extract from an ITT provider's handbook, including their grading descriptors for the Teachers' Standards (University of Reading, 2016)

The descriptors for the Teachers' Standards are the guidance against which all trainee teachers are assessed and therefore are important for understanding official assessment vocabulary across the sector. I selected the ITT Briefing Paper as representative of government policy because it summarised key government stances and most recent ideas for implementation. The Ofsted ITT Inspection Handbook was included because Ofsted are the final arbiters of ITT. The extract from the ITT provider's handbook is from the University of Reading's PGCE manual. This was the document used at the time of data collection and was therefore the same meso-level discourse familiar to the participants in this study.

3.4.5.1 Using Critical Discourse Analysis

A combination of CDA and application of Martin and White's (2005) appraisal framework was used to analyse the key documents. CDA regards language as ideological, rather than neutral (Titscher, Meyer, Wodak, & Vetter, 2000), 'a form of social practice which both constitutes the social world and is constituted by other social practices' (Jorgensen & Phillips, 2002, p. 61). Its dual function of *being* the social world and *interacting with* social practices within it, explains the difficulty in identifying a coherent definition. There are key principles which suggest some affinity with poststructuralism: its understanding of the nature of discourse and the multiplicity of meanings derived from CDA; seeing power relations as discursive and discourse analysis as interpretive and explanatory (Fairclough & Wodak, 1997).

For the purposes of this study, I have followed Fairclough (2015) in investigating the tension between language's role as both socially constitutive and socially determined (Titscher, Meyer, Wodak, & Vetter, 2000). The use of evaluative language in assessment criteria as it is used in ITT exists in both the macro discourses of policy documents and in the individual conversations between mentors and trainees *and* is shaped by their use. Fairclough's method consists of three stages of linguistic analysis:

1. Description of text
2. Interpretations of the relationship between text and interaction
3. Explanation of the relationship between interaction and social context (Fairclough, 2015, p. 128)

These levels of discourse are conceived as interacting with each other in the processes of production, and as influenced by context. Fairclough's (2015) questions to 'ask' a text were combined with White's (2001) suggestions for considering appraisal, which include:

- Attitudinal positioning (where utterances are identified as making a positive or negative assessment)
- Dialogistic positioning (where interpersonal relations between utterances are identified)
- Intertextual positioning (where producers of texts adopt positions on represented views through, for example, quoting others) (White, 2001)

This allows focus on the evaluative nature of the discourse in the key texts. See Appendix 5 for the list of questions used.

3.4.5.2 Using the appraisal framework

To analyse evaluative language in detail I used the appraisal framework (Martin & White, 2005), founded on the Systemic Functional Linguistics (Halliday, 2004) approach to linguistics which focuses analysis on language in use with the intention of studying meaning. SFL considers language to have three key functions:

- Ideational
- Interpersonal
- Textual (Halliday, 2004)

Using these metafunctions enables systematic analysis of how ideas and concepts function—*how* we represent reality through language (ideational), how relationships are made and

sustained through language (interpersonal) and how these are organised in the texts (textual). There is no consensus as to which function evaluative language belongs: Hunston (2011) argues that it is interpersonal, whereas others suggest it can be both ideational and interpersonal (Halliday & Hansan, 1985).

Martin and White (2005) utilise Halliday's (2004) concept of 'modality', in which expressions of attitude are attached to clauses, for the explicit examination of evaluative language. Their understanding of evaluative language as primarily an interpersonal metafunction is useful in close linguistic analysis of texts. Their systematic approach to language analysis is a useful tool to examine the role that evaluative language has in the macro discourses of educational policy in ITT and the micro discourses of mentoring conversations because it enables clear classification of different types of evaluation. It offers insight into the function of evaluative language in texts that is founded on detailed textual analysis.

Appraisal theory is an established approach to analysing evaluative language used in texts. These tend to be written texts, although some research has utilised appraisal theory in analysis of spoken discourse, such as Chu's (2014) examination of one teacher's discourse of engagement of young children with reading texts. Appraisal theory divides uses of appraisal into three interrelating domains:

- Attitude (emotions, feelings, judgements and evaluations)
- Engagement (the origin of the appraisal and its relationship with other voices or opinions)
- Graduation (the grading or intensification of expression of feeling) (Martin & White, 2005)

Martin and White (2005) argue that core to all evaluative utterance is 'affect', as Figure 4 illustrates:

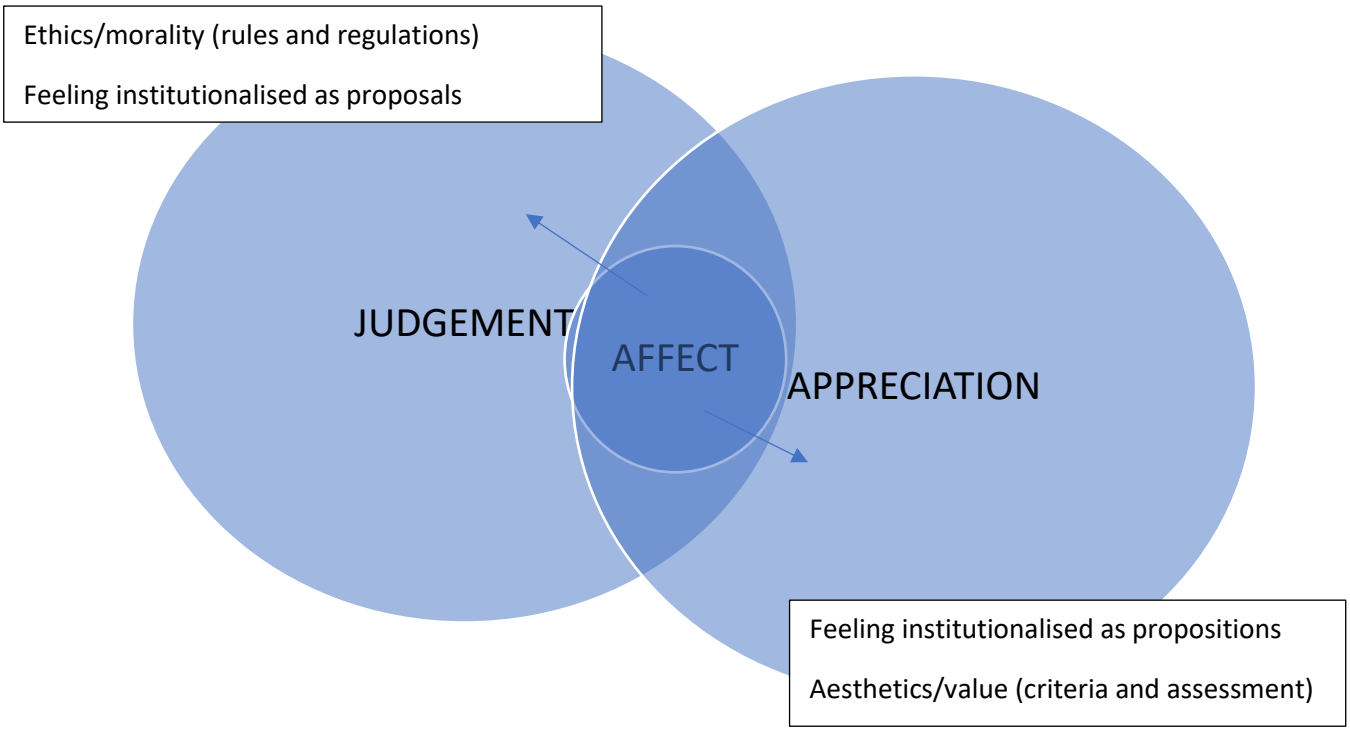


Figure 4 The relationship between different types of evaluation in appraisal theory, adapted from Martin & White (2005, p. 45)

Capitalisation will indicate when appraisal categories are being used specifically, following Martin and White (2005). In appraisal theory, AFFECT is a quality ('a **sad** teacher'), a process—mental or behavioural ('the teacher **cried**'), or a comment ('**sadly**, he had to go') (p. 46). Key to AFFECT is understanding that there is the person feeling—the 'emoter' and a cause; a 'trigger' (Martin & White, 2005). Affective evaluation appears in verbs of emotion, adverbs, adjectives of emotion and nominalisation (White, 2001). Evaluative JUDGEMENT focuses on the 'doer'; in the context of ITT this would be the trainee and his or her 'capacity' i.e. how well or poorly a trainee might do something. The assessment of competence is oriented towards the appraised rather than the appraiser which is conditioned by the evaluative context (White, 2001) and part of a discourse community (Swales, 1988). APPRECIATION is linked to performance; the focus being the item or person evaluated (see Appendix 6 for further breakdown of AFFECT, JUDGEMENT and APPRECIATION with examples of positive and negative words for each of the categories listed by Martin and White, 2005).

Appraisal analysis was applied to sections of the key policy documents, as Figure 5 illustrates:

Key:

+ = positive attitude

- = negative attitude

- AFFECT: desire, un/happiness, in/security, dis/satisfaction
- JUDGEMENT: normality, capacity, tenacity, veracity, propriety
- APPRECIATION: reaction, composition, valuation (following Martin and White (2005, p. 71))

Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
'trainees graded as "**good**" teach **mostly good** lessons'	UCET/NASBTT, as interpreted by mentors and tutors		+capacity *Adjective 'good' suggests ability to teach well, modified by adverb 'mostly', suggesting they could do more*	+appreciation *Adjective 'good' positive valuation of lesson*	'good' trainees' ability to teach lessons
'there are **high levels** of **mutual** respect between the trainee and pupils'	"		+propriety *Adjective 'mutual' indicative of reciprocal relationship*		The relationship between trainee and pupils
'they generate high levels of enthusiasm, participation and commitment to learning'	"		+tenacity *Noun 'commitment' suggests ethical value, demonstrated by their behaviour*		Trainees' altruistic valuation of the teaching profession

Figure 5 Screen capture of appraisal analysis of the Teachers' Standards Grading Descriptors

3.5 Data collection and analysis: mentor meetings and interviews

The mentor meeting, as stipulated by this provider, is a designated hour-long weekly slot during which trainee and mentor meet during the school placement in order to discuss the progress the trainee has made during the course of the week, to discuss feedback from lessons observed and to set developmental targets for the following week (University of Reading, 2016). I recorded fifteen conversations between mentors and their trainees in naturalistic settings, video-recording meetings at three points in the training year: November/December, March/April and May/June 2015-6 during a one-year postgraduate course (PGCE). My purpose was to capture language in use over a period and to consider whether it changed over time. Five sets of mentors and trainees participated and were individually interviewed following each recorded mentor meeting. The time span of the data collection enabled me to explore the professional relationships between the mentors and trainees and how evaluative language figured within that relationship.

3.5.1 Context and participants

The participants were trainees and their mentors drawn from an ITT programme led by a department of education in a large university in the south of England and to whom I had access as a member of staff. The institution is a large secondary ITT provider with approximately 200 secondary trainees per year. Mentors are selected by partnership schools and invited to training sessions held at the university. They were provided with materials to support their work as mentors, including the Principles of Mentoring (Appendix 7) and guidance on how to give feedback (Appendix 8), materials analysed as part of the corpus described in 3.4.

Invitation to participate was initially sent via email in October 2015 and trainees' and mentors' participation was sought simultaneously. This purposive recruitment (Hennink, Hutter, & Bailey, 2011) was predominantly for pragmatic reasons: it is more difficult to recruit pairs of participants rather than individuals and they were trainees and mentors participating in the PGCE course on which I was working. To reduce potential conflict of interest, requests for participation were made of trainees whom I did not directly tutor; potential issues of power relations were therefore lessened, if not negated (Cohen et al., 2011a). There was no attempt to select a particular group of participants in terms of population; the research's validity lies in the depth of the qualitative data from the real-world conversations and the veracity of the subjective perceptions of the participants in their interviews rather than the representativeness of the sample. Five sets of trainees and mentors agreed to participate. All had three mentor meetings recorded at the same points within the PGCE year and each participant was interviewed separately following each meeting.

Table 7 displays an overview of the participants and some relevant biographical detail. All names (including the schools) are pseudonyms.

Table 7 Participant information

School	**Mentor**	**Mentor experience**	**Trainee**	**Subject specialism**
Oakbank School	Maria	Teaching for fourteen years	Saffron	Science

		Science First time mentor		
Pinetree Grammar	Mary	Teaching for eight years English Experienced mentor (five years)	Liz	English
Ferndean Comprehensive	Eleanor	Teaching for four years MFL Second year as mentor	Charlotte	MFL
Redwood Academy	Bea	Teaching for five years English Experienced mentor (three years)	Dan	English
Sycamore Secondary School	Tess	Teaching for 20 years Music Experienced mentor (ten years)	Lucas	Music

This convenience sample (Cohen et al., 2011) contained a range of school contexts, subject specialisms, pathways and mentors' prior experience; it does not aspire to be representative of a wider population. The richness of the data captured, using transparent methods of data collection, provides its authenticity (Robson, 2002).

3.5.2 Recording and transcribing mentor meetings

Recording of mentor meetings was the most accurate way of capturing evaluative language as it is used in the 'real world' (Cohen et al., 2011). Meetings were not extraneous to the school-based training programme, but part of the planned training activities undertaken during the teaching practice placement. Participants informed me when they were having a meeting and

I recorded them using a static camera in their usual venues in school. The reasons for videoing and audio-recording these meetings were three-fold: first to provide 'live' data in the form of conversations between mentors and trainees from natural settings; secondly to provide observational data that I was subsequently able to analyse, focusing on the interactional setting, including body language (Morrison, 1993; Pink, 2001) and thirdly to provide clips that I was able to share with the participants during their interviews (Silverman, 2010), in order for them to comment and explore their perceived meanings of the evaluative language used in the meetings.

There were some issues with recording: the camera failed during recording during the first mentor meeting at Redwood Academy, so only four minutes of video were captured, although there was an audio backup. Similarly, only fifteen minutes of the first mentor meeting at Sycamore Secondary recorded. Although frustrating, I do not feel that the overall data has been compromised by this. The final set of interviews following the third recorded mentor meeting was the point at which I explored some of the paralinguistic features of the meetings and therefore the use of video was more important at this point of the data collection.

I was keen to emphasise to my participants that I viewed the research as a 'dialectic process, a dialogue over time' (Hall, 2005, p. 17). This was because I shared elements of the mentor meetings with the participants during their interviews and because the data collection took place over a seven-month period. It was therefore possible for me to build up a rapport and relationship with the participants. In the final interview all participants were asked: 'How has taking part in this research project affected you?' to enable them to consider the impact of participating and to reinforce that interviews were intended as dialogue rather than just eliciting information.

My aim during the mentor meetings was only to capture the conversations and part of the benefit of video-recording the mentor meetings was that I did not need to be physically present in the room whilst the meeting was taking place to not therefore intrude on the conversations (Hennink et al., 2011). However, of the fifteen mentor meetings recorded, practicalities such as lack of space or school policy of visitors being accompanied meant that I was present in the room for thirteen of them. On such occasions, I sat away from the

participants during recordings, facing in a different direction to reduce the perception of scrutiny and facilitate uninhibited expression during their conversations.

Though I strove throughout for passive participation (Spradley, 1980), this proved difficult on occasion where the participants would break from their conversation in order to ask me a question. The role of the researcher as a disinterested by-stander was compromised both by my 'insider researcher' status and by the nature and paradigm in which I was working (Hennink et al., 2011). I discuss this further in section 3.6. I did not take any field notes during the meetings as I felt that this would draw more attention to my presence and the participants might have felt uneasy or worried that I was evaluating them.

Each mentor meeting was transcribed before participants were interviewed, including noting paralinguistic features where evaluation appeared to feature strongly in the conversation. Some of these were used in discussion with the participants during the one-to-one interviews, particularly if the *way* in which specific words or phrases were at odds with expressed beliefs or were given emphasis. See Appendix 9 for an example extract.

Transcriptions cannot capture everything. They are another text, another version of reality and even the minutiae that conversation analysis can record, it is still an interpretive act (Hennink et al., 2011; Hutchby & Wooffitt, 2003). To ensure accuracy of transcription, each mentor meeting was watched several times, the transcription being adjusted accordingly. The transcription process served as an initial analysis of the mentor meetings, as advocated by Hammersley and Atkinson (1995). Hesitations and pauses were recorded, although not to the detailed level of Conversation Analysis (Hutchby & Wooffitt, 2003), since I considered the transcription of elements such as rising pitch over such a quantity of data (around fourteen hours) would have been a distraction from the research questions.

3.5.3 Recording and transcribing interviews

To explore their perceptions of the evaluative language used as part of the discourse of the training, one-to-one, semi-structured interviews were conducted with the trainees and the mentors after each iteration of mentor meeting. These were undertaken as soon as practically

possible after each recorded mentor meeting, so that the conversations were fresh in the participants' minds.

Participants were interviewed separately to allow them the opportunity to make meaning of the conversation themselves and to enable them to speak freely outside of the direct power dynamic of the mentor-trainee relationship. Each participant was interviewed three times either in person or over the phone; primarily for convenience (Cohen et al., 2011a). Interviews were audio-recorded for greater accuracy of analysis (Kvale & Brinkmann, 2009) and then transcribed verbatim (Hennink et al., 2011). The purpose of these interviews was to gain insight into the participants' perspectives on both the micro-level discourse of their mentor meeting and the macro-level discourse of evaluative language as it is used in ITT and educational discourse more generally. The self-reflexive nature of extracts of videoed footage of mentor meetings being shown to and analysed by the participants meant they could 'think aloud' their thoughts retrospectively (Robson, 2002). The first two rounds of interviews referred to verbally quoted extracts from the mentor meetings and the final round specifically used video clips. These interviews generated knowledge *through* the dialogue between me as researcher and the participants and were conceived as discursive interviews (Kvale & Brinkmann, 2009).

The interview structure consisted of: an introduction to the key theme drawn from the mentor meetings themselves or the literature; opening questions; key questions and closing questions, as per Hennink et al (2011). Conversation was guided by the research questions, focusing on evaluative language and the way in which they were framed reflected the theoretical framework ('what do you think...'; 'what is your understanding of…'). Questions were largely open and probing. Following the first interview, some questions were altered for clarity, particularly for one of the participants who was not a native English speaker.

Separate but related questions were prepared for mentors and trainees, to compare their different perspectives. Interviews were semi-structured with several open-ended questions, which allowed me to explore interesting ideas or points as they came up (Cohen et al., 2011) and I used a range of Whyte's (1982) interviewer directiveness scale (from 'making encouraging noises' to 'introducing a new topic'). For the second round of interviews,

participants were supplied with a list of adjectives, including key words identified from the corpus analysis, to understand their perceptions of specific evaluative vocabulary. See Appendices 10, 11 and 12 for the list of words, interview schedule and prepared interview questions for each phase.

3.5.4 Comparative analysis, coding and application of the appraisal framework: mentor meetings

Coding, a form of systematic analysis of qualitative data (Saldana, 2016), was used to examine the mentor meetings and interviews in relation to the themes indicated by the literature, the mentor meetings themselves and the policy documents. During the initial process of transcription, descriptive coding (Richards, 2015) was used to gain an understanding of the features of the mentor meetings and themes arising from the data itself (see example in Appendix 13). Notes were kept tracking my own growing understanding of the discourses as I moved through the stages of data collection and analysis. The mentor meetings and interviews were initially coded cyclically (the mentor meeting then two subsequent interviews) in order of data collection and then holistically (all of the mentor meetings, then all of the interviews). Coding was completed using Nvivo (2012).

In the second coding cycle a combination of affective and *in vivo* coding was used to code the mentor meetings. The coding was therefore partially driven by the literature and the methodological tools such as the appraisal framework, and partially generated by emergent themes from the data itself. This was a reflexive process, for example: the 'learning is a journey' metaphor was so pervasive in the data, connected to how participants conceived progress and concurrent with evaluation, that I had to acknowledge this in the creation of the themes.

Affective coding categorises data into:

- Emotion coding (labels feelings)
- Values coding (labels beliefs, attitudes and values)
- Verses coding (labels conflict and power struggles)
- Evaluation coding (labels judgement of worth) (Saldana, 2016)

This informed the second coding cycle. Data were categorised into nodes from which emerged four key themes: *Concord & Conflict; Evaluation; Affect; the Learning Journey.* These provide the sub-headings that follow in Chapter 5, renamed as: *The mentor's role; Language and power; Evaluation in the mentor meetings; The role of affect; The learning journey: progress and values*. A structure was established through the second cycle by categorising positive and negative feelings under *Affect*. In addition, the appraisal framework formed sub-nodes in the theme of *Evaluation*, so that it could be established how mentor evaluation differed from trainee evaluation in terms of AFFECT, JUDGEMENT and APPRECIATION, as illustrated in Figure 6:

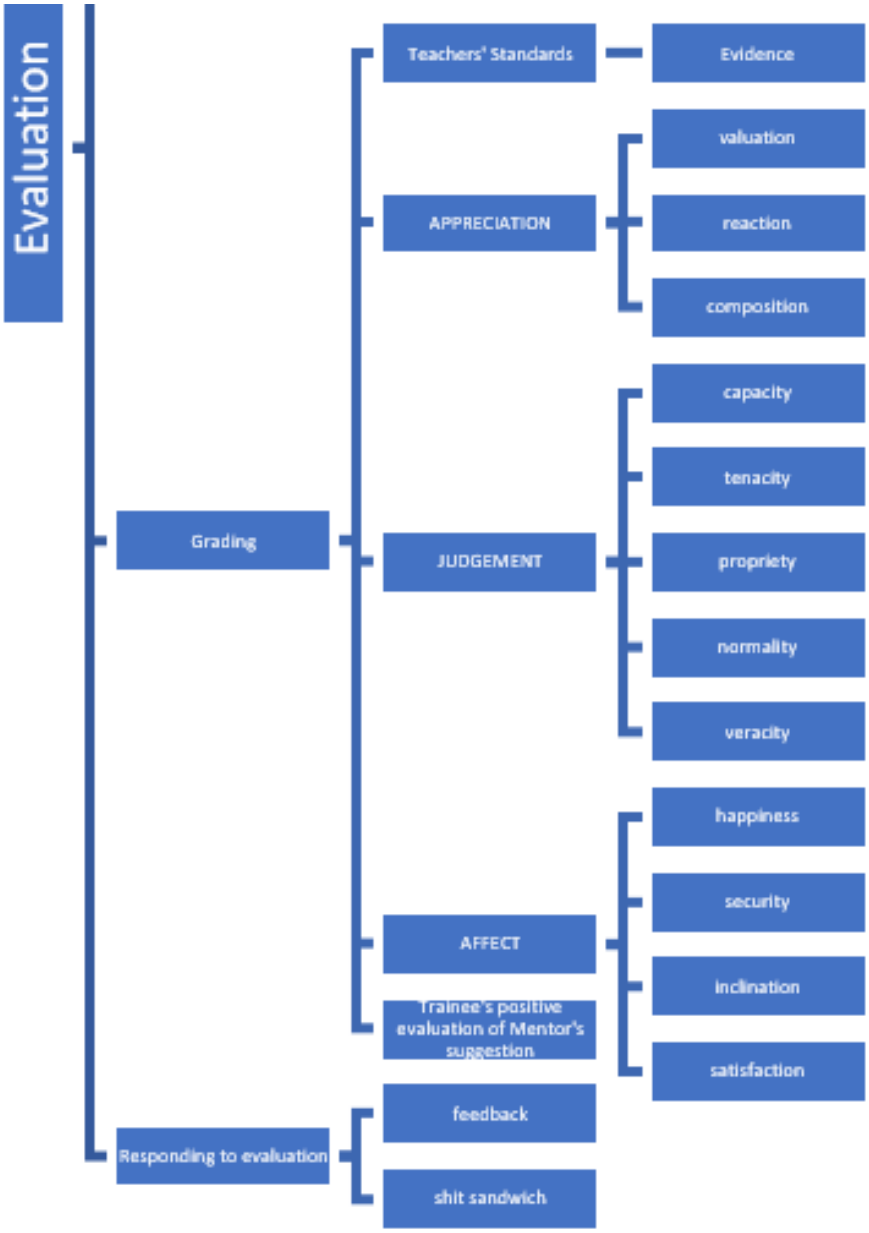


Figure 6 Example of second coding cycle of mentor meetings

See Appendix 14 for a breakdown of the second coding cycle for mentor meetings.

These coding methods enabled analysis to focus on varieties of evaluation; interpersonal relationships between mentors and trainees (particularly in the connection between evaluation and the emotional effect on the trainees) and how the participants expressed their ideas and beliefs about, for example, 'outstanding' teaching. These codes are necessarily defined by my own values system. As Saldana notes, 'Values Coding is values-laden' (2016, p. 135) – in some senses I *am* the coding.

It is difficult to draw conclusions about the use of evaluative language from snippets of dialogue alone. Therefore, two extracts from mentor meetings were analysed in depth using the appraisal framework: Sycamore MM3 'Disrespected' and Ferndean MM2 'Stressful'. They were chosen because of the high occurrence of AFFECT used by the trainees: in Sycamore MM3, the trainee used 'worry' three times and 'annoying' four times; in Ferndean MM2, the trainee used 'dislike' three times and 'stressful' four. The analysed transcripts can be found in Appendices 15 and 16 respectively.

3.5.5 Comparative analysis, coding and application of the appraisal framework: interviews

The mentor meeting codes formed the basis of the interview codes, the themes of which were: *Concord and Conflict, Language and Power, Evaluation, Affect and the Learning Journey;* the added theme of *Language and Power* was created for responses to questions about evaluative language from voices of authority such as Ofsted. The interview codes were split into mentors' and trainees' perspectives to enable comparison (see Appendix 17). The appraisal analysis of two extracts from Sycamore MM3 and Ferndean MM2 was discussed in relation to the mentors' and trainees' perspectives of these incidents, which served to triangulate my analysis.

3.6 Ethics and data collection issues

My approach to the ethical implications of this research have been guided by the key principles of ethical conduct, as set by BERA (2018). Informed consent, minimization of harm and anonymity have been at the forefront of my work.

3.6.1 Role of the researcher

My relationship to the data, and the participants, depended on several variables. Meaning-making was informed by the interpersonal relationships I developed over time with the participants, something related to my own experiences within ITT (Rapley, 2007). My own first-hand experiences of being a trainee, teacher, mentor, and university tutor all influenced my interaction with and interpretation of the data, as did my professional relationships with the participants. I am part of the wider Community of Practice (Lave & Wenger, 1991), although I am not part of their more localised community of their schools or subject departments. The main ethical implications of being an 'insider researcher' (Floyd & Arthur, 2012) were the power dynamics of my role in relation to the participants and the possibility my being involved might affect the relationships between mentors and their trainees. The following sections detail how these issues were addressed.

3.6.2 Pre-data collection

To minimise harm, I was clear during the recruiting phase that I would not recruit any trainee that I would be directly tutoring and that my presence would be in the capacity of researcher rather than university tutor. I would not be assessing either the trainee or the mentor and would not risk either conflict of interest or jeopardising the 'safe-space' of mentor meetings and interviews. Ethical approval was sought from the University ethics committee before any data were gathered. Informed consent was obtained from the participants' understanding of the research project through the information sheets detailing the nature of the research; the process of data collection; assurances that of anonymity; security of the data itself and the right to withdraw from the project at any time (See Appendix 18 for ethics forms.)

I kept in mind the vulnerable position of participants, who might believe that by taking part they would be evaluated by me, through my professional role as university tutor. Trainees might have felt exposed by my presence during their private meetings, particularly as these form part of their training course and are therefore evaluative. If they were in receipt of negative feedback it could be humiliating or even painful having me as an audience. Mentors, too, might have felt that I was gauging their performance and effectiveness *as* mentors. However, the participants were necessarily self-selecting and, by the first data collection point in November, their working relationships were relatively settled. I believe they would not

have volunteered had there been specific issues with the mentor-trainee relationship. I was also hopeful that participating in the study would be of benefit to both mentors and trainees in triggering the reflective thought and conversations about evaluative discourse so crucial to education.

3.6.3 During data collection

Video-recording otherwise private meetings is necessarily intrusive. Whilst the mentor meetings recorded were not staged, I acknowledge that the presence of a static video camera must have some effect on the participants. They were aware of my interest in their use of evaluative language (part of the informed consent) and accordingly may have been self-conscious about language use in their mentor meetings. The follow-up interviews (in which participants were specifically asked about evaluative language) may also have influenced the subsequent mentor meetings. Whilst I do not think this was a full 'Hawthorne effect' (Cohen, Manion, & Morrison, 2011), it should be borne in mind. I felt that the participants were broadly aware of this, and I did not observe conscious effort on their part to modify their language in the meetings that were recorded.

The interviews themselves presented some ethical dilemmas: to encourage open answers from the participants it was important to develop rapport with them and engender a sense of trust. Interviewing each of them at three points during the data collecting period, with contact between recording the mentor meetings, meant that I cultivated these relationships. I was particularly aware in the final round of interviews that asking them about their thoughts regarding their relationships *did* oblige them to evaluate each other. This posed issues for the reporting of data. It is possible that the participants may read publications resulting from this thesis and it is highly likely that they would be able to identify themselves, therefore any evaluative judgements that either I or they made about each other could be identifiable. As such, I have been particularly careful in selecting verbatim quotations included in this thesis.

Other ethical issues encountered included one of the mentors asking if she could have a copy of a transcript for performance management purposes. Conscious of the obligation I owed the mentor as a participant, but also aware that this had not been agreed as part of the initial

consent, I was able instead to provide a generalised statement of her capabilities, with the knowledge of my supervisors, but did not provide the transcript.

On one occasion, one of the trainees cried during the recording of the mentor meeting. I was present, although sitting away from them. The mentor asked me if I had a tissue, as she had run out. I did not. I felt quite conflicted as the participants had 'stepped out' of their conversation and brought me into it (obviously less than a naturalistic occurrence in a mentor meeting). I could at that point have asked if they wanted me to stop recording, but I decided to wait and they continued their conversation without indicating that it should stop. This incident emphasised the potential (and actual, in this instant) vulnerability of the trainee participants. Although it was not the presence of the camera (or myself) that upset her, it can only have been discombobulating to have another party present. I did follow this up with her in the subsequent interview.

I am aware of the power dynamic of the interview-interviewee relationship, where myself as interviewer has the balance of power in constructing the questions and guiding the conversations (Kvale & Brinkmann, 2009), I have endeavoured through involving the interviewees in the reflective process, to rebalance this by asking the participants their *perceptions* of sections of the mentor meetings.

3.6.4 Post-data collection

The mentor meetings were transcribed straight after recording and all names were changed, so that the anonymity of the participants was protected. The transcription of interviews took place over some weeks, using Express Scribe Transcription software (2018). Although I was aiming for a verbatim transcription, the results are still a construct (Kvale & Brinkmann, 2009). As with all the data, it is stored securely and I am the sole analyst.

3.7 Strengths and limitations

There are limitations to an interpretivist methodological approach. For instance, 'there is a risk… that they become hermetically sealed from the world outside the participants' theatre of activity' (Cohen et al., 2011, p. 21). I have put the conversation and perspectives of the small group of participants into the wider context of the educational discourse, to see outside of the

bubble of the participants' experiences and perceptions. I take the view that knowledge is not neutral (Morrison, 2001) and aim to attend to the 'multiplicity of meanings' (Maclure, 2003, p. 12) of the data; not to produce a unified theory based on the data collected.

It is possible to reject entirely the criteria of positivism for qualitative research (Titscher et al., 2000). For qualitative data working within a post-structural paradigm, the validity of the research is drawn from the 'honesty, depth, richness and scope of the data' (Cohen et al., 2011, p. 179). Similarly, Creswell (2014) suggests that to demonstrate rigour qualitative research should be trustworthy, authentic and credible, rather than reliable and repeatable.

3.7.1 Credibility

Credibility was addressed through the observations of 'real' conversations, not set up for research purposes; follow-up interviews that took place soon after the observed meetings, so that they remained fresh in participants' minds; the repetition of the process over a year, so that the data was not limited to a single incident; video and audio recording of data for accuracy.

In all aspects of the research design, implementation and analysis, I have endeavoured to represent the data authentically. The range of data and coherence of analytical tools of discourse analysis, moving between macro to micro levels, demonstrates the efforts of credibility in the research design in its objective to answer the research questions. The use of three different datasets served as a form of triangulation: common themes were compared and added strength to the findings (Creswell, 2014); at each point of analysis comparisons were made and conclusions drawn reflexively between them. Interview questions were asked with the aim of generating relevant knowledge of the topic, focusing on the research questions. These approaches created rich data in which analysis is firmly rooted, with cross-referencing between datasets and threading through of participants' voices in the findings (Chapters 4-6), discussion (Chapter 7) and examples of transcriptions and coding processes provided in the appendices.

3.7.2 Trustworthiness

Trustworthiness has been addressed through consistency of data collection through justified collation of the corpora; recording of mentor meetings and interviews and 'verbatim' transcripts. Analytical approaches have been applied consistently (Corpus Analysis, Critical Discourse Analysis, coding, appraisal framework). Coding completed using Nvivo (2012) meant that storage of coding processes was accurate. In addition, careful notes were kept during the period of data collection. A relationship of trust and positive rapport with participants was cultivated, aided by my understanding of their professional contexts (Doykos, Brinkley-Rubinstein, Craven, McCormack, & Geller, 2014).

3.7.3 Consistency

Consistency has been sought through the coherence of analytical tools, including: iterative process of coding (Saldana, 2016); justification of the selection of documents and extracts of the mentor meetings analysed using the appraisal framework. Table 8 addresses how validity was addressed for each method of analysis.

Table 8 How issues of validity and reliability have been addressed in the study

Data	**Method of analysis**	**Validity**
<u>Corpus 1:</u> government policy documents; <u>Corpus 2:</u> ITT provider documents	• Corpus analysis	• Rationale for specialised corpus provided and justified • Use of software programme Sketch Engine (2016) for accuracy and reliability of analysis • Comparability of findings between documents in the given discourse
Key policy documents	• CDA • Appraisal analysis	• Both CDA and the appraisal framework are drawn from the same perspective of grammatical study: Systemic Functional Linguistics (Halliday, 2004) • CDA is 'deconstructive' and fitting with a post-structural paradigm (Macdonald et al., 2002)

Mentor meetings video transcripts	• Descriptive coding • Affective Coding • Appraisal analysis	• Comparison of word use between policy documents and mentor meetings using Nvivo (2012) for accuracy • Systematic application of coding (Saldana, 2016) • Appraisal uses fine-grained analysis of evaluative language to describe evaluative language in use (White, 2001)
Interviews transcripts	• Affective Coding	• Systematic application of coding (Saldana, 2016) • 'Triangulation' of findings from mentor meeting analysis

3.7.4 Bias

The main criticism of discourse analysis is its vulnerability to bias, because it is an interpretative process (Saldana, 2016). Whilst it as impossible as it is undesirable to remove the researcher wholly from the analysis, I have addressed issues of bias through transparency of analytical methods. Each mentor meeting and interview was listened to carefully several times and transcribed as accurately as possible, with the caveat that there is no such thing as a perfect version in transcription (Kvale & Brinkmann, 2009). I have endeavoured to make the process of interpretation explicit and logical and conclusions drawn plausible. I acknowledge that my professional background as a teacher and teacher educator has influenced all aspects of this research (Creswell, 2014) and that the nature of discourse analysis is such that the analysis itself becomes part of the discourse, a paradox that cannot be answered; merely acknowledged.

3.8 Summary

The focus of this study is the meaning and use of evaluative language in the context of ITT. My methodology describes how the post-structural paradigm has formed the approaches for analysis, focusing on power relations as conducted through language. Each dataset represents a different mode of ITT discourse and the following three chapters present the findings of the

analysis of each. The macro and meso discourses are represented by the policy and provider documents and Chapter 4 presents the findings of analysis which identifies an evaluative lexicon and explores the conceptualisation of 'good' teaching in these materials. The micro discourse is represented by the mentor meeting conversations and Chapter 5 presents the findings of their analysis, partly in relation to the policy documents' use of evaluative language. Chapter 6 presents the findings of the interviews; meaning is therefore established in the relationship and interaction between the modes of discourse.

Chapter 4 Findings: Policy Documents Analysis

4.1 Introduction

This chapter analyses the use of evaluative language in selected policy documents, addressing the first research question: What evaluative language is used in the context of ITT and how is it used in ITT materials? The key function of the analysis of the documents in this chapter is to set the context of the use of evaluative language in wider discourse around ITT prior to analysis of its use in mentor meetings themselves (Chapter 5).

Section 4.2 presents the corpus analysis findings of two corpora:

- Corpus 1: government or government agency documents, such as Ofsted reports
- Corpus 2: ITT providers' materials, such as ITT handbooks

Corpus analysis was used to identify and compare frequently used evaluative vocabulary. Word sketches and concordances were used to identify how this vocabulary is used in context. Examination of how these key words are used in specific policy documents forms the latter part of this chapter, where four documents were examined using Critical Discourse Analysis (CDA) and the appraisal framework. The findings establish what evaluative language *is* in the context of ITT; identify *what* is evaluated in the policy documents; how the evaluative language is used, and what this suggests about the current discourse around ITT in England. Recurring evaluative adjectives included those associated with Ofsted; these appeared more frequently in the corpora than in everyday discourse. Comparison of the corpora revealed a difference in the modifiers used in collocation with the nouns 'teaching' and 'training' and this shows similarities and differences in the conceptualisation of teaching between government and ITT providers. CDA and appraisal analysis of key documents suggested the use of standardised evaluative phrases such as 'good teaching' are 'thin concepts' (Kirchin, 2013), explored in 4.3 and 4.4. These findings are important in establishing the relationship between policy and practice, how the evaluative language used conceptualises teaching and training and the ideology invoked.

4.2 The use of evaluative language in ITT policy documents – a comparison of the corpora

This section presents the findings from the corpus analysis of policy documents.

4.2.1 The use of adjectives in ITT policy documents

Adjectives are parts of speech most associated with evaluation (Hunston, 2011). Table 9 displays the fifty most frequently used adjectives used in both corpora. Of these, the explicitly evaluative adjectives used in Corpus 1 were: *good, outstanding, effective, strong, great, positive.* Corpus 2's evaluate adjectives were very similar: *good, effective, outstanding, positive* (presented in bold).

Table 9 Frequency of adjectives used in Corpus 1 (671, 914 words) and Corpus 2 (210, 571 words)

	Corpus 1			**Corpus 2**		
	Adjective	**Instances**	**Frequency per million**	**Adjective**	**instances**	**Frequency per million**
1	***good***	2078	(2476.14 per million)	professional	680	
2	other	1514		***good***	619	(2502.08 per million)
3	new	1370		subject	461	
4	local	1270		high	444	
5	high	1079		appropriate	382	
6	initial	1075		other	372	
7	secondary	1022		***effective***	241	(974.15 per million)
8	such	1008		able	238	
9	primary	912		relevant	230	
10	ITE	789		initial	223	
11	more	725		own	195	
12	***outstanding***	718	(855.56 per million)	individual	190	
13	professional	715		***outstanding***	187	(755.87 per million)
14	subject	696		personal	169	
15	***effective***	657	(782.88 per million)	different	164	
16	further	637		first	161	
17	relevant	608		secondary	158	
18	academic	602		additional	157	
19	special	601		available	157	
20	early	588		specific	153	
21	different	562		clear	150	
22	first	555		wide	144	
23	appropriate	546		current	138	
24	available	498		new	134	
25	educational	448		such	129	
26	able	432		further	128	
27	strong	427		early	124	

28	***great***	405	(482.59 per million)	school-based	123	
29	clear	400		future	119	
30	key	398		key	118	
31	own	385		final	116	
32	particular	356		least	115	
33	overall	325		educational	112	
34	particular	356		necessary	105	
35	overall	325		full	103	
36	additional	324		weekly	101	
37	many	317		***positive***	101	(408.25 per million)
38	important	313		important	100	
39	national	305		statutory	94	
40	wide	293		accurate	94	
41	same	276		more	94	
42	significant	260		formal	92	
43	accessed	259		particular	91	
44	individual	243		standard	90	
45	strategic	241		academic	88	
46	young	237		primary	86	
47	substitute	236		possible	85	
48	total	321		complete	83	
49	***positive***	227	(270.49 per million)	formative	82	
50	Former	222		regular	79	

The most explicitly evaluative adjectives identified in both corpora were: *good*, *effective* and *outstanding*. Table 9 shows the position of frequency use of these adjectives in each corpus. The two adjectives most closely associated with Ofsted ('good' and 'outstanding') have a high occurrence in both corpora and are comparable in frequency: in Corpus 1 'outstanding' is the sixteenth most used adjective; seventeenth in Corpus 2. Similarly, 'good' is the third most used adjective in Corpus 1 and the second in Corpus 2. The only other adjective that occurs in both lists is 'effective', although this is used more frequently in Corpus 2 (seventh most frequently used adjective) than Corpus 1 (thirteenth most frequently used adjective).

Adjectives associated with Ofsted occur more frequently in both corpora compared to general discourse, represented here by the British National Corpus (2007) and the English Web 2013 corpus (2013), as Table 10 shows:

Table 10 Comparison of frequency of evaluative adjectives used in the corpora. Ofsted key adjectives in bold.

Word	**Frequency in Corpus 1** of 671, 914 words (frequency per million)	**Frequency in Corpus 2** of 210, 571 words (frequency per million)	**British National Corpus** *frequency per million of 96 million words*	**English Web Corpus 2013** *frequency per million of 19 billion words*
Outstanding	718 (855.56)	187 (755.87)	26.60	38.70
Great	405 (482.59)	12 (48.51)	362.40	643.70
Good	2078 (2476.14)	619 (2502.08)	691.30	881.20
Satisfactory	92 (109.62)	36 (145.52)	19.10	6.50
Inadequate	86 (102.47)	24 (970.1)	20.30	8.40
Effective	657 (782.88)	241 (974.15)	88.20	140.80
Positive	227 (270.49)	101 (408.25)	74.86	107.20

In comparison with general discourse, only 'good' occurs in analysis of adjectives most frequently used in the general corpora, indicating that 'effective' and 'outstanding' are specific to this discourse in terms of frequency of use. All four of the terms associated with Ofsted are more frequently used in Corpus 1 and Corpus 2 compared to the general corpora; 'satisfactory' and 'inadequate' markedly so. 'Great' is used proportionally more in Corpus 1 than Corpus 2. This is likely to be due to the inclusion of the White Paper 'Educational Excellence Everywhere' (DfE, 2016) in which 'great' is used 95 times (1933.80 times per million), possibly indicating a deliberate move away from Ofsted's 'outstanding' by the Department for Education.

4.2.2 The evaluation of 'teaching' and 'training' in the corpora

For this analysis to be systematic in both the corpus analysis and CDA, it is necessary to establish *what* is being evaluated and then to ask *how* (considering the vocabulary used and syntactic position). As Ofsted is the driving force of accountability and assessment within ITT in England, it is pertinent to begin with this body's evaluative language. Ofsted grading vocabulary recurs in both corpora and its frequency is, as expected, higher in Corpus 1 than Corpus 2, because nearly half of the first corpus are Ofsted documents. Corpora 2 partly consists of documents that put into practice the assessment framework set out by Ofsted; the presence of the same vocabulary is therefore expected. However, their use is not identical.

According to the ITT Inspection Handbook (Ofsted, 2015), inspections assess the 'quality of teacher training' to ensure that 'minimum standards are being met' (p. 5). Two layers of assessment are identifiable: how well trainees teach and how well the training and support enable trainees to teach effectively. There is an expectation of a 'minimum standard', a reference to the Teachers' Standards (DfE, 2013), against which all trainees are assessed. Whilst the Standards do not solely focus on classroom practice, holistically they aim to 'define the minimum level of practice expected of trainees and teachers' (DfE, 2013, p. 3)—the emphasis on 'practice' suggests actions or behaviour which, for teachers, is primarily teaching in the classroom. This suggests that the aspect assessed is 'teaching'. By implication, assessment of ITT providers will be in the quality of their own teaching: 'training'. Therefore, the key terms processed using corpus analysis were: 'teaching' (noun) and 'training' (noun).

4.2.2.1 Evaluation in relation to 'teaching'

The most frequently used modifiers of 'teaching' that are explicitly evaluative in Corpus 1 are 'effective', 'outstanding', 'good', 'high-quality', 'weak' and 'successful', as the word sketch of the use of 'teaching' in Corpus 1 (Figure 7) establishes.

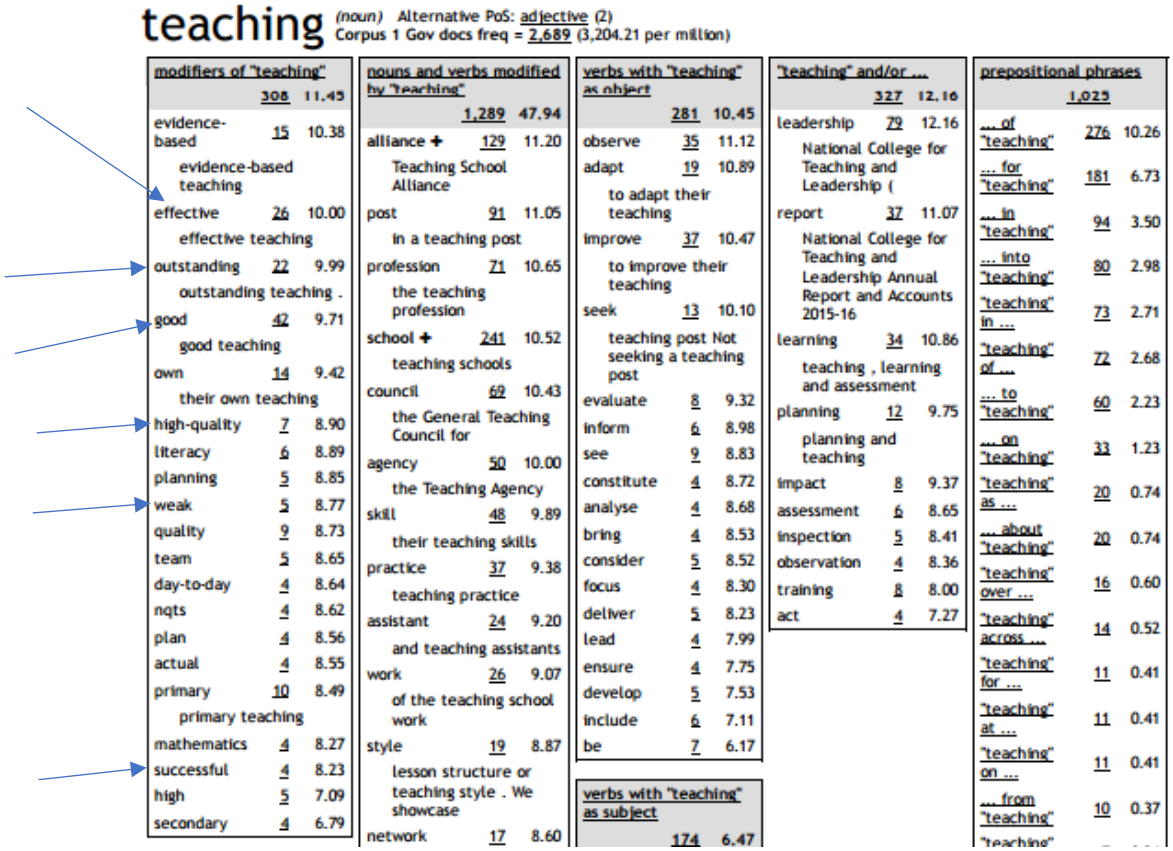


Figure 7 Word Sketch of 'teaching' in Corpus 1

This identifies key words for further analysis here. The presence of Ofsted-associated vocabulary ('outstanding' and 'good') is notable.

Corpus 2's modifiers for 'teaching' differed to those in Corpus 1, with the exception of 'effective', and included 'accomplished' and 'reflective', as illustrated in Figure 8.

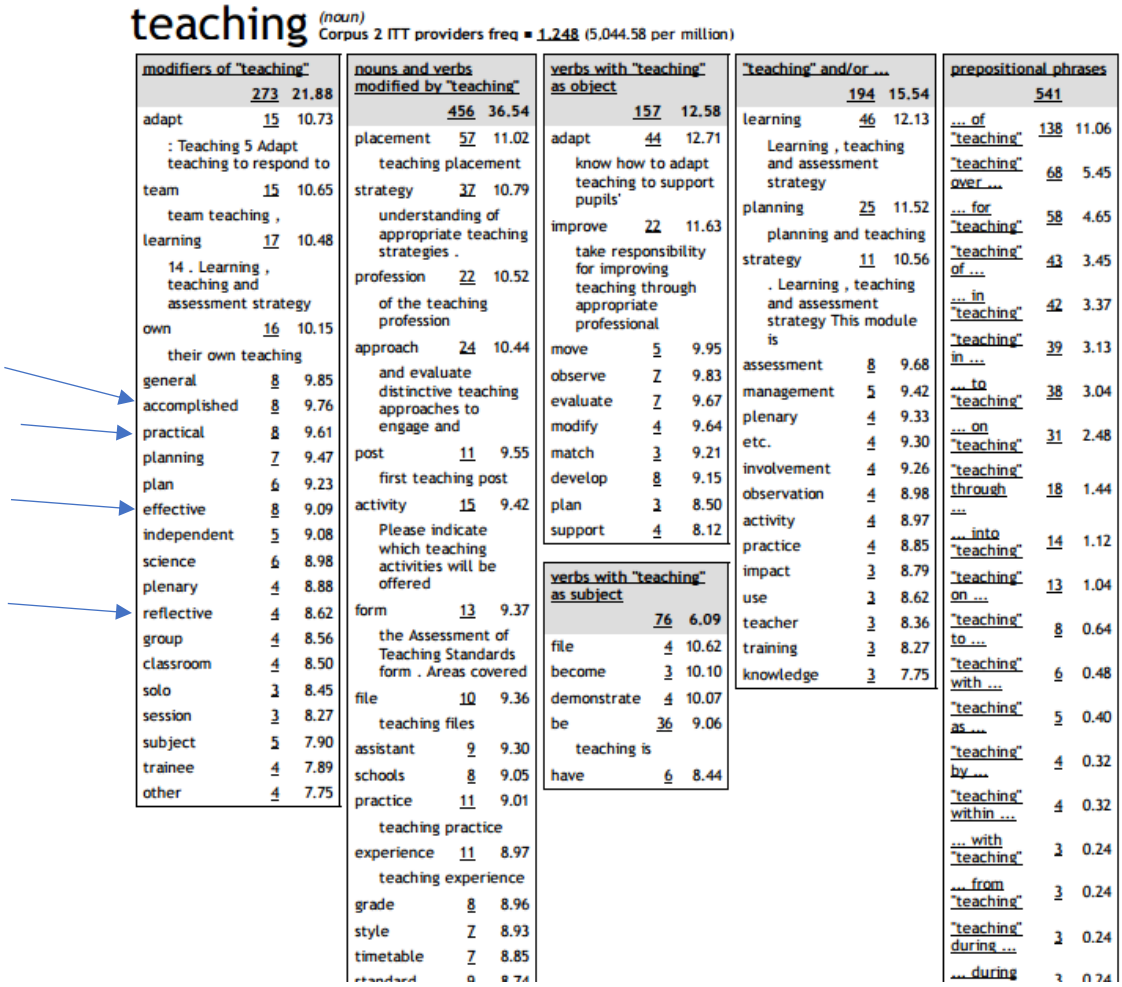


Figure 8 Word sketch of 'teaching' in Corpus 2

There were fewer explicitly evaluative terms identifiable in Corpus 2, this is likely due to the purpose of many of the documents in Corpus 1 to evaluate aspects of teaching (such as Ofsted ITT inspection reports). The difference in the types of adjectives used to modify 'teaching' between the corpora is striking, as the ones in Corpus 1 ('good teaching'; 'weak teaching') seem to suggest a clear concept of what these constitute.

Analysis of the concordance of 'effective' with 'teaching' in Corpus 1 (Figure 9) suggests it is conceptualised by its link to 'pupil outcomes':

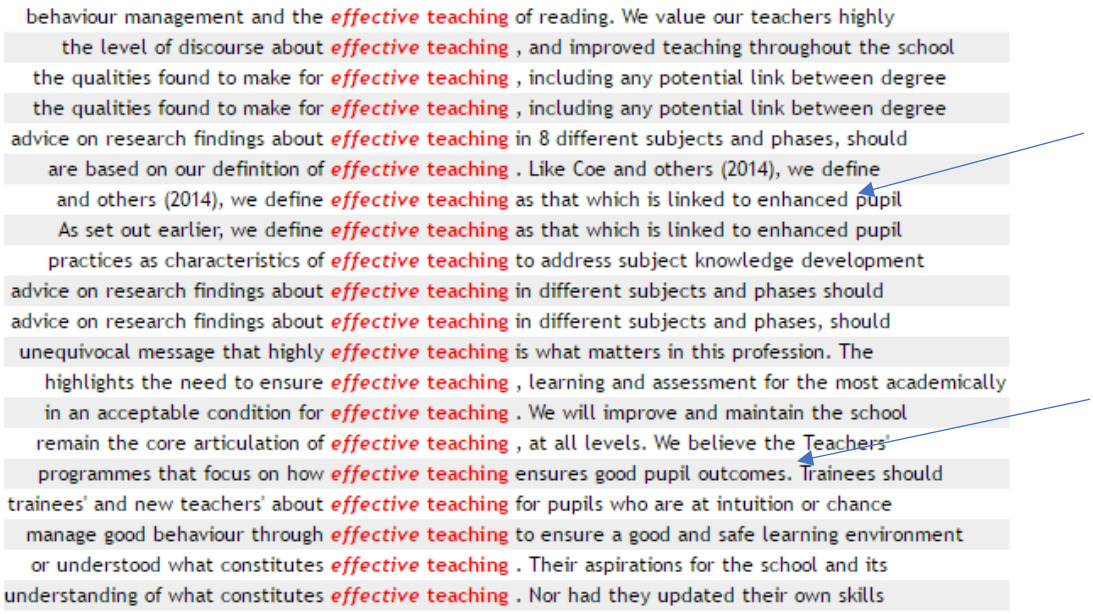


Figure 9 Concordance of 'effective teaching' in Corpus 1

The linking of 'effective teaching' to pupil progress or outcomes conceptualises 'effective teaching' as that which has an impact on pupils' achievement. The use of 'effective teaching' in Corpus 2, though occurring less frequently (eight as opposed to twenty-six times in Corpus 1), suggests an emphasis on critical or professional values and a range of strategies linked to learning, as Figure 10 illustrates.

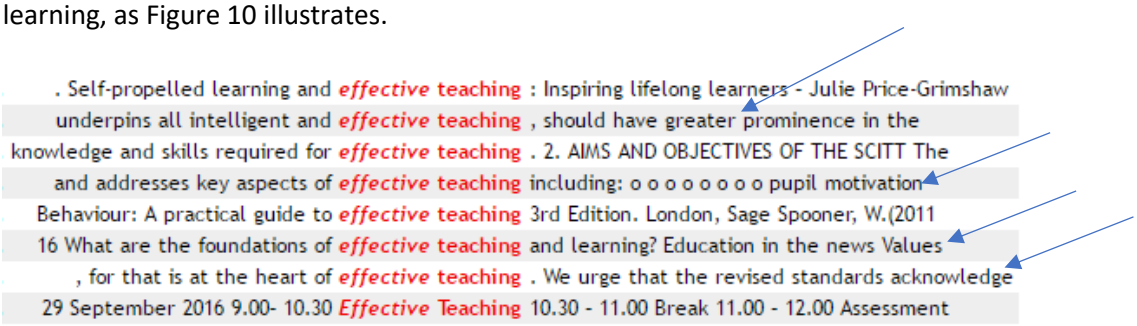


Figure 10 Concordance of 'effective teaching' in Corpus 2

The framing of 'effective teaching' differs between the corpora: Corpus 1 positions 'effective teaching' in market terms by focusing on product and outcomes; Corpus 2 seems to focus more on professional values.

Analysis of ‘outstanding teaching’ positions it as clearly superior to ‘good teaching’. For example: ‘Trainees teach well, with all able to deliver *good teaching* over time by the end of training and many providing *outstanding teaching* over time’ (see Figure 11 below), reflecting the Ofsted grading system.

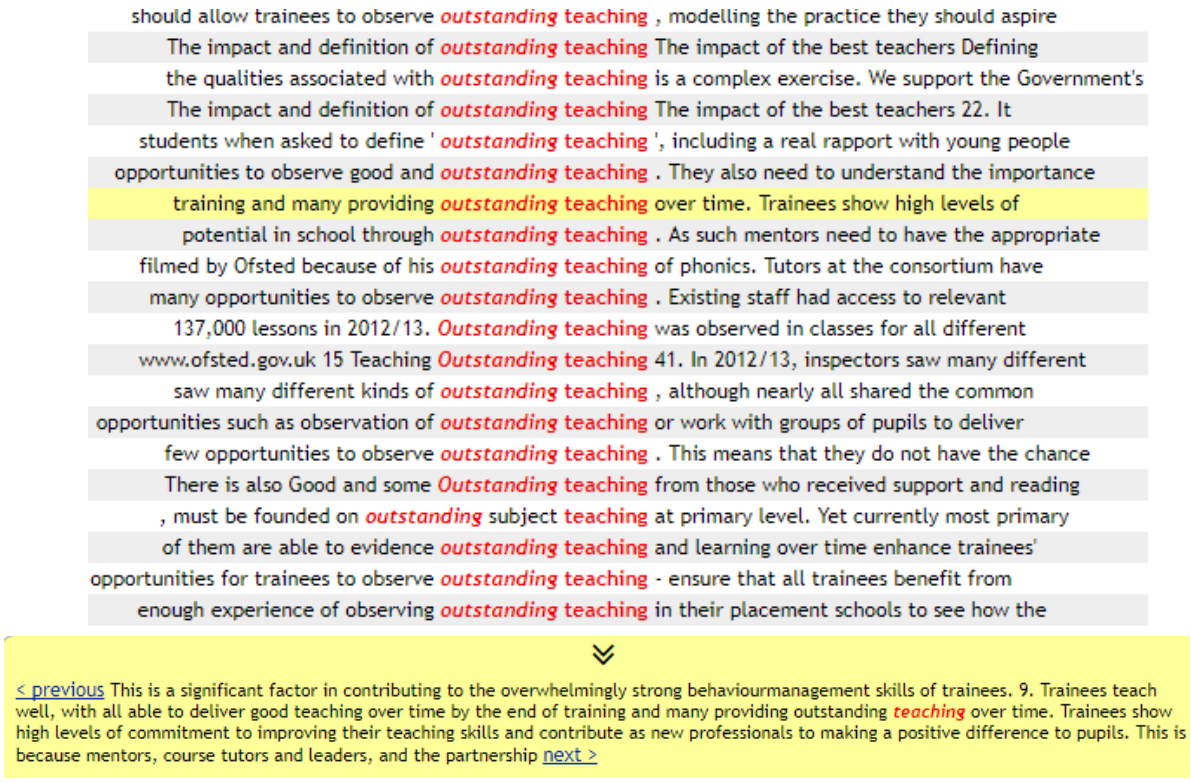


Figure 11 Concordance of 'outstanding teaching' in Corpus 1

Like ‘effective teaching’ in Corpus 1, ‘outstanding teaching’ is linked to ‘impact’, not just on pupils but also for the development of trainees from observing ‘outstanding teaching’.

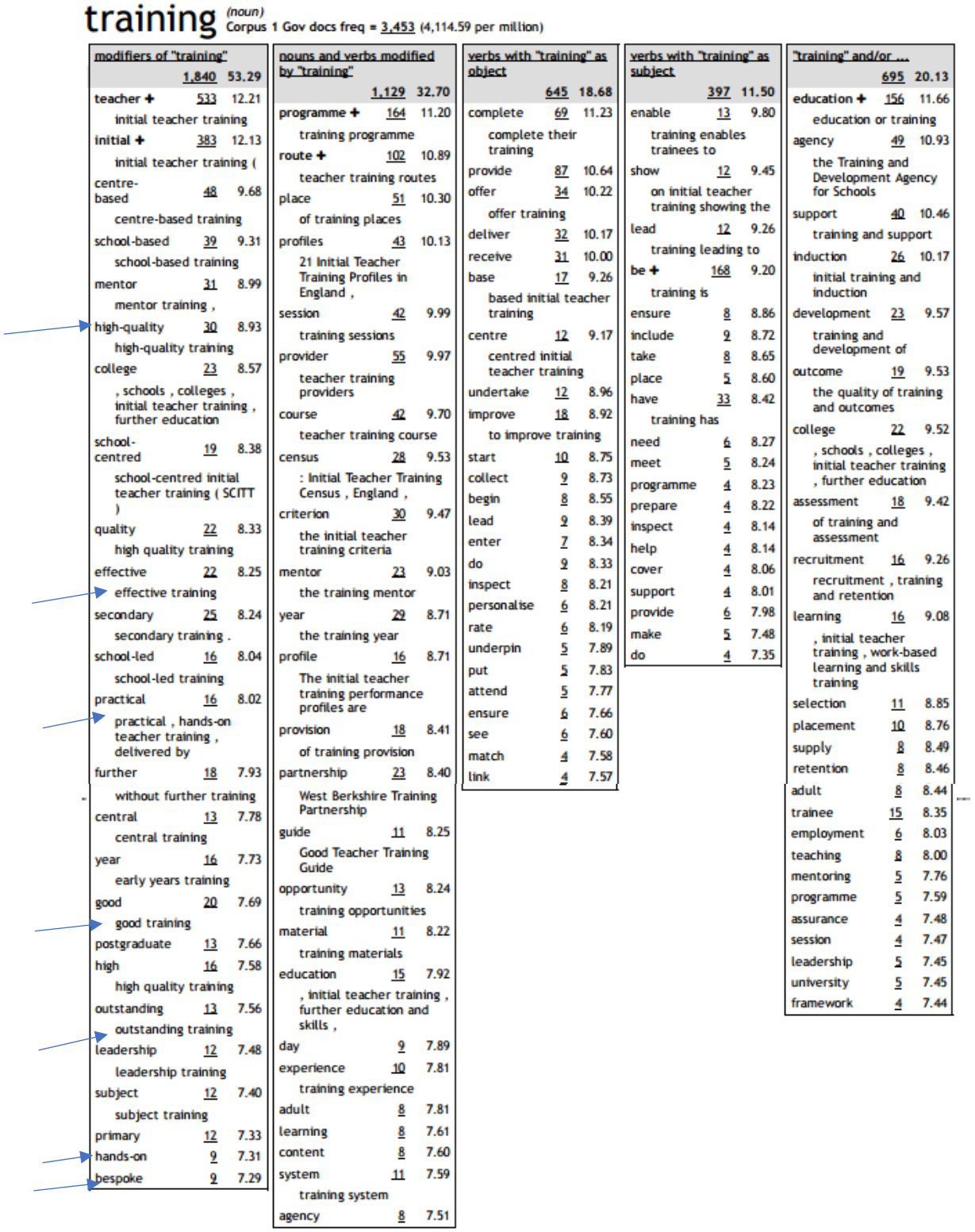
The phrase ‘outstanding teaching’ only occurs twice in Corpus 2; here the adjective ‘outstanding’ modifies ‘outcome’ (11 instances); ‘practice’ (12 instances); ‘teacher’ (14 instances) and ‘progress’ (6 instances). There is, therefore, a difference in use of ‘outstanding’ as an evaluating adjective between the corpora. In Corpus 1 ‘outstanding teaching’ appears to be a fixed phrase, indicating a distinct conception of what ‘outstanding’ teaching is, where the greater variety in the use of ‘outstanding’ as an adjectival modifier in Corpus 2 suggests that is less fixed as a concept.

There are forty-two occurrences of ‘good teaching’ (or ‘better teaching’) in Corpus 1 (see Figure 7) connected to components such as subject knowledge, behaviour management, assessing pupil progress, and pupils enjoying learning. When the adjective ‘good’ appears before the noun (‘good teaching’) it is an attributive adjective; when it is used after the noun (‘teaching that is good’) it is an adjective predicate. The recurrence of the phrase ‘good teaching’ in the attributive form in Corpus 1 has the effect of suggesting a closer association between the adjective and the noun; it becomes an essential element of the item described. If used as an adjective predicate (‘teaching that is good’), it can be conceptualised as an *additional* quality. This implies that the writers of the texts in Corpus 1 have a clear concept of what constitutes ‘good teaching’, as might be expected of a standard-setting and authoritative text. This concurs with the literature on the use of standardised phrases associated with Ofsted (Grubb, 1999; O'Leary, 2014) which suggests their commonplace use in educational discourse means they can become incontestable (Alexander, 1999; Clarke & Baxter, 2014).

In Corpus 2, there were no identified uses of ‘good teaching’, although ‘good trainee’ occurs six times in the form of a stage or category (‘good trainee category’). Here, ‘good’ is modified by ‘yet’, ‘consistently’ and ‘very’, clearly indicating the scaled assessment which positions ‘good’ as a set standard and an Ofsted grade.

4.2.2.2 Evaluation in relation to 'training' in the corpora

Adjectival modifiers of 'training' in Corpus 1 include: 'high-quality', 'effective', 'practical', 'good', 'outstanding', 'hands-on' and 'bespoke', as illustrated in Figure 12.



training *(noun)*
Corpus 1 Gov docs freq = 3,453 (4,114.59 per million)

modifiers of "training"	1,840	53.29
teacher +	533	12.21
initial teacher training		
initial +	383	12.13
initial teacher training (		
centre-based	48	9.68
centre-based training		
school-based	39	9.31
school-based training		
mentor	31	8.99
mentor training ,		
high-quality	30	8.93
high-quality training		
college	23	8.57
, schools , colleges , initial teacher training , further education		
school-centred	19	8.38
school-centred initial teacher training (SCITT)		
quality	22	8.33
high quality training		
effective	22	8.25
effective training		
secondary	25	8.24
secondary training .		
school-led	16	8.04
school-led training		
practical	16	8.02
practical , hands-on teacher training , delivered by		
further	18	7.93
without further training		
central	13	7.78
central training		
year	16	7.73
early years training		
good	20	7.69
good training		
postgraduate	13	7.66
high	16	7.58
high quality training		
outstanding	13	7.56
outstanding training		
leadership	12	7.48
leadership training		
subject	12	7.40
subject training		
primary	12	7.33
hands-on	9	7.31
bespoke	9	7.29

nouns and verbs modified by "training"	1,129	32.70
programme +	164	11.20
training programme		
route +	102	10.89
teacher training routes		
place	51	10.30
of training places		
profiles	43	10.13
21 Initial Teacher Training Profiles in England ,		
session	42	9.99
training sessions		
provider	55	9.97
teacher training providers		
course	42	9.70
teacher training course		
census	28	9.53
: Initial Teacher Training Census , England ,		
criterion	30	9.47
the initial teacher training criteria		
mentor	23	9.03
the training mentor		
year	29	8.71
the training year		
profile	16	8.71
The initial teacher training performance profiles are		
provision	18	8.41
of training provision		
partnership	23	8.40
West Berkshire Training Partnership		
guide	11	8.25
Good Teacher Training Guide		
opportunity	13	8.24
training opportunities		
material	11	8.22
training materials		
education	15	7.92
, initial teacher training , further education and skills ,		
day	9	7.89
experience	10	7.81
training experience		
adult	8	7.81
learning	8	7.61
content	8	7.60
system	11	7.59
training system		
agency	8	7.51

verbs with "training" as object	645	18.68
complete	69	11.23
complete their training		
provide	87	10.64
offer	34	10.22
offer training		
deliver	32	10.17
receive	31	10.00
base	17	9.26
based initial teacher training		
centre	12	9.17
centred initial teacher training		
undertake	12	8.96
improve	18	8.92
to improve training		
start	10	8.75
collect	9	8.73
begin	8	8.55
lead	9	8.39
enter	7	8.34
do	9	8.33
inspect	8	8.21
personalise	6	8.21
rate	6	8.19
underpin	5	7.89
put	5	7.83
attend	5	7.77
ensure	6	7.66
see	6	7.60
match	4	7.58
link	4	7.57

verbs with "training" as subject	397	11.50
enable	13	9.80
training enables trainees to		
show	12	9.45
on initial teacher training showing the		
lead	12	9.26
training leading to		
be +	168	9.20
training is		
ensure	8	8.86
include	9	8.72
take	8	8.65
place	5	8.60
have	33	8.42
training has		
need	6	8.27
meet	5	8.24
programme	4	8.23
prepare	4	8.22
inspect	4	8.14
help	4	8.14
cover	4	8.06
support	4	8.01
provide	6	7.98
make	5	7.48
do	4	7.35

"training" and/or ...	695	20.13
education +	156	11.66
education or training		
agency	49	10.93
the Training and Development Agency for Schools		
support	40	10.46
training and support		
induction	26	10.17
initial training and induction		
development	23	9.57
training and development of		
outcome	19	9.53
the quality of training and outcomes		
college	22	9.52
, schools , colleges , initial teacher training , further education		
assessment	18	9.42
of training and assessment		
recruitment	16	9.26
recruitment , training and retention		
learning	16	9.08
, initial teacher training , work-based learning and skills training		
selection	11	8.85
placement	10	8.76
supply	8	8.49
retention	8	8.46
adult	8	8.44
trainee	15	8.35
employment	6	8.03
teaching	8	8.00
mentoring	5	7.76
programme	5	7.59
assurance	4	7.48
session	4	7.47
leadership	5	7.45
university	5	7.45
framework	4	7.44

Figure 12 Word sketch of 'training' in Corpus 1

The presence of ‘practical’, ‘hands-on’ and ‘bespoke’ training in Corpus 1 is significant as they are not explicitly evaluative words. Implicitly they suggest the value government policy places on school (as opposed to university-led) training, as suggested by Wilkins and Wood (2009). Corpus 2 contains many references to ‘centre-based training’ (20); ‘accredited provider training’ (11); ‘school-based training’ (13) and ‘university-led training’ (4); they may be similarly implicitly evaluative.

There are far fewer explicitly evaluative adjectives in Corpus 2 than in Corpus 1, which reflects the purpose of many of the documents in Corpus 1: to evaluate ITT provision. This also indicates the dominance of particular evaluative words in the discourse from government policy. As indicated in the concordance (Figure 13), there is a connection made between the input of ‘high-quality training’ and the output of good teachers: ‘teachers receive *high-quality* training and become reflective practitioners’.

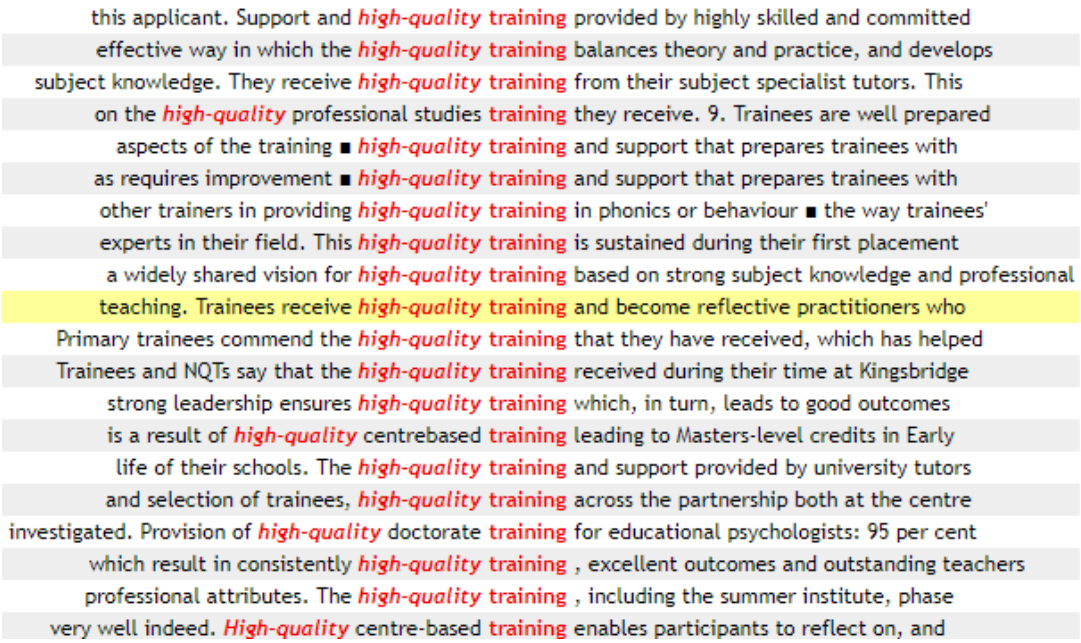


Figure 13 Concordance of 'high-quality training' in Corpus 1

In Corpus 2, ‘high-quality training’ frequently collocates with ‘support’, ‘deliver’ and ‘provide’. The difference in juxtaposition with ‘high-quality training’ in the corpora highlights the different purposes of the documents. ‘Training’ is conceived as a commodity in both corpora.

Table 11 displays a comparison of the evaluative modifiers of ‘teaching’ and ‘training’ in both corpora.

Table 11 Comparison of evaluative modifiers in the corpora

	Corpus 1	**Corpus 2**
Evaluative modifiers of 'teaching'	*Effective* **Outstanding** **Good** *High-quality* Weak Successful	Accomplished *Effective* Reflective
Evaluative modifiers of 'training'	*High-quality* *Effective* Practical **Good** **Outstanding**	*High-quality*

The italicised modifiers occur in both corpora and those in bold are Ofsted gradings. That 'effective' and 'high-quality' occur in both suggests a commonality in the discourse but a clear presence of Ofsted terminology in Corpus 1 that is less evident in Corpus 2. 'Practical' is implicitly evaluative (as is 'hands-on'). These key evaluative words will form part of the analysis CDA that follows.

4.2.3 Positive and negative evaluation in ITT policy documents in the corpora

The explicitly evaluative terms used in both corpora are overwhelmingly positive, with the exception of 'weak' in Corpus 1. If the Ofsted grading criteria are fixed points on a scale from negative to positive polarity, the some of the key words relate to each other in a scale from 'weak' to 'good' to 'outstanding'. It is not clear how other key words fit into this scale, because they are not directly associated with an official grade, although they are all positive.

The placing of 'outstanding' above 'good' in terms of positivity concurs with YouGov's (Smith, 2018) poll of the public perception of evaluative language. There is a sharp divide between explicitly negative and explicitly positive words and the other positive words are frequently used as synonyms. These key terms are *thin* concepts (Kirchin, 2013), because they are *only* evaluative; they do not describe sufficiently so as to be *thick* concepts.

In these documents, 'teaching' and 'training' are conceptualised as gradable entities. The knowledge and skills associated with teaching can be possessed and attributed. The corpora focus on *techne* (skills or craft), particularly in Corpus 1. This concurs with criticism in the literature of competency-based Standards that focus on *techne* (Carr, 2000; Clapham et al., 2016; Fenwick, 2003).

4.3 Key document analysis findings: government policy documents

This section presents the findings of CDA and appraisal analysis of four key documents from the corpora. The research question 'What evaluative language is used in the context of ITT and how is it used in ITT materials?' is broken down into the following:

- Which evaluative words or phrases from the corpus analysis occur in the key policy documents and to what effect?
- What *kinds* of evaluation of ITT/teaching are present, and which is foregrounded?
- What stance is taken with regards ITT/teaching?
- What 'voices' are present i.e. to whom is the evaluation attributed?

The four documents consist of two government documents: the ITT Briefing Paper (2016) and the Ofsted ITT Inspection Handbook (2015); and two ITT providers' documents: the UCET descriptors for the Teachers' Standards (2012) and the participating provider's interpretation of these (University of Reading, 2015).

4.3.1 The House of Commons ITT Briefing Paper

The Briefing Paper (Roberts & Foster, 2016) is produced by the House of Commons Library, a research service that collates information on a topic for MPs. Its primary audience is parliamentary, secondary audiences being those invested in ITT, including the general public. The document states that the information given is 'impartial' (Roberts & Foster, 2016, p. 22), and quotes a number of different sources on ITT, including the Carter Review (2015), the Department for Education, Ofsted and news articles. It summarises government policy on ITT, the qualifications needed to train, the different ITT pathways and financial support for ITT students. The opening summary forefronts the increase in schools-based training and how this is considered 'controversial' (Roberts & Foster, 2016, p. 3). Although the adjective

'controversial' is used to describe this move, disagreement is ascribed to unspecified 'some in the university sector' (Roberts & Foster, 2016, p. 3).

The document quotes the Carter Review's (2015) evaluation that it is 'difficult to draw conclusions about whether one training route is better than another' (p5), then refers to government policies or bodies that reinforce the preference of school-based routes. It is part of the Conservative Party Manifesto (2015) to 'encourage the growth of Teach First' (p6); the White Paper (DfE, 2016) promises to continue moving towards a 'school-led ITT system' (p. 7) and Ofsted's (2013) opinion that 'the government is right to put greater emphasis on new teachers being trained in schools… rather than in higher education institutions' (p. 8). These views are partly countered by quoting the concerns of UCET, Universities UK and the director of the Institute of Education that continuing change of policy will negatively affect the whole sector.

The relationship between the paper and the views it quotes is not straightforward, partly because there is a mixture of direct quotation and paraphrasing. This is a rhetorical device: a dialogic framework is used that is not truly dialogic (Bakhtin, 1986). The frequency of the use of 'concerns' from a wide range of voices indicates the opposition to ITT reforms. Where the document paraphrases or indirectly references the source, the passive voice is used; the active voice only occurs when directly quoting the NASUWT, which tends to lessen the rhetorical impact of the 'concerns' expressed by those opposing government policy (see Appendix 19).

The report communicates muted positive appraisal of current ITT programmes, stating that 'the ITT system generally performs well' (Roberts & Foster, 2016, p. 5); the modifying adverb 'generally' diminishing 'performs well'. A list of recommendations for improvement from the Carter Review (2015) of ITT follows. The paper goes on to detail the government response, including the White Paper 'Educational Excellence Everywhere' (DfE, 2016). The stance of the paper is clear in its statement that this paper 'reaffirmed the Government's commitment to reforming ITT' (Roberts & Foster, 2016, p. 7); current provision is therefore in *need* of 'reforming', despite the 'concerns' raised by other parties.

Of the key words identified from the corpus analysis (Table 9), 'effective' and 'good' are used most frequently (nine and seven instances respectively). 'Effective' is consistently linked to measurable outcomes and the presence of 'market' language indicates that teaching is conceptualised in neoliberal terms: the 'choice' of ITT programme (p4); the Coalition Government's response to the Carter Review (2015) including the need to create Standards for mentors that are 'aspirational' (p5). The inclusion of the Institute for Fiscal Studies' (Allen, Belfield, Greaves, Sharp, & Walker, 2014) evaluation report on ITT routes costs similarly invokes market language of 'net benefit' (Allen et al., p. 19) to schools, as does a quotation from the National Audit Office report (Morse, 2016) on the cost-effectiveness of ITT, referring to 'consumer behaviour to shape the market' (Morse, 2016, p. 19). See Appendix 20 for full concordance of key words used in the document.

Of the vocabulary typically associated with Ofsted grading that was frequently used in Corpus 1, 'outstanding' (five instances) is primarily used in reference to or by Ofsted as a summative statement of quality. The emphasis on training being 'practical' (four instances) echoes the 'concerns' set out above. 'Good' is as likely to be used as a general expression of positive evaluation (such as 'it will be **good** for both new teachers and for schools', Roberts & Foster, 2016, p. 14) or as an Ofsted grade ('**Good** or Outstanding', Roberts & Foster, 2016, p. 11). There were no occurrences of the other key evaluative terms generated from the corpus analysis.

Table 12 displays the appraisal analysis of the first seven pages of the document to exemplify the process of analysis (for full analysis see Appendix 21). This identifies the type of evaluation used and to whom it is attributed. Almost all the evaluation in the Briefing Paper can be categorised as APPRECIATION, as most of the items evaluated are products or performances.

Appraisal Analysis Key:

+ = positive attitude

- = negative attitude

- AFFECT: desire, un/happiness, in/security, dis/satisfaction
- JUDGEMENT: normality (how special?), capacity (how capable?), tenacity (how dependable?), veracity (how honest?), propriety (how far beyond reproach?)
- APPRECIATION: reaction (impact: did it grab me?; quality: did I like it?), composition (balance: did it hang together?; complexity: was it hard to follow?), valuation (was it worthwhile?) (following Martin and White (2005, p. 71))

Table 12 Appraisal analysis of the government's ITT Briefing Paper pp1-7

Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
'this is proving **controversial'** (p3)	Unaccredited			-reaction *Adjective 'controversial' suggest some consider it to be an unfair policy*	Government policy of increasing the proportion of school-based teacher training
'the ITT system **generally performs well**' (p5)	The Carter Review			+valuation *Muted positive evaluation as indicated by modifying adverb 'generally'*	ITT provision
'There is **considerable variability** in ITT course content' (p5)	"			-composition	Course content of ITT programmes
'the **most significant improvements** are needed for training in assessment' (p5)	"			-valuation	"
'there **is some reluctance towards practical approaches** to training in behaviour management' (p5)	"		-tenacity		The teaching of behaviour management in ITT programmes
'mentoring across England **is not as good as it should be**' (p5)	Carter review of ITT			-reaction/-valuation *Negation 'not' suggests current mentoring standards are disliked Modal verb 'should' suggests it is not effective*	Quality of mentoring in ITT programmes
'this generation of teachers **is already the best-qualified ever**' (p6)	Conservative Party Manifesto (2015)			+valuation	Quality of current teachers' qualifications

'appointing behaviour **expert'** (p7)	Secretary of State for Education Nicky Morgan			-valuation (implicit) *Adjective 'expert' suggests the sector lacks expertise, and therefore one needed to be brought in*	Effectiveness of behaviour management training in ITT
'**some** training courses are **insufficiently robust** in terms of training teachers to manage poor pupil behaviour' (p7)	Lord Nash, Parliamentary-Under Secretary at the DfE, referring to the Carter Review			-composition/-valuation *'insufficiently robust' suggests it is not strong enough and therefore is not effective*	"
'**strengthening** university-led training' (p7)	Government White Paper 'Educational Excellence Everywhere'			-composition/-valuation *Verb 'strengthening' suggests current training is not strong enough*	Strength of university-led training
'**better** support for schools to **improve** the quality and availability of CPD' (p7)	"			-valuation *Indication that current provision is lacking*	Quality of current CPD provision

There is more negative evaluation overall, principally directed at the current ITT provision. This criticism is from the government via its White Paper 'Educational Evidence Everywhere' (DfE, 2016) and the Carter Review (2015), although there is positive evaluation of *some* ITT providers, principally school-based ones. Criticism of government policy is attributed to UCET and other non-government bodies, such as the NASUWT. The sub-categories of APPRECIATION are predominantly valuation (its worth) and composition (its consistency). The attitude taken towards current ITT provision by the government and its agencies is that it is not effective enough (hence the negative valuation), whereas criticism of government policy is a combination of negative valuation and consistency.

4.3.2 Ofsted's ITT Inspection Handbook

The primary audience of the Ofsted ITT Inspection Handbook (2015) are ITT providers and Ofsted inspectors. It sets out the framework for inspections of ITT provision, including the

grade descriptors for inspections. This document is written in the indicative mood, a mode used to state facts, which establishes a tone of authority, such as: 'Attainment is defined as the standard reached by a trainee at the end of the training provided' (Ofsted, 2015, p. 31).

Concordance analysis of key words from the corpus analysis (Table 9) establishes a high use of some of the key words from the corpus analysis: 'effective' (17), 'outstanding' (24), 'good' (87), 'high-quality' (28), 'practical' (16). 'Weak' and 'reflective' are only used once and 'accomplished' is not used (see Appendix 22 for concordance analysis). The occurrence of Ofsted vocabulary in this document is to be expected, however, evaluative adjectives such as 'Outstanding' and 'Good' are interwoven with graded numbers (where 'good' equals '2'), although it is not always clear when they are being used as grade categories (as suggested when capitalised) or to show positive attitude towards something (and therefore a 'thin' evaluative concept). 'Effective' is used as a positive valuation and is performative – it indicates the success of practice or teaching in terms of progress. 'Practical' experience is, implicitly, a positive and *necessary* part of the training experience. Given how fundamental reflective practice is to ITT (Goodwyn, 2011), it is significant that the Ofsted handbook contains only a single use of 'reflective'. The focus is on the demonstrable behaviour of trainees, something further suggested in its use of the word 'judgement'.

The evaluative nature of the document is clear in its sixteen uses of 'perform', such as: 'the standards of *performance* and effectiveness expected of ITE partnerships' (p. 5) and sixty-eight uses of 'outcome' show a focus on results. The importance of seeking 'trainees' views about their training' (Ofsted, 2015, p. 15), like the Briefing Paper (Roberts & Foster, 2016), positions trainees as consumers. The focus of inspections indicates its conceptualisation of the relationship between teacher training and 'outcomes' for trainees, which is broken down into: 'attainment, how well trainees teach, completion rates, employment rates' (Ofsted, 2015, p. 29). That the results of Ofsted inspections are high-stakes is reinforced by the statement that an 'inadequate' judgement will result in the withdrawal of accreditation of providers (Ofsted, 2015). In this sense, the performative nature of the discourse is enacted via the evaluative language used (Ball, 2015).

The success of trainees is dependent on them having '*demonstrated* the Teachers' Standards' (Ofsted, 2015, p. 31); teaching is therefore conceptualised *as* behaviour which would seem to support the literature that suggests that the Teachers' Standards and Ofsted judgements are reductive in their concept of teaching (Carr, 2000; Clapham et al., 2016; Fenwick, 2003; O'Leary, 2018; Ryan & Bourke, 2013).

Appraisal analysis of Ofsted's grading descriptors for ITT (Ofsted, 2015, pp. 34-36) shows that virtually all the descriptors fall under APPRECIATION and are either positive or negative valuation which are scaled through use of modifiers and there is a clear move from positive to negative between 'good' and 'requires improvement' (see Appendix 23). There is no use of AFFECT, but there is a blurring of lines between JUDGEMENT (behaviour) and APPRECIATION (performance) when referring to 'meeting' the Standards.

CDA and appraisal analysis of the ITT Briefing Paper (Roberts & Foster, 2016) and Ofsted documentation suggests a similarity in their use of language that conceptualises teaching and ITT as a commodity that focuses on observable behaviour. There is, in the use of evaluative language in these documents, a performative aspect that links directly to outputs. There is an underlying assumption in both documents of an agreement of what constitutes 'effective teaching' and an understanding in the difference between 'Good' and 'Outstanding', demonstrating a link between evaluative language and ideology.

4.4 Key document analysis findings: ITT providers' documents

The following presents the findings of CDA and appraisal analysis of the Teachers' Standards Grading Descriptors (UCET & NASBTT, 2012) and extracts from the participating ITT provider's course handbook (University of Reading, 2016).

4.4.1 UCET's grading descriptors for the Teachers' Standards

The Grading Descriptors (UCET & NASBTT, 2012) were a collaboration between UCET, NASBTT and the Higher Education Authority (with contributions from Ofsted and the Training and Development Agency) and the primary audience for these is ITT providers. Of the key words, 'effective', 'outstanding' and 'good' are the most frequently used (22, 14 and 36 instances respectively – see Appendix 23 for the concordance); as the Descriptors adopted Ofsted-style

grading, this is to be expected. 'Effective' is used predominantly as a 'thin' evaluative concept that conveys positive impact of teaching strategies or methods; in this sense it reinforces the concept of teaching as product. Most of the uses of 'Outstanding' and 'Good' are in reference to a summative grade.

The Standards themselves are written in the imperative: 'a teacher must…' (UCET & NASBTT, 2012, p. 4); the modal verb 'must' indicates obligation, underlining the statutory nature of the Standards. The Standards contain a mixture of statements identifying professional and moral values ('teachers act with honesty and integrity'), knowledge, skills and behaviour. Each Standard, including the preamble, has a set of descriptors for providers to decide if the award of QTS can be made at a 'minimum', 'good' or 'outstanding' level. This three-tier system is along the lines of pass/merit/distinction, commonly used as grading terminology for postgraduate degrees. The use of 'good' and 'outstanding' for the achievement of QTS at the higher grades indicates the lexical relationship with Ofsted, as intimated by the use of inverted commas indicated in Figure 14:

UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS	**UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with a `good' grade.**	**UCET / NASBTT guidance on the standard required to make the judgement for the recommendation for the award of QTS with an `outstanding' grade.**
PREAMBLE These statements describe the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. In	**PREAMBLE** The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe	**PREAMBLE** The Teacher's Standards are not graded. However in the context of the external assessment of ITE providers are required to grade trainees. These statements describe

Figure 14 Grading Descriptors (UCET & NASBTT, 2012)

The use of grading directly connects the Grading Descriptors with the Ofsted's grading system, which predates these Teachers' Standards (Elliott, 2012). The Descriptors are UCET and NASBTT's interpretation of how well trainees are demonstrating they have achieved the Standards. This is a link to Ofsted's previous category of 'satisfactory' in the descriptor for the preamble for the minimum Standard: 'trainees to be awarded QTS teach at least **satisfactory** lessons' (UCET & NASBTT, 2012, p. 4) – my emphasis. Therefore teaching, or lessons themselves, are graded using the Ofsted categories.

The Descriptors are written in the indicative mood, which gives a sense of authority. Trainees are described as having 'met' the Standards or 'achievement *against* the Standards' (UCET & NASBTT, 2012, p. 4). The use of the verb 'met' and preposition 'against' suggests a

measurement in comparison to a minimum standard or benchmark. The preamble states that 'ITE providers are required to *grade trainees'* (UCET & NASBTT, 2012, p. 4), although it does not overtly state by whom. This implicit reference to Ofsted, the body that requires grading of trainee teachers - or at least identification of 'outcomes' - indicates the power relationship between the texts. It appears that, in the application of Ofsted grades, there is a shift towards JUDGEMENT in appraisal terms. This is significant as it reinforces the conception of teaching as behaviour.

The use of verbs within the descriptors indicate the predominant focus on behaviour: 'they *assume* responsibility'; 'they *support* pupils' (UCET & NASBTT, 2012, p. 6); 'they *model* very high standards' (UCET & NASBTT, 2012, p. 7) and these are frequently intensified as the descriptors move from 'minimum' to 'outstanding', as the example in Table 13 illustrates:

Table 13 Grading Descriptors for Standard 1 (UCET & NASBTT, 2012, p. 5). Emphasis added.

Standard	**Minimum**	**Good**	**Outstanding**
'establish a safe and stimulating environment for pupils, rooted in mutual respect' S1	'they **are able to** encourage pupils to participate'	'they **are reliable in** encouraging pupils to participate'	'they **constantly encourage** pupils to participate'

They are also mitigated to suggest a limitation on a trainee's performance, where, for example, they 'demonstrate *some* understanding' (UCET & NASBTT, 2012, p. 6).

Both explicit and implicit beliefs or values are articulated as expected of teachers. For example, descriptors for meeting the minimum level for Standard 1 states that trainees 'have set appropriately high expectations, *believing* that all pupils have the potential to make progress' (UCET & NASBTT, 2012, p. 6) - my italics. This descriptor suggests the trainee must have an egalitarian attitude towards all pupils; these values, in this instance, need to be demonstrated through behaviour: 'they have shown that'. The core values appear to develop from *doing* to *being*, as the descriptors describe progress in the consistency of behaviour towards an independence, as the example in Table 14 illustrates:

Table 14 Grading Descriptors for Standard 1 (UCET & NASBTT, 2012, p. 5)

Standard	**Minimum**	**Good**	**Outstanding**
'establish a safe and stimulating environment for pupils, rooted in mutual respect' S1	'they **are able to** develop a rapport with a range of individuals and groups'	'**they are** well respected by learners'	'**there are** high levels of mutual respect'

This conceptualises the 'outstanding' trainee as one who has internalised a set of values to the extent that it becomes second nature – they are not just *doing,* they are *being.* The adjective 'proactive' is used frequently in the 'outstanding' descriptors. Lave and Wenger's (1991) notion of participation in a 'community of practice' suggests that active engagement facilitates construction of professional identity: the descriptors appear to conceptualise this through the evaluative language used.

The Standards conceptualise teaching as three domains: values, behaviours and knowledge:

- **Values**: 'believing that all pupils have the potential to make progress'; 'they value'; 'they have a commitment to the teaching profession'
- **Behaviours** or actions (both physical and cognitive): 'they employ'; 'they make'; 'they plan'; 'they demonstrate'; 'often use'; 'they are highly reflective'
- **Knowledge**: 'they understand'; 'they know how to'; 'have strong subject knowledge'

Syntactically, the trainees are the subject of the descriptors and pupils the object, as each descriptor indicates the effect the trainee's action will have on pupils in terms of their progress and behaviour, for example for Standard 6: 'they… provide appropriate oral feedback to pupils to help them make progress' (UCET & NASBTT, 2012, p. 11), indicating the performative nature of the descriptors.

Appraisal analysis (Table 15) further reveals the use of evaluative language. For reasons of space, analysis has focused on the preamble, Standard 1 (S1) and Standard 4 (S4) (only a selection is displayed here: see Appendix 25 for full results). These Standards were chosen because they focus on expectations and values (S1) and teaching lessons (S4). They all display

positive attitude because they describe an expected Standard (descriptors for failing trainees are not provided).

Table 15 Appraisal Analysis of the Grading Descriptors for S1 and S4 (UCET & NASBTT, 2012)

Section of Teachers' Standards	Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
Preamble	'teachers make the education of their pupils **their first concern**'	Government, via Teachers' Standards		+ propriety *Expected value of the priority of the importance of pupils*		Teachers' values
Preamble	'teachers act with **honesty and integrity'**	"		+ veracity/+propriety		Teachers' behaviour and values
Standard 1	'establish **a safe and stimulating** environment, rooted in mutual respect'	"			+reaction	Teachers' interpersonal skills
S1	'demonstrate consistently the **positive attitudes, values** and behaviour which are expected of pupils'	"		+propriety *Teachers as role models of behaviour*		Teachers' behaviour and moral values
S1 - minimum	'they **demonstrate enthusiasm'**	UCET et al		+tenacity *This behaviour is indicative of trainees' feelings (implicit evaluation of beliefs/values)*		Trainee's behaviour (and implicit beliefs/values)
S1 – 'outstanding'	'they **generate high levels of enthusiasm'**	"			+reaction	Impact of trainees' behaviour
Standard 4	'**promote a love** of learning'	Government, via Teachers' Standards		+capacity		Teachers' behaviour and values

S4 – minimum	'they **employ a range** of teaching strategies'	UCET et al		+capacity		Trainees' teaching
S4 – 'outstanding'	'they plan lessons that **often use well chosen imaginative and creative** strategies'	"		+tenacity *Adverb 'often' indicates frequency of occurrence;* +capacity *Adverbial phrase 'well chosen'*	+valuation *Adjectives 'imaginative' and 'creative' suggest it is worthwhile*	Trainees' teaching

Most of the statements are JUDGEMENTS in their appraisal, although they do more than just assess capacity; they are suffused with moral value (the 'mutual respect', for example) and there is more evaluation of trainees' behaviour (hence JUDGEMENT), as opposed to performance (those evaluations categorised as APPRECIATION).

Carr's (2000) criticism of competency models are apposite (see 2.2.3). The grading descriptors are mostly *dispositional,* focusing on skills and 'technical effectiveness' (Carr, 2000, p. 94), rather than capacity. This includes Standards that focus on values, such as S1.1 'establish a safe and stimulating environment for pupils, rooted in mutual respect' (UCET & NASBTT, 2012, p. 5) focus on demonstrable behaviour: 'they have shown…'. The transition from *doing* to *being,* as discussed above, suggests and internalisation of these Standards, so much so that they become a form of self-regulation (Foucault, 1977). Even the descriptors for Personal and Professional Conduct (Part 2 of the Teachers' Standards), which state explicitly ethical values, refer to demonstrable behaviour (UCET & NASBTT, 2012). Clapham et al's (2016) criticism of 'outstanding' is that it misses out teachers' perceptions of what they call 'outstandingness' features: 'relationships, respect, humanity, fairness and consistency [which are] … soft and difficult to measure' (Clapham et al., 2016, p. 768). Whilst the Standards *do* address some of these things, they are assessed through the grading descriptors as espoused beliefs or demonstrated *behaviours.*

4.4.2 Grading descriptors in practice: appraisal analysis of an extract from the participating ITT provider's handbook

The secondary PGCE course handbook from the University of Reading (2016) sets out the provider's vision for the programme, provides an explanation of how to assess trainees and

guidance on how to support them. The audience for this document is primarily those within the ITT partnership (trainees, mentors, university tutors, schools). It is nominally addressed to the trainee directly and is written in the indicative mood, creating a tone of authority.

The opening section contains phrases that echo Ofsted, such as 'so that over time they become **consistently outstanding**'; 'the drive to **produce outstanding teachers** who have **significant positive impact** on the pupils' (University of Reading, 2016, p. 9). The provider uses the Grading Descriptors (UCET & NASBTT, 2012), but with the summative vocabulary changed from 'Outstanding' to 'Excellent', 'Good' to 'Secure', 'Minimum' to 'Developing'. Additionally, there are the categories of 'Emerging' (not yet 'Developing') and 'Weak', although no descriptors are provided for these. There is a direct relationship between the modes of discourse as the provider has used the Grading Descriptors (UCET & NASBTT, 2012), with slight modification of vocabulary.

'Good' is the most frequently used key evaluative word in this document, with 28 instances (see full concordance in Appendix 26); it is not tied to a specific grade in the way that 'outstanding' (six instances) is. There is more frequent use of 'weak' in this document (seven instances) compared to the others analysed, because it is a designated grade. Compared to government documentation, the provider document has more frequent use of 'reflective'. This indicates that reflective practice is a key element of this provider's conception of ITT; it is embedded into the administrative framework through use of artefacts such as 'Weekly Reflections on Progress'.

Appraisal analysis of the provider's document (see Appendix 27) shows that, like the Grading Descriptors (UCET & NASBTT, 2012), much of the evaluation occurs as JUDGEMENT, compared to Ofsted's (2015) grading descriptors (Appendix 23). There is some lack of clarity between the grading of *trainees* and grading of their *performance* in different areas of teaching, as the example in Table 16 illustrates:

Table 16 Example appraisal analysis of provider's handbook (University of Reading, 2016, p. 40)

Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
'RPTs **will be graded as Excellent, Secure, Developing, Emerging or Weak'** (p40)	ITT provider (University of Reading)		+/-normality/ capacity		Trainees' grades (implied grading of trainees: as object)

There is perhaps evidence of resistance to a neoliberal focus on product in the provider's materials: 'We aim to develop our Reading Partnership Teachers into practical, resilient, independent and reflective professionals' (University of Reading, 2016, p. 9). The move away from Ofsted terminology could also indicate resistance, although it is limited by the requirement to grade trainees with a number (linked to Ofsted) at the end of the training year.

4.5 Summary of findings

Analysis of the corpora clearly identified an evaluative lexis that is frequently used in both government policy documents and those produced by ITT providers, and with greater frequency than general discourse. Much of this lexis is associated with Ofsted.

Frequent use of attributive adjectives such as 'good teaching' in Corpus 1 supports the notion that government documents conceive 'good teaching' as a fixed concept and a 'thin' evaluative concept. The evaluative language that is used to identify quality is not based on empirical measurements; they are therefore more ideological than reliable identifiers of effective teaching. Evaluative language enacts the power of policy through discourse (Foucault, 1977).

Government and government agencies are the voices of authority in evaluation of teaching and training; yet there is evidence of 'resistance' (Foucault, 1984b) between the modes of discourse: whilst the presence of this discernible vocabulary in Corpus 2 is expected, its use is different. With the exception of 'effective' and 'high-quality', Corpus 2 does not use the same adjectives to modify 'teaching' or 'training'. These concepts are less fixed in Corpus 2, suggesting a more nuanced application of evaluation on the part of ITT providers.

Government policy's promotion of more 'practical' teacher training positions teaching as a technical skill, rather than an ethically-based *phronesis* (practical wisdom)-based profession. Further analysis of key documents identified the range of 'voices' occurring in the texts. Only the Briefing Paper (Roberts & Foster, 2016) overtly attributed evaluation, although the overall stance taken with regards ITT in this document is negative and that ITT needs to improve.

There is a resonance in the use of language between the corpora and therefore the conception of teaching and training. Recurrent use of market language positions teaching as a commodity, focusing on outcomes positions trainees as consumers features in both corpora. Teaching is seen as performative and trainees are measured through demonstration of gradable qualities. The policy documents therefore perpetuate the notion of performativity in ITT, as argued by Ball (2003, 2013).

The way in which reflective practice is used within the documents means that it can become a tool for internalised surveillance (Foucault, 1977), as trainees move from 'doing' to 'being' as the grading descriptors imply. The Grading Descriptors (UCET & NASBTT, 2012) ultimately grade *trainees* (JUDGEMENT) rather than their *performance* (APPRECIATION). The evaluative language used conceptualises effective teaching in the documents; there is therefore a likely link between the ideology expressed via the evaluative language, trainee teachers' concept of effective teaching and how they see their professional selves.

The evaluative language used in the government policy document positions teaching and teacher training as a commodity and trainees as consumers; an ideological stance is therefore clear. Effective teaching is measurable and reduced to a handful of 'thin' evaluative terms. The policy documents suggest that trainees internalise the evaluative language, so that they become self-regulating. The implications for practice suggest a close examination of the evaluative language used by providers is needed, so that beginning teachers' burgeoning professional identities are not aversely affected by a potential conflict between the espoused values implied by policy and those that motivate trainees to enter the profession.

Key themes arising from this analysis that will form lines of inquiry in the following chapters include:

- The role of AFFECT in comparison to JUDGEMENT and APPRECIATION; how they are used in the mentor meetings and the participants' perceptions of their use
- How reflective practice is used and whether it becomes a form of internalised surveillance
- How much of the evaluative language is 'market' language, how this affects mentors and trainees' conceptions of teaching and whether there is 'resistance' to a neoliberal ideology

Chapter 5 Findings: Mentor Meetings Analysis

5.1 Introduction

This chapter presents the findings of mentor meetings analysis, answering the second research question: What evaluative language is used in mentor meetings and what is its role? Participants' perspectives are examined in Chapter 6. The first section compares the evaluative language used in the mentor meetings with the policy documents that set the discursive context. Subsequent sections present their findings using a combination of descriptive and affective coding, and appraisal analysis.

Direct quotations from the mentor meetings are referenced as *[School] MM and 1, 2 or 3* to indicate which of the three mentor meetings are referred to.

5.2 Evaluative language used in the mentor meetings – a comparison with policy documents

As per the policy documents, mentor meetings contained more explicitly positive than negative adjectives (see 4.2.3), concurring with Dodds et al's (2015) findings that people use more positive words than negative in general discourse. Table 17 compares the frequency of adjectives used in the corpora and in the mentor meetings, focusing on the five most used adjectives.

Table 17 Comparison of adjectives used in corpora and mentor meetings

Key word	**Use in Corpus 1** (of 671, 914 words)	**Use in Corpus 2** (of 210, 571 words)	**Use in Mentor Meetings** (of 119, 017 words)
Good	2078 (2476.14 per million)	619 (2502.08 per million)	571 (4200.29 per million)
Outstanding	718 (855.56)	187 (755.87)	1 (7.36)
Effective	657 (782.88)	241 (974.15)	18 (132.41)
Great	405 (482.59)	26 (105.09)	54 (397.22)
Positive	227 (270.49)	101 (408.25)	67 (492.85)

‘Good’ is the most commonly used adjective across all datasets, although it occurs more frequently per million words in the mentor meetings than in the policy documents. This is expected as it is the most frequently used positive adjective in English (OED, 2018): its frequency in common discourse would explain its high representation in the mentor meeting conversations and might suggest that it is an anodyne term. Except for ‘good’, Ofsted grading vocabulary such as ‘outstanding’ occurs very infrequently in the mentor meetings compared to the policy documents, indicating a clear difference in the adjectives used in the modes of discourse. Although ‘good’ is an official Ofsted grading category, it appears to have two usages within the data: as a generic positive evaluative word and an ‘official’ designation. A concordance of ‘good’ (Figure 15) as used in the mentor meetings illustrates this:

E: in that case good C: and also I was reading that

so really really good in listening, tried really hard

E: yeah that’s a good target C: which one

sometimes we have a very good lesson sometimes we have a

as a break down M: good S: um M: what’s the

against this standard. Good. Ok. Your WRoP is very

so the measurements for a good lesson are engagement and progress

a great compliment M: good. So you’ve had a good

L: I think it’s good cos it’s something they can

D: it was got some good feedback so I’m pretty pleased

based there as well T: good well I would definitely recommend

stuck in my head is them saying ‘Good behaviour management is when you…

…the next target ‘promote good progress and outcomes’ ok so…

…Standard which is about demonstrating good subject and pedagogical…

…that one is a two good [mumbles descriptors] S: I I start…

…behaviour’ this one is good because if we look at this…

Figure 15 Concordance of 'good' - a selection from across the mentor meetings

Further analysis of the use of ‘good’ is discussed in 5.5.2.

Some of the differences between the vocabulary used is due to differences between spoken and written discourse: adjectives such as ‘fantastic’, ‘brilliant’ and ‘nice’ occur much more frequently in the mentor meetings than in the policy documents, for example. Mentor

meeting data were gathered in naturalistic settings; that there was so little use of 'official' vocabulary in these conversations was striking and could indicate a dissonance between the 'official' discourse of policy documents and the 'real-world' practice.

5.3 The mentor's role

The literature emphasised the importance of the mentor in trainees' success (see 2.3). To understand the role of evaluative language in the mentor meetings, it is necessary to establish what the mentors *do* in the conversations. The function of the mentor's role in practice can therefore be identified by particular features of the mentor meetings. Using descriptive coding, features identified are presented in Figure 16, expressed as percentages:

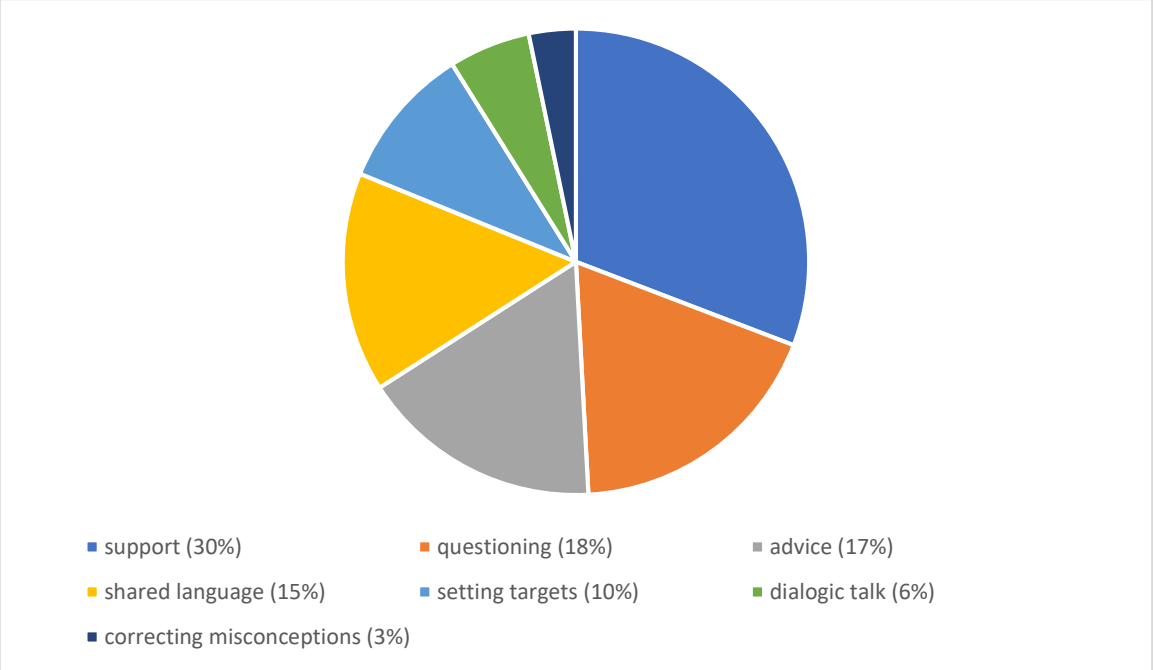


Figure 16 Features of the mentor meetings

These findings are similar to those of Israel et al (2014) which identified the main constituent of mentor conversations as 'support'. Similar levels of evaluation were also found, which concurs with the literature that suggests two roles for the mentor: to provide support and to evaluate. Section 5.3.1 presents the findings of analysis of sections coded 'support', as this was the most significant feature. Evaluation is considered in depth in 5.5.

5.3.1 Providing support

'Support' was broken down into the following nodes (the number of coded incidents is given in brackets):

- **Checking** (65) – showing concern, generic or specific, regarding trainee's wellbeing or progress. Usually in the form of a question.
- **Reassuring** (46) – comments that '*things will be fine*'; that what the trainee is experiencing is normal. Empathetic in tone: '*You'll be absolutely fine with it; it's easy, isn't it, when you know when you're confident with something'* – Tess, Sycamore MM2
- **Encouraging** (23) – comments that suggest the mentor has confidence or faith in the trainee's ability; to bolster the trainee's confidence
- **Caring** (19) – showing concern, often through using a question and related to trainee's wellbeing
- **Positive re-framing** (17) – the mentor re-positions a negative self-evaluation that the trainee has into a positive.
- **Protecting** (7) – the mentors' suggestions protects the trainee from possible threats: '*I really feel like you take on board sometimes too much'* – Eleanor, Ferndean MM1

Figure 17 expresses this breakdown as percentages of data coded as 'support':

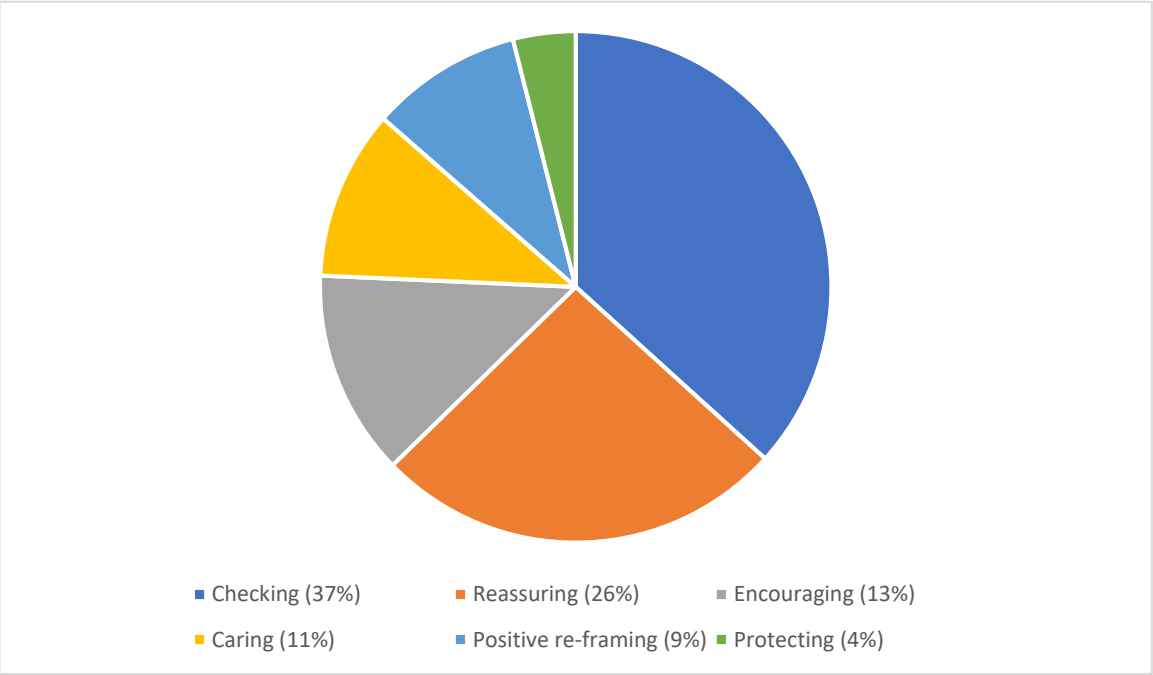


Figure 17 Breakdown of coding for 'support'

Mentors demonstrate support for their trainees (beyond giving professional advice) by providing emotional support, a feature noted in the literature (Israel et al., 2014; Izadinia, 2016; Marable & Raimondi, 2007). The function of **checking**, ranged from the generic ('*How're you feeling?*' – Mary, Pinetree MM1) to the specific ('*Ok, happy with that?*' – Maria, Oakbank MM1). Mentor support can be conceived as continuum, which is more or less directly to do with the trainees' classroom practice. Eleanor's comment that Charlotte '*Give it a try*' - Eleanor, Ferndean MM1*,* functions as **encouragement** and bolsters Charlotte's self-efficacy, but is specifically in relation to a strategy for dealing with difficult pupils, which is professional support.

The power dynamic of the relationship follows a deficit model, where the trainee lacks something (confidence, knowledge, skill) and the mentor supplies it, both emotionally and professionally. Mary's approach (illustrated when she asks her trainee: '*What are you going to do with yourself on Christmas day?*' - Pinetree, MM1) appears to be strongly parental, as reflected by her concern for her trainee's general wellbeing. Even when a mentor is focused on psychosocial aspects of support, they are still in positions of power (albeit benign power); the relationship is never truly 'off-line' as in Meginnson and Clutterbuck's (1995) definition of mentorship.

Like **caring, reassuring** contained empathetic suggestions; this was often expressed as a negative imperative 'don't…' and connected the experience of the trainee with that of the mentor:

> *It doesn't matter how many years of experience you have, there's always going to be ups and downs… you will learn to be a little bit more stronger* – Maria, Oakbank MM1

Reassuring may indicate the mentor's desire to alleviate anxiety on the trainee's part. Even an empathetic mentor has more power in this relationship and manifests in the concept that the mentor's good opinion of the trainee *matters* and that, in this instance, they are not being 'judged'.

By using **positive re-framing,** mentors try to get the trainees to focus on aspects of their experience that have been successful, as the following exchange illustrates:

Tess*: Do you think they were grumpy or do you think they were just concentrating?*

Lucas*: It's hard to tell [laughs]*

Tess*: I think they were just concentrating*

Lucas*: They were concentrating?*

Tess*: Yeah*

Lucas*: Ok er good; that's good* [laughs] – Sycamore MM2

Eleanor, the mentor at Ferndean, used this strategy several times; possibly to counter overly negative comments that Charlotte made regarding aspects of her experience. The mentors have the power to (try to) redirect emphasis of trainees' experience. Gray, Garvey and Lane's (2016) emphasis on the interpersonal nature of the mentor-trainee relationship highlights the importance of emotional support which is *positively* evaluative. This is particularly important when trainees are highly self-critical (as indicated by much trainee self-evaluation, discussed in 5.5.4), as it might act as a counter-balance.

5.4 Language and power in the mentoring relationship

This section discusses the use of positive language in mentor meetings and how this intersects with the power dynamics of the relationship.

5.4.1 Positive language and (dis)agreement

As established in 5.2, meetings contained more positive than negative words. The mentors' use of positive language is not restricted to explicit evaluation; these are often used as placeholders or discourse markers intended to end discussion or to move the conversation on. Examples of this occur in most mentor meetings; 'good' predominates in this use, although 'brilliant', 'great', 'excellent' and 'cool' were also used in the same way. These appear as verbal idiosyncrasies and some mentors, such as Maria, used them more than any other (20 of the 76 codes are attributed to her).

The quantitative use of positive language in the mentor meetings is indicative of the general level of agreement between the mentors and trainees. There were many affirmations and acknowledgements across all the mentor meetings, the most frequently used affirmative words being 'yeah' (2108), 'ok' (641), 'yes' (382) and varieties of 'mm' (543). 206 incidents of agreement were noted, but very few incidents of overt disagreement, perhaps due to the power imbalance in the relationships. The acquiescence of trainees to mentors reflects Copland's (2011) findings that trainees will agree in order to save face. It is also likely that both mentors and trainees were unconsciously guided by politeness norms (Leech, 2014), in which both parties in a conversation maximise the agreement and minimise the disagreement.

Of the five relationships, Eleanor and Charlotte's seemed the most tense. In one exchange they had been discussing the presence of a class teacher in one of Charlotte's lessons: the class was challenging, and the teacher had not been present, which Charlotte felt had made the lesson particularly difficult (she describes the class as '*awful*') and she argued that the class was so poorly behaved that the presence of the teacher made no difference. Charlotte was quite upset by this lesson, partly because the class teacher's role had not been clearly established:

> Charlotte*: I don't actually think it makes a difference there when it would with most classes.*
>
> Eleanor*: I think that it does make a difference when - when they're - the class teacher is in the classroom, I think it does make a difference and I think that is the kind of point in your development as a teacher where that's gonna be really useful for you* – Ferndean MM2

Eleanor hesitates in her disagreement, repeating parts of the sentence. She qualifies her judgement by stating that it will be '*useful for you*' but mitigates this by repeating '*I think*'; her opinion becomes tentative. The use of hedging or hesitancy suggests either lack of confidence or avoidance of potential conflict.

5.4.2 The use of Ofsted and 'market' language

As indicated in 5.2, there was very little 'official' Ofsted language in the mentor meetings. Of the two occurrences, the following one is where the mentor recalls advice that she was given regarding behaviour management:

> ***Good*** *behaviour management is when you manage the behaviour well,* ***Outstanding*** *behaviour management is when students manage themselves well* – Eleanor, Ferndean MM3

Eleanor, who had been typing on her computer, stopped and turned to face Charlotte and emphasised both '*good*' and '*outstanding*'; clearly these were significant words. Eleanor seemed to be invoking an authority of judgement when using this vocabulary – '*outstanding*' was very clearly of higher worth than '*good*'. That there was little overlap in the use of key words used in the corpora and those used in the mentor meetings was surprising – when it *was* used it seemed to be for impact. Whilst such vocabulary might have been 'rubbed… smooth of meaning' (Coffield, 2017, p. 43), it appears that the *lack* of use in mentoring conversations might indicate that they are so loaded with meaning that they were deliberately avoided.

Other vocabulary replicating the market metaphor of neoliberalism did occur, although infrequently. These included '*held to account*' (Redwood MM2) and '*impact*' (7 instances). Of most interest was Bea's comment on peer assessment that '*later down the year… it is just gonna pay dividends*' (Redwood MM1)— uses a financial metaphor, casting educational results as monetary gain. The two mentors who drew on these images more readily (trainees did not use this language) were members of senior leadership and may therefore have thought more in these terms *because* they were more accountable in their positions of whole-school responsibility. Given the pervasive nature of specific types of evaluative language used in the policy documents (see 4.5), the disconnect between this kind of evaluative language's use in policy documents and in practice is striking.

5.4.3 The power of observation

The mentoring conversations suggested that trainees felt under scrutiny during their school experiences, and that this had a negative impact, as Charlotte commented: '*This year I've kind of felt my expectations need to be whatever the observing teacher would expect… which yeah isn't great*' – Ferndean MM3.

Other comments made by trainees expressed anxiety over being observed by staff who were unfamiliar with the subject or practices. This is implicitly linked to evaluation. The normalising of behaviour that Foucault (1977) suggests is a product of surveillance, seems to encounter resistance here. The anxiety expressed appears to relate to the fear of being unfairly judged and, possibly, having to 'play the game' in meeting some arbitrary expectations. A culture of

accountability through surveillance—arguably, a feature of current professional experience in education in the UK—could encourage or condone 'judgementoring' (Hobson & Malderez, 2013). In appraisal terms, this is likely to be evaluation that focuses on trainees' behaviour (JUDGEMENT) and is explored more fully in 5.5.

5.5 Evaluation in the mentor meetings

Evaluation in the mentor meetings was of the trainees and their progress or performance. Although the trainees did evaluate themselves (see 5.5.4), for the most part the mentors were in the position of evaluators. I would contest the assertion that 'evaluative talk is…mostly straightforward criticism or praise' (Copland, 2015a, p. 147). Evaluative talk in this context is nuanced and much of it implicit. This section explains how evaluation functions in the mentor meetings.

5.5.1 Mentors' evaluation

Most evaluation that takes place in mentor meetings is the mentor evaluating an aspect of the trainee's performance. The evaluator-evaluated relationship necessarily involves an unbalanced power-dynamic. Aspects of trainee performance were coded as positive or negative evaluation under three domains, based on what was being evaluated:

- Teaching (including: behaviour management, planning and resources, marking, differentiation)
- Knowledge (including: subject knowledge and ideas)
- Behaviour (including: actions, relationships and confidence)

Much of this was encouraging: 135 positive-coded instances to 41 negative. Of the negative evaluation, 68% was implicit. This could suggest that mentors were consciously focusing on positive performance or that they tended to avoid explicit negative evaluation, which avoids potential conflict and awkwardness (to save face for either party). Le and Vasquez (2011) found similar results.

Explicit negative evaluation tended to focus on behaviour management and frequently was framed in such a way to lessen or mitigate the criticism, such as 'it would be good if you…' or 'this will be good for you…'. Negative evaluation was mostly implicit, for example: '*A lot of the*

questions were targeted at boys I think Marla, because she's quite vocal, quite often you will ask her a question and you know that you'll get her a response' – Tess, Sycamore MM3.

Unlike negative evaluation, positive evaluation was almost entirely explicit, such as: '*I really liked the lesson'* – Mary, Pinetree MM2. When discussing trainees' general progress, mentors tended to use AFFECT – they expressed how they *felt* about trainees' performance, using phrases such as: '***I'm very happy** with the progress you're making at the moment*' - Oakbank MM1 and '*You've made real progress; **I am really pleased** about that*' - Ferndean MM1. Evaluation expressed as AFFECT centres on the ability of the trainee to *please* their mentor – their emotional reaction to an aspect of the trainees' performance. AFFECT tended to be used as an immediate reaction and appeared to be a way of bolstering confidence and developing a reciprocal positive relationship. There is a danger, however, that over use of AFFECT might render evaluation subjective, at the whim of the mentor's mood.

Most of the mentors' evaluation was APPRECIATION, as Table 18 presents:

Table 18 Type of evaluation used by mentors

Type of evaluation	**Sub-category of evaluation**	**Number of instances**	**Total**
AFFECT (emotion)	Happiness	15	=24
	Security	9	
	Inclination	0	
	Satisfaction	0	
JUDGEMENT (behaviour)	Capacity (how capable?)	42	=68
	Normality (how special?)	2	
	Propriety (how far beyond reproach?)	3	
	Tenacity (how dependable?)	19	
	Veracity (how honest?)	2	
APPRECIATION (performance)	Composition (balance: did it hang together?; complexity: was it hard to follow?)	9	=109
	Reaction (impact: did it grab me?; quality: did I like it?)	75	
	Valuation (was it worthwhile?)	25	

	= 201

When displaying AFFECT (happiness), mentors invoked either their own emotional reaction (such as: '*yeah, excellent I **like** that'* – Bea, Redwood MM2) or that of the pupils that the trainee had been teaching (such as: '*I think they did **enjoy** it'* – Tess, Sycamore MM2). Mentors also used AFFECT (security) to refer to trainees' confidence – perhaps to bolster their self-efficacy. This functions as reassurance, a prominent aspect of the mentor's role (see 5.3.1). There is a connection with trainees' self-evaluation, where trainees expressed negative evaluation of their security (see 5.5.4); mentors may have been addressing trainees' insecurity in their evaluation.

The most common type of JUDGEMENT evaluation was *capacity*, where mentors evaluated their trainees' ability to do something. Comments such as: '*professional relationships with colleagues: I think **you do that well**… definitely you're working on that'* – Eleanor, Ferndean MM1 - position the trainee as an active participant in what they do. There is ascribed agency in this kind of evaluation.

By far the most common kind of evaluation used by mentors was APPRECIATION, particularly *reaction* such as: '*Your lessons last week were **really, really good'*** – Bea, Redwood MM1 – which indicates a strong tendency for mentors to express their evaluation of performance in an emotive way, *reaction* being 'related to affection' (Martin & White, 2005, p. 57). Although APPRECIATION is defined as evaluation of performance or object, such as a lesson, whereby positive or negative appraisal is at one remove from the trainee themselves, this is akin to the effect of AFFECT insofar that it is directly connected to the mentor's feelings. This is different to the use of *valuation*, where evaluation is in the appraiser's consideration of the item's worth. It is here that there is a contrast with the ITT policy documents, which used *valuation* regularly, with explicit connection to grading language. It is possible to argue that *all* evaluation that mentors make is of their trainees, therefore a statement such as: '*it was **very purposeful** silence'* – Mary, Pinetree MM1 – implies that it was acceptable for there to be silence in the lesson (the trainee, Liz, had commented that the class were very quiet, indicating a negative self-evaluation); that the trainee's actions had not resulted in anything that was detrimental to the learning of the pupils.

5.5.2 Praise and approval

Whilst the use of more positive words in the conversations is likely to indicate positive relationships, and positive evaluation of the trainees, the function of the words identified as positive is more nuanced than broad indicators might suggest. Excluding determiners and pronouns, 'yeah' was the most frequently used word in the mentor meetings (see Appendix 28 for complete list). Other words that could be considered broadly positive included 'good', 'ok, 'yes' and 'right': terms of affirmation, permission, approval or agreement. Whilst praise can be characterised as either general or behaviour-specific (Jenkins et al., 2015), we can interpret almost all mentor use of these words as a form of approval. There were 173 coded incidents of praise or approval; many of them one word, such as:

> Dan*: It is better with them [now]*
>
> Bea*:* ***Good*** – Redwood MM2

In spoken discourse, words used to show support are 'backchannelling' (Crystal, 2008), although in the mentor meetings they seem to have greater meaning. Not only could they be construed as a form of general praise, they imply mentors' *approval* of trainees' actions (especially in single-word format); these are therefore behaviour-specific. Other occurrences are more explicit, such as:

> Liz*: So kind of injecting a kind of inference skill… into reading?*
>
> Mary*:* ***Absolutely*** – Pinetree MM2

The power imbalance between mentors and trainees, as suggested by Donaghue (2015) and Hyland and Lo (2006), can be seen in virtually every exchange, because most of the evaluation is one-way, with praise figuring as an unequal dynamic of approval.

As noted in 5.2, the adjective 'good' has several functions:

- To indicate general approval or praise: *That's* ***good*** – Bea, Redwood MM1
- To positively evaluate: *I think we've definitely made some really* ***good*** *progress* – Tess, Sycamore MM3
- As a discourse marker to indicate topic change in conversation: ***Good****, ok and then the main thing…* - Eleanor, Ferndean, MM1

‘Good’ does not appear to have been used in an official grading capacity, except for Eleanor’s comment where ‘good’ is used comparatively to ‘outstanding’ (Ferndean MM3). Two other uses in a more ‘official’ capacity occurred when the mentor was reading out the grading descriptors. Given that the grading terminology used in the official documentation by this provider deliberately moves away from an Ofsted ‘good’, it is less likely that mentors and trainees in this context would use ‘good’ in an official grading capacity (‘secure’ is the provider’s equivalent).

Use of the provider’s equivalent grading vocabulary ‘secure’ and ‘emerging’ tended to be used in direct reference to grades, as Figure 18 illustrates:

here for your Report 1 here in ? which is ' emerging ' yeah? S: [nods] M: so you're moving towards
so again I think you are in the tab here so you are emerging ? so the comments I made were you're planning
teach well structured lessons ok so Ws - you're emerging on that so my comments were 'you are starting to
' yes in the classroom so again I think you are ' emerging ' so W so you have started to 'have rules and

Figure 18 Concordance of 'emerging' in the mentor meetings

There is a clear connection between the official discourse of the policy documents (in this case the ITT provider’s grading descriptors) and summative evaluation of the trainee. ‘Excellent’ and ‘developing’, like ‘good’, have a wider range of functions: ‘excellent’ is used in a very similar way to ‘good’: to praise or show approval, a positive evaluation indicative of higher worth than ‘good’; as a discourse marker to change topic. Of the thirty-one uses of ‘excellent’, only two appeared to use it as an official grade designation:

- *Meeting the higher, ‘**Excellent’*** – Lucas, Sycamore MM2
- *…filling in the gaps thing to get to ‘**Excellent’*** – Bea, Redwood MM2

‘Developing’ was only used five times in total and only once to refer to a grade: ‘*You’re “**Developing**” for your physics and your chemistry’* – Maria, Oakbank MM2. The paucity of usage of ‘official’ grading vocabulary usage suggests a conscious avoidance of these terms by both mentors and trainees: participants may not want to explicitly evaluate or be evaluated. There is, perhaps, a finality attached to summative grades that mentors and trainees may not want to invoke often in their conversations, preventing dialogic learning and hampering trainees’ ability to absorb feedback.

5.5.3 Responding to evaluation

Trainees' response to explicit positive evaluation often expressed pleasure and/or agreement, such as:

> Tess*: Your use of voice and your presence in class is really developing… you look like a teacher – well you* are *a teacher*
>
> Lucas*: **Wonderful*** – Sycamore MM2

Trainees' responses were largely positive, although this in part reflects the politeness maxim (Leech, 2014), agreeing so that disagreement is minimized. Sometimes trainees responded with an explanation by way of defence or justification, such as:

> Mary*: You need to make sure that they're being active*
>
> Liz*: **Oh yeah, I mean lessons are entirely active*** – Pinetree MM2

There was one exception, where the trainee had quite a negative reaction. In her second mentor meeting Charlotte was clearly upset:

> Eleanor*: Still on that target from the beginning of term, how do you think you've responded … differently to how you would … have responded earlier in the year? Um*
>
> Charlotte*: Yeah*
>
> Eleanor*: How other people have been affected by*
>
> Charlotte*: um*
>
> Eleanor*: your sort of having a difficult day?*
>
> Charlotte*: Yeah, that's a sensitive one isn't it? Cos I feel very bad for Christine that she said -*
>
> Eleanor*: How was Christine?*
>
> Charlotte*: Christine said: 'Ok what else can you do about it?' and I said, 'I'm sorry, I'm going to have a panic attack and…' [inaudible]*
>
> Eleanor*: Ok*
>
> Charlotte*: [**cries**]… **it's just embarrassing** you know um but yeah, Christine is going to [inaudible] and that's how I got it sorted out in the end*
>
> Eleanor*: Oh that's great! Ok good so there was a solution* – Ferndean MM2

Charlotte's emotional reaction was two-fold: upset because of the incident with Christine, during which she had panic attack, and because of having to relate it. She did not break the politeness maxim, as she did not disagree with Eleanor's implicit negative evaluation that her emotional ups and downs impact others. This last example exemplifies an *affective* response to events, though not directly in response to evaluation.

5.5.4 Trainees' self-evaluation

It was not just the mentors who evaluate; the trainees evaluated themselves. There was a considerable amount of self-evaluation (250 coded incidents compared to 373 incidents of mentor evaluation) and, like the mentor evaluation, this was divided into evaluation of teaching, knowledge, behaviour and general progress. Teaching-related topics included: pupils' enjoyment of lessons, pupil progress, differentiation, behaviour management, planning and marking.

Like the mentors' evaluation, there were more occurrences of positive self-evaluation (203) than negative (93). More than half of the comments that trainees made were in reference to their teaching, and though these entailed many more positive than negative evaluative comments (109 to 60), the trainees made more negative comments about their teaching than the mentors did. Much of the negative commentary focused on themselves as actors, such as Lucas' relating a difficult lesson that he'd had:

> Lucas*: It was quite difficult, I didn't… maybe it's just because they're still teenagers that they're a bit grumpy, maybe it was because they didn't really like the material, but it was,* ***I found it quite hard to enthuse them*** *at that point* – Sycamore MM2

Copland (2015b) argues that it is the negative self-evaluation that is more significant because it fosters reflective practice, which is demonstrated through verbalising self-evaluation. The trainees were quite critical of themselves as the *cause* of their perceived failure: '*They're the ones* ***I'm getting everything wrong*** *with'* – Saffron, Oakbank MM1; '*It did start going a bit pear shaped at the end* ***because I started losing where I was going'*** – Liz, Pinetree MM1. In both examples, the trainees use JUDGEMENT (capacity) to express negative evaluation, focusing on their *behaviour*, rather than performance.

Using the appraisal framework, it is apparent that trainees expressed quite a lot of emotional reaction (AFFECT) in terms of (un)happiness; commented on their behaviour (JUDGEMENT) in terms of *capacity* and *tenacity*, and evaluation of their own performance (APPRECIATION) mostly in terms of *valuation* and *reaction*, as Table 19 presents:

Table 19 Appraisal analysis of trainees' self-evaluation

Type of evaluation	**Sub-category of evaluation**	**Number of instances**	**Total**
AFFECT	Happiness	23	=50
	Security	16	
	Inclination	2	
	Satisfaction	9	
JUDGEMENT	Capacity	31	=52
	Normality	1	
	Propriety	2	
	Tenacity	18	
	Veracity	0	
APPRECIATION	Composition	16	=86
	Reaction	31	
	Valuation	39	
			= 188

Much of the AFFECT (happiness) was expressed in relation to *pupils*' reactions to things, for example: '*I think* ***they did enjoy it'*** – Lucas, Sycamore MM3; there is referred enjoyment or pride expressed through this. Ten of the 16 expressions of AFFECT (security) refer, directly or indirectly, to 'confidence'. It is an emotion linked to self-efficacy; in this way trainees focus on their personal evaluation, rather than through the 'institutionalised feelings' (Martin & White, 2005, p. 45) of JUDGEMENT and APPRECIATION. Analysis showed that there was a relationship between *capacity* and pupils' enjoyment (this is explored more fully in 5.6.3).

5.5.5 Grading and performativity

Several mentor meetings explicitly discussed grading with reference to the Teachers' Standards because they were near report deadlines (58 references across 11 mentor meetings). This entailed direct reference to the Standards, including reading descriptors aloud. When discussing these grading descriptors, mentors and trainees were explicitly

summative and the way in which evaluation was expressed was of the *trainee* rather than their *performance* – in appraisal terms, this is JUDGEMENT rather than APPRECIATION: '*I think you are in the tab here, so* ***you are"Emerging"'*** – Maria, Oakbank MM1.

However, the vast majority (64/70) of direct references to grading occurred in Oakbank's mentor meetings. This was because all the mentor meetings were recorded just before summative reports were to be submitted and a large part of the conversations were given over to discussing and agreeing grades, wording and targets of the reports. Oakbank appears to be an anomaly in this dataset; how much of this is chance in terms of the timing of the recorded meetings and how much is possibly due to the inexperience of the mentor (and therefore a desire to complete paperwork and perhaps rely on its structure for evaluation) is difficult to identify.

This way of conceptualising trainees' attainment is performative, and it is a way of thinking about teaching that trainees seemed to absorb:

> *I've commented on um* ***trying to meet*** *…****meeting the higher, excellent*** *and um things I've really started like I said er 'having a relaxed, calm approach to my teaching', which really helps with the 1.1 [inaudible] which is establish safe environments, mutual respect and um and things like that so* ***I really feel like I'm meeting that criteria now*** – Lucas, Sycamore MM2

'Meeting the Standards' entails a tacit understanding of what 'good' teaching is. For trainees this apparently derives from the assessment rubric in the Teachers' Standards. In mentor meetings, trainees did not articulate effective teaching (when discussing other teachers) in relation to the Teachers' Standards. For trainees, the Teachers' Standards seem to describe *their* development specifically, rather than the profession's. It is in this application of, or assessment against, summative assessment that Chan and Lam (2010) found 'weakened students' perceived control over the achievement outcome threatened their self-efficacy' (p.55). This 'lack of control' is perhaps illustrated in Lucas' stumbling over his words in the quotation above; his uncertainty in his ability in relation to the high standard is rooted in his use of AFFECT: '***I really feel like*** *I'm meeting that criteria now*.'

Applying appraisal analysis to the incidents coded 'grading' in the mentor meetings revealed that most were phrased as JUDGEMENT (capacity) 16/45 or APPRECIATION (valuation) 17/45. All the occurrences of JUDGEMENT (capacity) took place in Oakbank's mentor meetings. Maria, the mentor, frequently used statements such as: '*I think* ***you are "Emerging"'*** – MM1, and often she was reading aloud from the report. The evaluative vocabulary in these instances was spoken *through* her in a Bakhtinian (1986) sense via the policy documents used by this ITT provider. Similarly, almost all the occurrences of APPRECIATION (valuation), where the focus is on the worth or effectiveness of performance, were comments made by the Oakbank mentor, although the mentor tended to use the numerical (Ofsted) grade equivalent, rather than the descriptive version, such as: '*The behaviour is good all the time so that will be a* ***two'*** – Maria, Oakbank MM2.

5.6 The role of affect

The role that emotion plays in forming early-career teacher identity is noted in the literature (Nicols et al., 2017; Zembylas, 2005). Findings presented in 5.3.1 demonstrate that emotional support was a significant part of mentoring conversations. All these aspects are relational: they are part of an emotional connection between mentor and trainee (checking, reassuring, encouraging, caring, positive re-framing, protecting). This section analyses mentors' and trainees' references to emotions and how these are linked to evaluation; codes were labelled with a mixture of descriptive words and *in vivo* for emotions.

5.6.1 Talking about emotions

Around 11% of the mentor meetings consisted of explicit talk about emotions, including more than four times as many references to trainees' positive to negative feelings. Across most of the conversations mentors asked questions which directly referred to trainees' emotions, framed as 'How do you feel about…?' or 'How does that make you feel…?', actualising evaluation on an *affective* level that focuses on an emotional response to experience, as Iyer-O'Sullivan (2015) suggests. Reflective practice therefore becomes bound up with how trainees feel about their performance during training, and about *themselves.*

5.6.2 Mentors' and trainees' reference to positive emotions

Figure 19 details a quantitative indication of mentors' reference to positive emotions, where references to 'happy' comprise nearly half of all references to emotions:

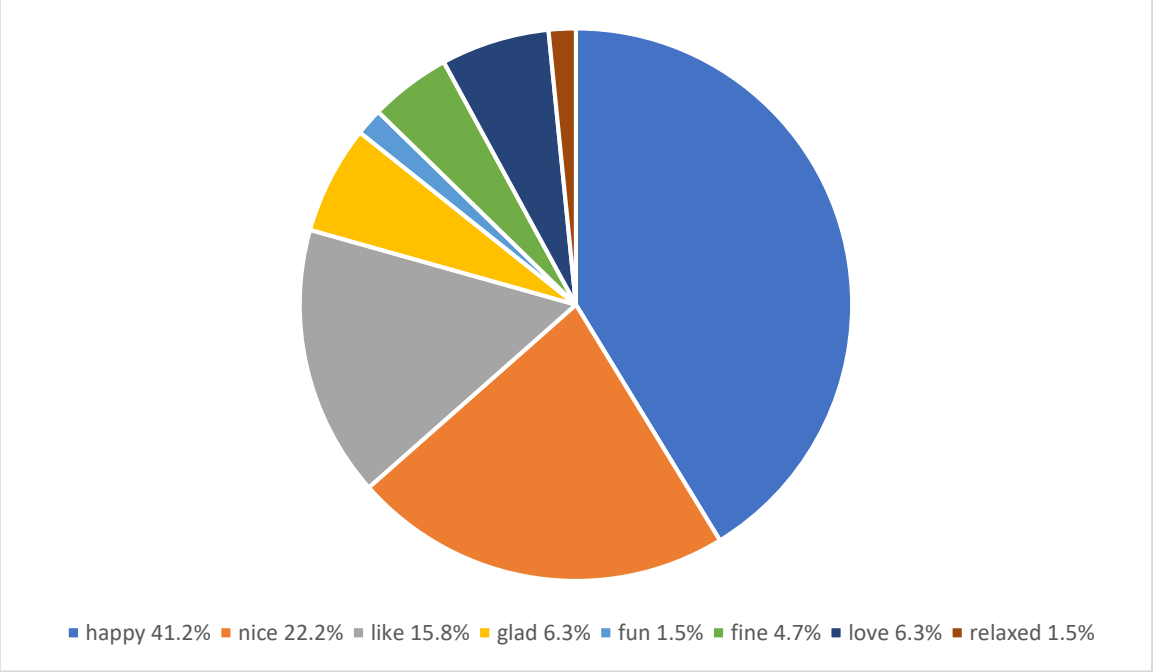


Figure 19 Breakdown of mentors' references to positive emotions

Mentors mostly used emotion words in reference to teaching, planning, checking how the trainee felt or that that they agreed with something. This was particularly a feature of the Oakbank mentor meetings in which the mentor frequently asked her trainee whether she was 'happy' with a comment or grade; 22 of 25 occurrences are attributed to the Oakbank mentor.

'Nice' was used by mentors with greater variety, including in reference to what a trainee *could* do, for example: '*…that would be **really nice** if you could make… some positive phone calls'* – Eleanor, Ferndean MM3. Framing these suggestions via evaluative language to some degree suspends the positive evaluation, leaving it contingent on future action. Evaluative language is used here to express mentor approval; by completing this action, the mentor would be pleased, which is similar to the use of praise discussed in 5.5.2.

'Like', 'glad', 'fine' and 'love' were mostly used to describe an aspect of the trainees' teaching or planning; in appraisal terms mentors expressed an AFFECTIVE response, such as: '***I'm glad** that you had a successful session'* – Eleanor, Ferndean MM1. In effect, mentors' AFFECTIVE response expresses their approval of the results of trainees' actions, as explored in 5.5.2, affective practice that legitimises trainees' actions (Wetherell, 2012).

Figure 20 displays a breakdown of trainees' reference to positive emotions in the mentor meetings.

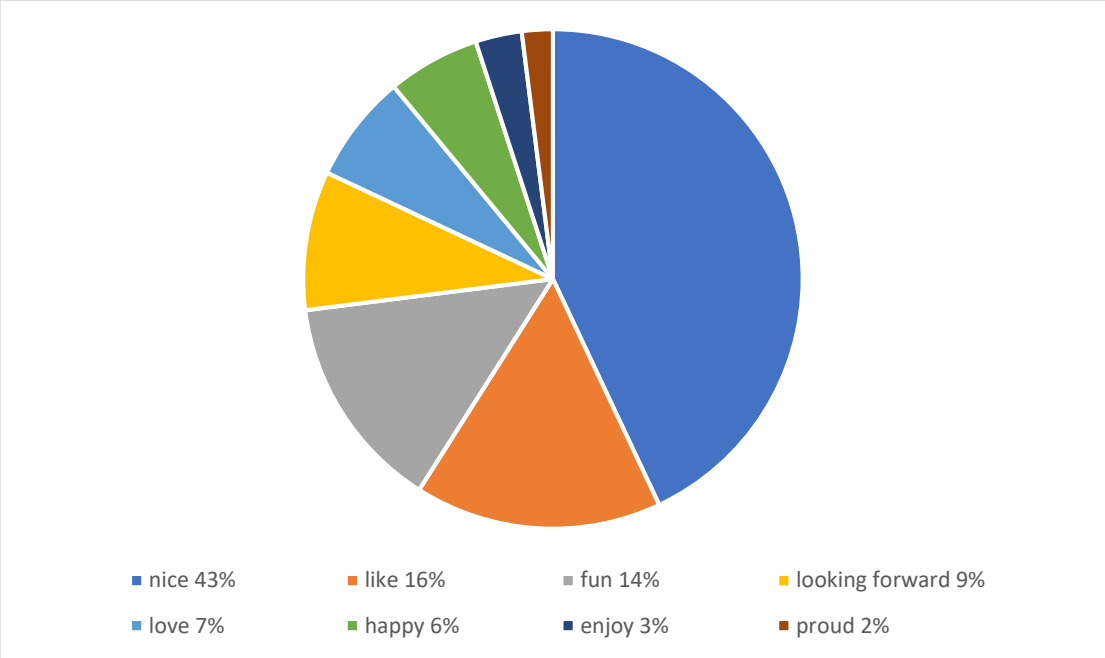


Figure 20 Breakdown of trainees' reference to positive emotions

Trainees used similar vocabulary to describe their emotional reactions, and around a third (38/100) were in reference to 'teaching', such as: '*I **like** doing drama*' – Liz, Pinetree MM2. Trainees also used AFFECT or APPRECIATION (reaction) to evaluate pupils' reactions to their teaching ('*They **really liked** it*' – Dan, Redwood, MM2), supporting the notion of teaching as an emotional endeavour (Hargreaves, 1998).

5.6.3 Mentors' and trainees' reference to negative emotions

Mentors' reference to negative emotions were very few, with only three identified incidents. These all described the *trainees'* feelings, rather than their own:

- **Annoyed**: '*yesterday when you came **very sad** and **frustrated** with your Year 10s'* – Maria, Oakbank MM1
- **Dislike**: '*you're **not happy** with their behaviour'* – Maria, Oakbank MM1
- **Struggle**: '*I understand that you've **had a little bit of a stressful day**?'* – Eleanor, Ferndean MM2

In each case, the mentor is trying to capture the trainee's emotional state and using it as a starting point to discuss the issue, a similar technique to prompting reflection via questions. Eleanor's comment is implicit in its evaluation; she is trying to address the negative impact

that Charlotte's stress has had on others, minimising the stress with '*a little bit*'. By phrasing it as a question, Eleanor thus puts the onus on Charlotte to be forthcoming about her emotions. Eleanor goes to some lengths to avoid direct evaluation in this instance, perhaps to avoid conflict or to save face. This is an example of affective practice (Wetherell, 2012); mentors identify and manage aspects of their trainees' experiences via discussion about how they are feeling. Trainees' made far more reference to negative emotions, referring to negative emotions 40 times, as Figure 21 displays:

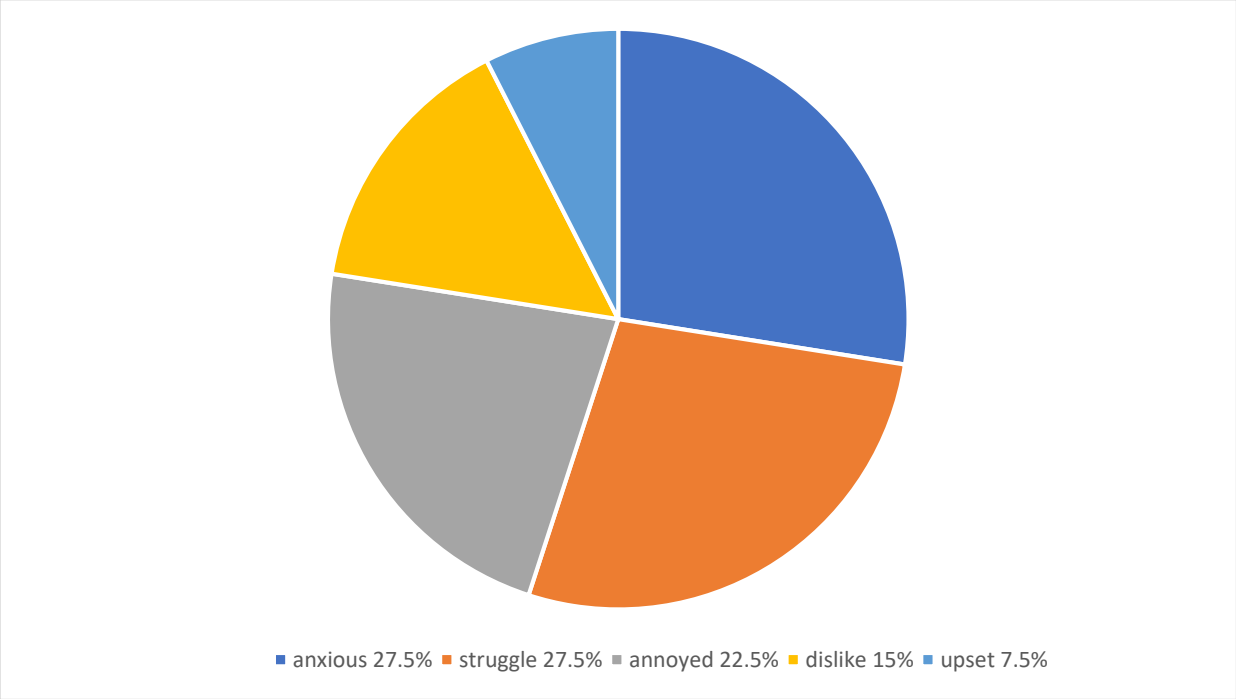


Figure 21 Breakdown of trainees' reference to negative emotions

These groups were then categorised by type of AFFECT and linked to the domains identified in 5.5.1 (Teaching – 24 references; Knowledge – 2 references; Behaviour – 12 references); these were the phenomena causing the AFFECT. An additional domain was added from analysis of the data: Personal (2 references). See Appendix 29 for full results.

Anxiety was the most referenced emotion, perhaps indicating a lack of security and confidence; the most frequently used phrases being 'worry' and 'concern'. These were mostly connected to aspects of teaching. 'Struggle' indicated where trainees were finding things difficult, and was linked to AFFECT (unhappiness), such as: '***I felt like I*** *was drowning'* - Liz, Pinetree MM1. This metaphor echoed the sentiments of some of the other trainees who felt

things were at times overwhelming (Dan, Redwood MM1; Charlotte, Ferndean MM2). The trainees tended to express negative evaluation as *unhappiness;* where *insecurity* would indicate a lack of certainty or confidence, *dissatisfaction* indicates a sense of not having achieved a certain standard leading to feelings of frustration (Martin & White, 2005) and *unhappiness* functions as a more immediate or basic categorisation of mood. This demonstrates the tangle of emotions that trainees expressed in the conversations.

5.6.4 Appraisal analysis: Sycamore MM3 'Disrespected'

It is difficult to draw conclusions about the use of evaluative language from snippets of dialogue alone. Therefore, two extracts from mentor meetings were analysed in greater depth using the appraisal framework, for a better understanding of how evaluative language works in these conversations. The two extracts (titled 'Disrespected' and 'Stressful') are from Sycamore MM3 and Ferndean MM2. They were chosen because of the high occurrence of AFFECT used by the trainees: in Sycamore MM3, Lucas used 'worry' three times and 'annoying' four times; in Ferndean MM2, Charlotte used 'dislike' three times and 'stressful' four. The analysed transcripts can be found in Appendices 15 and 16; they exemplify mentors' affective practice in their re-direction of their trainees' emotional reaction to teaching experiences.

In the first extract Lucas, the trainee, recounts to his mentor, Tess, a lesson that he felt had not gone well due to pupils' behaviour. Table 20 displays part of appraisal analysis to exemplify the process (see Appendix 15 for full results).

Table 20 Appraisal analysis of extract from Sycamore MM3 'Disrespected'

Item	**Emoter (appraiser)**	**AFFECT**	**JUDGEMENT**	**APPRECIATION**	**Trigger (appraised)**
'I had problems with this class'	Lucas (trainee)		- capacity *Implicit neg self-evaluation of capability of dealing with this class*	- composition *Existing (neg) relationship with class*	Relationship with class/ past experience with class
'If I'm completely honest'	Lucas		+ veracity *Intention to be open/honest*		Lucas' truthfulness regarding his feelings about this class
'I do worry' x2	Lucas	- insecurity *Emotional state of*			Lucas' teaching of this class

		anxiety connected with teaching this class			
'I was worried'	Lucas	- insecurity			Lucas' teaching
'honestly'	Lucas		+ veracity *Intention to be open/honest*		Lucas' truthfulness regarding his feelings about this class
'I'm going to smile'	Lucas	+ happiness *Intention to be positive with class*			Lucas' intention
'they just completely disrespected not only me but my lesson plan'	Lucas		- propriety *Class's behaviour interpreted as a lack of respect for both Lucas' status as (trainee) teacher and his planning*		Class's behaviour

Much of Lucas' evaluation can be classified as JUDGEMENT; he characterises the class's behaviour as negative inappropriate behaviour. This is in contrast to how he self-evaluates: he feels that his intentions are appropriate and the *inappropriate* response of the class (as he sees it) – their '*disrespect*' - justifies his negative affective response. The relationship between JUDGEMENT and AFFECT suggests that it is *because* his intentions were good (he stresses this at the beginning of the dialogue) that his emotional response of feeling angry is justifiable. Lucas is not blind to other possible contributing factors, acknowledging an earlier talk with his mentor. As his narrative builds to a climax, he vocalises his emotions explicitly: '*I'm getting angry'*; this subsides into commenting that the class were '*just being generally annoying'* and a realisation that he still needs time '*to reflect upon*' it.

Lucas speaks more than Tess in this exchange (609 words to 386), thereby dominating this section of the conversation. In the first two-thirds of the dialogue Tess's role is that of listener; her input is minimal and mostly consists of backchanneling ('*mm*' and '*right*'), as a way of showing that she is listening to Lucas. Tess uses very little AFFECT in her evaluative language in response; when she does take over control of the discourse, she re-frames some

of Lucas' negative evaluation as positive: '*There were some good bits*; …*you've got some really* great *students in there*.' Alongside this is her positive APPRECIATION (valuation) of her own advice, stressing its worth: '*It's really important to remember that it isn't the whole class'*. Tess demonstrates that she empathises with his reaction, using the same kind of JUDGEMENT (propriety) that Lucas used in his description ('*I know it feels like they're all conspiring against you'*), whilst also intimating that his affective response is not necessarily the right perception.

Tess's use of evaluative language is highly nuanced, giving Lucas the opportunity to '*let it out*', to share his feelings. She then re-frames his JUDGEMENTS in a positive way (there is implicit acknowledgement of negativity bias here) and reassures him that they will '*tackle it*' together. Tess ends this exchange by acknowledging that Lucas needs more time to reflect – an implicit evaluation arguably negative insofar as he has not been able to fully deal with the issues arising, but also one that attests to Tess's understanding of the negative effect that this lesson has had on Lucas.

5.6.5 Appraisal analysis: Ferndean MM2 'Stressed'

The second extract analysed takes place at the beginning of Ferndean's second mentor meeting. Eleanor begins the conversation: she has clearly heard that Charlotte has had a difficult day and wants to talk it through. Charlotte relates her experience with a challenging Yr9 class, how she handled being in a computer room (which she had not anticipated) and her relationship with the class teacher (see Appendix 16 for the appraisal analysis of the extract).

The balance between speakers in this extract is more equal than Sycamore's: Charlotte contributed 1101 words to Eleanor's 900. The moment when they speak over each other might indicate a struggle for dominance of the conversation. Items appraised focus on:

- Charlotte's teaching,
- the class's behaviour
- Charlotte's behaviour management
- the presence of the teacher in the lesson
- Charlotte's organisation
- Charlotte's ability to cope with stress/change
- Charlotte's previous performance

Charlotte uses more than three times the amount of evaluative language than Eleanor in the extract across all three types of appraisal. There is more even distribution of positive-negative of JUDGEMENT and APPRECIATION; Charlotte only uses negative AFFECT. She is quite positive in her self-evaluation of her teaching, although less so about her behaviour management. She is critical of the class's behaviour ('*they're awful*') and the whether the class teacher's presence makes a difference to behaviour remains moot. This is also one of the few incidents of overt disagreement across all the mentor meetings. Issues that Charlotte has had with this class appear to have been compounded by other things such as the photocopier not working, so much so that, like Lucas, Charlotte's affective response bubbles to the surface. When relating how she had struggled to cope with a range of things *('…for Christ's sake I can't deal with this on top of just having had to do that!'*) culminates in her crying at three points in the extract, a physical manifestation of how she is feeling.

Eleanor uses very little evaluative language in comparison to Charlotte, and she does not use AFFECT at all. Like Tess in the Sycamore extract, she uses questions to encourage her trainee to reflect: '*What's different when she's in there as opposed to when she's not in there?*' Eleanor's use of negative JUDGEMENT is mostly implicit or softened with hedges, such as: '…*being* ***maybe a little bit*** *more organised*'. When Eleanor does use positive appraisal, it appears to be an attempt to counter-act Charlotte's negativity. This is similar to Tess's re-framing of Lucas' experience, towards a more positive perspective, by referring to Charlotte's past successes: '…*you were doing absolutely brilliantly*'. Eleanor tries to bolster Charlotte's self-efficacy here. The technique of using positive appraisal as a point of learning for the trainee is also apparent: Eleanor links the experience that Charlotte has to a target that she had previously set (coping with '…*difficult situations like that and how it affects other people'*). Coupled with Eleanor's comment that '*we've spoken about this before*', suggests that she considers this to be a key area for development for Charlotte in her professional persona. Charlotte does acknowledge that she needs '*to be able to deal with it*', suggesting that she has learnt something from this conversation, even if it is only a realisation.

Both extracts demonstrate affective practice; the mentors recognise the emotional responses of their trainees and use it to direct their professional learning, partly by re-framing negative evaluation on the part of the trainee in positive terms; the literature terms this 're-appraisal'

(Gross, 2015). In some senses this might appear to be a managing or regulation of emotions (Zembylas, 2016), although this will need to be confirmed through the interview analysis.

5.7 The learning journey: progress and values

The purpose of any learning experience is that the learner should improve in their knowledge, understanding and skills. Reflective practice has at its heart a drive to improve, using specific practices that include self-evaluation (Schon, 1987). However, reflective practice can lead to a state of 'perpetual deficit' (Fenwick, 2003, p. 344), because further improvement is always possible. Whilst this might be desirable where education or learning is concerned at a macro level, on an individual level this could be damaging, where teachers feel that they are never good enough. The narrative of progress, a story in which the protagonist continually improves, is crystallised by the metaphor that describes learning as a journey. Evaluation against progress is conceptualised in these terms, where positive evaluation will equate to advancing in this journey and negative evaluation as a setback, regression or stalling. Analysis of the mentor meetings revealed the recurrence of this metaphor, and it was by far the most frequently used, with 23 instances noted. Trainees' progress was conceptualised in the meetings through this metaphor. This section considers the nature of this conceptualisation and what it implies about the participants' professional values.

5.7.1 Progress in the mentor meetings

Progress is conceptualised in the mentor meetings as comparison between trainees' capabilities at an earlier point in the course and the present; prior attainment functions as a benchmark. Progress is discussed as a process of getting better and mentors positively evaluate improvement; 11 of the 15 mentor meetings explicitly refer to trainees' progress. Frequently it relates to *further* improvement by either the mentor or the trainee themselves, such as:

> *…that's **kind of at the next level** you you've definitely got … all of the processes running really effectively in the classroom **but it's now thinking about that really detailed planning*** – Tess, Sycamore MM2

Reflective practice is thus encouraged by the mentors and embedded in the way that trainees are taught to think about their practice. This, as the literature suggests, could lead to a culture of continual drive for improvement which is performative (Ball, 2013). Combined with regular observation of the trainee teachers, mentor conversations which focus on continual progress

and reflective practice such that the language of evaluation used in teaching acts as a kind of Foucauldian panopticon (see 2.2.1), in which trainees internalise ways of behaving and, possibly, ways of thinking.

The predominance of a continual drive for improvement as a central conceptualisation of the nature of teaching is entwined with the dominant metaphor used in the mentor meetings: that *learning is a journey,* a version of 'development/success is movement forward' (Goatly, 2007, p. 15). Progress is captured in metaphor as moving forward, often incrementally: '*…a really massive step forward'* – Tess, Sycamore, MM2; '*You're well on your way'* – Eleanor, Ferndean MM1; '*I think I'm making strides'* – Charlotte, Ferndean MM1. A teacher's role is as a guide: '*You're the one with the big red umbrella'* – Mary, Pinetree MM1. When trainees encounter problems, they hit a '*speed bump*' – Eleanor, Ferndean MM2 and when things go badly, it is a car crash: '*I'd already written today off by that point!'* – Charlotte, Ferndean MM2. When they work independently, they are '*flying solo*' – Mary, Pinetree MM3. Mentors were more likely to use this metaphor in some form than the trainees, although the metaphor was picked up and extended by trainees on occasion. That this metaphor was so pervasive implies a deep-seated conceptualisation of the training experience and adhering to any one metaphor of learning presents problems because it can 'lead to theoretical distortions and to undesirable practices' (Sfard, 1998, p4).

5.7.2 'Effective' teaching and implied values

Descriptive coding was used to identify participants' concepts of effective teaching, which were grouped as mentors' and trainees' concepts. There were 46 instances of each. Mentors' concept of effective teaching was implicit in what they advocated, suggested or corrected in the trainees' practice. Four key areas were identified as essential to effective teaching: engagement, creativity, differentiation and relationships. Trainees advocated similar features, although they tended to be more specific in terms of teacher strategies related to behaviour management, such as having clear expectations and classroom routines. The significant overlap between them could indicate the discourse community that trainees are inducted into by their mentors.

Policy documents notwithstanding, mentors and trainees did not appear to have a fixed concept of what 'good teaching' is (see 4.4); theirs was more fluid and contextually-based. The values espoused by the mentors tend to focus on professional responsibilities and respect, the heart of which is the development (not just the academic progress) of *all* children; this was then echoed by trainees. For example, Mary (Pinetree, MM3), referred to teachers' '*professional responsibility*' several times in terms of the holistic development of pupils. This suggests a dissonance between the values promoted by mentors and those expressed in the policy documents, it could be argued that the version of effective teaching advocated by mentors in the meetings is an ethical one and that the function of evaluation as conveyed via *phronesis*. However, this can only be verified in relation to the participants' perspectives, explored in Chapter 6.

5.8 Summary of findings

Findings from analysis of the mentor meetings suggest a complex relationship between power and evaluative language: evaluative language exerts power and inflects all aspects of the mentor-trainee dialogue and relationship. In this conception, evaluation (as a form of knowledge) *is* power (Foucault, 1977).

Much of the mentor meetings were taken up with supporting the trainee which ranged from specific pedagogic advice to more personal considerations about the trainees' wellbeing. More positive than negative adjectives were used, reflecting more general discourse (Dodds et al., 2015), and indicate generally positive mentor-trainee relationships in this study. The dual role of the mentor to both support and evaluate can be a source of conflict and this role embodies an inherent power imbalance, as suggested in the literature (Donaghue, 2015). This power dynamic is reflected in a deficit model of learning in which the mentor supplies what the trainee lacks (that is: knowledge, skills, experience) which is demonstrated linguistically in the mentors' control of the dialogue and structure of the conversations.

The most striking finding is that, with the exception of 'good', there was very little use of Ofsted-associated vocabulary or market language, demonstrating a dissonance between the policy documents and the 'real-world' conversations in this context. An explanation for this could be that particular words have a loaded meaning for participants and that they therefore

avoid using them as a form of resistance and, in a Foucauldian (Foucault, 1984b) sense this is located in the discourse. Whether this a deliberate choice on the part of the mentors can only be determined from the interviews, explored in Chapter 6 (there *was* use of the provider's grading terminology as a proxy for Ofsted terms). The single exception of the use of 'outstanding' seemed to invoke it as a voice of authority; power is therefore demonstrated through evaluative language drawn from another mode of the discourse. This could have major implications for practitioners' use of language in mentor meetings, as mentors' choice of evaluative vocabulary is an exertion of power and possibly control towards an expected norm. There are also implications regarding the relationship between ITT policy and providers' use of evaluative vocabulary: providers could consider the effects of substituting an alternative adjective in the place of one associated with Ofsted, particularly if there is 'slippage' between the two sets of vocabulary.

Evaluation was almost entirely one-way: mentors evaluated trainees, reinforcing the power dynamic of the relationship. Although there was more positive evaluation than negative and most of the positive evaluation was explicit, negative evaluation was more implicit. This, and the prevailing level of agreement in the conversations, similarly suggests the power dynamic and the avoidance of potential conflict. Whilst this can be attributed to politeness maxims (Leech, 2014) and the saving of face (another indication of generally positive relationships), there does not appear to be much resistance in the form of disagreement between mentors and trainees. That the mentors control the dialogue through their use of evaluative language is evident in the frequent yet diverse use of the adjective 'good': it was used as a form of approval or affirmation; as positive evaluation and as a discourse marker. The power that mentors have therefore flows through the evaluative language – even positive evaluative language – that they use. The discourse is performative as it is enacted through the evaluative language (Ball, 2015), with the mentors as gatekeepers of the assessment. This has implications for mentor training and trainees' reception or reaction to the language used in mentor meetings.

Although trainees' reactions to evaluation were mostly positive (again, attributable to politeness maxims and the avoidance of conflict), trainees engaged in self-evaluation, which tended to be more negative than their mentors'. It was also framed more as JUDGEMENT; this has potential implications for practice in building awareness of trainees' self-efficacy and the

avoidance of language that is judgemental. When grading was discussed, it was expressed as JUDGEMENT ('*you **are** "Emerging"'* – Maria, Oakbank MM1). JUDGEMENT appraises behaviour, rather than performance, and is therefore potentially more likely to affect a trainee's sense of self-efficacy. This suggests that not only the individual word choices made by mentors need to be considered, but also the way in which evaluation is framed within mentor meetings.

Emotions and affective response were the domain of the trainees: they talked about their emotions and mentors asked them about their feelings. Trainees were much more likely to refer to negative emotional reactions to events than their mentors. This reinforces the notion of teaching as an emotional endeavour (Day & Leitch, 2001; Hargreaves, 1998) and part of the formation of a beginning teacher's identity (Nicols, Schutz, Rodgers, & Bilica, 2017; Zembylas, 2005). Expressed as AFFECT (*unhappiness*), trainees articulated anxiety. This raises questions regarding the focus of ITT and whether current provision adequately addresses issues around the emotional responses of trainee during their training.

The strongest indicator of the power of affective practice and the use of evaluative language in the mentor meetings was revealed in the appraisal analysis of the two extracts 'Disrespected' and 'Stressed'. There was a high occurrence of AFFECT used by the trainees, but very little used by the mentors. The relationship between the trainees' use of JUDGEMENT and AFFECT highlighted the connection between good intentions of the trainee and their negative affective response when these are thwarted. The mentors' approach in these instances used the technique of 'reappraisal' (Gross, 2015): they allowed the trainee to speak; empathised with their feelings; re-framed their experience in a more positive way and reassured them that they would address the issue together. The implicit acknowledgement of the trainees' negativity bias (Jing-Schmidt, 2007) and careful use of evaluative language on the part of the mentors meant that trainees were, at least in these instances, able to manage their affective responses to experience and learn from them. As such, my findings suggest that the reframing of trainees' emotions as part of a conversation with their mentor could be a highly valuable learning tool, with the potential for training in 'reappraisal' for both mentors and trainees.

Both mentors and trainees were engaged in performative acts, particularly when explicitly discussing grading; here JUDGEMENT was used more frequently, suggesting an evaluation of *behaviour*, rather than performance. Progress and evaluation were conceptualised in the pervasive metaphor of *learning is a journey*, promoted through the practice of reflection which, on an individual level could be problematic. 'Good' teaching was not treated as a fixed concept, although mentors clearly had their own understanding of effective teaching in terms of their expectations and this was communicated to trainees explicitly and implicitly via evaluation. Given the apparent resistance to the dominant evaluative discourse, there are implications around the use of reflective practice and its explicit connection to the summative assessment of teaching practice.

Analysis of the mentor meetings identifies key areas for further exploration by considering the participants' perspectives as given in the interviews. As the meetings themselves seemed to support the notion that the power hierarchy was quite entrenched, the interviews served as insight into whether this was indeed the case. Analysis of the interviews takes place in the following chapter.

Chapter 6 Findings: Interviews Analysis

6.1 Introduction

This chapter presents the findings of mentor and trainee interviews, cross-referenced with mentor meetings to answer the third research question: What perceptions do mentors and trainees have of evaluative language in educational discourse of ITT in mentor meetings and what effect does it have? Themes arising from Chapter 5 are: the role of emotional support in the mentoring relationship; how evaluative language exercises power through praise; the lack of official evaluative vocabulary in the meetings compared to policy documents; trainees' affective responses and mentors' use of reappraisal; how progress is conceived as a journey, which is linked to reflective practice. These informed the codes used to analyse the interviews (see 3.5.4 and 3.5.5). Evaluation and affect were combined, as the findings from analysis of the mentor meetings (Chapter 5) found the importance of emotions and the affective response to evaluation was key to understanding the role that evaluative language plays in mentoring conversations. This chapter is organised around the key themes that have been generated from the interviews: relationships and power; language and power; evaluation and its affective effects and the 'never ending' learning journey.

Direct quotations from the data are referenced as: *School, M (mentor) or T (trainee), I (interview) and 1, 2 or 3* to indicate which interview the quotation is from.

6.2 Relationships and power

The importance of a positive mentor-trainee relationship is well documented in the literature (Lord, Atkinson & Mitchell, 2008; CUREE, 2005). The nature of this relationship is shaped by evaluative language and through its use in the mentor meetings. This section identifies key characteristics of the five mentor-trainee relationships studied, examining the perceived role of the mentor. Findings from analysis of the recorded mentor meetings are considered alongside participant interviews.

6.2.1 The 'little voice' of the trainee – power dynamics in the mentor-trainee relationship

Findings from the mentor meetings suggest that mentors control the dialogue of meetings, control enacted and reinforced via evaluative language (see 5.4). As stated in 5.3.1, the mentor-trainee relationship is hierarchical, yet the relationships in this study have different characteristics. Following Izidina's (2017) metaphors for mentoring relationships, the five pairs fall loosely into the categories of: teacher-student; parent-child; friends. Presented here are pen-portraits of the relationships.

Ferndean: Eleanor felt that she *should* hold power as a mentor, '*to show them that maybe it's not quite as easy*' (MI3) and that she '*hopes*' she controlled conversations, using questioning to try to '*get her to reflect on her practice*' (MI3). However, Eleanor felt challenged; intimidated by Charlotte's '*intellect'* (MI3) and that Charlotte had occasionally '*been almost defiant like a student*' (MI3). Charlotte felt Eleanor controlled their conversations but that she had the opportunity to '*go off on a tangent*' (TI3). She felt overawed by Eleanor and said she didn't quite understand her (TI3):

> *…if I knew that I had messed up and had a bad week … felt a lot more intimidated by her. I suppose it's because … I felt she was trying to be arbiter of whether I was doing well or not* – Charlotte, Ferndean TI3

Charlotte wa s clearly conscious of being evaluated by her mentor.

Oakbank: Maria felt strongly that her role meant that her trainee needed to have '*that confidence to come to me anytime because I wasn't going to reject them*' (MI3) and yet she was '*still in control*'. She and Saffron agreed that Maria was '*in control*' but there was a balance if Saffron had something specific that she wanted to discuss (TI3). They both commented on the '*friendly*' nature of their conversations and relationship, which implies a more equal relationship than the other pairs.

Pinetree: Mary stressed the importance of valuing Liz's '*ideas and asking for her input*' as she has '*consciously worked to treat her as an equal but as an equal who is* less informed*'* (MI3); Mary's conceptualisation of the relationship suggests that the *phronesis* she has made her

more powerful. She stated that they both had input into the mentoring conversations and she was mindful of not treating her '*like a child… I've been very keenly aware that she's not got the masses of family support*' (MI3)**.** Liz seemed more aware of the power difference between them, partly attributed to Mary's status as Head of Department. She felt that '*Mary definitely controls what we talk about*' (TI3), although she could bring anything up if she needed to, concurring with some of Mary's comments.

Redwood: Bea was aware that she had '*things I want to cover… and need to cover so I will steer to those*' (MI3) in mentoring conversations and that her promotion to senior leadership had changed the dynamic of their relationship. She was wary of speaking to her trainee *as* a senior leader:

> *I'd only ever speak to him as a mentor but … if I say 'Dan you need to mark' is that as a mentor, or is that as a…[leader]?* – Bea, Redwood MI3

There was an element of the teacher-student relationship that both Bea and Dan alluded to: Bea said that she needed to '*check in on the things I know that he's got going on that he might not want to tell me about*' (MI3). Dan felt that Bea was '*in charge*' of their conversations, although '*she lets me talk*' (TI3) if he needed to ask a question. Dan was aware of Bea's new position of authority and his reading of the clip from their third videotaped mentor meeting indicated this:

> *I'm sort of hiding behind my arms a bit and er put my hand up to my face a couple of times … sometimes feels like that like I have to be a bit defensive because of the way that she sits or the way that she looks at me; she certainly is in a position of power* – Dan, Redwood TI3

Sycamore: Both Tess and Lucas were aware of how Tess's SLT role might impact on the power dynamics of their relationship, although Tess did not feel that '*he* was *intimidated by that*' (MI3). This concurred with Lucas' comment that '*I don't think … she um holds the power over… me… but … I do recognise it*' (TI3). Tess tried to '*steer'* (MI3) conversations, based on what trainees need. Like Dan (Trainee, Redwood), the power hierarchy could affect their relationship; as Lucas commented that at the beginning of the year, '*I did tend to write things that I thought …my mentor would want me to*' (TI3) - there is a sense of needing to please.

Overall, both mentors and trainees felt that mentors controlled their conversations, although not so that trainees were rendered powerless. The power differential seemed to be more present for some of the pairs; that this is intertwined with the way in which language is used is suggested by trainees' sense of their place in the whole school hierarchy (for Dan and Lucas particularly), as Lucas commented: '*my voice is little compared to others*' (Sycamore, TI3).

6.2.2 The mentor's role and function of the mentor meeting

Mentor meeting analysis found that a significant aspect of the conversations was that of 'support', particularly emotional support (see 5.3); comments made in the interviews concur with this finding, as they were a way to '*check-in*' (Bea, Redwood MI1) with trainees. Meetings were also seen as an opportunity to reflect, to discuss feedback, to set targets and check on progress. The open nature of these conversations, where '*any concerns*' (Liz, Pinetree TI1) could be discussed was commented on by most of the participants. Liz also remarked that '*the first thing I'll do is gauge Mary's body language… [in case there is] something I've done wrong*' (TI3); whilst the content and evaluative language used in the mentor meetings was mostly positive (as indicated in 5.4.1), Liz's observation suggests her heightened awareness of her mentor as assessor which positions her as a student - '*something I've done wrong*' is an almost childish expression of anxiety and desire to please an adult, invoking the power hierarchy in the relationship. This concurs with my analysis of the mentor meetings, where even praise highlights a power differential (see 5.5.2).

6.2.3 Just disagreeing: sources of conflict between trainees and mentors

Analysis of the mentor meetings suggested that there was very little overt disagreement (see 5.4.1). The most obvious incident of disagreement occurred in Ferndean (MM2), when Charlotte was recounting a difficult lesson with a class taught by a colleague; it exemplifies how evaluative language features within a situation involving conflict. From their interviews, it is evident that the conflict ran deeper than the recorded mentor meetings suggest. Eleanor felt that the reason for the conflict was Charlotte's self-evaluation not '*match[ing] up either positively or negatively with how she's actually performing*' (MI3). This mis-match between Charlotte and Eleanor's evaluation of her teaching clearly affected Eleanor: '*it's quite difficult trying to talk to somebody when they have different perceptions of how the lesson's gone than you do*' (MI3). Copland (2010) suggests that trainees not participating in self-reflection can be a cause of tension, as they are not obeying the expected social rules of the relationship, in

effect, challenging mentor authority. Charlotte revealed that Eleanor and she did not '*see eye-to-eye*' (TI1) on the use of behaviour management with a challenging class; Eleanor felt that Charlotte needed to have '*zero-tolerance*' (TI1). The way that Charlotte expressed this disagreement is illustrative of the nuanced difficulties inherent in the mentor-trainee relationship that is both developmental and evaluative:

> *I don't want to get ideas above my station as a trainee but sometimes I just disagree… it's not even that I strongly disagree but I think there's room for interpretation* – Charlotte, Ferndean TI1

Charlotte was very aware of her lower status, not having '*ideas above my station*', yet she felt that Eleanor's evaluation rigid and perhaps not sufficiently allowing of the class context. Eleanor's assessment was against her own standard of what she considers to be acceptable classroom management. Disagreement between mentor and trainee does not necessarily mean a negative outcome, as Smith (2010) suggests, although this is likely to be dependent on how far they align themselves with the assessor aspect of the role (Malderez, 2009). Eleanor's description of herself as a '*safety net*' (MI2) and her use of dialogic talk in the mentor meetings, suggest a functioning balance of support and evaluation. However, it is evaluation that was the source of tension within this mentor-trainee relationship.

6.3 Language and power

As indicated in the analysis of the mentor meetings, the quantity of affirmative words suggested a general level of agreement between the mentors and trainees (see 5.4.1). Evaluative language both facilitates power (see 5.5.2) and provides a sense of a joint endeavour as part of a discourse community with a shared value system (Martin & White, 2005). This section seeks to explore the relationship between the power dynamics of the discourse community on a macro level (drawing on the policy document analysis in Chapter 4) and its resonance at a micro level in the mentor meetings, comparing these to the perspectives of the participants who are both in and contribute to the discourse community.

6.3.1 The evaluative language of the discourse community

Mentoring conversations can serve as an induction into the discourse community of education via a shared language for trainees. Mentors recognised a discourse community that was both national and local: '*you kind of learn the language of a school*' (Tess, Sycamore MI2). Many of

the mentors' comments defined educational discourse in reference or opposition to language associated with Ofsted: '*[Requires Improvement]… we don't use that… we tend to say RI and I think we do that because we're avoiding saying the whole word*' - Mary, Pinetree MI2, whereas the trainees were more likely to identify a more general lexicon ('*jargon*' – Dan, Redwood TI2; '*buzz words*' – Charlotte, Ferndean TI2) necessary for understanding the profession, highlighting a difference in understanding of the discourse community. That understanding the jargon is seen as a necessary part of becoming a teacher by trainees supports the idea that the language they use (at least superficially) legitimises their entrance into teaching (Copland, 2012) and reinforces the idea of a shared terminology as part of a discourse community (see 2.3.3).

The frequent use of evaluative language associated with Ofsted in policy documents is not replicated in the mentoring conversations recorded (see 5.2); it was deliberately avoided by mentors: '*people veer away from it*' (Tess, Sycamore MI2). However, in the interviews, it was almost impossible for mentors (especially) to discuss the discourse community *without* reference to the evaluative lexis – they almost could not think outside the professional discourse in which they exist (Ball, 2013). Some saw a divide: a discourse community that is '*not the Ofsted vocabulary*' and words such as 'levels *and* assessment *and*… behaviour… *you're just talking with people in the community*' (Bea, Redwood MI2).

The dichotomy between an 'official' (Ofsted) discourse and a more general discourse community was nicely summarised by trainee Dan:

> *Just the word 'Ofsted' has massive connotations when you use it in a school setting… probably even people avoid saying it… even when we're at university… people would joke 'oh he who must not be named' and that, talking about Michael Gove you know, it's such a stupid, rubbish joke but everyone who's a teacher can appreciate…* - Redwood TI2

For Dan, the former Secretary for Education was synonymous with Ofsted as an authority figure (he sees the government and Ofsted as one and the same) and the reference to this joke invokes a feeling of resistance (Scott, 1990) against authority that clearly makes Dan feel a sense of belonging and part of a community. As such, the relationship between the modes of discourse appear to be carried via the evaluative lexicon and signified through those associated with bodies of power.

6.3.2 Ofsted language: words that 'flash red'

Discussion about specific vocabulary in the interviews was stimulated through provision of a list of words (see Appendix 10), which contained a mixture of evaluative terms, some of which were drawn from policy documents included in the corpora analysed in Chapter 4. All participants identified terms most associated with Ofsted ('satisfactory', 'good', 'requires improvement', 'outstanding'), those that they felt had connotations with official discourse ('effectiveness', 'progress', 'improvement', 'impact', 'professional') and those that were types of praise or affirmation ('great', 'fantastic', 'brilliant'). The first category were ones of significance to most of the participants; Mary described them as having '*flashed red off the page at me*' (Pinetree, MI2) and four of the five mentors stated that they would specifically avoid using '*Ofsted terms*' (Eleanor, Ferndean, MI2) when speaking to their trainees. This supports the findings of the mentor meeting analysis which found that 'official' Ofsted terminology was very rarely used in the mentoring conversations (see 5.2).

Ofsted terms seem to have acquired 'special weight' (Bakhtin, 1986, p. 85) for the participants, particularly for the mentors (perhaps because they have been part of the discourse community for longer): '*Ofsted has permeated everything*' (Bea, Redwood MI2). The negativity associated with 'Requires Improvement' was referred to repeatedly: it is a '*stress-inducing phrase*' which trainees are '*particularly frightened of*' (Mary, Pinetree, MI2); a '*judgement*' that would make someone '*cross*' (Tess, Sycamore, MI2) – the two mentors both recognised the *affective* effect that using specific vocabulary can have. For Eleanor, the term was linked to a perception that measurements of effective teaching had become harder:

> *…they replaced 'Satisfactory' with 'Requires Improvement' – 'Requires Improvement' is not the same as 'Satisfactory'… '3' is no longer enough* - Ferndean, MI2.

Even 'outstanding', the highest of Ofsted's grades, had negative connotations, of '*observations, success… pay rises*' and exclusivity (Eleanor, Ferndean, MI2), something unattainable '*like this beacon off in the distance*' (Liz, Pinetree TI2) – an indication of a performative conceptualisation of teaching, as Ball (2013) argues.

Eleanor, Bea, and Tess saw Ofsted terms as '*labels*' (MI2) which can be limiting: '*if they've been told they're outstanding sometimes they just think "well that's it; I don't need to do anything*

else'" (Tess, Sycamore MI2), which was echoed by the trainees: '*instead we always look at "oh what needs to be done next" - it's more what needs to get to that point, rather than physically using that word'* (Saffron, Oakbank TI2). Similarly, Lucas noted that '*it would be really nice to have a piece of paper to say "that was fantastic" rather than "that was outstanding" … I wouldn't learn anything if that was an outstanding lesson*' (Sycamore TI2). Ofsted vocabulary lacked meaning (Charlotte, Ferndean TI2); they were '*not very specific – a bit wavey*' (Dan, Redwood TI2) and are therefore 'thin' concepts (Krichin, 2013), as they only evaluate and do not describe. The lack of use of 'official' vocabulary in the mentor meetings suggested a resistance to authoritative evaluative terms; interview findings support this finding as participants position themselves in opposition to a perceived performative ideology ('*teachers are graded on impact*' – Charlotte, Ferndean TI2).

In contrast, the three words on the list least associated with official discourse ('fantastic', 'brilliant' and 'great'), were adjectives that were used in the mentor meetings (see 5.2). All three adjectives were seen by the mentors as positive words used to praise as '*reward*' (Maria, Oakbank MI2), as an '*affirmative*' (Mary, Pinetree MI2), to encourage (Tess, Ferndean MI2). Both Bea and Tess commented that they thought they used '*fantastic*' a lot in mentoring conversations (Redwood MI2; Sycamore MI2) and in part because '*it's not sort of linked to Ofsted*' (Bea, Redwood MI2). Liz also felt that '*fantastic*' would be a form of approval (Pinetree, TI2). Using words outside of an 'official' idiom was seen as a more personal form of positive reinforcement. It is clear that the participants were able to discern a distinct evaluative lexicon, that they associated with an official mode of discourse and their relationship with it was loaded so that they had misgivings about specific vocabulary.

6.4 Evaluation and its affective effects

The need to consider evaluative discourse and its effects is significant due to the impact that it can have on trainees (Hobson & Malderez, 2013; Maguire, 2001). As Charlotte commented:

> *I don't think people have any idea it comes across like that cos people just don't think about these things* - Ferndean TI2

Mentors asked questions framed as 'how do you feel about..?' or 'how does that make you feel…?' in the meetings, which appeared to promote an *affective* reflection, as found by (Iyer-O'Sullivan, 2015), see 5.6.1. This kind of reflection binds trainees' feelings about their

performance to *themselves*. Martin and White (2005) argue that AFFECT is at the heart of all appraisal and as most evaluation is one-way in the mentor meetings (the mentors evaluating the trainees), mentors enact their power via evaluation and regulation of affect. This section therefore presents the findings of analysis of affective aspects of the conversations and relationships.

6.4.1 Re-framing of negative emotions

Of the elements identified in the mentor meetings, mentor 'support' was key (see 5.3) and one of the most frequently cited aspect was the mentor re-framing trainees' thinking in a more positive light. Four of the mentors discussed this aspect of their role, for example: '*you have to remind them to think about what they've achieved, rather than thinking about what they didn't achieve*' (Mary, Pinetree, MI1); this was linked to an anticipated negative effect on trainees if not addressed. It was particularly important to Eleanor and Charlotte. Both referred to how Eleanor worked hard to get Charlotte to see experiences in a more positive light:

> *I started off using quite negative language, saying 'this lesson was a write-off, I failed to do this'… and she [Eleanor] said '…no, you shouldn't be doing that… that's not gonna be helpful'* - Charlotte, Ferndean TI1

They saw how experiences were framed by their use of evaluative language as when, in MM2, Charlotte reused the metaphor:

> Charlotte*: …But I'd already written today off by that point…*
>
> Eleanor*: That's what you're not to do! – Ferndean MM2*

Mentors recognised that trainees tend to be negative about themselves and that it was part of their role to challenge this. This was exemplified in the use of reappraisal (see 5.6.5).

6.4.2 Appraisal analysis: participant perspectives – Sycamore MM3 'Disrespected'

Lucas' recounting of a lesson that he felt did not go well contained a significant amount of evaluative language that was JUDGEMENT when describing the pupils' behaviour and his response to it (see 5.6.4). This seemed to both justify and exacerbate his emotional response of anger: his intention and preparation was good, he followed the school behaviour policy, but the class did not respond in the way that he wanted. This supposition is supported by his

comments in the subsequent interview: '*I've had problems with um that lesson before and I had put in… strategies to help with the behaviour and they weren't paying off*' (TI3). He went on to describe his experience with this class in terms of AFFECT, using the word '*frustrating*' four times. Lucas' feelings of frustration with this class were not new: '*it just builds up*' (TI3). His description of how he felt '*uncomfortable*' talking about the lesson with his mentor suggests that he was wrestling with his emotions. He did feel that Tess was allowing him to '*air it out a bit*', an opportunity he appreciated:

> *…it's very hard not to take it personally… when you're upset you don't want to be talking about how you reflect upon it - you just want to get over that initial shock and um she was good at doing that and - and we moved on* - Sycamore TI3

Lucas' understanding of the conversation was echoed by Tess, as she consciously gave him time to talk it through:

> *…after a while …there was a little bit of a sense of "we need to move on from this" … I think I was thinking "right now that's ok, I hear what you're saying* but *how are we going to move forward?" … it was a bit too soon after the lesson… he* needed *to have that time… but I wanted him to kind of grasp the fact that it wasn't all of them and that I think would only come with a bit of distance…* – Sycamore MI3

The way in which Tess talked about Lucas' needing to manage his emotions ('*he* needed *to have that time…would only come with a bit of distance*') reinforces the notion that teachers', and trainees', emotions *need* regulating. Tess achieved this through re-framing Lucas' negative JUDGEMENTS as positive ones: '*I wanted him to… grasp the fact that it wasn't all of them*'. This is an example of reappraisal (Gross, 2015) in practice.

6.4.3 Appraisal analysis: participant perspectives – Ferndean MM2 'Stressed'

When discussing the conversation in the subsequent interview, Charlotte knew that she was '*very stressed*' (TI2) and she appeared to take the responsibility for this:

> *…if I mess up this lesson because my plan's not appropriate and I've forgotten to get the textbooks and such and such has gone wrong um then I just go: "**Right, all this has gone wrong, it's not ideal, what comes* next*?"*** – Charlotte, Ferndean TI2

Eleanor had a clear intention in her role in the conversation:

> *… you can't write the whole day off, you can't write the whole lesson off, you have a responsibility to our students and um maybe I want her to change her way of thinking… just*

> *because one thing bad happens, you can still have a good afternoon…. I don't think one conversation is going to affect the rest of her teaching but … I want her to um experience having a set-back for whatever reason and being able to come back from it so that she can go into her new job feeling like she can do it* – Eleanor, Ferndean MI2

Eleanor commented that she consciously tried to '*reframe questions… in a positive way*' with Charlotte. They both stated that Eleanor is '*reticent with praise*' (TI2), and Eleanor explained that she used praise '*to keep her motivated*' (MI2). This is exemplified in in MM2 when she reminded Charlotte that '*before Easter you were **doing absolutely brilliantly***'. Her use of positive JUDGEMENT (capability) was to '*build up her confidence… I want her to go away thinking: "I can do this, Eleanor believes in me"*'. When asked in her interview about this, Charlotte did not remember Eleanor saying it. This illustrates negativity bias (Jing-Schmidt, 2007), where negative language has a stronger impact than positive. Charlotte did not really believe this praise, however, and she used negative JUDGEMENT (capacity) when referring to it: '***I wasn't coping****…. It is nice if she felt I was doing brilliantly, I don't think I was doing brilliantly*' (Ferndean, TI2).

Like Tess, Eleanor uses evaluative language to re-frame her trainee's negative perception into something positive. Charlotte acknowledged that '*I need to be able to deal with it*' (Ferndean MM2); she appeared to have learnt what Eleanor intended. Affective practice is used by the mentors to regulate emotions as a developmental point in the trainees' learning and appraisal analysis of these two extracts demonstrates the role that evaluative language has in this process. Whilst Zembylas (2005; 2016) suggests that repressing of emotions can be negative for teachers, the use of re-appraisal as part of mentoring conversations could be a useful tool to enable trainees to process their experiences during school placements.

6.4.4 Feedback 'hurts'

The underlying implications of the use of evaluative language is the recipient's *affective* response, a neglected area in the literature (see 2.4.4). The affective practice of trainees responding to evaluation seems influenced by the social practice of agreement maxims (Leech, 2014); as such the majority of trainees' responses to evaluation were either an expression of pleasure or agreement (see 5.5.4).

The trainees felt that they generally received positive feedback and constructive criticism which was, in the main, fair and accurate. All five trainees felt that they tended to focus on the negative feedback and their targets; Lucas argued that this is *because* they are being reflective (Sycamore, TI2). The negativity bias (Baumeister et al., 2001) means that being reflective can be problematic. This is linked to both self-evaluation of performance in a lesson and perceived external expectations: '*if I* ***disappointed*** *them I …* ***failed*** *them*' (Liz, Pinetree TI1). In appraisal terms, this is JUDGEMENT, as it focuses on behaviour.

The trainees made a link between the use of specific vocabulary, how they felt and how this affected their learning: '*positive [feedback] … made me feel more positive about my teaching*' (Charlotte, Ferndean TI2); '*if they're a bit too cutting… you don't learn anything from it*' (Saffron, Oakbank TI1). Violent imagery was used to describe negative feedback: '*…she comes across as* ***attacking*** *you*' (Saffron, Oakbank TI3); **'***she'll* ***just hit me*** *with [it]*' (Dan, Redwood TI3). The impact of the evaluative language used is *affective.*

Trainees regularly described their achievement in terms of AFFECT*;* they referred to how they felt about their teaching ('*I'm just* ***happy*** *the way that lesson went it*' – Saffron, Oakbank TI2; '*I* ***hate*** *the feeling of coming away from a lesson thinking "Oh, that was terrible"*' – Dan, Redwood TI1) and, in Charlotte and Dan's case, something they attributed to their own characteristics: '*I'm a very emotional person*' (Ferndean TI1); '*I'm not good with criticism*' (Redwood TI3). Dan's comment that he is '*defensive*' (Redwood TI3) is indicative of resistance to evaluation (Liz and Charlotte also mention occasionally not agreeing with some feedback that they have been given).

There was a tension for trainees between wanting to know how well they had done and being fearful of receiving the evaluation, so that '*any feedback almost hurts*' (Saffron, Oakbank TI3). Affective responses meant that trainees sometimes were resistant to evaluation: '*some things I just don't wanna hear*' (Dan, Redwood TI3). Mentors appeared to understand the link between the language used in feedback and the affective effect on trainees: '*you tell somebody their lesson was a 3 or a "Requires Improvement" then they're cross about that*' (Tess, Sycamore MI2); '*it can be really… disheartening*' (Bea, Redwood MI2). They felt that trainees reacted well to their feedback (Maria, Oakbank MI3; Tess, Sycamore MI1). However,

Eleanor's view shifted between interviews: in her first interview, Eleanor stated that her trainee '*responds really well to feedback*' (Ferndean, MI1), although in subsequent interviews she speculated on how much Charlotte was able take on board, that she found it difficult to '*accept praise*' and had '*perfectionist*' tendencies (MI3). The relationship that all participants had with evaluative language is therefore complex and entwined with notions of their personal and professional selves.

6.4.5 Praise, positive language and the 'anvil' of criticism

Findings from the mentor meetings analysis suggested that more positive than negative language was used overall (see 5.4.1). The indicative vocabulary included words such as 'good', 'brilliant', 'great', 'excellent', and 'cool' and that these appeared to have a range of functions in the conversations: as placeholders, to demonstrate affirmation, to praise, to show approval, as backchannelling, as a form of grading. Praise is a form of approval and therefore imbued with power (see 5.5.2). This is supported by the mentors' and trainees' perception of the use of positive language, which ranged from '*affirmation*' (Bea, Redwood MI1) to '*compliment*' (Lucas, Sycamore TI2), to encourage (Tess, Sycamore MI1) and as a '*reward*' (Maria, Oakbank MI2).

A strong link between mentor praise and trainee motivation was apparent in participant responses. Trainees were explicit about the relationship between praise and how motivated they felt; mentors similarly linked their intended use of praise to build '*confidence*' and reassure (Tess, MI2; Maria, MI2). This is a unique feature of the use of power in the mentor-trainee relationship. For example, Eleanor commented to Charlotte that she was '*doing **absolutely brilliantly***' (Ferndean MM2), her intention was '*to build up her confidence… I wanted her to remember that…I want her to go away thinking "I can do this, Eleanor believes in me"*' (Ferndean MI2). Eleanor tried to convey her belief in Charlotte's capabilities through her use of positive evaluative language. The trainees' sense of self-efficacy was linked to their mentors' belief in them, as expressed through positive evaluation: '*I was feeling a little bit relieved that she was saying… "Ok, I can do this"*' (Saffron, Oakbank TI2); '*she [Tess] has pointed to positive things that have happened in the past is a compliment that she pays me when trying to motivate me*' (Lucas, Sycamore TI2). This demonstrates an *affective* response which boosted their sense of self-efficacy:

> *…my deputy head of department said… "that was a **fantastic** lesson… I can see some **outstanding** qualities in you" … that really kind of **made my day*** - Liz, Pinetree TI1.

For Liz the evaluative language used had quite a profound impact; in appraisal terms the first evaluation is APPRECIATION, the second JUDGEMENT; the first slides into the second.

Although mentors purposefully avoided using words associated with Ofsted (see 6.3), the impact of using the vocabulary deliberately could also have powerful effects: Bea described an incident that occurred outside of the recorded mentor meetings:

> ***…** I was giving him lesson feedback I [said]… "there are some really **Outstanding** parts of that lesson" …deliberately using the terminology to try and … say "look this was really, really good um how can we do more of that in your next lessons?" … revitalising him a little bit… when I gave Dan that specific praise… I saw a real improvement… he felt more able to take risks… I said … "this is **Outstanding**" which then allowed him… to be like "oh I can do it" … you walk out of a meeting feeling valued… it doesn't matter whether you remember being told that that was outstanding or not; it's the feeling that you remember* – Redwood MI2

This is suggestive of the mentor's valuation of Ofsted-related vocabulary. Here, use of official discourse added weight to the intention to boost the trainee's confidence; its 'officialness' legitimised the mentor's evaluation, her relationship with her trainee and how it made him feel.

There was a recognised tension regarding the use of praise. Whilst Maria was effusive, using '*praise all the time*', actively using '*positive words*' (Oakbank MI2), others were wary of the dangers of over-praising: '*if you just had compliments all the time you wouldn't learn anything*' (Lucas, Sycamore TI2). Mary and Liz both recognised that Mary used praise '*sparingly*' (Pinetree TI2; MI2) as '*if you were to overuse praise… not only would you not reflect but it will also lure you into a false sense of security*' (Liz, Pinetree TI2). Liz's fear of having an unrealistic sense of her performance suggests a tacit acknowledgement that evaluation is necessary for learning and improvement. However, this notion contrasts with comments made by Tess regarding counterbalancing negativity with praise, particularly when trainees may be feeling vulnerable:

> *I think in mentoring people can be quite negative and I think it's really important to look at the positives … so 'brilliant' is perhaps might seem over the top in some ways but actually, for*

> *somebody who's perhaps feeling quite negative about what they're doing, it's a good way of boosting confidence and giving them some reassurance that it's not all terrible* – Sycamore MI2

There were difficulties expressed in both giving and receiving praise, particularly for Eleanor and Charlotte: '*I don't feel natural giving lots of effusive praise … I have to make a conscious effort to do it*' (Eleanor, Ferndean MI2); Charlotte concurred (TI2). However, Eleanor felt that Charlotte needed **'***people to praise her, in order to know that she's doing well, in order to keep her motivated*' (MI2); here Eleanor invokes a negativity bias (Jing-Schmidt, 2007). Charlotte's understanding of her mentor's comment '*you were doing absolutely brilliantly*' (Ferndean MM2) supported Eleanor's assessment that Charlotte does not always 'hear' the praise: '*It is nice if she felt I was doing brilliantly, I don't think I was doing brilliantly*' (Charlotte, Ferndean TI2). The underlying tension is in the mis-match of the application of evaluation and, for Eleanor, this was two-fold as Charlotte '*thinks sometimes she's better than she is, and I don't think she sees the reality*' (Eleanor, Ferndean MI2).

Although there was very little negative language or overt criticism used in the mentor meetings, trainees were able to pinpoint instances of receiving it (usually from other members of staff, not their mentors). Negative language was equally, or more, likely to impact them than positive, and was liable to have longer lasting effects which made them '*feel bad*' (Charlotte, Ferndean TI1). For example:

> *I've never been called arrogant to my face, but er now I have been! … it was a lot of … telling you this is what you're doing wrong … no shit sandwich; it's just "you're shit, I'm gonna try and make you drop out" - that's how I felt …she read out her… comments: "Liz often comes across as* ***arrogant*** *and* ***over confident*** *and* ***needs to realise*** *that* ***she is not yet the good teacher*** *she aspires to be" … they are burnt into my memory! …at the time if I hadn't been a little bit over confident, I would've just combusted into a flaming ball of Liz …* - Liz, Pinetree TI3

Liz is clearly upset by this JUDGEMENT; the comment that she is '*arrogant*' does not appraise her teaching but is a criticism of her personality and attitude. This seems to be the most hurtful aspect of the comment and her lack of self-confidence is implied by the fragility of the metaphor she uses. The power behind the comment that she is 'arrogant' is a forceful reminder for Liz that she is of much lower status within the school; the evaluative language used reinforces the power hierarchy. The lingering effects of criticism is captured in Mary's metaphor:

If you constantly tell them that they can't do this, or they can't do that, or they haven't done this, or haven't done that, it becomes this ***massive anvil on their back*** - Pinetree MI1

6.4.6 Perceptions of grading terminology

The Teachers' Standards influenced how trainees conceived their own progress (see 5.5.5), yet trainees and mentors alike found the grading descriptors '*unclear*' (Maria, Oakbank MI1). The way in which mentors talked about their evaluation of trainees echoed the descriptors themselves (see 4.4), as ability and *values* were demonstrated through their behaviour, such as their '*general demeanour around school*' (Bea, Redwood MI1; Mary, Pinetree MI1). When discussing grading, there was a tendency for mentors to talk about grading *trainees,* rather than their performance: '*when I'm looking at where to go* ***on how to grade somebody****, it would be using my own experience*' (Mary, Pinetree MI2), which reflects the instances of grading in the meetings where grading was expressed as JUDGEMENT rather APPRECIATION (5.5.5).

There was an interesting interplay between the vocabularies of the University and Ofsted's grading, because the university based its assessment system on Ofsted gradings (see 4.4.2). For Bea, this resulted in confusion (Redwood MI1); Maria blended the two: '***Excellent****… has achieved all these Standards in an* ***outstanding*** *way; this is* ***Outstanding*** *for me*' (Oakbank MI1). Mentors clearly distinguished between the 'official' grading and their own interpretation of it, which was primarily based on their own professional experience, a distinction to do with consistency of actions, for example:

> *… 'Weak'… I've only seen that attribute once or not at all… 'Emerging'… he's starting to meet those Standards, not always consistently… 'Developing' is … he's meeting more standards consistently* – Bea, Redwood MI1

The blending of the two systems of terminology notwithstanding, mentors conceived of grading as a continuum. Bea was confident in her understanding of the grading of a qualified teacher:

> *It comes down to pupil progress: so an* ***Inadequate*** *teacher isn't achieving student progress … a* ***Good*** *lesson there is good student outcomes… the majority of students are making expected or above expected progress … then* ***Outstanding*** *is doing it all … every single student is making*

> *rapid and sustained progress …definitely cos it's so tied up now with student progress and student outcome …* - Bea, Redwood MI1

Bea's fluent description of her understanding of Ofsted gradings directly connects with a performative understanding of effective teaching. She uses the phrase '*rapid and sustained progress*', an Ofsted phrase (although not one examined in Chapter 4), first used in a press release that announced changes to school inspections, including the replacement of 'Satisfactory' with 'Requires Improvement' (Ofsted, 2012). Bea's invocation of Ofsted terminology (intentionally or otherwise) indexes the power of the language of authority. Of all the mentors, she seemed to have official nomenclature close at hand; the fact that her school had recently been placed into 'special measures' may well have had an influence on this.

Other mentors seemed to be less immersed in this discourse and either actively avoided Ofsted terminology as part of a whole-school policy (Tess, Sycamore MI1) or to re-interpret it for themselves, as Eleanor's definition of 'Outstanding' teaching suggests:

> *…teaching that is consistently good over time…engaged… behave well… want to learn… supportive atmosphere… it's not about an individual lesson… I don't mean consistently 'Good' graded lessons, I mean being a consistently good teaching I think [is] 'Outstanding' teaching* - Ferndean MI1

Eleanor attempts to distinguish between her understanding and 'official' grading, linking a performative grading of individual lessons to consistency of practice over time. However, in doing so she inadvertently paraphrases another phrase used by Ofsted: 'consistently good'. This phrase featured in the 2015 Inspection Handbook (Richards, 2015), although it does not appear in the most recent edition (Ofsted, 2018c). Whilst it is likely that '*everybody has a different idea about what makes "Good" and what makes "Outstanding"; it's so fuzzy and it's so arbitrary*' (Mary, Pinetree MI1), it seems almost impossible for mentors to talk about evaluation without using the dominant discourse (see Ball, 2013).

Trainees similarly felt that there was an ambiguity around the grades and that there was an element of subjectivity in how evaluations were made: '*it all depends on who is evaluating you cos … someone may have a different … opinion to you on what makes a good lesson*' (Saffron, Oakbank TI1). They also conceived the grades in terms of a continuum of consistency (Charlotte, Ferndean TI1; Liz, Pinetree IT1; Dan, Redwood TI1). Their confidence in explaining

their concept of effective teaching was less assured than their mentors, and an elision between terminology was sometimes apparent in their comments. Liz, for example, seemed to use Ofsted terminology as validation of the university's grading: '***Excellent*** *is that you can prove you can teach an* ***Outstanding*** *lesson*' (Pinetree TI1). The trainees' feelings towards the vocabulary of the grading system connected with how they conceived progress. For mentors, evaluation is suffused with the vocabulary of authority that appears to both frustrate and express their understanding of assessment of effective teaching.

6.4.7 Being graded: the 'quest for Outstanding'

There was little use of Ofsted grading in the mentor meetings, but some use of the university equivalent (see 5.5.5). Findings from the interviews suggest the trainees' relationship with grading was contradictory. Four of the five trainees claimed not to care about the grade that they were awarded (Charlotte, Ferndean TI1; Saffron, Oakbank TI3; Liz, Pinetree TI3; Dan, Redwood TI2), although this declaration of indifference was not supported by other comments that they made, particularly in the final round of interviews that took place after their end of programme grade had been awarded. Compare, for example, Dan's comments:

- *I don't really care what grade I get* - Redwood TI1
- *I would have liked to be 'Excellent'* - Redwood TI3

Clearly the final grade *did* matter to Dan. Saffron felt it indicated effort: '*I think it makes me feel like I … worked hard*' (Saffron, Oakbank TI3). That the grading would also be an indicator of ability (Eleanor, Ferndean MI1) and therefore useful to employers (Mary, Pinetree MI1) is suggestive of a performative conception of ITT.

The relationship that some of the trainees had with the vocabulary used to describe their performance is complex:

> *I want to be* ***excellent****…[but]* ***Outstanding****, who am I standing out from?... I don't have to compare myself to someone else to know that I'm* ***excellent*** - Dan, Redwood TI2

This change in views may reflect a deeper understanding of what teaching entails through his experience over the year. Dan discussed his grade with a hint of regret: '*overall I think it's… a fair assessment…* ***I would have liked to be*** *Excellent*' (Redwood TI3). The way in which he talks about grading is in terms of JUDGEMENT. Dan has internalised the grading system as an

evaluation of his *worth,* reflecting perhaps the way in which mentors phrased the way they grade *trainees,* rather than their performance (see 6.4.5). External validation appears to be bound up with self-evaluation in a way that, at the end of the course, is in resistance to official evaluative discourse.

The limitation of evaluation is in part down to the four-point scale used and using the same label used for qualified teachers implies that they have succeeded: '*being labelled as 1 or Outstanding, where do you go from there?*' (Lucas, Sycamore TI1). The numerical equivalents of the grades were disliked by several the participants, seen as '*impersonal*' (Liz, Pinetree TI1) and harsh (Maria, Oakbank MI1). However, Saffron felt that she would be more likely to have an emotional reaction to a word: '*the names can make you feel a bit funny*' (Oakbank TI1). Grading is affective power: '*People get very hung up on Ofsted gradings*' (Bea, Redwood MI1). Both Eleanor and Bea commented on the negative effect that grading could have as '*their worth as a teacher …lies on those words*' (Eleanor, Ferndean MI2). Eleanor directly links the self-efficacy of a teacher to the official evaluation used. Bea explained that she would not use Ofsted grading with trainee teachers '*because they'd be gutted*' (Redwood MI2) if the same standard were applied to a trainee as a qualified teacher. Dislike of grading led to feelings of frustration (Eleanor, Ferndean MI1) with the grading system. This could be seen as a consequence of neoliberalism, where 'our emotions are linked to the economy through our anxieties and our concomitant self-management' (Ball, 2013, p. 134).

Each of the trainees described their reaction to their final grades in terms of AFFECT: not '*so happy*' (Charlotte, Ferndean TI3); '*happy*' (Lucas, Sycamore TI3); '*really happy*' (Saffron, Oakbank TI3); '*pleased*' (Liz, Pinetree TI3). Although they all achieved either '1 – Excellent' or '2 – Secure', there was a negativity associated with the process, added '*extra pressure*' (Liz, Pinetree TI3). Saffron was '*relieved*' (Oakbank TI3), suggesting her elation was momentary; she admitted to feeling '*terrified*' about the prospect of being '*right back at the bottom of that ladder again of quality of teaching*' as an NQT (TI3). She suggests that part of the problem is the kind of person you are and how you might react to the grade: '*if you're a negative person that could … make you feel quite low*' (Oakbank TI1). This does reflect Charlotte's experience somewhat, in that it '*sometimes it felt like too much for me… emotionally*' (Ferndean, TI3).

As noted in 5.4.1, the only overt form of conflict in the conversations was between Eleanor and Charlotte (Ferndean MM2), and it is apparent from the interviews that the main cause of disagreement within their relationship was connected to a mis-match of evaluation (see 6.2.3). This came to a head at the point of final grading:

> *I thought I was gonna come out as sort of on the borderline between **2** and **1** and then it was kind of an awkward situation because my university tutor really, really thought **I should be a 1** and my mentor thought **I should be a 2** and I kind of felt like she wasn't really listening to my university tutor … the thing is my tutor was comparing me to the rest of the cohort, my mentor was really comparing me to qualified teachers, so that **upset me a bit*** – Charlotte, Ferndean TI3

For her mentor, it was precisely what the grading would *mean* in terms of Charlotte's self-evaluation that was the cause of the disagreement over grading:

> *…**how can I in good faith** put a trainee out into the big wide world of … teaching in a school as **1,** believing that **she's a 1**, when actually I think that if she got observed there is a chance that **she could get a 3 or a 4** depending on what day it was* – Eleanor, Ferndean MI3

The way in which Eleanor talked about the grading appears to attach a grade to a lesson ('*she could get a **3** or a **4***'), contradicting her earlier comment about the need for teaching assessment to happen '*over time*' (MI1). She also frames her evaluation of Charlotte as JUDGEMENT, rather than APPRECIATION: '***she's** a 1*', and conceives the grading of her trainee to a moral choice: '*how can I in good faith*'. There is clearly an intertwining of professional ethics with evaluation for Eleanor in this instance in a way that the dominant evaluative language is used to express.

Underlying some of their commentary around grading was a perception of teaching as a performative culture:

> *[school lesson observation feedback vocabulary is] very generic and no one really seems to know what they're doing, yet we're still judged and evaluated and now our pay relies on it too* – Mary, Pinetree MI2

Both Mary and her trainee felt that there was a culture of chasing 'outstanding', as a '*quest*' that becomes '*all-consuming*' (Mary, Pinetree MI2; Liz, Pinetree TI2), with the realisation that it is a 'thin' concept (Kirchin, 2013): '*I don't think Outstanding's necessarily a thing*' (Liz, Pinetree TI2). As Clapham et al (2016) argue, 'Outstanding does not derive its meaning from its relationship to a set of empirical behaviours and characteristics but from its distinctions in

relation to other evaluative terms like "good" and "satisfactory".' (p. 762). As trainees are interpellated into a discourse community, the ideology that is implied by an assessment system exerted by the chosen use of vocabulary becomes a natural way of conceptualising how things are within the community:

> *I think it's just our mindsets having been … brought up through the system, we expect grades and numbers and letters and …we don't know how to cope when we don't* - Eleanor, Ferndean MI1

The trainees' espoused indifference to grading can be seen as a kind of resistance to this, of paying '*some lip service to it as part of the profession*' (Charlotte, Ferndean TI1). This is similar to the conscious choice on the part of mentors (or schools) to *not* use grading, as Tess's comment on the need for a holistic approach to evaluating a teacher's performance suggests: '*it's* much *more productive and it's much more about developing pedagogy rather than… checking up on people*' (Sycamore MI1).

Mentors, immersed in this discourse, can internalise the grading vocabulary as a 'normalising gaze' (Foucault, 1977, p.184):

> *There is a real rhetoric around Ofsted gradings and if you start saying 'that was* ***Outstanding*** *and what you did in that lesson was really* ***Outstanding****' people will start to be like 'oh it's an* ***Outstanding*** *lesson' or if that was* ***Requires Improvement****: '****what you did there requires improvement****' because* because *they're so linked like the words themselves …they've been linked for years now to Ofsted gradings* – Bea, Redwood MI2

Bea's interpretation certainly conveyed a sense of internalising evaluations as JUDGEMENT: '*if you hear … specific language being used repeatedly in response to something you've done, then you sort of hook on to that and say: "oh right, ok* ***so I'm satisfactory****"*' (Redwood MI2). She was at once aware of the discourse, resistance to it and yet drawing on it to make sense of her practice.

6.4.8 Self-evaluation and the 'knee-jerk' of reflective practice

Findings from mentor meeting analysis suggest that trainees are more likely than their mentors to use negative language when evaluating themselves (see 5.5.4). This is supported by comments made by the trainees in the interviews insofar as they tended to focus on criticism when receiving feedback. This was attributed to personality (Charlotte, Ferndean TI2)

or as a way of addressing negative aspects of a lesson first: '*the initial reaction is always a bit of a knee-jerk to whatever went badly*' (Dan, Redwood TI1). A 'knee-jerk' implies an unbidden affective reaction; that 'bad is stronger than good' (Baumeister et al, 2001). For Dan and Charlotte, focusing on the negative seemed to be a fundamental part of being reflective, as it enables improvement: '*you have a tendency to always think about what you need to get better at*' (Charlotte, Ferndean TI3). Once an area for development has been addressed, it '*becomes automatic*' (Charlotte, Ferndean TI3; Lucas, Sycamore TI3). However, embedding something in one's practice can also mean that it can occur unnoticed; and is therefore difficult to acknowledge as a success.

Reflective practice *can* mean that trainees are in control of the evaluation to an extent, in that they won't necessarily need to discuss it (Dan, Redwood TI3); time to reflect in private is sometimes necessary: '*she wanted to talk about it [the lesson] as well, but at that point I wasn't ready*' (Lucas, Sycamore TI3). Both Dan and Lucas expressed a need to deal with their own affective response to their self-evaluation of a lesson, of being '*really annoyed*' (Dan) and '*very frustrating*' (Lucas). Their negative feelings have come from internalising, to an extent, the evaluation of effective teaching.

6.5 The 'never-ending' learning journey

This section considers the participants' understanding of effective teaching, comparing responses of mentors and trainees. It examines how progress is conceptualised as a journey and compares participants' values of teaching compared to those of the policy documents. This demonstrates the relationship between ideology and evaluative language and how they differ between the modes of discourse.

6.5.1 Perspectives of effective teaching

My corpus analysis of government policy documents found that 'effective teaching' was conceptualised in terms of pupil progress or outcomes. Analysis of the same phrase in ITT provider documents suggests that it is linked to critical or professional values, a different framing of effectiveness in teaching (see 4.2.3). Analysis of mentor meetings suggests that trainees' concept of effective teaching was influenced by the descriptors of the Teachers' Standards, which described *their* development specifically (see 5.5.5). Mentors' concepts of

effective teaching included: engagement, creativity, differentiation and relationships with pupils (see 5.7.2). Trainees had similar concepts, although they tended to focus on behaviour management strategies in the conversations. Effective teaching was not a fixed concept, but something contextually-based. It proved difficult for mentors to apply abstract conceptions to practice in assessing trainees against the Standards, particularly as the grading system can be inflexible:

> *…sometimes this trainee [is] doing very well in my lessons but then … [I get] feedback from another teacher and it's not that good, so you feel 'Oh God, ok, so shall I move this into this grade?' …It's not easy* – Maria, Oakbank MI2

The interviews revealed mentors' views of effective teaching similar to that conveyed in the mentor meeting, as did the trainees. This is shown in Table 21:

Table 21 Mentors' and trainees' perspectives of effective teaching

Mentors	Trainees
• Engagement and creativity (Eleanor, Maria) • Differentiation (Eleanor, Mary, Tess) • Relationships (Tess) • Pupil progress (Bea, Maria) • Planning, subject knowledge (Tess) • Being positive (Eleanor) • Behaviour management (Eleanor, Tess) • Supportive atmosphere (Eleanor) • Preparation (Eleanor) • Being adaptable (Tess)	• Engagement (Charlotte, Saffron, Liz, Lucas) • Differentiation (Charlotte, Dan) • Relationships (Charlotte, Saffron, Liz, Lucas) • Pupil progress (Charlotte, Liz) • Planning and resources (Dan) • Enthusiasm (Charlotte, Liz) • Enjoyment (Charlotte, Lucas) • Caring (Liz) • Confidence (Charlotte, Lucas)

That there is significant overlap between the two lists is unsurprising. Mentoring and school contexts are likely to have had an influence on the trainees' conceptions of effective teaching. Significantly, if these features of teaching are ones that mentors referred to as ideals that trainees should emulate, mentors' use of evaluative language legitimizes aspects of teaching they feel are important.

6.5.2 The problem with progress

Progress, the ultimate measure of effective teaching according to Ofsted (see 4.3.2), feeds a 'discourse of progress' (Clarke, 2014, p. 194) that, arguably, prizes outcome over all else. This was conceptualised through the metaphor of a journey at various points in all the mentor meetings (see 5.7.1). This prevalent metaphor warrants further examination. What follows is an analysis of the semiology of *progress is a journey* in some of the mentor meetings, considered in conjunction with mentors' and trainees' perceptions from the interviews.

Metaphors are often tacitly-agreed forms of cultural communication that can encode ideology (see 2.2.5). In their first mentor meeting, Maria connected Saffron's progress with '***meet[ing]*** *some of the Standards*' (Oakbank MM1); the Standards are cast as milestones in the journey of progress that Saffron must pass on her way. Maria saw a straight forward connection between '*delivering a good lessons*' and the pupils' progress (MI1). Saffron similarly conceived progress when implementing feedback as '*taking another* ***step*** *to being better*' (Oakbank TI1). Maria and Saffron's understanding of the use of the metaphor appears to be harmonious; the journey metaphor describes *progress* as *movement forward*, towards a clear destination.

Tess also coded Lucas' progress as taking a '*massive* ***step'*** (Sycamore MM2), when discussing Lucas' improved use of starter activities. For Tess, the journey metaphor was particularly resonant, as it underpinned her understanding of teaching as a whole: '*we talk about it as a school…your sort of* ***professional development journey, your professional pathway****…*' (MI2). There is an implication of an individualised journey in Tess's use of 'pathway', rather than something that is the same for all. Lucas' understanding of the journey metaphor had more negative overtones; he conceded it meant that '*there's somewhere to go; a destination*' but that '*you don't finish, you keep moving forward and will never finish*' (Sycamore TI3). In Lucas' interpretation, the goal is not attainable. This assessment system implies (at least as teachers understand and use the evaluative terminology) that the four-point scale is not static – these are 'thin' concepts; that expectations of what constitutes a 'good' lesson will change depending on context. Lucas implies a resistance against the prevailing ideology, which insists on continual improvement.

Similarly, Bea's request for Dan to '*think about having a very clear vision of each of your classes*' (Redwood, MM3) was interpreted by him as a plea to consider '*if I've …got into a bit of a routine or comfortable place, how can I change that to make it more exciting*' (TI3); however, Bea intended it to emphasise to Dan not to '*coast*' (MI3), which, like Lucas' comment, implied a need for continual (never-ending) improvement. If trainees do not question this notion of continual growth, they could become stuck in a cycle of 'perpetual deficit' (Fenwick, 2003, p. 344); they will never be good enough.

6.5.3 'It's about the kids': Shared values

Mentor meeting conversations suggest that the holistic development of all children was at the heart of mentors' and trainees' educational values (see 5.7.2). There was some dissonance between the promoted values of the mentors and those in the policy documents; the version of effective teaching advocated by mentors in the meetings is an ethical one and that the function of evaluation as conveyed via *phronesis*.

The interviews also suggest that concepts of effective teaching are informed by values about teaching. Features of effective teaching as advocated by mentors in the mentor meetings (engagement, creativity, differentiation and relationships with pupils) all centre on the connection between teacher, subject and pupil. A pupil-centred ethical perspective was espoused by all of the mentors: '*we should give every child a chance*' (Eleanor, Ferndean MI2); '*it's about the kids*' (Mary, Pinetree MI2); '*every single child has the opportunity to achieve something good*' (Maria, Oakbank MI3). The trainees expressed the same sentiments, often echoing their own mentor: '*every child deserves to achieve something*' (Saffron, Oakbank TI2), suggesting that the trainees' values have been influenced by their mentors or school ethos.

When discussing core values, both mentors and trainees slipped between describing character traits, behaviours and ethical perspectives: '*caring, nurturing, encouraging*' (Eleanor, Ferndean MI2); '*social mobility, compassion*' (Charlotte, Ferndean TI2); '*approachable… confident, understanding, enthusiastic, curious*' (Charlotte, Ferndean TI3); '*a genuine enjoyment from engaging with students*' (Bea, Redwood MI2); '*positive… calm person*' (Maria, Oakbank MI2). To an extent, this reflects the oscillation between JUDGEMENT and APPRECIATION prevalent in the way in which evaluative language was used in the policy documents (see 4.4) and the

majority of mentor evaluation (see 5.5.1). Both mentors and trainees conceived education as a moral practice, something intrinsically difficult to quantify and measure. The Teachers' Standards for the most part conceptualise teaching as a set of competencies or behaviours which *are* observable and measurable (Carr, 2000). As such, there is a conflict between the ideals of an ethical motivation to teach and competitive individualism (Ball, 2003).

Eleanor (Ferndean MI2) and Mary (Pinetree MI2) both felt that it was part of the trainees' journey to shift their focus from themselves to the pupils. This suggests a move from trainees' focusing on their own behaviour (aligned to JUDGEMENT in appraisal terms) to a re-positioning that places pupils at the centre of trainees' thinking – this is an *ethical* shift as part of the transition into the discourse community:

> *… when you become responsible for twenty-four students … expecting you to teach them Macbeth and teach it well, then things start to click into place and that's when you finally become part of the community* - Liz, Pinetree TI2

There was an undercurrent of dissonance in the difference between perceived government values of education and the teaching community: '*I think often teachers disagree with the government… it isn't always the academic, it could very easily … be the social interaction skills that they need to give them some hope in the future…*' (Saffron, Oakbank TI2); '*we recognise that you are doing this thing because there are people above you tell you to do this and that is how we're being measured*' (Bea, Redwood MI2).

An intertwining of AFFECT and JUDGEMENT is indicated when trainees self-evaluated:

> *Today I've just taught a couple of lessons* ***I felt went really well*** *and because of that* ***I feel quite good*** *at the moment – positive - and it's nice that* ***you get that little buzz after doing something well*** – Dan, Redwood TI2

When discussing his teaching Dan used the phrase '*If I do something wrong…*' (Redwood TI2), several times. His self-evaluative language used JUDGEMENT; his focus was on his *moral* behaviour, rather than on a technical choice that would result in a change in the quality of a lesson (which would be expressed as APPRECIATION). This is directly connected to how he felt about *himself*; therefore, his self-efficacy was influenced by the evaluative language used in the discourse.

6.6 Summary of findings

The dynamics of the mentor-trainee relationship in this study were characterised as friendship, student-teacher and parent-child. These relationships were inflected by an unequal power hierarchy connected to the evaluative role that mentors have and demonstrated in the control that mentors had over the conversations. The grading of trainees was also a potential source of conflict, particularly if there was a mismatch between mentor and trainee evaluation, demonstrating the power of evaluative language and the impact that it can have on professional relationships. Considered through the lens of Foucault's (1977) power-discourse dynamic, the evaluative language used in mentor meeting conversations operates as a nexus of the modes of discourse that exist in ITT.

The participants felt that emotional support was fundamental to the role of the mentor, part of which consisted of them positively re-framing trainees' experiences, to reassure and to 'check in' with trainees. It enabled learning and is considered part of reflective practice. Reflective practice, although acknowledged as necessary for improvement, focuses on what trainees are not (yet) able to do or demonstrate (Schon, 1987); some of the trainees appeared to internalise this evaluation as a form of JUDGEMENT, particularly as they tended to focus on criticism (whether from others or their own self-evaluation). When discussing evaluation, there was elision between APPRECIATION and JUDGEMENT for both mentors and trainees, reflecting the ways in which evaluation is used in the policy documents. This was encoded in the pervasive use of the 'learning is a journey' metaphor which belies the possibility of reaching a destination, because of the need for continual improvement. As the assessment of trainees can negatively affect the mentor-trainee relationship and perhaps distract from the supportive aspect of it, the way in which assessment is used (and how it is encoded through metaphor) has implications for how the mentor's role is conceived in ITT by providers and for aspects of their professional training.

A key finding from the mentor meetings' analysis was the lack of use of evaluative language associated with Ofsted; from the interviews it is clear that mentors actively avoided using specific vocabulary when speaking to their trainees because they perceived a connoted weight attached to particular words. The conscious resistance to the dominant evaluative language in the mentor meetings is indicative of a wider acknowledgement of the power of evaluative language that stems from voices of authority. Mentors' reluctance to use it with their trainees

stems from their desire to protect them; their resistance to that discourse is therefore enacted via their conscious choice of language. However, in the interviews mentors found it almost impossible to discuss evaluation within teaching *without* referring to the dominant lexis, indicating the relationship between the modes of discourse. It also suggests that the evaluative language located in policy documents shapes ITT discourse as a whole (Ball, 2013). Understanding and working within the discourse can be considered as becoming part of a discourse community – the resistance is illustrated by Dan's joke about 'He who must not be named'. Although there was occasional judicious use of Ofsted terminology as praise to motivate (a form of approval imbued with power), participants acknowledged that there can be difficulty in both giving and receiving praise, which can be seen as a 'thin' concept (Kirchin, 2013), and therefore not necessarily helpful. Greater awareness of the types of evaluative language that is used in ITT conversations, the connotations of particular words and the potential impact that they can have on beginning teachers is therefore indicative of a need for guidance and training for all those involved in ITT.

Mentors' understanding of effective feedback was informed by their awareness of trainees' *affective* response to feedback, which could potentially be damaging. Negative language was recognised as having a more powerful affective response, although it was not clear whether a number had more or less *affective* impact than a word, mentors made efforts to end conversations on a positive note. Mentors' promotion of affective response sometimes meant that trainees internalised feedback as personal criticism. It was clear in the comments made in relation to the appraisal analysis extracts 'Stressed' and 'Disrespected' that both mentors and trainees recognised the importance of re-framing. The mentors deliberately tried to reframe their trainees' experience. There was clear evidence of negativity bias (Jing-Schmidt, 2007) on the part of the trainees and the mentors acknowledged this in their allowing the trainees to express their emotional responses to their experiences. It was seen as a clear developmental point in the training and is a form of affective practice. Using reappraisal in these conversations was entirely spontaneous; its clear process and benefit could inform the practice of mentors in ITT and potentially could have greater impact on trainees than simply using praise to counter-balance negative feelings or judgements as a way of bolstering trainees' self-efficacy.

Trainees had a contradictory relationship with grading, insofar as they proclaimed not to care

about it, yet clearly *did* care. Whether the grade given at the end of ITT is motivating as a form of validation, or reward for their ability or efforts raises the question of its nature: who is the grade *for*? Used as a tool for measuring trainee (or training) quality, it becomes part of a performative culture and can lead trainees and their mentors to internalise Ofsted discourse as JUDGEMENT. As trainees tended to focus on negative valuation, reflective practice can reinforce this evaluation as JUDGEMENT, rather than APPRECIATION. Evaluation of trainee teachers thus becomes a mechanism of evaluating *behaviour.* There was a dissonance between the core values of trainees and mentors and those their felt expressed by authority. They perceived that values promoted by policy and government agencies focused on student outcomes, whereas theirs seemed to understand the development of pupils much more holistically and were therefore harder to measure. The linking of evaluation and the affective response becomes performative (Ball, 2003), as it internalised through the normalising gaze (Foucault, 1977) of the evaluative lexicon. This calls into question the need for grading of trainee teachers, particularly at the fragile developmental phase of their professional identities (Kelchtermans, 2009).

The following chapter further develops the key findings from all three datasets, connecting the emergent themes.

Chapter 7 Discussion

7.1 Introduction

This chapter will address the research questions through discussion of the findings and highlight why they are important, with reference to the theoretical framework established in Chapters 2 and 3. These theoretical frameworks established the following themes: power and resistance as exerted through discourse (Foucault, 1977; Zembylas, 2018); performativity, ideology (Ball, 2003; 2013) and its relationship with reflective practice (Schon, 1987; Fenwick, 2003) and affect (Zembylas, 2005). This discussion is therefore approached thematically, rather than divided by research question or datasets, to establish the relationships between the modes of discourse and common themes that arose from the data.

A brief recap of the data collection and analysis methods is provided in 7.2, followed by a summary of each chapter's findings. As described in 3.5.4, the themes have arisen from a reflexive process between the literature, methodological tools (such as the appraisal framework) and those themes emergent from the data itself. Table 22 displays the themes categorised by dataset. Each dataset has influenced the categorising of themes in the following set of data.

The recurrent sub-themes are displayed in bold and the relationship between the theme development between the datasets leading to the discussion is demonstrated using arrows. See Appendix 30 for a comprehensive view. The themes discussed in this chapter are linked between the datasets and cover the following: the connection between specific evaluative language and its implied ideology; resistance to evaluative language; affective responses to evaluation and how this is connected to reflective practice; and the power that positive evaluation can hold in the form of praise.

Table 22 The relationship between the themes from each dataset

Themes from the literature and subsequent research questions	Themes from the policy documents	Themes from the mentor meetings	Themes from the interviews	Discussion themes (drawn across all three datasets)
Power, discourse and the 'Ofstedisation' of evaluative language >RQ1: *What is evaluative language in the context of ITT and how is it used in ITT materials? [Policy document findings – Ch4]*	The role of **affect** (in comparison to JUDGEMENT and APPRECIATION)	The relationship between evaluative language and **power** (including: mentor-trainee **conflict**; the lack of use of **Ofsted language – resistance**)	Relationships and power (including: **power** dynamics – participants perspectives and sources of **conflict**)	Ideology and evaluative language (including: **Ofsted language**, conceptions of teaching and implied **values**; **performativity** and the **internalising** of JUDGEMENT)
Evaluation and the mentor-trainee relationship >RQ2: *What evaluative language is used in mentor meetings and what is its role? [Mentor meetings findings – Ch5]*	**Reflective practice** and the **internalising** of evaluative language	The role of evaluation in the mentor meetings (including: **praise** used as approval; grading as a form of **performativity**)	Language and **power** (including: role of evaluative language in the Discourse Community; views of **Ofsted language - resistance**)	**Resistance** to evaluative language (including: resistance between the modes of discourse; **re-appraisal**; linking of emotions to **progress** via professional evaluation – **performativity** and the power dynamic)
Emotions and evaluation in context >RQ3: *What are the perceptions of mentors and trainees of evaluative language in educational discourse around ITT and in mentor meetings and what effect does it have? [Interviews findings – Ch6]*	**Resistance** and concepts of effective teaching (including: **effective teaching conceptualised** in market terms)	The role of **affect** (including: talking about emotions) The **learning journey** (including: how **progress** is conceived; how **effective teaching is conceptualised** and the implied **values**)	Evaluative and affective effects (including: **re-appraisal**; how feedback 'hurts'; the effect of **praise**; the impact of **grading** terminology and being graded; the effect of **reflective practice**) The never-ending **learning journey** (including: perspectives **of effective teaching;** problems with **progress**; shared **values**)	The **learning journey**: affect and reflection (including: **grading** focused on skills result in **conflict** and a dissonance in expressed **values**; the vulnerability of trainees and heightened effect of **Ofsted language**; emotion regulation; the **performativity** of a journey with no final destination) The power of **praise** (including: praise as a form of approval; as a motivational tool; praise and the negativity bias; praise and 'thin concepts')

7.2 Summary of findings across the datasets

Three datasets were gathered to compare the use of evaluative language across the modes of discourse. These consisted of two corpora (government policy documents on ITT and ITT providers' documents) which were analysed for word frequency and collocation of the most frequently used evaluative terms using Corpus Analysis. This established the existence of a distinct lexicon and a close relationship with the language of Ofsted. A connection between the corpora in their use of the same evaluative terms was also established, although there were differences, such as the conception of 'good teaching' being less fixed in the ITT providers' documents.

A second detailed analysis was made of four key documents, drawn from both corpora, using Critical Discourse Analysis and appraisal analysis. This found that discussion of teaching and ITT in the government documents used market language, suggesting a neoliberal ideology. Analysis of the Grading Descriptors (UCET & NASBTT, 2012) similarly conceived teaching as measurable performance. The wording of the descriptors implied an expectation of internalising of JUDGEMENT. There was some distancing from Ofsted vocabulary by the ITT provider's use of the grading system, although this was limited to a change of vocabulary for the grades, rather than the descriptors themselves. Using appraisal analysis revealed that there was no use of AFFECT in any of the policy documents examined.

Detailed analysis of the mentor meetings using affective coding and appraisal analysis identified a divergence from the policy documents: concepts such as 'good teaching' did not appear to be fixed, but contextually-bound. Evaluative language was the nexus of power in the mentor-trainee relationship and, when connected to grading, could be a source of conflict. The power imbalance was evident because there was very little overt disagreement and most negative evaluation was both implicit and one-way, from the mentor to the trainee. Whilst the language used in the meetings was generally positive, there was very little crossover in the use of evaluative language with that used in the policy documents, with the exception of 'good'. Its absence was a striking finding.

In the mentor meetings, trainees tended to be more negative than the mentors in their own self-evaluation and they tended to use more AFFECT. When talking about emotions, mentors

used little AFFECT and re-framed trainees' experiences to focus on positives. Progress and evaluation were encoded in the metaphor of the learning journey, which appeared to be connected to reflective practice. Praise, a fundamental type of evaluative language, was used as a form of approval and it was apparent that evaluative language reinforces power.

The interviews were analysed using affective coding, some of which were established from the mentor meetings analysis. They confirmed some of the conclusions drawn from the mentor meetings. A dissonance of values between the participants and their perception of government policy was established. A resistance to official evaluative terms was confirmed, as mentors stated that they deliberately avoided using them with their trainees; their connotations of Ofsted terminology was mostly negative.

Emotional support was considered fundamental to the mentor role and negative language was recognised as having a powerful effect on the receiver. When trainees talked about how they felt about school experiences, mentors consciously re-framed these in a positive way. They also consciously used praise as a counter-balance to negative emotions; to bolster self-efficacy in their trainees and as a motivational tool. Praise that was only evaluative and not descriptive was not considered to be very helpful.

7.3 Ideology and evaluative language

My findings identify a distinct evaluative lexicon existing in educational discourse, much of which is directly associated with Ofsted. This supports Baxter's (2014) assertion that Ofsted is responsible for the creation and perpetuation of an influential discourse. This influence, Clarke and Baxter (2014) argue, is via specific vocabulary that has passed into everyday educational discourse in England and adds to growing criticism of a perceived dominance of Ofsted vocabulary (Clapham et al., 2016; Coffield, 2017; Fenwick, 2003; O'Leary, 2018).

My Critical Discourse Analysis of key documents relating to ITT (see 4.3 and 4.4) suggest that teaching and ITT are conceived as commodities in some government documents; an ideology that is expressed through the evaluative language used. The use of evaluative language assumes a shared ideology (Hunston, 2011) and the way in which government policy positions

teaching and ITT in neoliberal terms is noted in the literature (Ball et al., 2011; Fenwick, 2003; Ryan & Bourke, 2013); my findings therefore add evidence to this perspective of government policy.

The connection between government policy and Ofsted, an independent body (Ofsted, 2018b), is complex. Using Fairclough's (2015) distinctions of discourse levels (see Figure 1), I conceptualised the modes of discourse as existing within one another (the micro discourse of the mentor meetings inside the meso discourse of the ITT provider, inside the macro discourse of government policy documents). As the government policy documents are positions as the source of knowledge, from a Foucauldian perspective, the language of policy documents 'assumes the authority of "the truth"' (Foucault, 1977, p. 27). My analysis suggests that there *is* a relationship between modes of the discourse, but that this is not a straightforward hierarchy of language use from government policy to Ofsted documentation to ITT provider documentation to mentor meeting conversations. Rather there is a reflexive relationship between them; whilst the same or similar vocabulary occurs in both government and ITT providers' documents, their use is different. For example, 'good teaching' appears as a fixed concept in the government policy documents (Corpus 1); it is less fixed in the ITT providers' documents (Corpus 2) and does not appear to be fixed in the mentor meeting conversations. Mentors and trainees had a contextual understanding of what constitutes 'good teaching' (see 5.7.2 and 6.5.1); whereas the policy documents are not grounded in empirical data. The evaluative terms used in policy documents therefore are 'thin concepts' (Kirchin, 2013). That they lack in description means, in practice, mentors and trainees must interpret for themselves their understanding of teaching quality. If there is an assumption in wider educational discourse that there is a shared understanding of the meaning of Ofsted's evaluative terminology, then the reliability of these judgements may be questionable, as has been suggested by Coffield (2017) and O'Leary (2018).

There is a mis-match between the modes of discourse where there is assumed agreement in the meaning of 'good' or 'outstanding' teaching. There is a gap in the literature in the exploration of the relationship between discourse modes; this thesis therefore provides an evidence base to demonstrate a relationship. A significant finding is that the occurrence of a lexicon that is identifiable in government policy and ITT providers' documents was *not* present in the mentor meeting conversations, indicating a resistance to the dominant discourse. This

is supported by comments made in the interviews, particularly by the mentors (see 6.3.1). However, when discussing evaluative language, the participants slipped into the discourse, supporting Ball's (2013) argument that it is virtually impossible to think outside of the dominant discourse. This is explored more fully in 7.4.

My analysis of the data also suggested a dissonance between the values that mentors and trainees had with regards their profession and that which they felt was advocated by government policy (see 6.5.3). This supports Ball's (2003, 2013) assertion that a performativity culture can lead to contradictions and conflicts of the professional self. Trainees had a contradictory relationship with being graded: they felt both validated in terms of achievement but also that it conflicted with their sense of moral purpose of going into teaching; that their receiving an Ofsted-linked grade attached to their teaching performance served little purpose (see 6.4.7). There is, therefore, a resistance to the notion of assessment for the participants, as well as a reluctance to use specific vocabulary. In this sense the evaluative language and the ideology that it carries has produced the subjects of it – and their resistance to it.

Analysis of the mentor meetings suggest that there was some focus on performance, concurring with some of the literature (Lofthouse & Thomas, 2014; Orland-Barak & Klein, 2005; Timperley, 2001). This usually occurred when participants were discussing targets or (very occasionally) actual grading of teaching (see 5.5.2 and 5.5.5). However, the interviews indicated that there was a level of what Williams (2015) calls 'play[ing] the game' (p. 327), where both mentors and trainees expressed disquiet over the nature of grading both within ITT and within teaching more generally (see 6.4.7). This also suggests a resistance against a dominant discourse of performative evaluation.

This performativity, which Ryan and Bourke (2013) locate in the use of verbs in the 2007 Teachers' Standards, is built into the current Grading Descriptors (UCET & NASBTT, 2012), as critical discourse analysis of these suggest (see 4.4.1). Similarly, my analysis found that that the use of evaluative language in the descriptors is predominantly JUDGEMENT; this focuses on behaviour which, in the appraisal framework, is either social sanction or social esteem (Martin & White, 2005). They are therefore representative of cultural or social norms in a

given context. Once this has been used to 'regulate the conduct of others [it then] enacts constraint, regulation and the disciplining of practice' (Foucault, 1977, p. 27); the evaluation that carried JUDGEMENT is internalised by the trainees, as suggested in the grading descriptors that progress from 'doing' to 'being' (see 4.4.1). By focusing on what is easier to observe or measure (behaviour), the descriptors narrow the conception of teaching to *techne* (skills). Trainees' professional capabilities become located in demonstrable behaviour and this is reflected in the grading descriptors which grade *trainees*, rather than their *performance*. Their self-efficacy can thus become connected to the external assessment, in what Ball (2003) describes as a 'technology… based on rewards and sanctions' (p. 216).

Another neglected area of research in ITT is the use of metaphors in conversations between mentors and trainees. Analysis of the mentor meetings found that the metaphor of the 'learning journey' pervades how both mentors and trainees talk and conceive development and progress of becoming a teacher. The strength of this metaphor is apparent in the many guises that it took across all of the mentor meetings (see 5.7.1). Fenwick's (2003) analysis of the implementation of teacher development plans in Canada found that internalising a need for continual progress can lead to teachers feeing in 'perpetual deficit' (p. 344). Two of the trainees struggled with this metaphor (see 6.5.2) and I would suggest that it is its implicit link with reflective practice that facilitates this. I will explore this further in 7.5.

Copland's (2010) research in the mentor-trainee relationship suggests that conflict arises when trainees challenge or do not participate in self-reflection. There is an implication that they are resisting reflective practice as the dominant paradigm of ITT. My findings support this perspective insofar as incidents of disagreement or conflict in the mentor meetings (which were few) centred on the notion of grading. The conflicting role of the mentor as both support and assessor is noted in the literature (Copland, 2015b; Ferrier-Kerr, 2009; Israel et al., 2014; Louw et al., 2014; Rehman & Al-Bargi, 2014). This thesis provides the evidence to suggest that the mentor-trainee relationship is made more complex because of the multiple pathways of power conveyed through an evaluative discourse that is directly connected to a performative ideology. Using a Foucaudian lens to critique these discourses enables assumptions regarding the evaluative language that is used in this context to be questioned (MacLure, 2003).

7.4 Resistance to evaluative language

Resistance can be understood as existing in symbiosis with power; taking a Foucauldian understanding of resistance would be to see it in relation to power; where there is power there is resistance (Foucault, 1978). Policies that seek to standardise result in teachers that are 'passive policy subjects' (Ball et al., 2011, p. 612); my research suggests that there is evident resistance between the different modes within the discourse.

The complex relationship between documents within ITT, connected by their use of evaluative terms, was explored in 7.3. It is not the case that all ITT providers simply use a set of assessment criteria imposed upon them; the Grading Descriptors (UCET & NASBTT, 2012) state this in its introduction. The grading does not originate with Ofsted, although the guidance was 'closely aligned with the draft version of the Ofsted Trainee Characteristics document' (UCET & NASBTT, 2012, p. 2). The Ofsted ITE inspection handbook states that it is the responsibility of the providers to have 'systems and procedures in place for trainees to be appropriately assessed' (Ofsted, 2015, p. 33) – there is therefore no overt stipulation that providers use a particular set of evaluative terms. However, compare the following extracts taken from the Grading Criteria Document and the Ofsted ITE Inspection Handbook respectively:

> Trainees graded as `good' **teach mostly good** lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their Training. (UCET & NASBTT, 2012, p. 4)

> Much of the quality of trainees' **teaching over time is good; some is outstanding** (Ofsted, 2015, p. 35)

Both documents appear to have an implicit understanding of what 'good' and 'outstanding' teaching is like. The ITT provider material produced by the University of Reading that was analysed using CDA in Chapter 4 was the same grading criteria that was used by the mentors to assess their trainees who took part in this study. The provider used the Grading Criteria Document (UCET & NASBTT, 2012), but changed the grading vocabulary (see 4.4.2). The ITT provider thus demonstrated some resistance to the prevailing voice of authority.

This is supported to an extent by the use of both sets of vocabulary in both the mentor meetings and the interviews; the mentors and trainees switched between them and

occasionally muddled them up (Bea, Redwood MI1; Maria, Oakbank MI1). This could suggest the strength of the dominant evaluative discourse, although is possibly an indication of resistance to it. At the very least, it implies that the evaluative terms' meaning is not 'fixed' for the mentors. The mentor meetings themselves did contain uses of 'excellent' (31 instances), 'good' (371), 'secure' (10) and 'developing' (5). Of these, only 'secure' and 'developing' appeared to have been used in reference to a formal grade, using the ITT provider's terminology. There was virtually no use of other keywords associated with Ofsted, such as 'Outstanding' (1). Given the proliferation of Ofsted evaluative terms in educational discourse, it is striking in its absence in the mentor meetings themselves and is indicative of resistance to Ofsted terminology and the provider's equivalent.

The most substantive evidence of resistance in this context is the absence of evaluative language associated with Ofsted from the mentoring conversations; for mentors this was a deliberate avoidance, because of the negative connotations that they had with the vocabulary (with the exception of 'good' – discussed in 7.6). This included both negative and positive evaluative words such as 'outstanding'. Mentors found it particularly hard to talk 'outside' of the dominant evaluative discourse when discussing evaluation; it is perhaps 'misleadingly objective' (Ball, 2003, p. 217) and mentors are immersed in the wider discourse of evaluation within education. There was a sense of a more general resistance in the discourse community – particularly striking was Dan's description of Michael Gove as 'he who must not be named' (Redwood TI2) as being synonymous with Ofsted and a powerful, negative authority figure. The mocking of authority figures is a form of resistance (Scott, 1990), so this is perhaps an indication of resistance within the discourse community of which Dan now felt a part. The interviews revealed an otherwise tacit recognition of the difficulty of talking 'outside' of the discourse: 'It's funny, isn't it, the term "good" or "outstanding", obviously always associated with Ofsted. It's quite hard not to use the word "good".' (Tess, Sycamore MI1). Power is thus exerted through evaluative language but resisted in aspects of the mentor-trainee conversations.

Despite the evidence of resistance to aspects of power enacted via language, the mentors tended to control the conversations with their trainees (see 6.2.1), an occurrence that is well documented in the literature (Crasborn et al., 2011; Hennissen et al., 2008; Lofthouse & Thomas, 2014; Orland-Barak & Klein, 2005; Strong & Baron, 2004; Timperley, 2001). Mentors

operate on the power/knowledge axis: they have the knowledge and experience that their trainees lack; therefore, they are more in control of the discourse; they produce what Foucault (1977) calls 'the correlative constitution of a field of knowledge' (p. 27). The power relations between mentor and trainee are performed through the discourse of evaluative language, evident particularly when trainees talked about emotions and mentors reframed their experience through reappraisal (see 5.6 and 6.4.1). This research therefore sheds light on how the control of the discourse is enacted.

A clear example of how evaluative language is used to control discourse is in the extracts analysed using the appraisal framework (Appendices 15 and 16). In the extracts analysed, the trainees use lots of AFFECT, and the mentors almost none. By re-framing their trainees' emotional reactions as positive as opposed to negative, they in effect regulate the trainees' emotions (see 6.4.2 and 6.4.3). In his work examining affect and teaching, Zembylas (2005, 2018) uses Foucault's concepts to argue that emotions can create sites of political resistance and that these can produce positive effects. The appraisal analysis of trainees' emotional reactions in two extracts from the mentor meetings (see 5.6.4 and 5.6.5) demonstrate that this occurs in mentoring conversations. In Lucas' (Sycamore MM3) recounting of a lesson that he felt went wrong, his use of evaluative language of AFFECT and JUDGEMENT demonstrated how his negative evaluation of the pupils' behaviour was in stark contrast to his good intentions. This then became his justification for his negative emotional response. Lucas thus experienced conflict in his professional values and self-evaluation of performance: he wanted to have a positive classroom experience and productive lesson, when this goal is thwarted his perceived failure in the classroom was a perceived failure as a *person*. When emotions are linked to progress via professional evaluation (Ball, 2003), affective practice becomes performative, because evaluation has been internalised as a form of JUDGEMENT.

Mentors' dominance of the conversations is representative of the power imbalance within the mentor-trainee relationship; as mentors assess their trainees, in Foucauldian terms (Foucault, 1977) they naturally hold the 'knowledge' of the assessment and the relationship is therefore hierarchical. This power dynamic is widely recognised in the literature (Copland, 2015a; Copland & Crease, 2015; Hobson & Malderez, 2013; Lofthouse, Leat, & Towler, 2010). That there was little disagreement in the mentor meetings supports this understanding; the mentor meetings themselves consisted of more positive than negative evaluative language, concurring

with Dodds et al's (2015) research that found people tend to use more positive language than negative language in general conversation (see 5.4.1). It also suggests that these particular conversations, and mentor-trainee relationships, were broadly positive. However, the little evidence of disagreement has several explanations: the avoidance of conflict, the agreement maxim and the saving of face, as Copland (2011) found.

The power dynamic, even in ostensibly positive professional relationships such as the ones in this study, is cemented in the power of evaluation, which is almost entirely one way. This study is unique in that it categorises all evaluation that took place in the conversations and found that most of the positive evaluation was explicit and negative evaluation was implicit. This would support Copland's (2015b) findings which suggest mentors deliberately 'hedge' criticism in order to lessen the loss of face on the part of the trainee. However, the lack of apparent disagreement and the 'hidden' nature of criticism could indicate compliance – at least on the part of the trainees.

7.5 The learning journey: affect and reflection

This part of the discussion aims to make connections across the three datasets, with reference to the relevant literature, arguing that affect and reflection are linked via evaluative language. Working with the premise that emotions are at the heart of teaching (Day & Leitch, 2001; Hargreaves, 1998), and that emotions are performative insofar as they *do* things (Zembylas, 2005), it is therefore logical to conclude that there is an element of emotional labour attached to the act of teaching (Hochschild, 2012). Given the surge in interest in the literature on the topic of emotions and teaching in the last two decades (Lee et al., 2016), it is striking that emotion does not feature in the Teachers' Standards (DfE, 2013) – see 4.4.1. However, there are many references that imply an expectation of emotional labour through the management of emotions, such as:

- Standard 1: …**demonstrate consistently the positive attitudes**, values and behaviour which are expected of pupils (UCET & NASBTT, 2012, p. 5)
- Standard 7: **maintain good relationships** with pupils (UCET & NASBTT, 2012, p. 12)
- Part 2: Personal and professional conduct: … **showing tolerance of and respect for** the rights of others not undermining fundamental British values (UCET & NASBTT, 2012, p. 14) [my emphasis]

My Critical Discourse Analysis of the Teachers' Standards (DfE, 2013) and Grading Descriptors (UCET & NASBTT, 2012) supports the notion that teaching is conceived in behaviourist terms, as Carr (2000) has commented regarding previous iterations of the Standards. This model reduces ethical values to a set of demonstrable behaviours; the focus of the Grading Descriptors is *techne* (skills) rather than an ethically-based *phronesis* (practical wisdom). This separation – or conflation – of skills and values could be due, as Zembylas (2005) argues, to an historic division between intellect and feeling. Lortie's (1975) assertion of teachers' motivation linked to intrinsic rather than extrinsic rewards feeds into an understanding of how a division between technique and practical knowledge can result in conflict in professional identity (Hoyle & John, 1995).

This is supported by my findings, where mentors and trainees conceived teaching as a kind of moral practice (see 6.5.3) and felt they were at odds with values they felt were espoused by the government. Both mentors and trainees expressed their values regarding education as being child-centred; their moral centre is via an ethic of care, which Noddings (2003) states is an ethical perspective of teaching which is relational and reciprocal. This dissonance was linked to a performative culture: '*we recognise that you are doing this thing because there are people above you telling you to do this and that is how we're being measured*' (Bea, Redwood MI2). Bea's comment explicitly recognises the power relations operating in the discourse community and there is an element of needing to 'play the game' (Williams, 2017, p. 327); of needing to please an authority and yet also resisting it.

Emotions can be difficult to measure (Mauss & Robinson, 2009); they do not fit neatly with an input-output process and this may be why they do not feature overtly in the policy documents. Ethical values are similarly hard to assess, other than through observed behaviour; the Teachers' Standards therefore function as a technology of regulation (Zembylas, 2005). They express an apparently objective measure through the simplification of highly complex, relational nature of teaching (Ball, 2003). The use of evaluative language between modes of discourse is under-explored in the literature; this thesis provides empirical data to support the notion that mentors' and trainees' values are at odds with the ideology implied in the policy documents and its application in context. This is borne out in the deliberate avoidance of, and therefore resistance to, the dominant Ofsted evaluative terminology.

The potentially negative effects of evaluation are known within the literature (Hobson & Malderez, 2013; Maguire, 2001), although evaluation *can* be positive and be the most effective way to learn (Israel et al., 2014). However, it is the high-stakes nature of feedback in the unequal power dynamic of the mentor-trainee relationship that can affect the evaluative elements of the mentoring conversation (Donaghue, 2015; Mercado & Mann, 2015). At the heart of this lies trainees' *affective* reaction to evaluation; it is high-stakes *because* teachers invest *themselves* in their work (Nias, 1996). Being open to evaluation, particularly in a highly performative culture, makes teachers (and trainees especially) vulnerable (Kelchtermans, 2009). A neglected area in the literature, the significance of the affective response to evaluation is highlighted in 6.4.4 and 6.4.5, where trainees expressed that '*feedback almost hurts*' (Saffron, Oakbank TI3). It seems that this is heightened by the use of a particular set of words; the mentors seemed particularly reactive to Ofsted language, possibly because they had been part of the discourse community for longer. This suggests the potential negative effects of power as reproduced via evaluative language and has implications for how mentors are trained to conduct conversations with trainees and how both mentors and trainees deal with emotions within their professional relationship.

Drawing on the notion of the negativity bias (Jing-Schmidt, 2007) is useful for understanding the affective response to evaluative words – ones that, in mentor Mary's words '*flashed red off the page*' (Pinetree MI2). These were words that Mary most associated with Ofsted (see 6.3.2). Lai, Hagoort, and Casasanto (2012) argue that the first response to a stimulus is context-dependent. This would suggest that highly recognisable evaluative language, such as Ofsted gradings, would elicit a different response in a different situation. Given the official status of the mentor meeting conversations, particularly if they are – at a programme level at least – designed to pin-point trainees' progress over the course of a week, the use of evaluative language is likely to have a greater *affective* response in the recipient of feedback.

The trainees in this research tended to focus on criticism (see 5.5.4 and 6.4.8), which supports similar findings by Iyer-O'Sullivan (2015) and they felt that negative evaluation had a more powerful effect than positive evaluation (Baumeister et al., 2001; Jing-Schmidt, 2007). This is particularly important when considering the vulnerable position of trainees. Nicols et al. (2017) found that new teachers who internalised perceived failures in the classroom as a *personal* failing affected their burgeoning professional identity. The grading system seemed to

be a point at which the trainees in this study internalised evaluation, as a 'normalising gaze' (Foucault, 1977); this was identified through appraisal analysis (evaluation categorised as JUDGEMENT), which described evaluation in terms of behaviour. The internalising of evaluation that both mentors ('***you are*** *"emerging"'* – Maria, Oakbank MM1) and trainees ('***I would have liked to be*** *"Excellent"'* – Dan, Redwood TI3) echoed the Grading Descriptors' (UCET & NASBTT, 2012) expectation, where the verb forms imply an expectation of movement from *doing* to *being* (see 4.4.1).

The data gathered for this research demonstrates that trainees had a contradictory relationship with grading. The trainees felt that a grade validated their hard work to an extent, but that the fact of being graded could be limiting (see 6.4.7). This finding calls into question the benefit of grading trainees particularly if grading (and the connoted emotional responses) results in the internalising of JUGEMENT that could potentially be damaging. The connection between the evaluative language used and the internalising of this as a form of JUDGMENT was expressed by one of the mentors particularly: '*If you hear… specific language being use repeatedly…. You sort of hook on to that and so "oh right, ok,* ***so I'm satisfactory****"'* (Bea, Redwood MI2). This casts doubt on the benefits of using summative grades, particularly for trainees at the beginning of their professional development.

Emotions were definitely the domain of the trainees in the mentor meetings (see 5.6.1). When trainees talked about emotions, mentors use very little AFFECT and re-framed their trainees' emotional experiences so that they were more positive, as discussed in 7.4. This is a form of affective practice (Wetherell, 2012; Zembylas, 2005, 2016). The form that this took coheres with Gross' (2015) definition of 'reappraisal', a cognitive approach to dealing with negative evaluation which holds that the act of re-framing an experience either negatively or positively is a cognitive choice.

The complex nature of re-framing negative experiences (or perceptions) is examined in 5.6.4, 5.6.5, 6.4.1, 6.4.2 and 6.4.3. Re-framing of negative experiences does appear to be a function of the mentor meeting: when trainees talked about their emotions, mentors did not use AFFECT; rather they consciously re-framed negative experiences. Zembylas (2005) describes this as emotion management. This enables mentors to allow or discourage particular kinds of

emotional response. In the case of Charlotte, this appears to be further reaching than her response to some bad behaviour in the classroom, as her mentor calls into question her emotional conduct outside of the classroom insofar as it affects the rest of the department. Where Zembylas' (2005) research suggests that suppression or regulation of emotions in teaching can result in conflict in a teacher's professional identity, my research suggests that emotion regulation features as part of the mentoring conversations. Both analysed extracts (Lucas, Sycamore MM3 and Charlotte, Ferndean MM2 – see Appendices 15 and 16) demonstrated trainees in conflict with their emotions and their relationships with either pupils or colleagues. They both appeared to reach the conclusion that they needed to change their emotional response to these kinds of events. I am not arguing that this regulation is necessarily bad, indeed it may be a key strategy for success but, to paraphrase Foucault (1984a), it *may* be dangerous. Mentors are in powerful positions in that they can legitimise what they perceive to be appropriate emotional responses, and this is performed via the evaluative language that they use.

Eleanor's comments on part of her conversation with Charlotte illustrate her intention to re-frame Charlotte's negative reaction:

> … ***you can't*** *write the whole day off,* ***you can't*** *write the whole lesson off,* ***you have a responsibility*** *to our students and um* ***maybe I want her to change her way of thinking*** *like just because one thing bad happens, you can still have a good afternoon* – Ferndean MI2

Eleanor's repeated use of '*you can't*' is JUDGEMENT – she is critical of Charlotte's attitude and behaviour which she feels is out of step with her understanding of what is acceptable behaviour for a teacher. It was her express purpose to change this, which she tried to do by reframing Charlotte's negative responses. Charlotte's apparent acquiescence ('*I need to be able to deal with it*' - Ferndean MM2) could suggest an internalising of this JUDGEMENT. This could become problematic if, as Zembylas (2005) notes: 'teachers come to perceive emotional rules as repressive [as] this may lead them to experience negative emotions because it makes them feel like failures' (p126). Mentors therefore need to support their trainees in multi-faceted ways.

The pervasive learning journey metaphor seemed to be embedded with the concept of reflective practice in the mentor meetings, and other studies have commented on the power

and dangers of metaphors (Berendt, 2008; Goatly, 2007; Sfard, 1998). Lucas' difficulty with this metaphor was that '*you don't finish, you keep moving forward and will never finish*' (Sycamore TI3). Conceptualising teaching – or learning how to teach – in these neoliberal terms means that, as Fenwick (2003) found, teachers will perceive themselves to be in 'perpetual deficit' (p. 344). When reflective practice focuses solely on *techne* (skills), it moves away from the affective heart of teaching. Emotional labour, when linked to a performativity culture, is problematic as professional success (reduced to student outcomes) becomes bound up with internalised judgements of self-worth (Ball, 2003). This suggests mentors need to protect trainees to some extent, as well as support them.

7.6 The power of praise

This section will explore how agreement, praise and emotions interact in the modes of discourse. Although praise is suggested as part of effective feedback methods to motivate and encourage trainees (Rhodes et al., 2004), its use in this context is a neglected area in the literature. This thesis provides empirical evidence to show how mentors use praise in their conversations with trainees. More positive than negative language was used by the mentors, as suggested by the high number of affirmations and the very few incidents of overt disagreement. The lack of conflict in the conversations also reinforces the unequal power dynamic within the relationship, as discussed in 7.4.

To examine the use of praise I will focus on the adjective 'good' because it was the most used adjective in the mentor meetings (and in the corpora). Whilst its frequency of use is in line with use in everyday discourse, it also serves as an Ofsted grade, usually indicated in the policy documents through capitalisation. Corpus 1's (government policy documents) use of the phrase 'good teaching', positioning 'good' as an attributive adjective, meant that it became a fixed phrase (see 4.2.2). This was not the case in Corpus 2 (ITT provider documents) or in the mentor meetings. In the mentor meetings 'good' was used to:

- Show general approval ('*That's* ***good***' – Bea, Redwood MM1)
- Positively evaluate ('*I think we've definitely made some really* ***good*** *progress with that*' – Tess, Sycamore MM3)
- As a discourse marker to change topic ('***Good****, ok and then the main thing in this…*' – Eleanor, Ferndean MM1)

Each of these can be construed as a form of mentor approval; it therefore exerts power.

That the mentor's role is made more complex by its entanglement with evaluation is apparent in the literature (Copland, 2015b; Ferrier-Kerr, 2009; Israel et al., 2014; Louw et al., 2014; Rehman & Al-Bargi, 2014). Both mentors and trainees made the connection between praise and motivation; for mentors it was a conscious intention to build trainees' confidence and to counter-balance negative feelings (see 6.4.1). This is another example of affective practice; mentors use evaluative language to change emotional responses of the trainees, such as negative self-efficacy. Although there was an absence of Ofsted language in the mentor meetings, as a deliberate choice on the part of the mentors, it could be used as a motivational tool, as Bea (Redwood) recounted in her use of 'outstanding' in MI2 (see 6.4.6). In this instance, Bea recognised the power of judicious use of the dominant evaluative discourse. This demonstrates a difficulty which at once perpetuate and resists as Bea invoked the dominant discourse as a positive tool, so that her trainee felt confident and '*more able to take risks*' (MI2).

However, praise that was too generic was not considered very helpful by some of the trainees, supporting Jenkins et al's (2015) conclusions; they are therefore 'thin' concepts (Kirchin, 2013). Furthermore, there was some concern about trainees not 'hearing' praise (Charlotte for example), which is supported to an extent by her not being able to recall the Eleanor's use of it (see 6.4.5) from their mentor meeting, perhaps demonstrating a negativity bias (Jing-Schmidt, 2007). Mentors' acknowledgement of the impact of their evaluative language was demonstrated in their advocacy of the commonly used 'shit sandwich' approach to giving feedback (Adey et al., 2004; Copland, 2015b; Rhodes et al., 2004) and an effort to end on a positive note, which was a feature of all the mentor meetings. By using this structure mentors realise the impact of their evaluative language.

7.7 Summary of discussion

This chapter has drawn together key themes from across the three datasets and considered them in light of the theoretical framework. These suggest that ideology is expressed via evaluative language; that although there is a reflexive relationship between the modes of discourse, there is resistance between them and this may be due to a mis-match between the

values espoused through policy and those held by the participants. Despite the resistance towards the evaluative language associated with authoritative bodies, participants' difficulty in talking about evaluation without invoking Ofsted vocabulary suggests its pervasive nature. Mentors' use of affective practice through reappraisal was a way of re-framing trainees' negative experiences and this was conducted via use of evaluative language (through lack of either AFFECT or 'official' evaluative language). Reflective practice, if internalised as a form of JUDGEMENT and linked to a process of continual improvement, could be problematic at a micro level. The power of evaluative language is evident in the mentor-trainee relationship, even when it is not directly connected to authoritative modes of discourse, as praise is a form of approval. In the unequal power dynamic of the mentor-trainee relationship, the provision and reception of feedback can therefore be difficult.

In sum, the key findings are:

- Ideology (the positioning of teaching and teacher training) is expressed via an identifiable evaluative lexis
- There is a reflexive relationship between the modes of discourse; it is not hierarchical and there is resistance between them
- Mentorship can be conceived as a kind of affective practice, which is conducted via evaluative language
- Reflective practice, if linked to an ideological drive of continual improvement, can be problematic
- Evaluative language is powerful and can make the process of feedback difficult

The following chapter will summarise the aims of this research, outline the implications for practice and possibilities for further research.

Chapter 8 Conclusion and implications for practice

This chapter will answer the research questions through summary of the key findings and explain the implications for practice that result from this research. The originality and contributions to knowledge of this thesis is outlined and an indication of the changing context of ITT since the data for this study were gathered. The final sections reflect on the methodology and the impact that undertaking this research has had on my own professional practice.

8.1 Research aims

The overall aim of this study has been to identify and explore the role of evaluative language in mentoring conversations to better understand how this language affected mentors and trainees. Relevant literature on mentoring and language use within mentoring conversations and policy documents were examined and key 'gaps' were identified. This led to the formation of the research questions:

- What is evaluative language in the context of ITT and how is it used in ITT materials?
- What evaluative language is used in mentor meetings and what is its role?
- What are the perceptions of mentors and trainees of evaluative language in educational discourse around ITT and in mentor meetings and what effect does it have?

Taking a constructivist understanding of learning, my primary interest was in the language used in mentoring conversations and its relationship with the wider discourse, from the perspectives of mentors and trainees. My approach was therefore primarily qualitative, using discourse analysis as a broad methodological tool. The three datasets (the corpora of policy and ITT provider documents; the fifteen mentor meetings and the thirty participant interviews) provided the different modes of discourse so that I could consider the relationships between them.

Chapters 4, 5 and 6 explained the findings of the analysis of the three datasets to answer the research questions: Chapter 4 analysed the ITT materials in answer to the first question; Chapter 5 analysed the mentor meetings in answer to the second; Chapter 6 analysed the participant interviews in relation to the mentor meetings and evaluative discourse in answer to the final research question. The aim of using different datasets was to establish the wider

context – a macro discourse – of evaluative language use; a meso discourse of an ITT provider's use of evaluative language and consider their relationship with the 'everyday' use in the micro discourse of mentor meetings.

This thesis addresses gaps in current research in the mentor-trainee relationship in ITT and the use of language used within this relationship. Use of the appraisal theory framework across the datasets provides a methodological consistency and, as a systematic tool of analysis, has not been used in this context in other research.

8.2 Key findings

The findings demonstrate the complex relationship between the modes of discourse through the use of evaluative language. The lexicon identified in the government policy documents appeared to position teaching and teacher training as a commodity and effective teaching as something measurable. This was at odds with the values that both mentors and trainees held for the profession.

There was a relationship between the modes of discourse from the macro (policy documents), meso (ITT provider documents) and micro (mentor meeting conversations), but this was not directly hierarchical. The resistance to the evaluative language used in the policy documents amongst mentors in this study, both in a literal sense (they avoided using particular vocabulary) and in an ideological sense (they felt at odds with the positioning of teaching that they perceived was espoused by the government), was a striking finding. Despite this resistance, mentors found it difficult to talk 'outside' of the dominant evaluative discourse when discussing evaluation in education. In addition, some of the mentors deliberately used Ofsted evaluative vocabulary in order to motivate their trainees. The evaluative discourse therefore serves to both control and produce (Foucault, 1977). The authoritative evaluative lexicon, and the participants' relationship with it, did appear to engender a sense of belonging to a discourse community. The trainees' relationship with the evaluative lexicon was similar to that of their mentors and similarly echoed their mentors' values regarding education. The evaluative language in this way was linked to ideology.

The positive relationships of these mentors and trainees was shown through the evaluative language used in the mentor meetings, as more positive than negative evaluation was used. That most of the criticism was implicit is suggestive of mentors' desire to avoid conflict and to save face (and that of their trainees). Trainees, on the other hand, tended to be more self-critical and mentors made deliberate efforts to use praise to encourage and bolster their trainees' self-efficacy, although some of the trainees felt that generic praise could be 'thin' and therefore not very helpful. The evaluative language used, therefore, had power to convey belief in the trainees' abilities and therefore affect their self-efficacy. There is a direct connection, therefore, between the use of evaluative language and how trainees felt about themselves and their capabilities as teachers.

Grading was a potential source of conflict and seemed to be linked to the nature of the way in which the Grading Descriptors (UCET & NASBTT, 2012) were written, framing grading in terms of behaviour (grading the *person*) rather than the performance, indicative of a performative expectation. The mentor's role is made more complex by their requirement to assess their trainees; as they possess knowledge which their trainees do not, the relationship between mentor and trainee is hierarchical (Foucault, 1977). It is also likely that the process of grading, as a performative act (Ball, 2003), is linked to their dissonance with the values that they associated with governmental bodies and thus felt the need to resist.

Mentorship can be seen as a kind of affective practice. The episodes within the mentor conversations of the mentor re-framing emotional experiences of the trainees were facilitated by the mentor *not* using AFFECT in their evaluative language. In these exchanges, the mentors allowed space for the trainees to express their emotions, but then re-framed them in a positive way. The use of evaluative language was essential to this process. This was intentional on their part and appeared to be a necessary coping function for teaching. At the same time, by re-directing the trainees' emotional responses, mentors are expressing a normative expectation of affective behaviour. Whilst this could be seen as oppressive (Zembylas, 2005), these findings suggest that this was a positive act on the part of the mentors. This also served to reinforce the power hierarchy of the relationship.

The 'learning is a journey' metaphor was pervasive and seemed to encode reflective practice. When linked to a narrative of continual improvement, it could be problematic, particularly if allied with an evaluative system that is limited to four categories. Trainees appeared to internalise evaluation and framed it as JUDGEMENT, which had a direct connection to how they felt about themselves, not just their performance – they could be described as becoming 'ontologically insecure' (Ball, 2003, p.220). There is a danger that if beginning teachers are caught in this performative discourse, they will feel that they are never good *enough.* Evaluative language is a conduit of power, though the modes of discourse, and actors within them, use it in diverse ways. It conveys ideology and values and its affective effect should not be underestimated.

8.3 Implications for professional practice

The findings of this thesis have a number of implications for practice for policy makers, ITT providers and mentors and trainees.

The policy documents' positioning of teaching and ITT as a commodity was at odds with the values of the practitioners who took part in this study, as shown in the CDA analysis of policy documents (see 4.3), the mentor meetings (see 5.7.2) and participant interviews (see 6.5.3). Part of this conflict was connected to the grading of trainees, a potential source of conflict. Evaluation is high-stakes for trainees in ITT and this should be taken into consideration by providers; providers should carefully examine the wording of the grading descriptors that they use, so that they grade performance (APPRECIATION) rather than the person (JUDGEMENT). There are implications for both ITT policy and ITT providers at a programme level. For policy makers, a consultation with ITT providers and with Ofsted regarding the tracking and outcome-reporting of trainee teachers would enable a clearer understanding of the purpose of grading in ITT. It would also enable some consistency across the sector. If the main purpose of grading individual trainees is to evaluate the quality of ITT programmes, then it benefits only the inspection process, not those for whom the training programmes are supposed to support. At best, grading descriptors provide a superficial indication of training quality that can be a distraction for those involved in ITT; at worst, they can interfere with the professional relationship between mentor and trainee and possibly do damage to the self-efficacy of beginning teachers. ITT providers themselves should critically engage with the Teachers' Standards grading descriptors and, as there is no direct requirement from Ofsted for

ITT providers to give trainees a grade, providers should consider refraining from this practice altogether.

The mentor's role is highly important in the trainee's development and their power is exerted through evaluative language. This can have a direct influence on trainees' self-efficacy, as demonstrated in the trainees' discussions of their affective responses to evaluation and feedback (see 6.4). Mentor training could include time to generate discussions around the evaluative language used in conversations with their trainees, how powerful it can be, how praise is used and the benefits of specific praise. Equally, trainees could benefit from training on how they receive praise. Mentors' greater awareness of their choice of vocabulary and consideration of *why* they choose particular words could enable them to avoid unintended consequences. Joint training sessions with mentors and trainees would facilitate understanding within interpersonal relationships.

As trainees tend to focus on criticism (a form of negativity bias), which was evident from the mentor meetings in which trainees were more negative than their mentors (see 5.5.4), the explicit use of reframing emotional reactions that they have had to experiences would therefore be of benefit. This technique was used by two of the mentors in the recorded conversations (see 5.6.4 and 5.6.5) and both trainees in these incidents acknowledged that this process of reappraisal was helpful for them (see 6.4.2 and 6.4.3). Mentors could be trained to use re-appraisal to provide trainees the space to express their immediate affective reactions and, drawing on the appraisal framework (Martin & White, 2005), using questioning to enable trainees to learn from their experience without it affecting their sense of self-worth. Both trainees and mentors, and the profession more widely, could benefit from greater acknowledgement of the affective nature of teaching. Policy makers should consider their positioning of teaching and teacher training and the values that are conveyed through the language and metaphor used to describe it, particularly as the values appear at odds with those of the profession.

The way in which reflective practice is embedded ITT should be interrogated by both policy makers and providers: when it is connected to the metaphor of learning as a journey it can be problematic if that is then internalised as JUDGEMENT, as suggested in the responses to the

use of the metaphor expressed by some of the trainees (see 6.5.2). Caution around linking feelings to reflective practice could be advised through the careful structuring of feedback, by not, for example, beginning with the question: 'How do you think/felt that went?'. Training could be provided on how to structure mentoring conversations so that they facilitate reflection without allowing it to become JUDGEMENT. Using the structure of reappraisal (see 5.6.4, 5.6.5, 6.4.2, 6.4.3 and Appendices 15 and 16), mentors could be trained to follow these simple steps when needed:

- Allow the trainee to express their affective response to their experience.
- Rather than first asking 'How do you think that went?' ask: 'What did you want the pupils to learn?' This uses APPRECIATION rather than AFFECT or JUDGEMENT and re-focuses reflection on the learning of the pupils rather than the ability of the trainee.
- Use evaluative language carefully, so that trainees are able to reappraise their experience.

A range of training materials, including scripted examples of conversations, could be developed and used in training with mentors and trainees in all kinds of developmental conversations.

Reflective practice as taught to trainees could emphasise an emotional element of reflection, so that they do not just focus on skills (*techne*); it would therefore emphasise the ethical basis of professional decisions – a practical wisdom (*phronesis*). This would acknowledge trainees' ethical motivation for wanting to join the profession and address some of the issues that can arise when working in a performative system.

8.4 Contributions to knowledge

The literature review of this thesis identified gaps in current research in this area, namely:

- Systematic identification of the evaluative language used in government policy and the relationship between the 'official' discourses and those used by ITT providers
- Systematic identification of the types of evaluative language used in mentor meeting conversations and its role in these dialogues
- The effects of evaluative language within the mentor-trainee relationship

My findings identify a distinct set of vocabulary that is used in official documents and established a relationship between government policy documents and ITT provider documents. The ideology evident was neoliberal in its concept of both teaching and ITT. Whilst similar language was used in the ITT provider documents, phrases were less 'fixed' in the latter, suggesting that concepts of 'good teaching' were also less fixed. The relationship between the official evaluative language and that used in mentor meetings was surprising; given the great presence of this lexicon and its duration over decades, its absence in the conversations was remarkable. It was also suggestive of resistance against a dominant ideology. Resistance was confirmed by the interviews, although this appeared to be limited to the conversations themselves, as mentors particularly found it difficult to talk about evaluative language in education *without* invoking the official vocabulary.

The power that evaluative language mediates was noted and linked to affective responses, both positive and negative, although negative vocabulary seemed to have greater impact on the recipients. Reflective practice, embedded in the learning journey metaphor, could be problematic if it leads trainee teachers to internalising JUDGEMENT, to the extent that they value themselves negatively. Mentors' practice of re-framing trainees' negative emotional responses could also be potentially problematic, as they could lead to suppression and internal conflict. However, power can be both oppressive *and* productive (Foucault, 1977); re-framing of negative experiences can be of benefit to beginning teachers.

The main claim of originality and contribution to professional knowledge that this study makes is to provide an evidence-base of the resonance between the different modes of discourse within ITT in England and systematic analysis of these to identify the important role that evaluative language has in mentoring conversations. As Charlotte commented: *'I don't think people have any idea it comes across like that cos people just don't think about these things*' (Charlotte, Ferndean TI2). Evaluative language *enacts* power; it is not a one-way system, but it does inhabit educational discourse, and without examination, it can hide in plain sight.

8.5 Changing context

Since commencing this thesis, a number of government documents have been published that may impact on practice in this area. A Framework of Core Content for ITT (DfE, 2016a) which

recommends 'The moral purpose of education should be emphasised in high-quality ITT' (p. 9). In addition, a set of Standards for Mentors have been published, part of its aim being to 'raise the profile of mentoring' (DfE, 2016b, p. 3). These forefront the importance of the role and link the quality of mentoring to trainees' outcomes. The Standards highlight the importance of the mentor-trainee relationship and the need to 'prioritise meetings and discussions' (DfE, 2016b, p. 11) with their trainee. The government have also recently announced the Early Career Framework (DfE, 2019), which promises to support NQTs beyond their first year of teaching, including providing them with a mentor. These documents are not (yet) statutory but do suggest that policy makers have greater awareness of the influence of the mentor's role.

There is recognition of the effect of evaluative language in the wider discourse: The National Association of Head Teacher's accountability commission report (NAHT, 2018) suggests Ofsted's judgements are unreliable, that the current system of accountability does more harm than good and that the category of 'outstanding' should be abandoned. As a possible response to some of the criticism faced, Ofsted has recently announced that it will no longer grade teaching and learning in school inspections, although there are no plans to remove the four grading categories (Ofsted, 2018a), which suggests policy makers are at least acknowledging the problems with the current system. What impact this has on ITT remains to be seen.

8.6 Reflections on methodology and possibilities for further research

A small-scale study such as this cannot make universal claims about the nature of the topic under investigation; I do not claim to have uncovered 'truth' regarding the nature of evaluation language in the discourse of ITT. I do hope to have explored existing assumptions regarding evaluative language in this context and demonstrated why this is worthy of study. The limitations of this study are considered in 3.7.

In light of the experience of conducting this research and its findings, a larger sample of participants or a comparison with those working with ITT providers who do not grade trainees, would provide fruitful areas for further research. The use of the different datasets to explore the relationship between the modes of discourse has been a key feature in the methodology

of this thesis, and this could provide a way to examine other types of language use within educational contexts. Corpus analysis and the appraisal framework are useful tools to explore different levels of discourse and could be utilized to explore how evaluative language is used in other educational contexts, such as in classrooms or staffrooms.

The mentor-trainee relationships in this study were broadly positive and productive ones; exploration of the role of evaluative language in relationships that are less positive might provide indications of how to improve them. Similarly, further exploration of the use of praise in ITT would be of benefit to ITT providers and mentors and could improve training for mentors. The use of metaphor to convey meaning and as a way of demonstrating participants' conceptualisation of complex matters was a key finding from this research. Further identification of metaphor use in the context of ITT could provide rich data, the examination of which could provide alternative ways of understanding how mentors and trainees make sense of their experiences and therefore improve training for beginning teachers.

Using video for this study was useful to verify meaning that was occasionally obscured in audio format, because I was able to observe paralinguistic features such as tone and body language. Further analysis of how such features interact with evaluative language in mentor meetings would be useful; video-capture of mentor meetings could provide rich data for further analysis as well as material for mentor training. In addition, the relationship between spoken and written evaluative language could be explored; a feature of the mentor meetings examined in this study was the reference to other artefacts such as lesson feedback forms or written reports. Analysis of these in conjunction with mentor meeting conversations would provide further understanding of how evaluative language functions as part of a trainees' development.

8.7 Impact on my professional practice

Working with both mentors and trainees on a daily basis means that my understanding of their relationship - which for the most part takes place outside of my day-to-day working environment – is vital for a coherent ITT programme. My motivation for undertaking this thesis topic was to gain a better understanding of this relationship, which can be constrained by so many contextual influences. It has influenced my own use of evaluative language and

use of the grading descriptors, which is now much more considered. It has also had impact on the content of the mentor training that I provide, as I draw directly on the findings from this study in training sessions and has been shared amongst colleagues within my own institution. Most significantly, perhaps, it has enabled me to conceptualise the role of the mentor in way that embodies the ethical and affective nature of teaching. Using Aristotle's (2014) terminology, mentors should be considered *phronimos*: practitioners of contextually-informed practical wisdom founded in a rational emotional life.

This research had enabled deep reflection on nature of mentorship and the complexity of the mentor-trainee relationship and the role that providers have through the evaluative language that they use in an era of performativity. It has thus been used to transform the formal (at a programme level) and informal (at an individual level) training that I provide to both mentors and trainees within the programmes that I work.

8.8 Final summary

I began this thesis with the recounting of a formative experience for me in ITT: the difficult conversation with Evie, whose lesson had not 'met' the Standards, and her subsequent tears. Her emotional reaction to this judgement and my own following upset highlighted the issues around evaluative language at such a formative stage in a teacher's development. If I were to have that conversation with Evie now, my use of evaluative language – regardless of the 'need' to provide a grade – would have been much more circumspect and it is likely that the outcome for Evie would have been more positive than it was.

This research demonstrates the complexity of mentor-trainee relationship, particularly during an era of performativity that is conducted through evaluative discourse. How ideology and performative measures interact with evaluative language needs to be openly discussed at the macro level of policy, the meso level of ITT providers and the micro level of mentor-trainee conversations. To return to Foucault (1984a, p. 343), 'my point is that not everything is bad, but that everything is dangerous': an unexamined discourse is potentially a dangerous one. I hope that, at the very least, this research will encourage those engaged in ITT to think about the evaluative language that they use with those at the very beginning of their teaching careers.

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Glossary of Terms

Affect – *feeling or emotion; when capitalised as AFFECT, indicates Martin and White's (2005) linguistic category of appraisal*

Appraisal framework – *a systematic approach to analysing language of evaluation*

Collocation – *words that appear together more frequently than through chance*

Concordance – *'locating every incidence of a target word in a text or collection of texts and printing it out together with the words occurring on either side' (Graddol et al., 1998, p. 110).*

Corpus (corpora = plural) – *a large body of text*

Corpus Analysis – *(usually computerised) analysis of large bodies of texts*

Critical Discourse Analysis – *'a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context.' (van Dijk, 2001, p. 352)*

Discourse Analysis – *analysis of language in use as part of social practice*

Discourse Community – *a group of people that share a common language (amongst other things)*

Episteme – *knowledge or understanding*

Evaluative language – *language that expresses an opinion, attitude or stance, broadly positive or negative, about experience or entities or propositions*

Lexis or lexicon – *a set of words in a language*

Neoliberalism – *a political perspective that conceives social policy in terms of economy and markets*

Nvivo – *a qualitative data analysis software programme*

Performativity – *'a key mechanism of neoliberal government that uses comparisons and judgements, and self-management, in place of interventions and direction.' (Ball, 2013, p. 137)*

Phronesis – *practical wisdom*

Praxis – *practice or doing*

Specialised corpus - ***'****a corpus of text of a particular type, such as newspaper editorials, geography textbooks, academic articles in a particular subject, lectures, casual conversations… etc. it aims to be representative of a give type of text. It is used to investigate a particular type of language' (Hunston, 2002, p. 14)*

Teach First – *a charity which recruits high-attaining graduates and trains them to work in schools in areas of high social deprivation*

Techne – *skills*

Thick and thin concepts – *thick evaluative concepts both evaluate and describe; thin concepts only evaluate*

Appendices

Appendix 1 Timeline of government policy documents in England 1992-2016, focusing on ITT

This is a select timeline, identifying documents pertaining to: Ofsted, teacher training and school standards.

Notes

- Ofsted established in 1992. Education Act does not contain any 'Ofsted language'
- A number of documents (reports and white papers) contain 'excellence' in their title (1997, 1999, 2003, 2016)
- The term 'special measures' is used for the first time in the Education and Inspections Act of 2006
- Significant increase in the use of 'outstanding' in government papers from 2009.
- 'Great'or 'greatness' occurs in the titles of documents in 2012, 2013


2009
•White Paper: 'Your Child, Your Schools, Our Future'
2010
•Children, Schools and Familes Act (based on 2009 White Paper)
•COALISION GOVERNMENT
•White Paper: 'The Importance of Training'
2011
•June - Discussion Document: 'Training our next generation of outstanding teachers'
•Revised Teachers' Standards published (in force in Sept 2012)
•Education Act
•Nov - Implementation plan: 'Training our next generation of outstanding teachers'
2012
•Education Select Committee Report: 'Great Teachers: attracting training and retaining the best'
2013
•Academies Commission Report: 'Unleashing Greatness: getting the best from an acadamised system'
•Ofsted: 'Framework for School Inspection'
•Ofsted: 'School Inspection Handbook'
•Ofsted: 'Subsiduary Guidance'
2014
•Labour party report: 'Review of educational structures'
2015
•CONSERVATIVE GOVERNMENT
•Select Committee Report: 'Academies and Free Schools'
•White Paper: 'Educational Excellence Everywhere'

Appendix 2 Timeline of data collection

Year	Month	Data collection activity
2015	June – August	Ethics forms submitted and agreed
	September	• Initial invitation to participate sent via email to Secondary trainees and their mentors
	October	• Second invitation to participate sent via email to Secondary trainees and their mentors
	November	• Participants identified (5x pairs of trainees and mentors) • Consent obtained from participants and their head teachers • **First Mentor Meetings** video recorded, followed by one-to-one **first phase interviews** with trainees and mentors
	December	• **First Mentor Meetings (cont.)** video recorded (transcribed with initial coding), followed by one-to-one **first phase interviews** with trainees and mentors (cont.)
2016	January	No data collected
	February	No data collected
	March	• **Second Mentor Meetings** video recorded (transcribed with initial coding), followed by one-to-one **second phase interviews** with trainees and mentors
	April	• **Second Mentor Meetings (cont.)** video recorded (transcribed with initial coding) followed by one-to-one **second phase interviews** with trainees and mentors (cont.)
	May	• **Third (final) Mentor Meetings** video recorded (transcribed with initial coding) followed by one-to-one **third phase interviews** with trainees and mentors
	June	• **Third (final) Mentor Meetings (cont.)** video recorded (transcribed with initial coding) followed by one-to-one **third phase interviews** with trainees and mentors (cont.)

Appendix 3 Corpus 1 Government policy documents

No.	Document	Producer	Year
1	Education and Inspections Act	English parliament	2006
2	Education Act	English parliament	2011
3	Teachers' Standards	Department for Education	2011
4	ITT Criteria and supplementary advice	DfE	2011
5	Training our next generation of outstanding teachers: an improvement strategy for discussion	DfE	June 2011
6	Training our next generation of outstanding teachers: implementation plan	DfE	Nov 2011
7	Assessment of international teacher training systems: equivalence for England	UK NARIC for DfE	2012
8	Teaching Agency Framework document	DfE	2012
9	Teacher Voice Survey on the Teachers' Standards	NFER/DfE	2013
10	Effective Improvement in ITT	NCTL	2013
11	ITT performance profiles for 2011-12	DfE	2013
12	ITT performance management information for 2011-12	DfE	2013
13	Teachers' Standards Guidance	DfE	2013
14	ITT Census for 2013-14	DfE	2013
15	Annual Report 2012-13 Schools	Ofsted	2013
16	Annual Report HMCI Commentary 2012-13	Ofsted	2013
17	Teachers' Standards – How should they be used?	DfE	2014
18	Teacher Voice Omnibus (including ITT)	NFER/DfE	2014
19	ITT Performance Profiles management information 2012-13	DfE	2014
20	ITT performance profiles management information 2013-14	DfE	2014
21	Why do Ofsted inspectors observe individual lessons and how do they evaluate teaching in schools?	Ofsted	2014
22	Teaching Schools Evaluation (research report)	NCTL	2014
23	Good practice guide: Alban Federation	Ofsted	2014
24	Good practice guide: East London Consortium, University of Cumbria	Ofsted	2014
25	Good practice guide: Stockton on Tees Teacher Training Partnership	Ofsted	2014
26	Good practice guide: Two Mile Ash ITT Partnership	Ofsted	2014
27	Good practice guide: University of Birmingham (Primary)	Ofsted	2014
28	Good practice guide: University of Birmingham (Secondary)	Ofsted	2014
29	Good practice guide: University of Durham	Ofsted	2014

30	Good practice guide: Wakefield Regional Partnership for ITT	Ofsted	2014
31	Annual Report 2013-14 Schools	Ofsted	2014
32	Great Teachers: attracting, training and retaining the best	Education Committee report for the House of Commons	2015
33	The Carter Review of ITT	Independent Review for DfE	2015
34	ITT census for 2014-15	DfE	2015
35	Leadership of great pedagogy in teaching school alliances: research case studies	NCTL	2015
36	NCTL Framework	NCTL	2015
37	Teaching schools: the school perspective	NCTL	2015
38	Good practice guide: Canterbury Christchurch	Ofsted	2015
39	Good practice guide: Durham SCITT	Ofsted	2015
40	Good practice guide: Surrey South Farnham SCITT	Ofsted	2015
41	Good practice guide: UCL Institute of Education	Ofsted	2015
42	ITE Inspection Report: Brunel University	Ofsted	2015-16
43	ITE Inspection Report: Cornwall SCITT	Ofsted	2015-16
44	ITE Inspection Report: King's College, University of London	Ofsted	2015-16
45	ITE Inspection Report: Kingsbridge SCITT	Ofsted	2015-16
46	ITE Inspection Report: Pimlico SCITT	Ofsted	2015-16
47	ITE Inspection Report: Teach First North East	Ofsted	2015-16
48	ITE Inspection Report: Basingstoke Alliance SCITT	Ofsted	2015-16
49	ITE Inspection Report: Goldsmith's, University of London	Ofsted	2015-16
50	ITE Inspection Report: Kingston University	Ofsted	2015-16
51	ITE Inspection Report: Kirklees and Calderdale SCITT	Ofsted	2015-16
52	ITE Inspection Report: Middlesex University	Ofsted	2015-16
53	ITE Inspection Report: Solent SCITT	Ofsted	2015-16
54	ITE Inspection Report: Teach First South East	Ofsted	2015-16
55	ITE Inspection Report: Three Counties SCITT	Ofsted	2015-16
56	ITE Inspection Report: Titan ITE Partnership	Ofsted	2015-16
57	ITE Inspection Report: University of Central Lancashire	Ofsted	2015-16
58	ITE Inspection Report: University of Derby	Ofsted	2015-16
59	ITE Inspection Report: University of Reading	Ofsted	2015-16
60	ITE Inspection Report: Teach East SCITT	Ofsted	2015-16
61	ITE Inspection Report: University of Sunderland	Ofsted	2015-16
62	ITE Inspection Report: University of Bedfordshire (Primary)	Ofsted	2015-16
63	Educational Excellence Everywhere	White Paper for DfE	March 2016
64	ITT performance profiles for 2014-15	DfE	2016
65	A Framework of Core Content for ITT	Expert group report for DfE	2016

66	Government response to the reports on ITT (letter)	Nicky Morgan, DfE	2016
67	ITT census for 2015-16	DfE	2016
68	ITT Briefing Paper	House of Commons Briefing Paper	2016
69	Mentor Standards	Teacher Schools Council for DfE	2016
70	NCTL Annual Reports and Accounts	NCTL	2016
71	ITT education inspection outcomes	Ofsted	2016

Producer	**Number of documents included in the corpus**
Ofsted	38
DfE (inc. SSfEd N Morgan's letter)	16
NCTL	6
English parliament	2
NFER for DfE	2
Expert group for DfE	1
House of Commons Briefing Paper	1
Independent Review for DfE	1
Teacher Schools Council for DfE	1
UK NARIC for DfE	1
White Paper for DfE	1
TOTAL	**71**

Appendix 4 Corpus 2 ITT providers' documents

No.	Document	Producer	Year
1	DfES Consultation: *ITT Requirements* UCET Response	**UCET**	**2006**
2	DfES Consultation: *THE REVIEW OF PROFESSIONAL STANDARDS IN TEACHING* *UCET Response*	**UCET**	**2006**
3	TDA Consultation: Draft Standards for Classroom Teachers *UCET RESPONSE*	**UCET**	**2006**
4	TDA Consultation: *Graduate Teacher Programme (GTP)* UCET Response	**UCET**	**2007**
5	TDA Consultation: *ITT Requirements* UCET Response	**UCET**	**2007**
6	OfSTED Consultation: OfSTED Strategic Plan 2007-2010 UCET Response	**UCET**	**2007**
7	INSPECTION OF INITIAL TEACHER EDUCATION 2008-11 UCET Response to OFSTED Consultation Paper	**UCET**	**2008**
8	21ST CENTURY SCHOOLS: A WORLD-CLASS EDUCATION FOR EVERY CHILD UCET response to DCSF consultation	**UCET**	**2009**
9	Select Committee inquiry into teacher training UCET evidence	**UCET**	**2009**
10	Skills commission inquiry into teacher training in vocational education	**UCET**	**2009**
11	UCET response to Education White Paper	**UCET**	**2010**
12	UCET gives broad welcome to Select Committee recommendations on the training of teachers	**UCET**	**2010**
13	UCET welcomes reforms to teacher training but warns that increased barriers to entry could cause supply issues	**UCET**	**2011**
14	UCET formal response to the consultation on Master Teachers' Standards	**UCET**	**2011**
15	A good education for all	**UCET**	**2012**

	UCET response to OFSTED's proposed further changes to the ITE inspection framework		
16	Grading Criteria document	**UCET & NASBTT**	**2012**
17	Working with the Teachers' Standards in ITE	**NASBTT, UCET & HEA**	**2012**
18	THE IMPACT OF INITIAL TEACHER TRAINING REFORMS ON ENGLISH HIGHER EDUCATION INSTITUTIONS	**Universities UK**	**2014**
19	Accurate Assessment of Trainees	**NASBTT**	**2014**
20	Key factors of outstanding partnership	**NASBTT**	**2014**
21	NASBTT Members' PGCE comments	**NASBTT**	**2014**
22	UCET response to Trailblazer Standards	**UCET**	**2015**
23	A world-class teaching profession Consultation response	**UCET**	**2015**
24	TRAILBLAZER INITIATIVE IN EDUCATION AND TRAINING *UCET response to consultation*	**UCET**	**2015**
25	UCET response to A standard for teachers' professional development	**UCET**	**2015**
26	Leicester SCITT ITT Handbook	**Leicester SCITT**	**2015**
27	Middlesex University Secondary PGCE Programme Handbook	**Middlesex University**	**2015**
28	Training and Assessment Toolkit	**NASBTT**	**2015**
29	University of Reading Secondary ITT Manual of Guidance	**University of Reading**	**2015**
30	Initial UCET thoughts on the White Paper Educational Excellence Everywhere	**UCET**	**2016**
31	Summary of UCET response to relevant sections of Schools that Work consultation	**UCET**	**2016**
32	Buile Hill SCITT ITT Handbook	**Buile Hill SCITT**	**2016**
33	George Abbott SCITT ITT Handbook	**George Abbott SCITT**	**2016**
34	Liverpool North West Consortium SCITT Trainee Tracking Document	**Liverpool NWC**	**2016**
35	University of York PGCE Mentors' Handbook	**University of York**	**2016**
36	The HEI sector in England and the implications of the current and emerging landscape for teacher education	**UCET**	**2017**

Number of documents per producer

Producer	**Number of documents included in the corpus**
SCITT providers	3
University providers	4
NASBTT	4
NASBTT, UCET & HEA	1
UCET	22
UCET & NASBTT	1
Universities UK	1
TOTAL	36

Appendix 5 List of Critical Discourse Analysis questions

Adapted from Fairclough (2015)

A. Vocabulary

1. What *experiential* values do words have?
    a. What classification schemes are drawn upon?
    b. Are there words which are ideologically contested?
    c. Is there *rewording* or *overwording?*
    d. What ideologically significant meaning relations (*synonymy, hyponymy, antonymy*) are there between words?
2. What *realtional* values do words have?
    a. Are there euphemistic expressions?
    b. Are there markedly formal or informal words?
3. What *expressive* values do words have?
4. What metaphors are used?

B. Grammar

5. What experiential values do grammatical features have?
    a. What types of *proess* and *paticipant* predominate?
    b. Is agency unclear?
    c. Are processes what they seem?
    d. Are *nominalizations* used?
    e. Are sentenes active or passive?
    f. Are sentences positive or negative?
6. What relational values do grammatic features have?
    a. What *modes* (*declarative, grammatical question, imperative*) are used?
    b. Are there important features of *relational modality*?
    c. Are the pronouns *we* and *you* used, and if so, how?
7. What expressive values do grammatical features have?
    a. Are there important features of *expressive modality*?
8. How are (simple) sentences linked together?
    a. What logical connectors are used?
    b. Are complex sentenes characterized by *coordination* or *subordination*?
    c. What means are used for referring inside and outside the text?

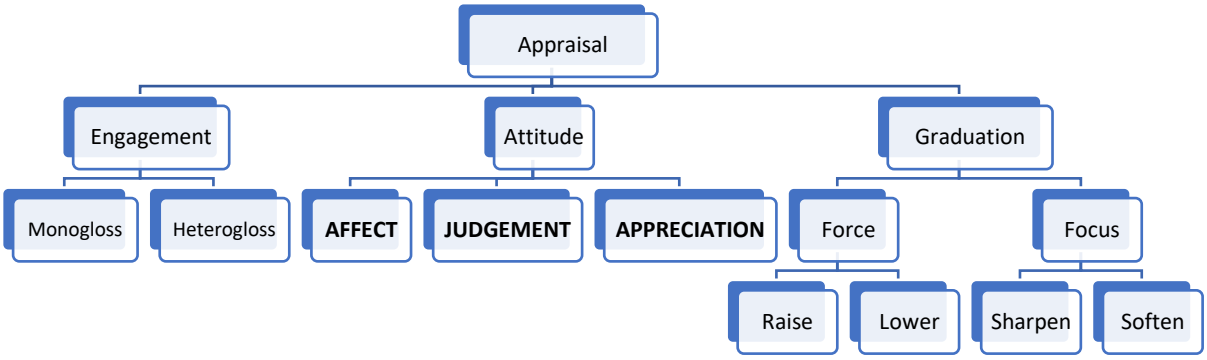
C. Textual structures

9. What interactional conventions are used?
    a. Are there ways in which one participant controls the turns of others?

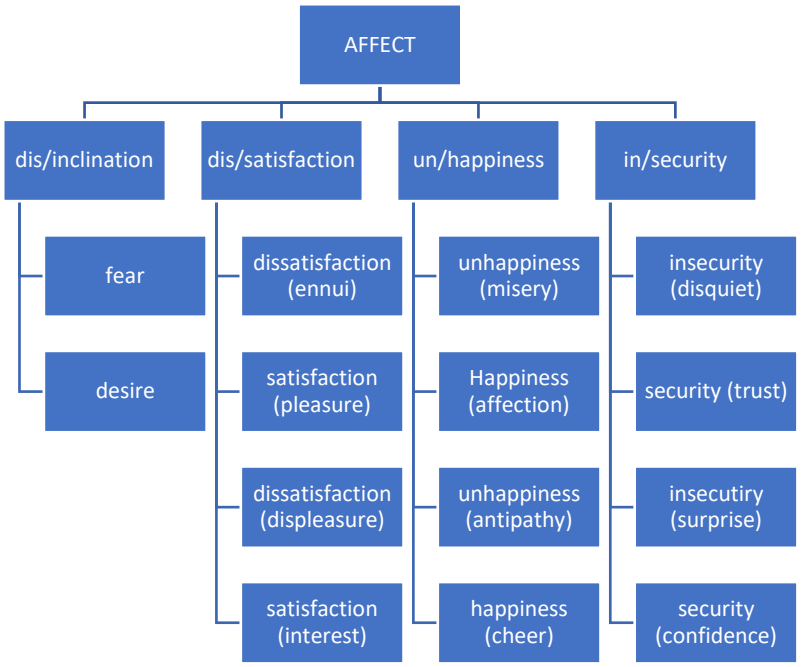
What larger-scale structures does the text have? (N. Fairclough, 2015, pp. 129-130)

Appendix 6 Breakdown of the appraisal framework

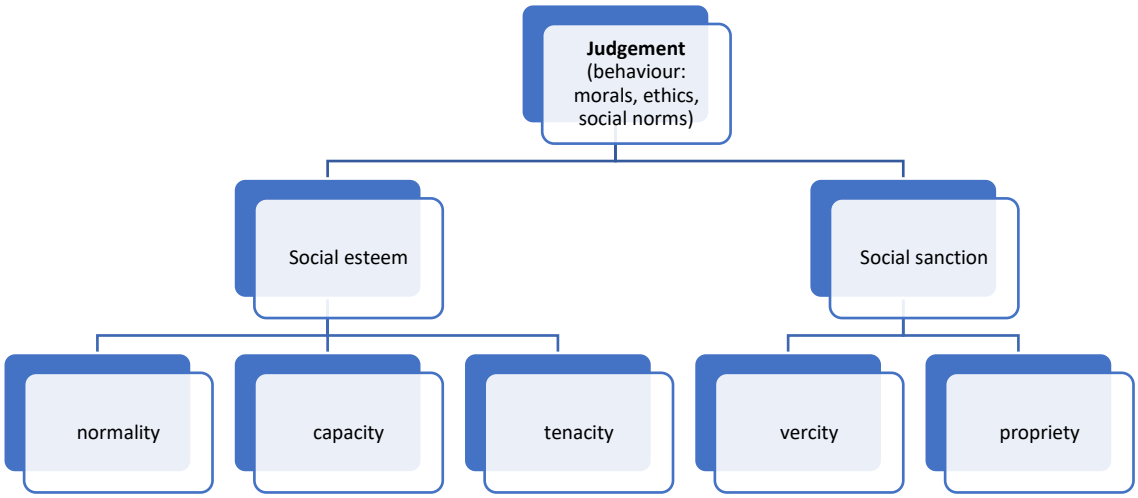
Adapted from Martin and White (2005, p. 38)



AFFECT is can be a 'quality', 'process' or comment, and is sub-divided into the following (Martin & White, 2005, pp. 48-51):



Breakdown of JUDGEMENT, adapted from Martin & White (2005, p. 53):



Whilst it is not their intention to create a taxonomy of words, which would counter the emphasis of language in use, that could fall into these categories, they do provide a sample for JUDGEMENT (p53):

SOCIAL ESTEEM	**Positive (admire)**	**Negative (criticise)**
Normality 'how special?'	*Lucky, fortunate, charmed…;* *Normal, natural, familiar…;* *Cool, stable, predictable…;* *In, fashionable, avant garde…;* *Celebrated, unsung…*	*Unlucky, hapless, star-crossed…;* *Odd, peculiar, eccentric…;* *Erratic, unpredictable…;* *Dated, daggy, retrograde…;* *Obscure, also-ran…*
Capacity 'how capable?'	*Powerful, vigorous, robust…;* *Sound, healthy, fit…;* *Adult, mature, experienced…;* *Witty, humorous, droll…;* *Insightful, clever, gifted…;* *Balanced, together, sane…;* *Sensible, expert, shrewd…;* *Literate, educated, learned…;* *Competent, accomplished…;* *Successful, productive…*	*Mild, weak, whimpy…;* *Unsound, sick, crippled…;* *Immature, childish, helpless…;* *Dull, dreary, grave…;* *Slow, stupid, thick…;* *Flaky, neurotic, insane…;* *Naïve, inexpert, foolish…;* *Illiterate, uneducated, ignorant…;* *Incompetent; unaccomplished…;* *Unsuccessful, unproductive…*
Tenacity (how dependable?)	*Plucky, brave, heroic…;* *Cautious, wary, patient…;* *Careful, thorough, meticulous…;* *Tireless, persevering, resolute…;* *Reliable, dependable…;* *Faithful, loyal, constant…;* *Flexible, adaptable, accommodating…*	*Timid, cowardly, gutless…;* *Rash, impatient, impetuous…;* *Hasty, capricious, reckless…;* *Weak, distracted, despondent…;* *Unreliable, undependable…;* *Unfaithful, disloyal, inconstant…;* *Stubborn, obstinate, wilful…*
SOCIAL SANCTION 'moral'	**Positive (praise)**	**Negative (condemn)**
Veracity (truth) 'how honest?'	*Truthful, honest, credible…;* *Frank, candid, direct…;* *Discrete, tactful…*	*Dishonest, deceitful, lying…;* *Deceptive, manipulative, devious…;* *Blunt, blabbermouth…*
Propriety (ethics) 'how far beyond reproach?'	*Good, moral, ethical…;* *Law abiding, fair, just…;* *Sensitive, kind, caring…;* *Unassuming, modest, humble…;* *Polite, respectful, reverent…;* *Altruistic, generous, charitable…*	*Bad, immoral, eval…;* *Corrupt, unfair, unjust…;* *Insensitive, mean, cruel…;* *Vain, snobby, arrogant…;* *Rude, discourteous, irreverent…;* *Selfish, greedy, avaricious…*

Evaluative judgements focus on the 'doer', in this case, the trainee and of use is the category of 'capacity' i.e. how well (or poorly) a trainee might do something. The assessment of competence – is oriented towards the appraised, rather than the appraiser, which is 'shaped by the particular cultural and ideological situation in which it operates' (White, 2001, p. 1) – part of a 'discourse community' (Swales, 1988).

APPRECIATION is linked to performance – the focus is on the item or person evaluated. Martin and White further divide APPRECIATION into types:

- *Reaction (impact)*
- *Reaction (quality)*
- *Composition (balance)*
- *Composition (complexity)*
- *Valuation*

Here are examples of positive and negative words for each of these categories listed by (Martin & White, 2005, p. 56):

	Positive	**Negative**
Reaction Impact: 'did it grab me?'	*Arresting, captivating, engaging...;* *Fascinating, exciting, moving…;* *Lively, dramatic, intense…;* *Remarkable, notable, sensational…*	*dull, boring, tedious…;* *dry, ascetic, uninviting…;* *flat, predictable, monotonous…;* *unremarkable, pedestrian…*
Reaction Quality: 'did I like it?'	*Okay, fine, good…;* *Lovely, beautiful, splendid…;* *Appealing, enchanting, welcome…*	*Bad, yuk, nasty…;* *Plain, ugly, grotesque…;* *Repulsive, revolting, off-putting…*
Composition Balance: 'did it hang together?'	*Balanced, harmonious, unified, symmetrical, proportioned…;* *Consistent, considered, logical…;* *Shapely, curvaceous, willowy…*	*Unbalanced, discordant, irregular, uneven, flawed…;* *Contradictory, disorganised…;* *Shapeless, amorphous, distorted…*
Valuation 'Was it worthwhile?'	*Penetrating, profound, deep…;* *Innovative, original, creative…;* *Timely, long-awaited, landmark…;* *Inimitable, exceptional, unique…;* *Authentic, real, genuine…;* *Valuable, priceless, worthwhile…;* *Appropriate, helpful, effective…*	*Shallow, reductive, insignificant…;* *Derivative, conventional, prosaic…;* *Dated, overdue, untimely…;* *Dime-a-dozen, everyday, common;* *Fake, bogus, glitzy…;* *Worthless, shoddy, pricey…;* *Ineffective, useless, write-off…*

Appendix 7 Principles of mentoring

From guidance provided by the University of Reading (2016)

Principles of Mentoring

At the University of Reading, we work in partnership with schools who take an active role in initial teacher education. Mentoring is about the professional development of both mentor and the RPT (Reading Partnership Teacher). Mentors are central in having oversight of the RPTs' training programme, sharing and understanding of effective teaching and supporting the learning journey.

In practice, effective mentors…

- Articulate good practice
- Ask productive questions
- Draw on evidence-based research
- Are willing to collaborate with RPT in planning, teaching and reflection
- Build robust and mutually respective professional relationships
- Construct opportunities for RPTs to extend their understanding
- Set and agree effective and appropriately challenging targets
- Give RPTs time to be creative, take risks and experiment
- Encourage RPTs to recognise the positives
- Reflect with RPTs on their progress and discuss next steps

Mentor qualities

- Empathy
- Open mindedness
- Ability to listen 'between the lines'

Practicalities of mentoring

- Regular mentor activities will include:
- Observing lessons and completing feedback forms
- Providing weekly reflections on progress
- Monitoring and supporting colleagues who contribute to the RPT's training
- Writing reports
- Completing support forms as required
- Supporting and facilitating tasks and assignments
- Liaising closely with university tutors

Appendix 8 Feedback guidance

Guidelines for giving feedback (REVIEW model)

The Review Process

A tool to help structure feedback conversations with your Reading Partnership Teacher.

Stages		Comments	Sample Statements/Questions
R	Reassure and Re-integrate	*Reassure without letting RPT know your thoughts; even if they know you thought some teaching was effective they still have to work out what!*	Thank you. There was some really effective work there…
E	Establish focus on objectives	*Personal goals may be relevant at the start of the programme; as teacher grows, focus must fall on pupil learning*	What did you want to achieve yourself? What was your personal goal? What did you want the group to learn?
V	Visit through questions	*Get RPT to think about importance of lesson plan to success or otherwise of lesson* *Link questions to specific Q Standards, particularly those that were a focus of the lesson and part of the RPT's targets* *OR depending on the RPT a much more open ended approach can be used and they can set the agenda* *Note strength of answers - assessment*	In trying to achieve your outcomes how helpful was your lesson plan? What went well with regard to……..? What else went well? What about…… how did that go? If you had the opportunity to do it again, what would you do differently? What didn't go to plan? What were you less happy about?
I	Input – your own contribution	If the RPT has run out of ideas (frustrated at questioning) move to more direct 'leading' (telling)	Questioning What about …..? What else ……? How else ……? How could that have been achieved?
E	Emphasise and summarise key points raised		Lots of useful points there – Let me try to summarise them for you…… (briefly pick out the key issues)
W	"What have you learnt?" "What will you now do?"		Ask the RPT the questions and try to nail precisely what they will do with what they have learnt to take them forward in the next lesson.

Source: England RFU coaching, with additional material from University of Reading

Appendix 9 Example extract of a transcribed mentor meeting

From Fearndean School – Mentor Meeting 1

C = Charlotte (trainee)

E = Eleanor (mentor)

C: yes

E: in that case good

C: and also I was reading that behavior book that I borrowed from Sue and that had a lot of about *how* to talk to students individually the kind of question you should be asking the kind of attitude you should have how you can kind of make them think about the

E: so what did it say

C: a lot of it's to do with drawing up it's almost drawing up a kind of contract where you have something that you want that they agree to and they can see why they should be doing this so there's kind of their consent to rather than I say this and then you do it and making them see the benefit of acting the way you want to act

E: mm good cool well done where do I sign is that it ?

C: yeah

E: that's it. Ok cool right well talk me through your week a little bit and I've not seen you cos I've not been here you've been teaching a lot of lessons

C: you've done a lot

E: by your self

C: mmhmm yeah em which hasn't made a lot of difference really um I haven't felt less confident or anything um

E: I wouldn't expect you to feel less confident, if anything more

C: I think it's been about the same really um it's certainly given me a different attitude to timing because now I look at my timing and rather than thinking that's what I'd said I'd do on the lesson plan this is how much time we've got left what are the things I still really want to achieve this lesson if I have to cut something off

E: mm

Appendix 10 List of evaluative terms used in second round of interviews

- Effectiveness
- Progress
- Development
- Improvement
- Impact
- Professional
- Fantastic
- Brilliant
- Good
- Satisfactory
- Requires improvement
- Great
- Outstanding

Appendix 11 Mentor meeting recordings and interview schedule

Trainee	Subject	Mentor	School	Mentor meeting recording			Trainee interview			Mentor interview		
				1	2	3	1	2	3	1	2	3
Saffron	Sci	Maria	Oakbank School (Sch A)	13.11.15 9.30am	18.3.16 9.30am	13.5.16 9am	18.11.15 8am	13.4.16 8m	14.6.16 4.30pm	19.11.15 3pm	11.4.16 4.30pm	17.6.17 9.30am
Liz	English	Mary	Pinetree Grammar (Sch B)	4.12.15 2pm	18.3.15 2pm	20.5.16 2pm	8.12.15 1pm	24.3.16 1pm	17.6.16 11.30am	15.12.15 9am	21.4.16 9am	22.6.16 9am
Charlotte	MFL	Eleanor	Fearndean Comprehensive (Sch C)	3.12.15 2.15-3.05pm	14.4.16 2.15pm	12.5.16 2.15pm	7.12.15 4.45pm	18.4.16 3.30pm	22.6.16 4.30pm	11.12.15 2.15pm	19.4.16 11.50am	10.6.16 1.30pm
Dan	English	Bea	Redwood Academy (Sch D)	2.12.15 11.30am	21.3.16 12.30pm	25.5.16 11.30am	8.12.15 9am	22.4.16 1.30pm	10.6.16 10am	9.12.16 4pm	14.4.16 8am	17.6.16 3pm
Lucas	Music	Tess	Sycamore Secondary (Sch E)	Friday 27.11.15 2.20pm	18.4.16 9am	13.5.16 2.20pm	8.12.15 12.30pm	27.4.16 2.10pm	21.6.16 11.30am	16.12.15 9am	27.4.16 12.30pm	21.6.16 12.30pm

Appendix 12 Interview questions

Interview questions following first mentor meeting:

Mentor questions	Trainee questions
1. Please could you give me some biographical data – your subject specialism, your responsibilities within school, duration of service, experience and training as a mentor. 2. What is your understanding of your role as a mentor? What do you think are the most important aspects of your role? 3. What do you think makes effective teaching? How do you communicate this to your trainee? 4. When you are assessing your trainee (against the Teachers' Standards), what do you take into account? 5. What is your understanding of the differences between the grading of weak, emerging, developing, secure and excellent in terms of your trainee's teaching progress? What do you understand by the Ofsted grading of 'outstanding, good, RI and inadequate' in terms of teaching in general? 6. What do you think of the removal of grading of individual lessons? 7. What is your understanding of the phrase 'evaluative language'? How do you think evaluative language might affect the progress/development of a trainee teacher? 8. In the mentor meeting the phrase '_____' was used. What is your understanding of what this means? 9. What reaction to the phrase '_____' did you think your trainee had? Why was this, do you think? 10. *How* do you give feedback? Do you consciously structure how you feedback to your trainee? What is this dependent on? Do you consciously use specific language when giving feedback? What about tone etc.?	1. Please could you give me some biographical data – your subject specialism, your experience/background before the ITT course, experience that you've already had in a school setting and guidance you've regarding Mentor Meetings and receiving feedback prior to starting your school placement. 2. What is your understanding of the mentor role? What do you think are the most important aspects of a mentor in enabling a trainee's development? 3. What do you think makes effective teaching? How do you know? 4. When you have been assessed (against the Teachers' Standards), what do you think your mentor takes into account? When you are completing your weekly reflections, what do you consider when thinking about your own progress? 5. What is your understanding of the differences between the grading of weak, emerging, developing, secure and excellent in terms of your teaching progress? What do you understand by the Ofsted grading of 'outstanding, good, RI and inadequate' in terms of teaching in general? 6. When you are observed and receive feedback, what do you pay most attention to and why? 7. What kinds of feedback have you had of lessons that you've taught? How has feedback been given (wording/phrasing)? How have you reacted to feedback that you've received? What makes feedback effective, do you think? 8. What is your understanding of the phrase 'evaluative language'? How do you think evaluative language might affect the progress/development of a trainee teacher? 9. In the mentor meeting the phrase '_____' was used. What is your understanding of what this means? 10. What reaction to the phrase '_____' did you have? Why was this, do you think? 11. Does the structure and wording of the feedback that you receive from your mentor affect you? How does it affect you?

11. Is it helpful to use Ofsted's four-graded system in the training of teachers? 12. What is the function of the Mentor Meeting, in your opinion? 13. How have your trainees reacted to feedback you've provided in the past (positive or negative)? Why do you think they reacted in this way? 14. How have you felt about receiving feedback on your own teaching (either when you were training or as part of performance management)? Do you remember any language that particularly stayed with you (either positively or negatively)? 15. How do you use evaluative language when completing documentation as part of the ITT course?	12. Is it helpful to use a four-graded system in the training of teachers? 13. What is the function of the Mentor Meeting, in your opinion? 14. How have you felt about receiving feedback on your teaching so far? Do you remember any language that particularly stayed with you (either positively or negatively)? 15. How do you use evaluative language when completing documentation as part of the ITT course?

Interview questions following second mentor meeting:

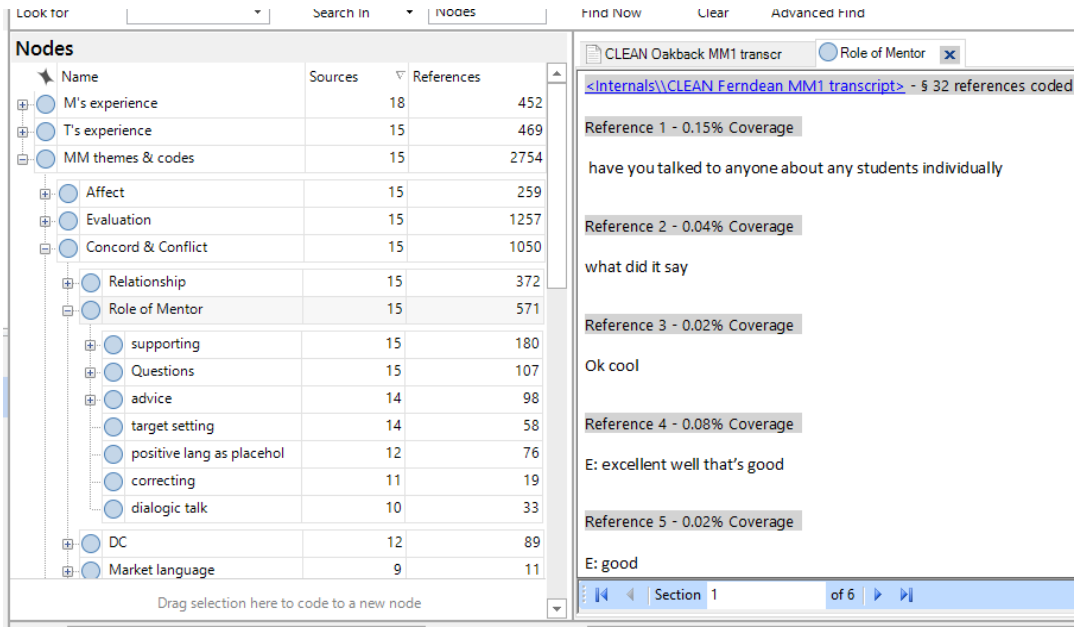
Mentor questions	Trainee questions
1. What do you understand by… Range of evaluative terms Ofsted evaluative terms	1. What do you understand by… Range of evaluative terms Ofsted evaluative terms
2. What do you think is the impact of… Range of evaluative terms Ofsted evaluative terms • On your trainee • On you (as the mentor) when in receipt of feedback? • For the Discourse Community as a whole?	2. What do you think is the impact of… Range of evaluative terms Ofsted evaluative terms • On you • For the Discourse Community as a whole?
3. [Extracts from mentor meeting] What does this mean in this context? What did you intend it to mean/what impact did you intend it to have on the trainee? What impact did you think it had?	3. [Extracts from mentor meeting] What does this mean in this context? What do you think your mentor intended it to mean/what impact do you think your mentor intended it to have on the you? What impact did it have on you?
4. How do you use praise in your conversations with your trainee? How do you see this as being linked to motivation/self-efficacy?	4. How does your mentor use praise in conversations with you? How do you think this might be linked to motivation/self-efficacy?
5. Are you aware of the proposed government changes to education (Excellent Education Everywhere – White Paper March 16)? What do you make of them?	5. Are you aware of the proposed government changes to education (Excellent Education Everywhere – White Paper March 16)? What do you make of them?
6. Seems to be a shift in vocabulary – 100 references to ‘great’. What does this mean to you? Do you see it as different to vocabulary associated with Ofsted?	6. Seems to be a shift in vocabulary – 100 references to ‘great’. What does this mean to you? Do you see it as different to vocabulary associated with Ofsted?
7. Do you think your conception of what a ‘good’ trainee is will change if the criteria for qualifying is ‘strengthened’?	7. Do you think your conception of what a ‘good’ trainee is will change if the criteria for qualifying is ‘strengthened’? What implications

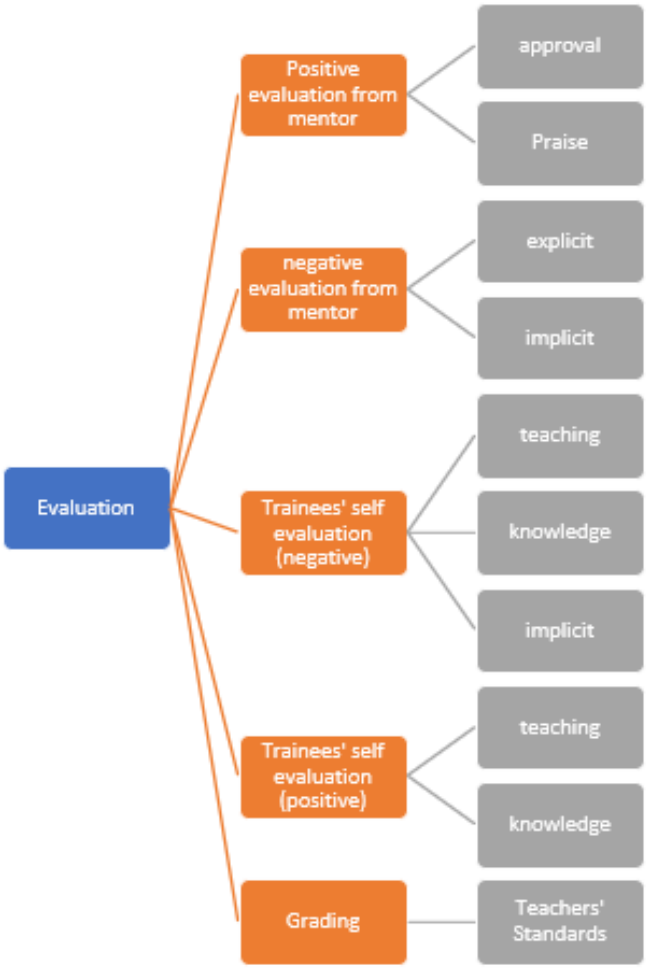
8. Do you think that there is a Discourse Community in education? What do you think are the indicators of this? 9. If you had to identify shared values/beliefs that would connect educators as part of this Discourse Community, what would these be? Do you think your trainee holds these values/beliefs? 10. Are there particular words or phrases that typify the Discourse Community that you can think of?	do you think it will have for the next generation of trainee teachers? 8. Do you think that there is a Discourse Community in education? What do you think are the indicators of this? 9. If you had to identify shared values/beliefs that would connect educators as part of this Discourse Community, what would these be? How have you come to understand what these beliefs/values are? Has this changed over the course? 10. Are there particular words or phrases that typify the Discourse Community that you can think of?

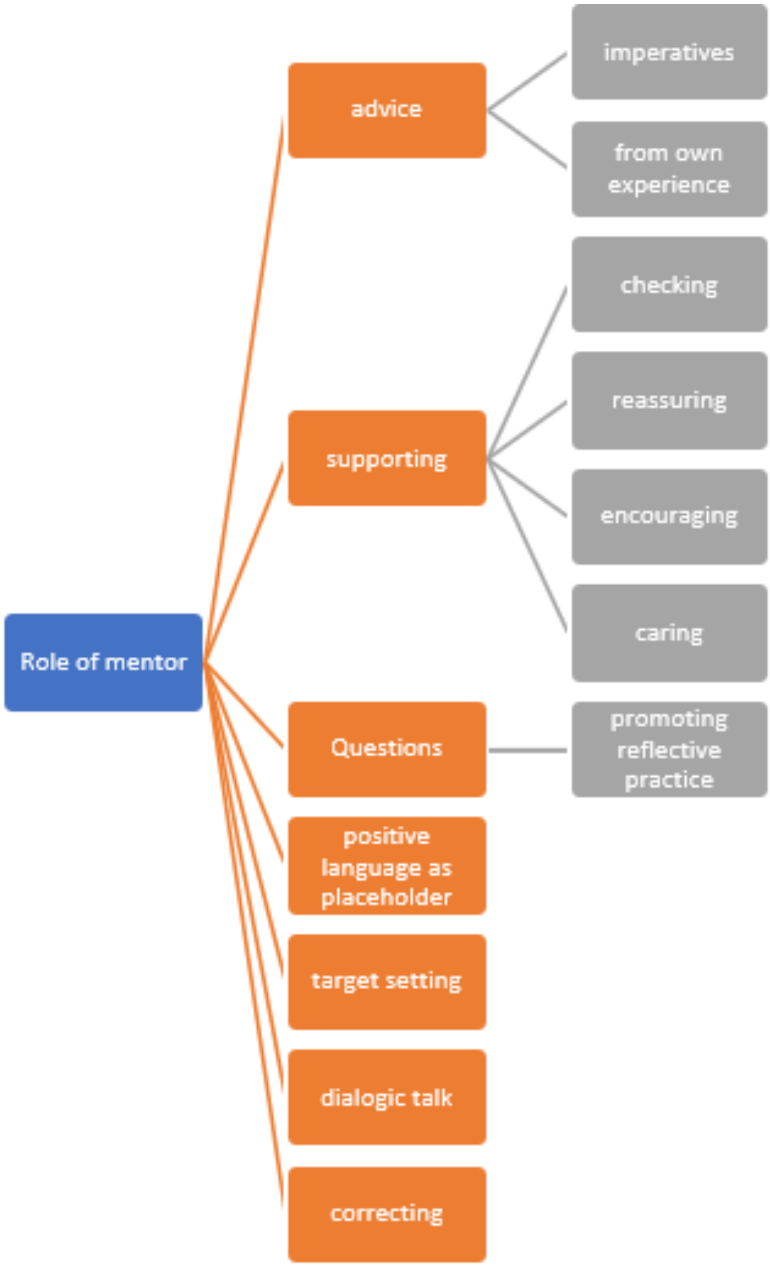
Interview questions following third mentor meeting:

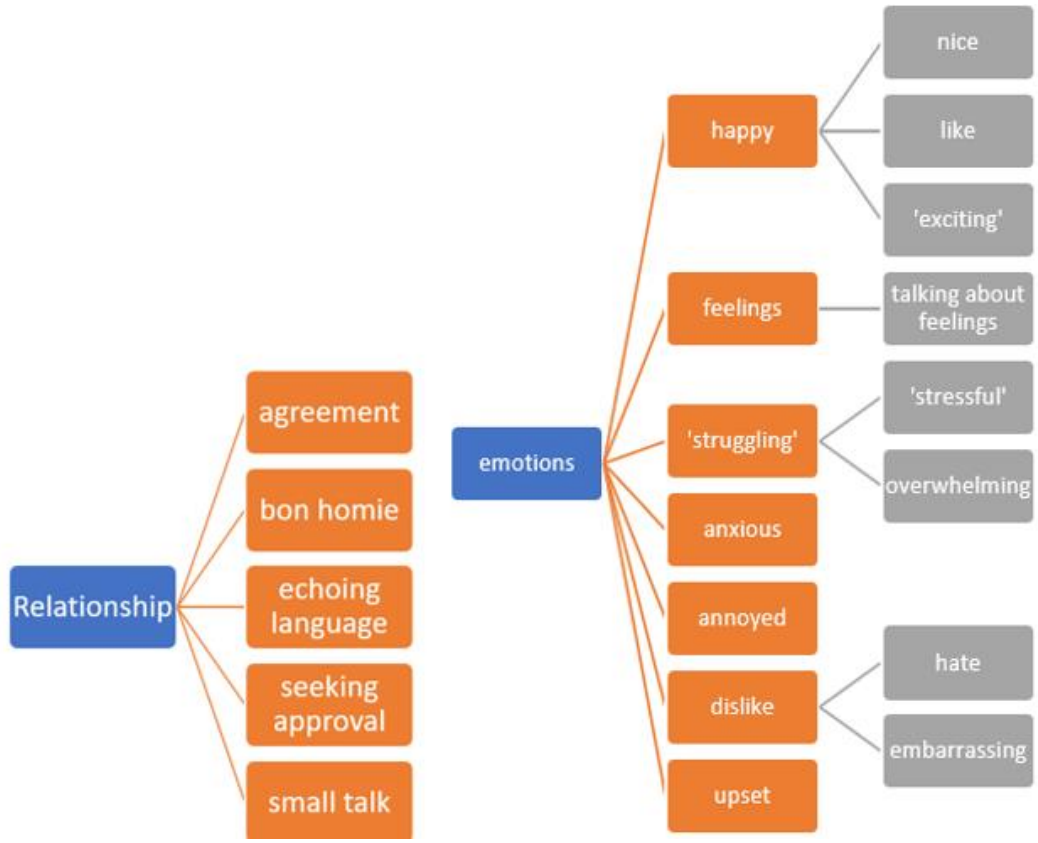
Mentor questions	Trainee questions
[Show clip 7:23-8:30 from MM3] Can you talk me through the **body language** of this clip? How does it impact on the language used and how it might be interpreted? What was your intension? 2.FOCUS ON **LANGUAGE** especially use of metaphor. **Journey**: 'think about having a very clear vision of each of your classes' [supported by BL. Show clip 10:06-10:47] 4. **Power relations**: how does the power dynamic work in your relationship with your trainee? Has it changed over time? Do you feel that you 'steer' the conversations you have with your trainee? 5. **Artefacts** and **documents** are important in education; do you think they can become a focal point in your conversations? How do they structure them? Do they get in the way or are they unnecessary? [E.g. looking at Poetry Anthology] 6. How do you go about giving **feedback**? (The 'bullshit sandwich'). Has the way you've given feedback to your trainee changed over the course of the year? How? 7. How would you describe yourself as a teacher? 8. How would you describe yourself as a mentor? 9. How would you describe your trainee? 10. What is your opinion about your trainee's final grade? 11. How would you characterise your relationship with your trainee? 12. How has taking part in this research project affected you and your professional role?	1. [Show clip 7:23-8:30 from MM3] Can you talk me through the **body language** of this clip? How does it impact on the language used and how it might be interpreted? What was the impact on you? How did you feel? 2. FOCUS ON **LANGUAGE** especially use of metaphor. **Journey**: 'think about having a very clear vision of each of your classes' [supported by BL. Show clip 10:06-10:47] 3. **Power relations**: how does the power dynamic work in your relationship with your mentor? Has it changed over time? Who do you feel controls the conversations you have with your mentor? 4. **Artefacts** and **documents** are important in education; do you think they can become a focal point in your conversations? How do they structure them? Do they get in the way or are they unnecessary? [E.g. looking at Poetry Anthology] 5. How do you receive **feedback**? (The 'bullshit sandwich'). Has the way you've received feedback from your mentor changed over the course of the year? How? 6. How would you describe yourself as a trainee/teacher? Has this changed over the course of the year? 7. How would you describe your mentor? 8. What is your opinion about your final grade? How do you feel about it? 9. How would you characterise your relationship with your mentor? 10. How has taking part in this research project affected you?

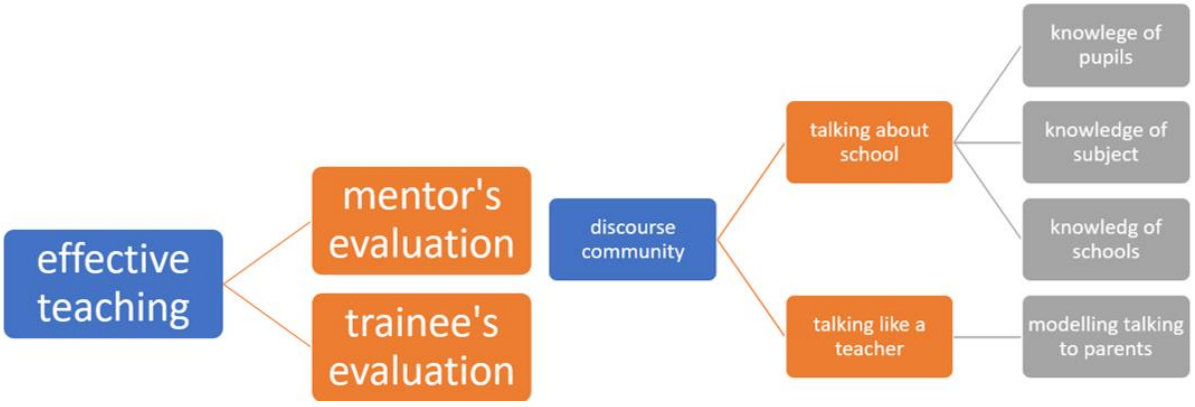
Appendix 13 Example of transcript with descriptive coding and first cycle of coding of mentor meetings





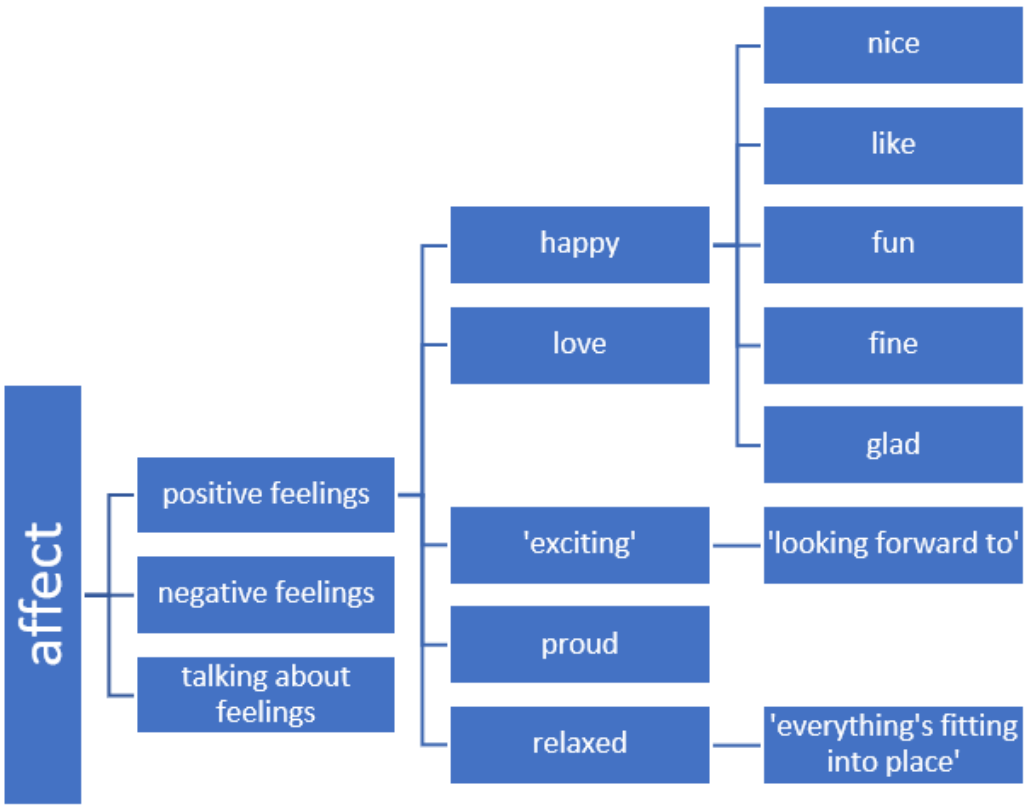

Role of mentor
advice
imperatives
from own experience
supporting
checking
reassuring
encouraging
caring
Questions
promoting reflective practice
positive language as placeholder
target setting
dialogic talk
correcting



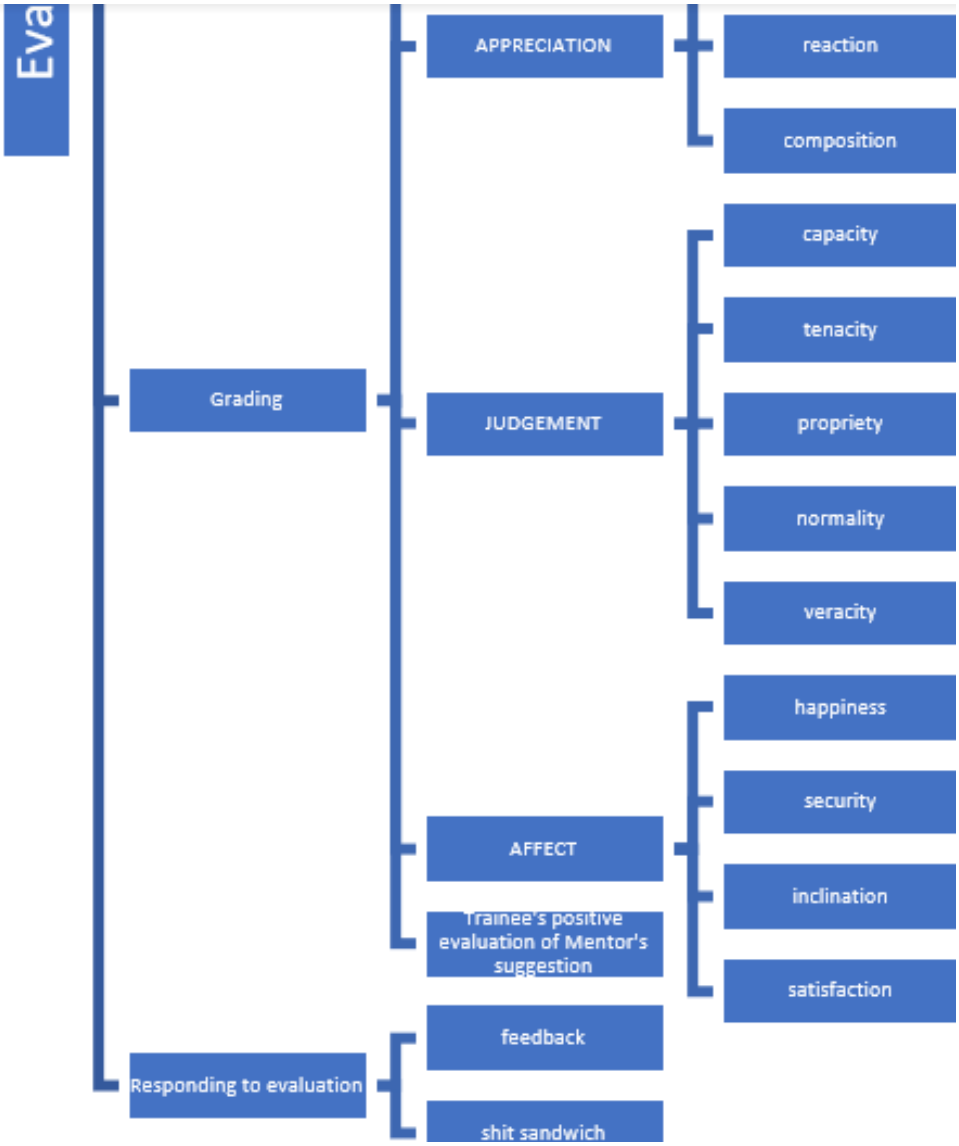


Responding to feedback, metaphor, progress and values were additional separate nodes in the first coding cycle.

Appendix 14 Breakdown of second cycle of coding of mentor meetings




praise & approval
reassurance
APPRECIATION
reaction
valuation
composition
JUDGEMENT
AFFECT
teaching
positive mentor evaluation
behaviour management
planning
preparation
resources
marking & assessment
differentiation
implicit positve mentor evaluation
activity
Mentor evaluation
Trainee self-evaluation
negative mentor evaluation
Implicit neg evaluation of teaching
neg evaluation of behaviour management
knowledge
Positive mentor evaluation
negative mentor evaluation
implicit negative mentor evaluation
confidence
effort
reflection
relationships
attitude
organisation
enthusiasm
positivity
Trainee's intention
Trainee's strong personality
behaviour
positive mentor evaluation of behavioru
negative mentor evaluation of behaviour (implicit)
Trainee's general progress
Teachers' Standards
Evidence
valuation
luation


Eva
Grading
Responding to evaluation
APPRECIATION
JUDGEMENT
AFFECT
Trainee's positive evaluation of Mentor's suggestion
feedback
shit sandwich
reaction
composition
capacity
tenacity
propriety
normality
veracity
happiness
security
inclination
satisfaction

Appendix 15 Appraisal analysis of Sycamore MM3 'Disrespected'

Key:

Mentor – Tess

Trainee – Lucas

AFFECT – red - (dis/inclination; un/happiness; in/security; dis/satisfaction)

JUDGEMENT – blue - (normality; capacity; tenacity; veracity; propriety)

APPRECIATION - green - (reaction; composition; valuation)

Pos – positive evaluation

Neg – negative evaluation

Context: This extract took place approximately half way through the third mentor meeting recorded at Sycamore. Lucas (the trainee) recounts a lesson he felt went badly earlier that day. They had had an initial conversation about it before the official mentor meeting, as Tess (the mentor) mentions.

Rachel Roberts
Neg APPRECIATION (composition), although arguably this is implicit **neg** JUDGEMENT (capacity) of Lucas' management of this class.

Tess: do you want to talk about today's yr8?

Lucas: can do if you like

Tess: go on then; talk to me about today's yr8

Lucas: I - I had problems with this class before and I if I'm completely honest I do worry about teaching it and I do worry about going into it and I was worried this morning but I thought I'd go in there and honestly - I can't say I do this all the time - but today 'I'm going to be enthusiastic, I'm going to smile, I'm going to try and engage them' er but right from the outset they just completely disrespected not only me but my lesson plan [sigh], my activities that I'd chosen er it was just the first one that the starter being an odd one out and there *isn't* a correct answer but you should be able to work out something for each of them, which one was the odd one out er which most of them did

Rachel Roberts
Pos JUDGEMENT (veracity) of Lucas' intention to be open with his feelings about this class

Rachel Roberts
Neg AFFECT (insecurity). Lucas uses 'worry' three times here, emphasising his emotional reaction to his perceived 'problems' with this class.

Rachel Roberts
Pos AFFECT (happy). Lucas forefronts his intention to display positive emotions to the class.

Rachel Roberts
Neg JUDGEMENT (propriety). Lucas' affective intentions (to 'smile' and be positive) seem to intensify his negative evaluation of their subsequent behaviour (as the use of 'but right from the outset' suggests). That he describes the class's reaction to the lesson activities in moral terms linked to a lack of respect serves to add justification to his affective response

and they engaged with it and there's this, some of the students were saying 'oh what was the point of that if there's not an answer, what was the point of doing this?' So I explained, quite rightly I should explain, 'We're doing this because we're trying to extend our knowledge and trying to get you to think think about it more widely about different countries in Europe and things like that,' er but they they weren't having it and it was - they said 'if there's not an answer then why should we anyway?' Afterwards it... it... just the behaviour just seemed to deteriorate after I distributed practice rooms. I distributed practice rooms to people who worked really well and deserved to be in a

Rachel Roberts
Pos JUDGEMENT (propriety). Further justification of how the class's reaction was inappropriate.

Rachel Roberts
Neg APPRECIATION (composition) Lucas' use of the passive voice ('the behaviour just seemed') and APPRECIATION removes agency for the poor behaviour (it seems to be a way for him to distance his actions from the result).

Rachel Roberts
Pos JUDGEMENT (capacity) Lucas describes how he rewarded those he felt 'deserved' (**Pos** JUDGEMENT propriety) it due to following his expectations

Rachel Roberts
Pos JUDGEMENT (veracity) Lucas places high value on pupils he believes will behave appropriately

Rachel Roberts
Neg JUDGEMENT (veracity) Lucas justifies his decision

practice room and who I can trust but then that demotivates the people who are already - demotivated?

Unmotivated the er it unmotivates the people who are already not motivated to do it

Tess: right

Lucas: and it's … it's rightly it they shouldn't be allowed in the practice room; I can't trust them to be in the practice rooms er and yet they thought they should because it's not fair that other people can go - typical teenager 'it's not fair!' erm and but then then the thing that really started to annoy me is that they, despite interventions and despite going through the behaviour policy - behavioural policy [whispers] I'm getting angry about it! Behavioural policy

Tess: [laughs]

Lucas: of the school erm it it just it didn't seem to resolve or it just seemed to escalate but that's from my perspective - it's just seemed to escalate it because they were just more and more - despite the erm policy and the and the deterrents and things like this

RR **Rachel Roberts**
Neg JUDGEMENT (propriety) pupils' implicit criticism of Lucas' decision

RR **Rachel Roberts**
Neg JUDGEMENT (normality) Lucas is implicitly critical of the validity of the pupils' complaint, suggesting that it is not justified. The use of 'typical' is dismissive of their objection.

RR **Rachel Roberts**
Neg AFFECT (dissatisfaction) the previous evocation of JUDGEMENT culminates in Lucas stating his AFFECTIVE response – that he is 'angry'. He justifies this with his repetition of 'despite', as he seems to feel that his actions should have been enough

RR **Rachel Roberts**
Neg AFFECT (dissatisfaction) Lucas muddles his words and admits that he is *still* angry about the behaviour in the lesson

RR **Rachel Roberts**
Neg APPRECIATION (composition) Lucas again uses behaviour at one remove from either himself or the pupils

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Tess: mm

Lucas: using praise for other students and allowing them to go to the practice rooms, it just - it didn't seem to do anything and, like you say, we had a talk about it afterwards it was a variety of factors

Tess: mm

Lucas: which at the time you can't see, obviously you're still inside the classroom; you've got seven teenagers arguing with you and just being generally annoying erm but, like you say, it - it's Friday, their form tutor's not in, they feel… most of them have detentions from a previous class erm it's it's something that I still need to reflect upon

Tess: mm

Lucas: and so

Tess: sure

Lucas: it's not like, we've had our discussion straight afterwards which was good just for to

Tess: to get it out [laughs]

Lucas: get it out your system

Tess: yeah

Lucas: um we can talk about it now but I'm - I don't think I'm quite ready

RR **Rachel Roberts**
Neg APPRECIATION (valuation) Lucas expresses his perplexity at the ineffectiveness of his employment of the behaviour policy. By phrasing it as APPRECIATION, rather than JUDGEMENT, his emphasis is on the policy/deterrents, rather than himself.

RR **Rachel Roberts**
Neg JUDGEMENT (propriety). Lucas frames the behaviour as inappropriate; there is implicit **Neg** AFFECT here, suggesting the pupils' dissatisfaction.

RR **Rachel Roberts**
Neg APPRECIATION (reaction). The pupils' behaviour is linked to Lucas' reaction of finding them 'annoying'; implicit **Neg** AFFECT, as this suggests he is annoyed.

RR **Rachel Roberts**
Pos APPRECIATION (reaction) Lucas demonstrates his appreciation the distance between the lesson itself and discussing it with his mentor

RR **Rachel Roberts**
Neg AFFECT (insecurity) Lucas expresses implicit insecurity (or **Neg** JUDGEMENT capacity) by suggesting that he is unable to talk about this fully (perhaps that it is painful to recount at this time)

Tess: no ok; well we can come back to that but I think there's - as I said to you after the lesson -there's... it's interesting listening to you talking about it in that I think you you're talking about them as a whole group, so you're saying: 'I've had trouble with this class, they were doing this...' and I think as I said to you earlier, I think it's really important to remember that it *isn't* the whole class

Rachel Roberts
Pos APPRECIATION (reaction) Tess' response positively reinforces Lucas' need to talk about the lesson.

Rachel Roberts
Pos APPRECIATION (valuation) Tess emphasises her advice/recommendation by using APPRECIATION; this reinforced by her use of 'really'

Lucas: yep

Tess: so whatever steps we take to address what happened today it's remembering the good bits and there were some good bits and that one of the things that you said to me earlier was there was some really fantastic work

Rachel Roberts
Pos APPRECIATION (valuation) Tess takes the opportunity to re-frame Lucas' negative account of the lesson

actually that you saw so and it - I – I... we've all been there, anyone who's a teacher has had those lessons and it feels like they're *all* conspiring against you

Rachel Roberts
Neg JUDGEMENT (propriety). Using the same kind of JUDGEMENT that Lucas used in his description, Tess is able to demonstrate that she empathises with his reaction, acknowledging his AFFECTIVE reaction to it ('it feels like'). There is also an implication that his affective response is not fully justified.

Lucas: yes

Tess: but actually when you stop to look at who the individuals are, it isn't them as a whole class and actually you've got some really *great* students in there who are passionate about music and who were doing what they needed to be doing, so when you're reflecting it's trying to keep that perspective and thinking about, well what are the good bits and then you know, as I said earlier, we can talk again maybe early next week and we can think about how we tackle it and we will tackle it and I will completely support you on it but I think it's important that that it's you that addresses those issues with my support but because you're the teacher they if I come in and say 'right this is what's happening' that is that's going to undermine you and that's not going to be helpful and I know in a way it doesn't matter cos that's the end of the process but it *does* matter cos they need to understand

Rachel Roberts
Pos JUDGEMENT (capacity) Tess uses Pos JUDGEMENT to counter-act or balance out Lucas' Neg JUDGEMENT of the class

Rachel Roberts
Pos AFFECT (happiness) Tess uses very little AFFECT in her response; here she develops her Pos evaluation of some of the pupils in a similar way to her use of JUDGEMENT

Rachel Roberts
Pos JUDGEMENT (tenacity) Tess reassures Lucas that she will support him; her use of the metaphor 'tackle it' reinforces her conception of this as a joint endeavour

Rachel Roberts
Pos APPRECIATION (valuation) Tess' reiterates her earlier emphasis of how Lucas needs to approach the issues he's had with this class

Lucas: and it's the whole process of music as well because

Tess: yeah

Lucas: even if it's you or me or a cover teacher they shouldn't

Rachel Roberts
Neg JUDGEMENT (capacity) Tess justifies her statement that Lucas needs to address the behaviour because it won't improve Lucas' capability to deal with issues in the future

Rachel Roberts
Neg JUDGEMENT (propriety) Lucas has a clear understanding of his expectations of class behaviour

Tess: yeah they shouldn't make any difference to it

Lucas: just cos it's music shouldn't

Rachel Roberts
Neg JUDGEMENT (propriety) Tess reinforces these expectations with her agreement

Tess: yes, exactly let's talk about it we'll talk about it more next week when you have a chance to process this a bit more.

Rachel Roberts
Neg JUDGEMENT (capacity) Tess ends this exchange by acknowledging that Lucas needs more time to reflect – her implicit evaluation could be interpreted as negative insofar as he isn't able to fully deal with the issues arising from the lesson at this point. However, it also attests to Tess' understanding of the negative *affect* that this lesson has had on Lucas. That she is prepared to postpone a more detailed discussion of how to approach the issues implies her realisation of the importance of Lucas' emotional response.

Item	Emoter (appraiser)	AFFECT	JUDGEMENT	APPRECIATION	Trigger (appraised)
'I had problems with this class'	Lucas (trainee)		- capacity *Implicit neg self-evaluation of capability of dealing with this class*	- composition *Existing state of affairs with this class/neg relationship*	Relationship with class/ past experience with class
'If I'm completely honest'	Lucas		+ veracity *Intention to be open/honest*		Lucas' truthfulness regarding his feelings about this class
'I do worry'x2	"	- insecurity *Emotional state of anxiety connected with teaching this class*			Lucas' teaching of this class
'I was worried'	"	"			"
'honestly'	"		+ veracity *Intention to be open/honest*		Lucas' truthfulness regarding his feelings about this class
'I'm going to smile'	"	+ happiness *Intention to be positive with class*			Lucas' intention
'they just completely disrespected not only me but my lesson plan'	"		- propriety *Class's behaviour interpreted as a lack of respect for both Lucas' status as (trainee) teacher and his planning*		Class's behaviour
'quite rightly I should explain'	"		+ propriety *Justification of how class's behaviour/reaction was inappropriate*		Lucas' explanation to class
'the behaviour just seemed to deteriorate'	" (implicitly)			- composition *Passive voice – agency is distanced*	The class's behaviour
'who worked really well… deserved'	Lucas		+ capacity/ propriety *rewarding those who meet expectations*		Some pupils (who worked well)

'I can trust'	Lucas		+ veracity		Some pupils (who behave appropriately)
'I can't trust them'	"		- veracity *Justifies his decision*		Some pupils (who don't behave appropriately)
'It's not fair'	Attributed to pupils		- Propriety		Lucas' decision
'typical teenager'	Lucas		- normality *Implicitly critical of the validity of the pupils' complaint – 'typical' is dismissive*		Some pupils (who were critical)
'really started to annoy me'	Lucas	- Dissatisfaction			The class's behaviour
'I'm getting angry about it!'	"	"			"
'it just seemed to escalate'	Lucas			- composition *Use of passive voice removes agency*	The class's behaviour
'it didn't seem to do anything'	"			- valuation	The effectiveness of the behaviour policy/ deterrents
'arguing with you'	"		- propriety *Implicit – AFFECT, suggesting pupils' dissatisfaction*		Some pupils (who were arguing)
'just being generally annoying'	"			- reaction Pupils' behaviour linked to Lucas' reaction; implicit – AFFECT, suggesting he is annoyed	The pupils' behaviour
'which was good'	"			+ reaction	The delay in the discussion of the lesson with his mentor
'I don't think I'm quite ready'	"	- insecurity *Implicit – he feels unable to talk about this right now*			The lesson/the prospect of talking it through fully
'it's interesting listening to you talking about it'	Tess (mentor)			+ reaction	Lucas' description of the lesson
'it's really important to remember'	"			+ valuation	Tess' advice
'there were some good bits'	"			"	Parts of the lesson

'there was some really fantastic work'	"			+ valuation	Some of the pupils' work
'like they're *all* conspiring against you'	"		- propriety *Empathising with Lucas' affective response*		Lucas' perspective of the whole class's behaviour
'really *great* students'	"		+ capacity *Counter-acts Lucas' – JUDGEMENT*		The quality of some of the pupils in the class
'passionate about music'	"	+ happiness			The enthusiasm of some of the pupils in the class
'how we will tackle it and I will completely support you'	"		+ tenacity *Reassuring – joint endeavour*		Tess' support/ their joint efforts to deal with the issue
'it's important that'	"			+ valuation	Tess' advice
'that's not going to be helpful'	"		- capacity		If Tess were to just take over
'they shouldn't'	Lucas		- propriety		The class's behaviour
'yeah, they shouldn't'	Tess		" *Reinforces with agreement*		"
'we'll talk about it more next week when you have a chance to process this a bit more'	"		- capacity *Recognition that Lucas is not able to fully talk this through – because of his affective response*		Lucas' ability to talk about how to address the behaviour problems with this class

Appendix 16 Appraisal analysis of Ferndean MM2 'Stressed'

Key:

Mentor – Eleanor

Trainee – Charlotte

Researcher - Rachel

AFFECT – red - (dis/inclination; un/happiness; in/security; dis/satisfaction)

JUDGEMENT – blue - (normality; capacity; tenacity; veracity; propriety)

APPRECIATION - green - (reaction; composition; valuation)

Pos – positive evaluation

Neg – negative evaluation

Context: This extract takes place at the beginning of the mentor meeting conversation. Eleanor begins the conversation: she has clearly heard that Charlotte has had a difficult day and wants to talk it through. Charlotte relates her experience with a challenging Yr9 class, how she handled being in a computer room (which she had not anticipated) and her relationship with the class teacher.

Eleanor: I would like to talk about a few things today so today and then um catching up in general from before Easter and then setting your targets. So I understand that you've had a little bit of a stressful day?

Rachel Roberts
Neg APPRECIATION (reaction) Eleanor opens the conversation, setting the agenda and communicating that she is aware that Charlotte has had some issues

Charlotte: everything that could go wrong, did go wrong - apart from the actual teaching which is nice! [little laugh]

Rachel Roberts
Neg APPRECIATION (composition) Things going 'wrong' is contrasted with the **Pos** APPRECIATION (composition) of the teaching. This is complemented by the **Pos** APPRECIATION (reaction) 'which is nice'.

E: mmhmm

C: um yeah I realised part way through Professional Studies that um Yr9 are in L7 today and I'd planned for them *not* to be in L7 so I was sitting there in Professional Studies looking at Linguiscope on my phone going 'right, how can I use computers?' The lesson I put together in the end was actually really good I was gonna have them writing and role play in class like write a conversation and role play it, instead I had them use that comic strip create on Linguiscope and they really liked that so it actually worked out ok and they focused on what I wanted them to focus on that lesson which was [inaudible]

by the **Pos** APPRECIATION (reaction) 'which is nice'. This serves to highlight Charlotte's mix of emotions.

Rachel Roberts
Pos APPREIATION (valuation) Charlotte highlights how she felt her teaching was successful in spite of obstacles she faced

Rachel Roberts
Pos APPREIATION (reaction) The pupils responded well to the activities

E: mmm

C: so that went ok but it was super stressful and Christine wasn't in the lesson which as far as I know we hadn't arranged but she'd kind of taken it like a default she won't be in the lesson unless I say I need her [rising tone] which I've said isn't the case and you were happier that - like

Rachel Roberts
This phrase begins with **Pos** APPRECIATION (composition); the coordinating conjunction 'but' adds a **Neg** APPRECIATION (reaction)

Rachel Roberts
Although no explicitly evaluative language is used here, Charlotte's voice tightens and it is apparent that she is becoming upset

E: is that a conversation that you need to have?

C: I do – it's difficult I don't really want to outright say to her 'this class is really difficult I need you in there unless I say otherwise'

Rachel Roberts
Neg APPRECIATION (composition) Charlotte finds the situation and relationship with the class teacher hard

E: why not?

C: but that is the situation.

E: well why not?

C: she doesn't seem to see them as difficult (0.2) but they are – they're awful.

Rachel Roberts
Neg JUDGEMENT (capacity/normality/tenacity) There are two layers of evaluation here: Charlotte believes the class are 'difficult' and 'awful', because of their behaviour. There is implicit **Neg** JUDGEMENT (capacity) of the class teacher as 'she doesn't seem to see' it – Charlotte is critical of her not having the same opinion of the class.

E: erm why do you think she might not be in the class sometimes? You know in terms of your development?

C: um as far as I'm aware it's because it's kind of gone out to everybody that I went and did running the class now so I I don't know maybe she thinks I'll be confident with it all or whatever so I don't need her in there [rising tone] but *not* with that class.

E: what could the benefits – I mean what what's different when she's in there as opposed to when she's not in there?

C: nothing to be honest I don't think it makes an awful lot of difference if she *is* in there I don't really use her as a TA much, she's usually she's getting on with her own marking or whatever.

E: mmhmm. So if there's no difference…

C: it's just in case there was an incident like today I didn't know she wasn't going to be in lessons, she didn't say to me where she was, if something had happened I don't know what I would have done.

E: you would have

C: cos that's

E: got somebody to get someone

C: rules I need to know have detail of point of contact, don't I?

E: and I I would suggest that it's your responsibility to clarify that before the lesson

C: mm

Rachel Roberts
Neg APPRECIATION (valuation)

Rachel Roberts
Eleanor and Charlotte talk over each other at this point; perhaps struggling to gain control of the dialogue

Rachel Roberts
Neg JUDGEMENT (tenacity) Eleanor seems keen to point out that Charlotte needs to take responsibility for this; the criticism is slightly modified/softened by 'I would suggest'

E: whether you want her to be in there, what you want her to be doing, so whether you want her to be acting as a TA, or not and if she's not going to be in there because you've asked her not be in there, or you've said 'I'd like to try this by myself,' then for you to have a plan

C: yeah

E: of what you can do if something did go wrong

C: yeah *that* happens

E: can I - sorry I think I had something else, the benefits - what's the benefit for *you* of her not being in the class?

C: I don't know cos all - in most cases I'd say my behaviour management was better when the teacher's in the class but I think of that class because behaviour management's so difficult anyway you've got to be on top form regardless so I don't actually think it makes a difference there when it would with most classes.

E: I think that it *does* make a difference when when there the class teacher is in the classroom, I think it does make a difference and I think that's this is the kind of point in your development as a teacher where that's gonna be really useful for you

Rachel Roberts
Pos APPRECIATION (valuation)/**Pos** JUDGEMENT (capability) Charlotte's self-evaluation of her behaviour management. This serves to highlight her justification of her following negative evaluation of the lack of difference that the class teacher's presence has

Rachel Roberts
Neg JUDGEMENT (capability)/**Neg** APPRECIATION (valuation) Charlotte expresses her negative evaluation of the class's behaviour and how, even with the class teacher present, she doesn't feel that it is improved.

Rachel Roberts
Whilst Eleanor's comment here is **Pos** APPRECIATION (valuation) of the difference of the presence of the class teacher, there is implied **Neg** JUDGEMENT (capability) as she overtly disagrees with Charlotte's evaluation here. Although she hedges this with 'I think', it is emphasised by its repetition. Eleanor conceptualises this as a 'point in your development' by way of emphasising its importance and relevance to Charlotte's improvement.

C: mm

E: because classes (0.2) *do* tend to react differently when the class teacher isn't is or isn't in the classroom so but I think you've just got to control that class situation by having a conversation with Christine in advance so that's definitely what I would advise you to do. So um when we talk about the rest of the day

C: yeah and then there was the thing with yr8 [laughs]

E: I want I don't know what that was, so I'd like you to talk to me about it in terms of - do you remember that target we had at the beginning?

C: about flexibility?

E: about (0.1) a little bit about flexibility

C: yeah

E: and sort of how you cope with difficult situations like that

Rachel Roberts
Neg JUDGEMENT (tenacity) There is an implied criticism here, partly as Eleanor is referring to a target for Charlotte's improvement, of Charlotte's coping strategies; and the impact that it has on other members of staff

C: yeah that was

E: and how it affects other people [rising tone]

C: yeah that was just kind of like… I'd already had to deal with Yr9 and then not even the photocopier was working - I had to photocopy books – I was like: 'for Christ's I can't deal with this on top of just having had to do that!'

E: mmhmm

C: and it's just like little things like the photocopier [voice drops] what the fuck, the photocopier's not working like that's something you kind of count on being able to – why aren't there any textbooks in that room? like

E: um could you have what what could you do to stop something like that happening in the future?

C: well ideally I will have photocopied all of that a day before but I'd already had so much to do the day before I wanted one day this week I'd get home in time to get my post, because we can't get it after half five

E: mmhmm so you could have photocopied the day before and what about the computer room lesson, how could you have ?

C: I should have checked; I had it written down in my planner, I just didn't check it.

E: ok so I think being maybe a little bit more organised with in terms of things like that?

C: mm

E: I think that might be helpful I mean [sighs] the thing with teaching – we've spoken about this before about like things going wrong

C: stuff like that happens a lot yeah

E: yeah and it not everything - it is difficult to control everything and one of the things I learned when I was head of year was that I had to be *even more* organised because things come up like that at the last minute and if I haven't got *anything* else under control then it will really throw me off

C: yeah

E: um and I think that's the difficulty but as you said, what you've learned is that that your lessons were fine

C: yeah actually I think the computer lesson I did with yr9 was probably better than the classroom one I would have done and what was nice I was in the situation of saying 'well I've prepared a classroom lesson for this lesson because I thought we weren't in the computer room so if you don't behave we're just going to do that and not go on the computers,' which was *really* effective [laughs]

E: mmhmm mhhm

C: so they're all really and we started with the listening and the listening is when they tend to prat about because they just – Jason just never ever shuts up – so really really good in listening, tried really hard, most of them got full marks so I was like 'yeah, of course you can go on the computers!' [laughs]

…

E: ok good. Um in that case, still on today

C: mmhmm

E: and still on that target from the beginning of term, how do you think you've responded like have you respond differently to how you would respond you would have responded earlier in the year? Um

Rachel Roberts
Neg AFFECT (insecurity) As Charlotte continues her account of the day, her affective response bubbles to the surface. Initially this manifests in an expression of her feeling of inability to cope in that moment.

Rachel Roberts
Charlotte's use of an expletive indicates her **Neg** AFFECT (dissatisfaction) emotional response (this coincides with her voice cracking). There is implied criticism **Neg** JUDGEMENT (tenacity) of the class teacher/department organisation with her question 'why aren't there any textbooks in that room?'

Rachel Roberts
Charlotte justifies reasons why she hadn't been better prepared for the lesson

Rachel Roberts
Neg JUDGEMENT (tenacity) Charlotte acknowledges that she made a mistake

Rachel Roberts
Neg JUDGEMENT (tenacity) Eleanor softens the criticism (which she frames as a target) with hedges 'I think… maybe a little bit more'

Rachel Roberts
Implied criticism here? That she has raised this as a point for development before

Rachel Roberts
Pos APPRECIATION (valuation) Charlotte positively appraises her lesson and is in agreement with Eleanor's assertion that she's learned that she *can* cope with last minute changes and not have her lessons adversely affected

Rachel Roberts
Neg JUDGEMENT (propriety/tenacity)

Rachel Roberts
Pos JUDGEMENT (capability/tenacity) Charlotte is able to identify positive outcomes from the pupils in the lesson

C: yeah

E: how other people been affected by

C: um

E: your sort of having a difficult day?

C: yeah that's a sensitive one isn't it cos I feel very bad for Christine that she said

E: how was Christine?

C: Christine said 'ok what else can you do about it?' and I said 'I'm sorry I'm going to have a panic attack and have to go to the toilet…'

E: ok

C: [cries]

E: oh it's ok I *usually* have tissues in here Charlotte um but I don't right now

Rachel Roberts
Neg AFFECT (unhappiness) Charlotte's feelings are complicated at this point; she appears to feel sorry for having caused a colleague worry *because* of Charlotte's emotional reaction. She breaks down and cries at the point of recounting that she had a panic attack

C: it's alright

E: I don't suppose you've got any Rachel have you?

R: I haven't I'm afraid

E: you haven't?

C: [crying]

E: do you want to run downstairs and get some?

C: nah no, it's alright

E: ok

C: it's just embarrassing you know um but yeah Christine is going to scan it in and put it on the shared area and that's how I got it sorted out in the end

E: oh that's great! Ok good so there was a solution

Rachel Roberts
Neg JUDGEMENT/AFFECT Charlotte uses a combination of JUDGEMENT and AFFECT to describe how she feels – there is an element of shame that she feels in reacting as she did in front of a colleague (hence JUDGEMENT). This has clearly had an emotional impact on her, as her crying indicates. Her reference to feeling embarrassed could also be due to the fact that I was present and the conversation was being recorded.

C: yeah

E: that's good

C: I thought - I thought I'd dealt really well with the thing with yr9

E: mmhmm

C: and especially given they're my worst class and like I find them really difficult

E: mm

C: kind of dread teaching them

E: mm

C: and I found out mid-way through Professional Studies and gone 'I'm going to need to fix this now!'

E: you found out about the

C: I I just suddenly remembered cos um I was talking to Anne [the ITTCo] about Brenda [university tutor] coming in

Rachel Roberts
Pos APPRECIATION (reaction) Eleanor's sympathetic response, demonstrated when she says 'oh, it's ok' is reinforced when she emphasises that there was a solution

Rachel Roberts
Pos JUDGEMENT (capability) Charlotte qualifies her positive self-evaluation by emphasising how difficult the class is in the following **Neg** JUDGEMENT

Rachel Roberts
Neg JUDGEMENT (tenacity)

Rachel Roberts
Neg AFFECT (disinclination) Charlotte's negative evaluation of the class culminates in her AFFECTIVE use of 'dread' to convey his dislike of teaching this class

E: mm

C: and I said I'll need to check that we're not in a computer room in that lesson

E: mm

C: and then I just went 'computer room – Yr9 are in a computer room!' [laughs]

E: mm mmhmm ok do you think we could put something down as a target following on from this?

C: yeah probably I don't really know what though

E: I wonder if it's like next you encounter a speed bump – cos that's really what it is, isn't it? Try and to try and think 'do you know it's actually it's gonna be ok and there are people around me who can help me I can afford to be calm because I've I've got all my preparation done' and you know actually you'll be ok and you'll and you'll deal with it but you won't let it affect you for the rest of the day kind of thing

Rachel Roberts
Eleanor's use of metaphor is interesting, as it echoes the pervasive metaphor of the 'learning journey'. She uses this to illustrate a bigger learning opportunity for Charlotte in being able to deal with setbacks and unforeseen events in her day.

C: yeah I've kind of already done my bits though that affect me by taking my medication but it was I think it's cos it happened right after the year 9 so I felt well I dealt with one and another thing like that right after is like too much [cries]

Rachel Roberts
Neg AFFECT (insecurity) Charlotte attributes her emotional response to finding dealing with several setbacks overwhelming. She does seem to realise that it is a necessary step in her learning as she goes on to say 'but I need to be able to deal with it'

E: mmm

C: but I need to be able to deal with it don't I?

E: well (0.2)

C: I mean for me to be able to have a panic attack after taking my medication something's gotta be pretty bad

Rachel Roberts
Neg APPRECIATION (reaction) it is not clear what Charlotte is referring to here – possibly she is saying that there is simply too much to think about

E: mm it it's not it's not gonna happen every day and it's like you'll take the steps with with your organisation you'll take the steps to to try and avoid things like this happening but there there are it might not be next week, it might not be in before our next mentor meeting that something happens, you might have a you know before the Easter holidays you were kind of doing absolutely brilliantly and you didn't have these - you didn't have a speed bump

Rachel Roberts
Pos JUDGEMENT (capability) Eleanor appears to use effusive praise here 'absolutely brilliantly' to bolster Charlotte's confidence/self-efficacy by referring to past successes.

C: no

E: so we don't know when you'll next have a speed bump

C: I mean another one was um when yr11 find out we had to weight those lessons up I had to teach my entire medium term plan I thought I dealt with that quite well [laughs]

Rachel Roberts
Pos JUDGEMENT (capability) Charlotte also refers to a point when she was successful, perhaps following Eleanor's lead

E: [brightly] yeah!

C: no I just went 'ok I know Eleanor's got the same problems, I'm just gonna do what she does'

[both laugh]

E: just um I think the main thing is to um act like that was the plan all along

C: yeah

Appraisal Analysis of extract from Ferndean MM3 'Stressful'

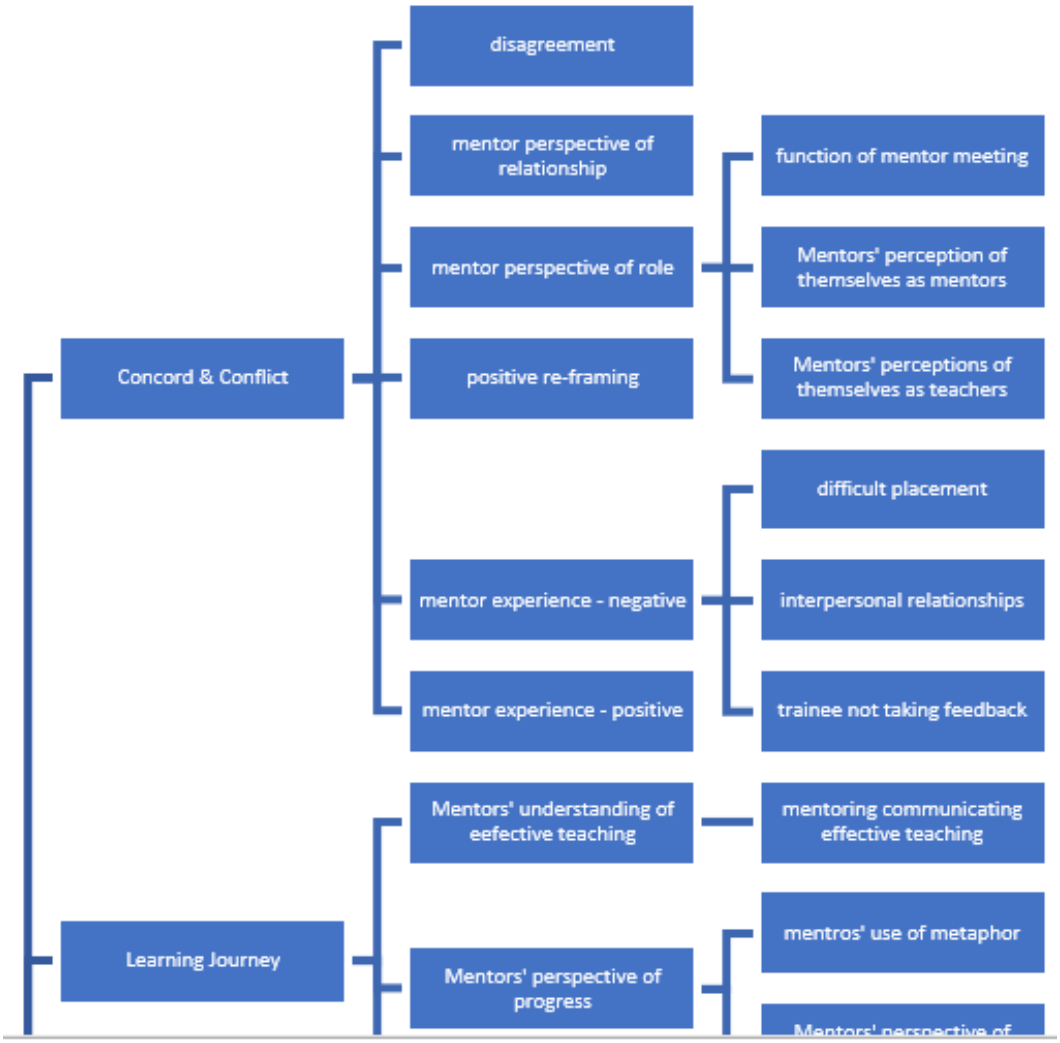
Item	Emoter (appraiser)	AFFECT	JUDGEMENT	APPRECIATION	Trigger (appraised)
'stressful day'	Eleanor (mentor)			- reaction	Charlotte's day
'everything that could go wrong, did go wrong'	Charlotte (trainee)			- composition	Events in Charlotte's day
'apart from the actual teaching which is nice'	"			+ reaction	Charlotte's teaching
'the lesson I put together in the end was actually really good'	"			+ valuation	The lesson
'they really liked that'	The class			+ reaction	The lesson activity
'that went ok but it was super stressful'	Charlotte			+ composition *Tempered by the* – reaction of 'but it was super stressful'	The lesson
'it's difficult'	"			- composition	Situation/ relationship with class teacher
'she doesn't seem to see them as difficult but… they're awful'	"		- capacity/ normality/ tenacity *The class are 'difficult' because of their behaviour. Implicit – capacity of the teacher*		The class/ their behaviour/ the teacher's opinion
'I don't think it makes an awful lot of difference'	"			- valuation	The class teacher's presence
'I would suggest that it's your responsibility'	Eleanor		- tenacity		Charlotte's lack of organisation/ understanding of what she needs to do
'my behaviour manaagment was better'	Charlotte		+ capability		Charlotte's behaviour management when a

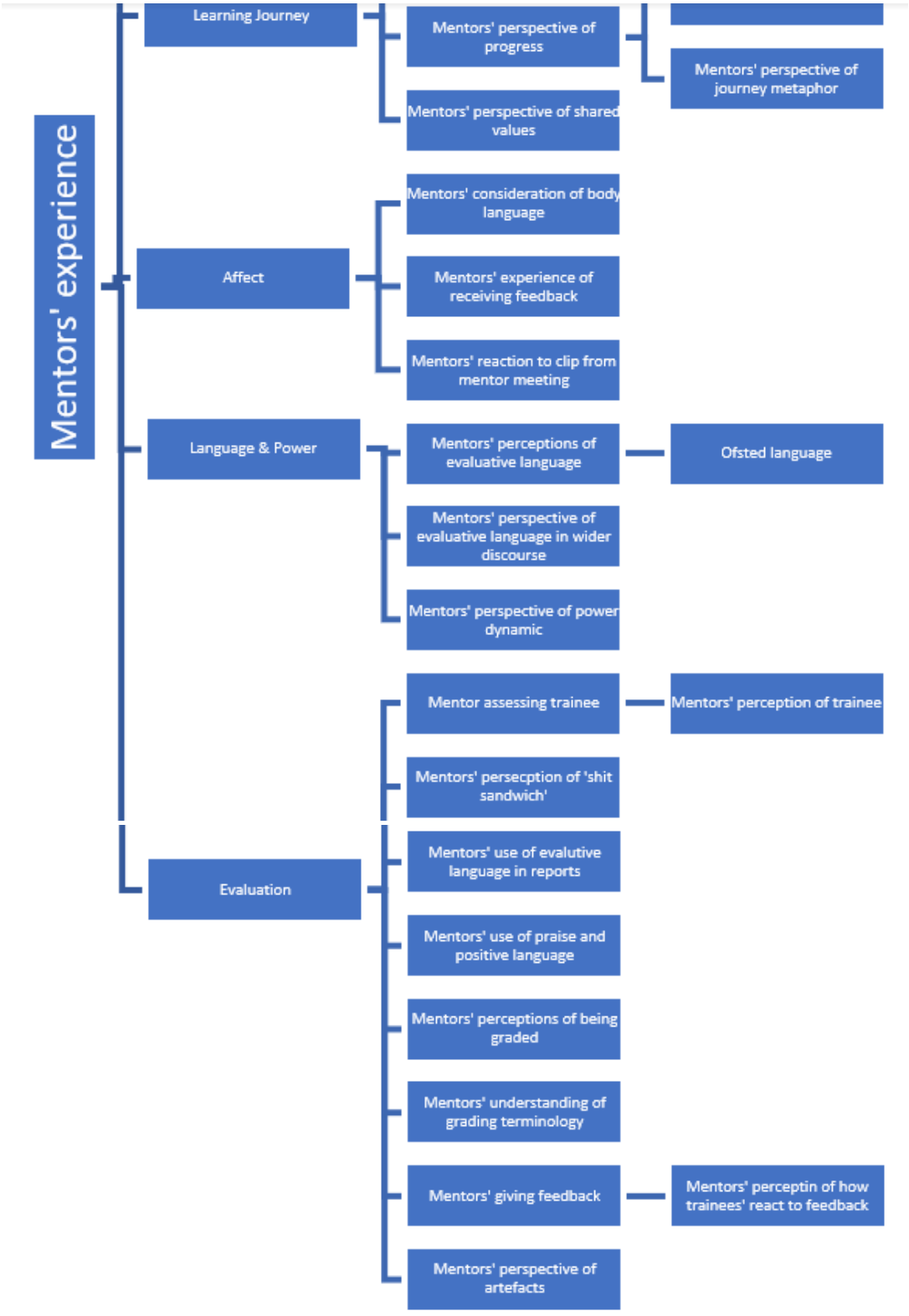
					teacher is present
'behaviour management's so difficult'	"		- capability	- valuation	The class's behaviour and Charlotte's ability to deal with it
'I think that it *does* make a difference'	Eleanor		- capability *Implicit*	+ valuation	The presence of the class teacher (implicitly Charlotte's judgement)
'how you cope with difficult situations'	"		- tenacity *Implicit*		Charlotte's ability to cope
'for Christ's – I can't deal with this'	Charlotte			- insecurity	Charlotte's ability to cope in that moment
'what the fuck'	"		- tenacity *Implicit*	- dissatisfaction	The photocopier working/ no textbooks (and therefore the teacher/ department/ school)
'I should have checked'	"		- tenacity		Charlotte's organisation
'being maybe a little bit more organised'	Eleanor		- tenacity *Softened with hedges*		"
'better than the classroom one I would have done'	Charlotte			+ valuation	The lesson
'when they tend to prat about'	"		- propriety/ tenacity		The pupils
'really good listening, tried really hard'	"		+ capability/ tenacity		Pupils' effort and outcomes in the lesson
'I feel very bad for Christine'	"			- unhappiness	The effect on a colleague
'oh it's ok'	Eleanor			+ reaction *Eleanor shows sympathy*	Charlotte's crying
'it's just embarrassing'	Charlotte		- tenacity *Element of shame*	- dissatisfaction	Breaking down in front of a colleague
'that's great'	Eleanor			+ reaction *Showing sympathy*	That a solution was reached

'I'd dealt really well'	Charlotte		+ capability		Coping with the previous situation
'really difficult'	"		- tenacity		How well she is able to deal with the class
'dread teaching them'	"	- disinclination			The class
'it's too much'	"	- insecurity			Being able to cope with lots of things going wrong
'pretty bad'	"			- reaction	? everything
'you were doing absolutely brilliantly'	Eleanor		+ capability *Reminder of past successes*		Charlotte's previous performance
'dealt with tha quite well'	Charlotte		+ capability		Charlotte previously dealing with Yr11

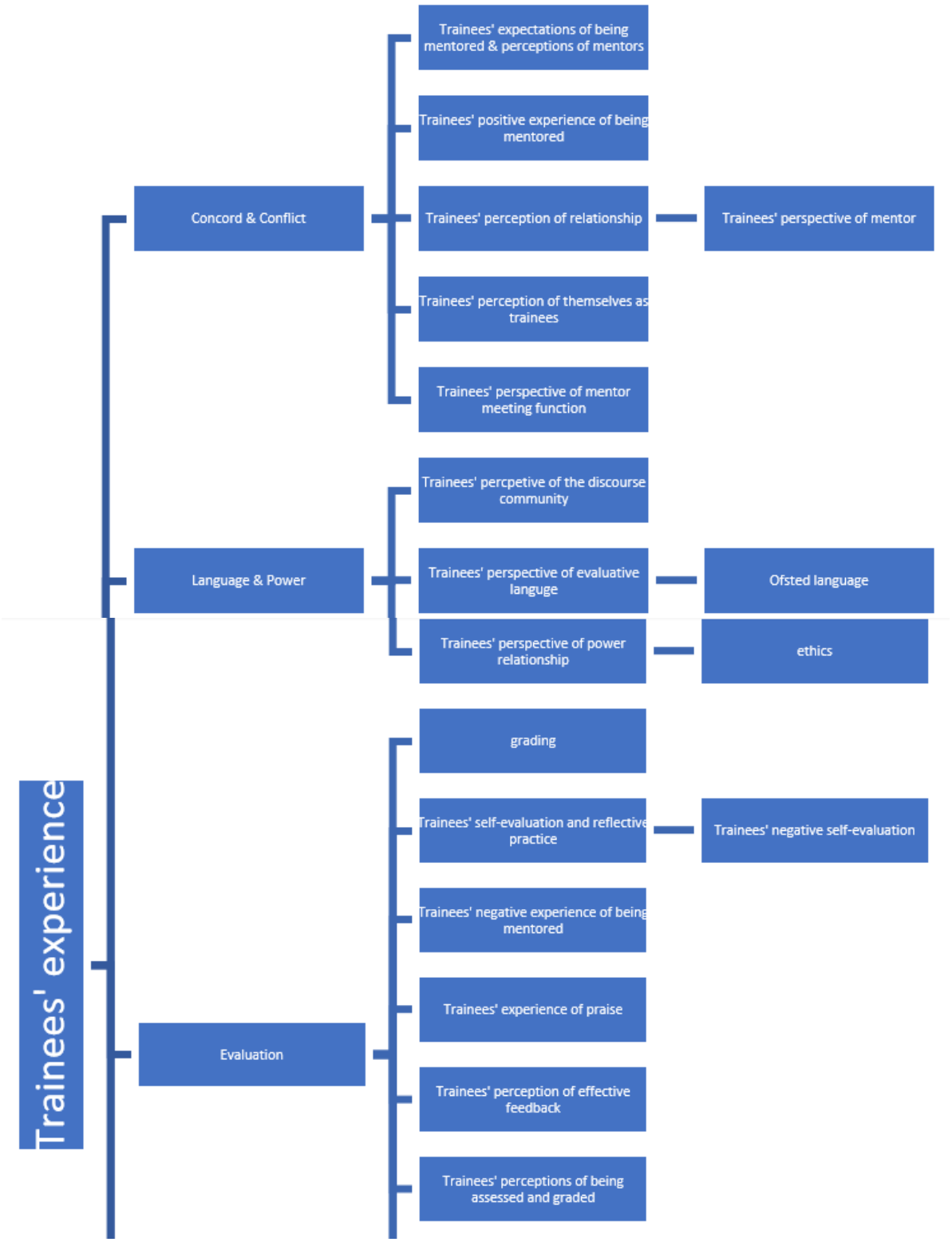
Appendix 17 Coding of interviews

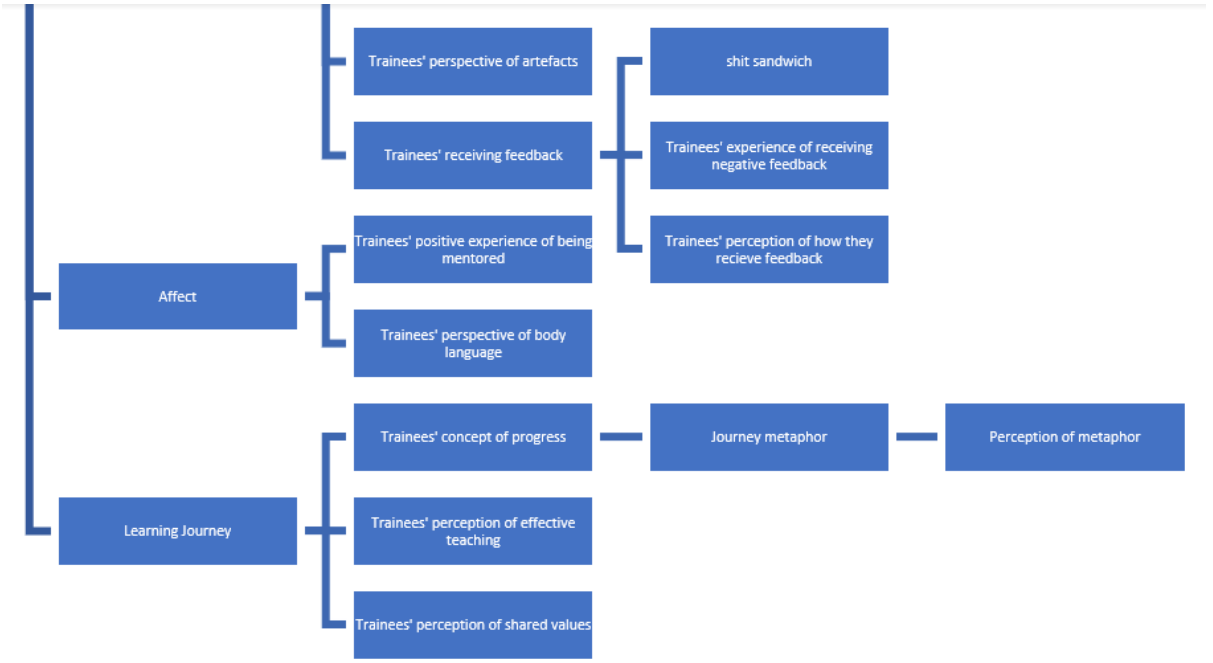
Mentors' experience:




Mentors' experience
Learning Journey
Mentors' perspective of progress
Mentors' perspective of journey metaphor
Mentors' perspective of shared values
Affect
Mentors' consideration of body language
Mentors' experience of receiving feedback
Mentors' reaction to clip from mentor meeting
Language & Power
Mentors' perceptions of evaluative language
Ofsted language
Mentors' perspective of evaluative language in wider discourse
Mentors' perspective of power dynamic
Evaluation
Mentor assessing trainee
Mentors' perception of trainee
Mentors' persecption of 'shit sandwich'
Mentors' use of evalutive language in reports
Mentors' use of praise and positive language
Mentors' perceptions of being graded
Mentors' understanding of grading terminology
Mentors' giving feedback
Mentors' perceptin of how trainees' react to feedback
Mentors' perspective of artefacts

Trainees' experience:




Trainees' perspective of artefacts
shit sandwich
Trainees' receiving feedback
Trainees' experience of receiving negative feedback
Trainees' perception of how they recieve feedback
Trainees' positive experience of being mentored
Affect
Trainees' perspective of body language
Trainees' concept of progress
Journey metaphor
Perception of metaphor
Learning Journey
Trainees' perception of effective teaching
Trainees' perception of shared values

Appendix 18 Ethics forms

University of Reading

Head Teacher information sheet

Research Project: 'Critical Conversations: the Role of Evaluative Language in Mentor Meetings in Initial Teacher Training'

Project Team Members: Mrs Rachel Roberts

Dear Head Teacher

I am writing to invite your school to take part in a small-scale qualitative research study about mentors' and trainees' perceptions of evaluative language, as part of Mentor Meetings in Initial Teacher Training.

What is the study?
The study is being conducted as part of an Educational Doctorate (EdD) at the University of Reading. It aims to investigate what kinds of language mentors and their trainees use in Mentor Meetings and explore their perceptions of evaluative language. It hopes to make recommendations regarding the discourse of evaluation in ITT and should be an interesting experience for the participants, which will allow them the opportunity to consider the nature of the language that is used within education and the impact that it has.

The study will involve pairs of mentors and trainees in a number of schools. The data collection will consist of videoing typical mentor meetings (three over the course of the training year). The recordings will be transcribed and anonymised before being analysed. Each participant will also be invited to take part in a one-to-one interviews with myself, in order to explore more fully their perceptions of the language used in Mentor Meetings, with specific reference to the mentor meeting recorded.

Why has this school been chosen to take part?
The trainee and mentor in your school have both expressed an interest in taking part in this study and I hope that they will benefit from the experience, as they will have the opportunity to think reflectively about the nature of language in education.

Does the school have to take part?
It is entirely up to you whether you give permission for the school to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions

to you, by contacting myself, Rachel Roberts, Tel: ; email:

What will happen if the school takes part?
With your agreement, participation would involve myself videoing and observing three official Mentor Meetings at different points in the training year (Nov/March/May). Each observation would be followed by a one-to-one interview with you (lasting around one hour), conducted by myself. This would also be recorded, transcribed and anonymised. The project will take at least 6 months to run. The mentor and trainee will spend roughly 3 hours in participating in the project (not including the Mentor Meetings themselves, as they are already part of the programme in which they are already involved).

If you agree to the school's participation, we will seek further consent from the interviewees themselves.

What are the risks and benefits of taking part?
Neither you, the participants, nor the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

The University has the appropriate insurances in place. Full details are available on request.

What will happen to the data?
Any data collected will be confidential and no real names will be used in this. The records of this study will be kept private. No identifiers linking you, the children or the school to the study will be included in any sort of report. Participants will be assigned a pseudonym and will be referred to by that name in all records. Although I am also a member of staff at the Institute of Education, this research project is entirely separate to my role, and data collected will only be used in the capacity of the research project itself. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. Anonymised quotations from the data will be used in the written analysis. The results of the study will be presented for internal assessment at the University of Reading, as part of the EdDoc course, and may be published in journals and conferences.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time by contacting the Project Researcher Rachel Roberts Tel: email: If you change your mind after data collection has ended, I will discard your data.

Who has reviewed the study?

This project has been reviewed by the supervising academic, Dr Elizabeth McCrum, the University of Reading Ethics Committee and has been given a favourable ethical opinion for conduct.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Elizabeth McCrum, University of Reading, Tel: ; email:

Where can I get more information?

If you would like more information, please contact Rachel Roberts

Tel: ; email:

I do hope that you will agree to participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

Thank you for your time.

Yours sincerely

Rachel Roberts

Head Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Head Teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to the involvement of my school in the project as outlined in the Information Sheet ☐

Signed:_____

Date: _____

University of Reading

Mentor participant information sheet

Research Project: 'Critical Conversations: the Role of Evaluative Language in Mentor Meetings in Initial Teacher Training'

Project Team Members: Mrs Rachel Roberts

I am writing to invite you to take part in a small-scale qualitative research study about mentors' and trainees' perceptions of evaluative language, as part of Mentor Meetings.

What is the study?

The study is being conducted as part of an Educational Doctorate (EdD) at the University of Reading. It aims to investigate what kinds of language mentors and their trainees use in Mentor Meetings and explore their perceptions of evaluative language. It hopes to make recommendations regarding the discourse of evaluation in ITT and should be an interesting experience for the participants, which will allow them the opportunity to consider the nature of the language that is used within education and the impact that it has.

The study will involve pairs of mentors and trainees in a number of schools. The data collection will consist of videoing of typical mentor meetings (three over the course of the training year). The recordings will be transcribed and anonymised before being analysed. Each participant will also be invited to take part in three one-to-one interviews with myself in order to explore more fully their perceptions of the language used in Mentor Meetings, with specific reference to the mentor meeting recorded. These will be audio-recorded.

Why have I been chosen to take part?

You have been invited to take part in the project because you have expressed an interest in being involved in the project; you are currently engaged in an ITT programme in the role of mentor. I hope that you will benefit from the experience, as you will have the opportunity to think reflectively about the nature of language in education.

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Project Researcher Rachel Roberts Tel: ; email:

What will happen if I take part?

Participation would involve myself videoing and observing three official Mentor Meetings at different points in the training year (November/March/May). Each observation would be followed by a one-to-one interview with you (lasting around one hour), conducted by myself. This would also be recorded, transcribed and anonymised. The project would take at least 6 months to run. You will spend roughly three hours in participating in the project (not including the Mentor Meetings themselves, as they are already part of the programme in which you are involved).

What are the risks and benefits of taking part?

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, nor the school, will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school. The University has the appropriate insurances in place. Full details are available on request.

What will happen to the data?

Any data collected will be anonymised and no real names will be used in this. The records of this study will be kept private. No identifiers linking you, the children or the school to the study will be included in any sort of report. Participants will be assigned a pseudonym and will be referred to by that name in all records. Although I am also a member of staff at the Institute of Education, this research project is entirely separate to my role, and data collected will only be used in the capacity of the research project itself. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. Anonymised quotations from the data will be used in the written analysis. The results of the study will be presented for internal assessment at the University of Reading, as part of the EdDoc course, and may be published in journals and conferences.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time by contacting the Project Researcher Rachel Roberts Tel: ; email: .

If you change your mind after data collection has ended, I will discard your data.

Who has reviewed the study?

This project has been reviewed by the supervising academic, Dr Elizabeth McCrum, the University of Reading Ethics Committee and has been given a favourable ethical opinion for conduct.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Elizabeth McCrum, University of Reading, Tel: email:

Where can I get more information?

If you would like more information, please contact Rachel Roberts: Tel: , email:

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Rachel Roberts

Mentor Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to three Mentor Meetings being video-recorded ☐

I consent to participating in three interviews ☐

I agree to the interviews being audio-recorded ☐

Signed:_____

Date: _____

University of Reading

Trainee Participant information sheet

Research Project: 'Critical Conversations: The Role of Evaluative Language in Mentor Meetings in Initial Teacher Training'

Project Team Members: Mrs Rachel Roberts

I am writing to invite you to take part in a small-scale qualitative research study about mentors' and trainees' perceptions of evaluative language, as part of Mentor Meetings.

What is the study?
The study is being conducted as part of an Educational Doctorate (EdD) at the University of Reading. It aims to investigate what kinds of language mentors and their trainees use in Mentor Meetings and explore their perceptions of evaluative language. It hopes to make recommendations regarding the discourse of evaluation in ITT and should be an interesting experience for the participants, which will allow them the opportunity to consider the nature of the language that is used within education and the impact that it has.

The study will involve pairs of mentors and trainees in a number of schools. The data collection will consist of videoing of typical mentor meetings (three over the course of the training year). The recordings will be transcribed and anonymised before being analysed. Each participant will also be invited to take part in three one-to-one interviews with myself in order to explore more fully their perceptions of the language used in Mentor Meetings, with specific reference to the mentor meeting recorded. These will be audio-recorded.

Why have I been chosen to take part?
You have been invited to take part in the project because you have expressed an interest in being involved in the project; you are currently engaged in an ITT programme in the role of trainee. I hope that you will benefit from the experience, as you will have the opportunity to think reflectively about the nature of language in education.

Do I have to take part?
It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Project Researcher Rachel Roberts Tel: ; email:

What will happen if I take part?
Participation would involve myself videoing and observing three official Mentor Meetings at different points in the training year (November/March/May). Each observation would be followed by a one-to-one interview with you (lasting around one hour), conducted by myself. This would also be recorded, transcribed and anonymised. The project would take at least 6 months to run. You will spend roughly 3 hours in participating in the project (not including the Mentor Meetings themselves, as they are already part of the programme in which you are involved).

What are the risks and benefits of taking part?

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, nor the school, will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school. The University has the appropriate insurances in place. Full details are available on request.

What will happen to the data?

Any data collected will be anonymised and no real names will be used in this. The records of this study will be kept private. No identifiers linking you, the children or the school to the study will be included in any sort of report. Participants will be assigned a pseudonym and will be referred to by that name in all records. Although I am also a member of staff at the Institute of Education, this research project is entirely separate to my role, and data collected will only be used in the capacity of the research project itself. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. Anonymised quotations from the data will be used in the written analysis. The results of the study will be presented for internal assessment at the University of Reading, as part of the EdDoc course, and may be published in journals and conferences.

What happens if I change my mind?

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time by contacting the Project Researcher Rachel Roberts Tel: ; email: . If you change your mind after data collection has ended, I will discard your data.

Who has reviewed the study?

This project has been reviewed by the supervising academic, Dr Elizabeth McCrum, the University of Reading Ethics Committee and has been given a favourable ethical opinion for conduct.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Elizabeth McCrum, University of Reading, Tel: , email:

Where can I get more information?

If you would like more information, please contact Rachel Roberts Tel: ; email: r

I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to me.

Thank you for your time.

Rachel Roberts

Trainee Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of teacher: _____

Name of school: _____

Please tick as appropriate:

I consent to three Mentor Meetings being video-recorded ☐

I consent to participating in three interviews ☐

I agree to the interviews being audio-recorded ☐

Signed:_____

Date: _____

Appendix 19 Comparison of 'concerns' in the House of Commons Briefing Paper (Roberts & Foster, 2016)

Appraising item	**Appraiser**
'C**oncerns** have been raised about the potential for local mismatches of supply and demand of training places' p8	(obliquely in the footnotes) Chris Husbands, IoE
'This raised **concerns** about the effect of the expansion of School Direct on teacher supply**'** p9	Paraphrasing a report by Universities UK
'Universities UK raises **concerns** about the impact of the government's decision to give schools more say in the recruiting and training of staff**'** p9	TES article indirectly quoting Universities UK
'There are **concerns**… that, as the government pursues its ambition for a school-led system, the pace of change could create teacher supply issues**'** p9	Direct quotation from the Universities UK report, as quoted in the TES article
'Baroness Evans of Bowes Park… responded to **concerns** that some universities may stop offering teacher education**'** p10	Government Whip Baroness Evans of Bowes Park in a House of Lords debate
'He also echoed **concerns** about using "employability" as a metric.**'** p11	Schools Week article indirectly quoting James Noble-Rogers of UCET
'the proposal to replace the internationally recognised QTS standard with a highly discretionary system of accreditation will rightly provoke serious **concerns** amongst teachers, parents and the general public.**'** p14	Direct quotation from NASUWT teaching union

Appendix 20 Concordance of key words in the ITT Briefing Paper

Key word	Number of instances	Concordance	Attributed reference
Effective	9	'proposals to replace the current QTS with what it says will be a stronger and more challenging accreditation, awarded after assessment of teachers' **effectiveness** in the classroom' p3 'The purpose of the review was to define **effective** ITT practice' p4 'assess the extent to which the current system delivers **effective** ITT' p4 'The DfE should review the **effectiveness** of the skills tests' p5 'None of the higher education institutions… inspected so far has been awarded an outstanding judgement for overall **effectiveness.'** p8 'also proposes the replacement of QTS with "a stronger, more challenging accreditation based on a teacher's **effectiveness** in the classroom, as judged by great schools"' p14 'cost **effectiveness** of different teacher training routes – IFS report' p18 'the most **effective** trainees are not attracted to a particular route' p18 'On the cost-**effectiveness** of the Department for Education's approach to ITT, this concluded…' p19	DfE: 'Educational Excellence Everywhere' Carter Review Ofsted DfE: 'Educational Excellence Everywhere' IFS report National Audit Office
Outstanding	5	'**outstanding** judgement' '**outstanding** employment' 'previously judged **outstanding'** '**outstanding** training' p8 'good or **outstanding'** p11	Ofsted UCET
Good	7	'what the essential elements of **good** ITT content look like' 'mentoring across England is not as **good** as it should be' 'can lead to otherwise **good** candidates being lost from ITT' p5 'paying **good** teachers more' p6 'Does she think that adds up to a **good** policy for this Government?' p10 '**good** or outstanding' p11 'it will be **good** for both new teachers and for schools' p14	Carter Review Conservative manifesto Baroness Donaghy (Lab) UCET ASCL
High quality	2	'selecting **high quality** trainees' p5 'ensure that all teachers are guaranteed access to **high quality** teacher training' p14	Carter Review NASUWT
Successful	4	'prioritisation of ITT funding on providers that are **successful**' 'making **successful** completion of professional skills tests… a prerequisite' p4	DfE

		'while School Direct has been more **successful** in recruiting trainee English and history teachers, it has been less **successful** for … STEM subjects' p9	Universities UK, via TES article
Practical	4	'this is some reluctance towards **practical** approaches to training in behaviour management' 'it is vital that trainees receive **practical** advice and strategies' p5	Carter Review
		'new teachers being trained in schools where they can best develop the **practical** skills they will need' p8	Ofsted
		'[SCITTs] provide **practical,** hands-on teacher training' p16	UCAS/DfE

Appendix 21 Appraisal analysis of the government's ITT Briefing Paper

Appraisal Analysis Key:

+ = positive attitude

- = negative attitude

- AFFECT: desire, un/happiness, in/security, dis/satisfaction
- JUDGEMENT: normality (how special?), capacity (how capable?), tenacity (how dependable?), veracity (how honest?), propriety (how far beyond reproach?)
- APPRECIATION: reaction (impact: did it grab me?; quality: did I like it?), composition (balance: did it hang together?; complexity: was it hard to follow?), valuation (was it worthwhile?) (following Martin and White (2005, p. 71))

Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
'this is proving **controversial'** (p3)	Unaccredited			-reaction *Adjective 'controversial' suggest some consider it to be an unfair policy*	Government policy of increasing the proportion of school-based teacher training
'the ITT system **generally performs well**' (p5)	The Carter Review			+valuation *Muted positive evaluation as indicated by modifying adverb 'generally'*	ITT provision
'There is **considerable variability** in ITT course content' (p5)	"			-composition	Course content of ITT programmes
'the **most significant improvements** are needed for training in assessment' (p5)	"			-valuation	"
'there **is some reluctance towards practical approaches** to training in behaviour management' (p5)	"		-tenacity		The teaching of behaviour management in ITT programmes
'mentoring across England **is not as good as it should be**' (p5)	Carter review of ITT			-reaction/-valuation *Negation 'not' suggests current mentoring standards are disliked Modal verb 'should' suggests it is not effective*	Quality of mentoring in ITT programmes
'this generation of teachers **is already the best-qualified ever**' (p6)	Conservative Party Manifesto (2015)			+valuation	Quality of current teachers' qualifications
'appointing behaviour **expert'** (p7)	Secretary of State for Education Nicky Morgan			-valuation (implicit)	Effectiveness of behaviour management

				Adjective 'expert' suggests the sector lacks expertise, and therefore one needed to be brought in	training in ITT
'**some** training courses are **insufficiently robust** in terms of training teachers to manage poor pupil behaviour' (p7)	Lord Nash, Parliamentary-Under Secretary at the DfE, referring to the Carter Review			-composition/-valuation *'insufficiently robust' suggests it is not strong enough and therefore is not effective*	"
'**strengthening** university-led training' (p7)	Government White Paper 'Educational Excellence Everywhere'			-composition/-valuation *Verb 'strengthening' suggests current training is not strong enough*	Strength of university-led training
'**better** support for schools to **improve** the quality and availability of CPD' (p7)	"			-valuation *Indication that current provision is lacking*	Quality of current CPD provision
'those providers which have earned the **highest grade** since last autumn **really stand out** from the rest' (p8) [quoting Ofsted]	Ofsted			+valuation (EXPLICIT) *'really stand out' suggests some ITT providers are particularly noteworthy -valuation (IMPLICIT) 'stand out from the rest' suggests 'the rest' are less effective by comparison*	Some ITT providers, compared to most
'criticising the press release as "**misleading, inaccurate and inappropriately political'** (p8)	UCET		-veracity/-propriety *Evaluates a thing (the press release) as a proxy of the behaviour of Ofsted*		Ofsted's press release on the outcome of recent ITT provider inspections
'this **highly uncertain** market' (p9)	Chris Husbands (director of the IoE)			-composition *(IMPLICIT) criticism of government decisions regarding ITT allocation, leading to a 'highly uncertain market'*	Government policy (the reliability of teacher recruitment and allocations)
'outcomes are likely to be **unpredictable'** (p10)	"			-composition	"
'**Does she really think that that adds up to a good policy** for this Government?' (p10)	Baroness Donaghy (Lab)		-capacity *(IMPLICIT) use of rhetorical question indicates that*		Baroness Evans' idea of a good policy for ITT (as proxy for

			the questioner doesn't think is a good policy		government policy)
'Only the "**best**" training providers will be given guaranteed place allocations' (p10)	Government White Paper 'Educational Excellence Everywhere' [as quoted in Schools Week article]			-valuation *Those providers not considered the 'best' are not considered worthy of guaranteed allocations*	Some ITT providers
'[national recruitment caps were] described as "**chaotic and shambolic**"' (p10)	UCET			-composition	Government policy decisions on recruitment for ITT
'the criteria were "**undoubtedly biased**" in favour of school-based routes' (p11)	Pam Tatlow of MillionPlus (an advocate group for universities)			-composition	"
'Russell Group universities, considered to be favoured by ministers, **do not rank well** on the metrics' (p11)	Schools Week article			-valuation	"
'proposes the replacement of QTS with "**a stronger, more challenging** accreditation' (p14)	Government White Paper 'Educational Excellence Everywhere'			-valuation *(IMPLICIT) the need to replace QTS indicates criticism of current training*	Current ITT qualification
'this will help to ensure the **highest** standards' (p14)	ASCL trade union			+valuation	Government plans for change to ITT provision
'… was **concerned** about the introduction of a "**highly discretionary**" awarding process' (p14)	NASUWT	-dis/satisfaction *'concerned'*		-composition *'discretionary'*	"
'SCITT programmes… provide **practical, hands-on teacher** training' (p16)	Authors, as proxy of government			+valuation *(IMPLICIT) 'practical' implies most useful/effective (as opposed to other programmes which, by implication are too theoretical)*	SCITT programmes
'school-based routes are thought to have a **higher net benefit** to the host school than university-based routes' (p19)	Institute for Fiscal Studies			+valuation	School-based ITT programmes
'there is **little differentiation in price or quality** between providers to enable consumer behaviour to shape the market' (p19)	National Audit Office			Neutral attitude	Price and quality of different ITT programmes

Appendix 22 Concordance of key word use in the Ofsted ITT Handbook

Key word	**Number of instances**	**Concordance** *Examples of collocations*	**Attributed reference**
Effective	17	• set out clear expectations of **effective** practice in education and training • English is an additional language (EAL) – make **effective** use of other adults • promote and manage good behaviour through **effective** teaching to ensure a good and safe learning	**Ofsted**
Outstanding	**24**	• trainees to observe and learn from good and **outstanding** practice • to encounter and learn from good and **outstanding** practice – to gain practical experience of • judgement of the inspection team. |**Outstanding** (1) | |Much of the training,	**“**
Good	**87**	• ITE partnerships that are not yet **good**, providing challenge and support to the senior • A sample of **good** and outstanding ITE partnerships will be • If a provider is judged to be less than **good** at two consecutive inspections	**“**
High-quality	**28**	• partnership secures **consistently high-quality** outcomes for trainees • **High-quality** training and support that prepares trainees • the ITE partnership in securing consistently **high-quality** outcomes for trainees	**“**
Successful	**2**	• uncompromising and highly **successful** drive to strongly improve • acknowledge where the ITE partnership has been **successful** in tackling areas for improvement	**“**
Practical	**16**	• ensure that trainees gain substantial **practical** experience to develop their evaluative • experience to develop their evaluative and **practical** teaching skills effectively in different • that trainees have gained sufficient **practical** experience to teach	**“**
Weak	**1**	The quality of trainees' teaching over time is **weak** such that it contributes to children’s	**“**
Accomplished	**0**		
Reflective	**1**	trainees' self-evaluations and/or **reflective** journals	**“**

Appendix 23 Appraisal Analysis of Ofsted's Grading Descriptors for ITT Inspection

Section of grading descriptors	**Appraising items**	**Appraiser**	**Affect**	**Judgement**	**Appreciation**	**Appraised**
'Outstanding (1)' (p34)	'trainees demonstrate **excellent** practice'	Ofsted			+valuation	Trainees' practice
	'much of the quality of trainees' teaching over time is **outstanding and never less than consistently good'**	"			+valuation	Trainees' teaching
	'there are **no significant variations i**n the outcomes achieved by different groups of trainees'	"			+valuation *(IMPLICIT)*	Trainees' grades
'Good (2)' (p35)	'trainees demonstrate **excellent practice** in **some** of the standards for teaching'	"			+valuation *Modified by 'some'*	Trainees' practice
	'much of **the quality of trainees' teaching over time is good**; some is outstanding'	"			+valuation *Modified by 'some'*	Trainees' teaching
	'outcomes for almost all trainees and groups of trainees are **at least good'**	"			+valuation *Modified by 'at least'*	Trainees' grades
'Requires improvement (3)' (p35)	'**All** primary and secondary trainees awarded QTS **meet the minimum level of practice expected**'	"		+capacity *'all' suggests positive evaluation in quantity of passes*	-valuation *'minimum level' suggests a low quality*	Trainees' practice
	'the quality of trainees' teaching over time **requires**	"			-valuation *Potential for improvement*	Trainees' teaching

	improvement as it is not yet good'				*implied by 'not yet' and that **good** is the expected standard*	
	'the quality of outcomes for all groups of trainees **requires improvement as it is not yet good'**	"			-valuation	Trainees' grades
'Inadequate' (p35-6)	'trainees awarded **QTS fail to meet the minimum level of practice expected**'	"		-capacity *'trainees… fail'*		Trainees' practice
	'the quality of trainees' teaching over time is **weak such that it contributes to children's/pupils/learners… making inadequate progress'**	"			-valuation	Trainees' teaching (as judged by pupils' progress)
	'there are **wide gaps in the attainment** of different groups of trainees'	"			-valuation	Trainees' grades

Appendix 24 Concordance of keywords in UCET's grading descriptors

Key word	Number of instances	Concordance	Attributed reference*
Effective	**22**	• They use their knowledge of **effective** teaching strategies to encourage independent • They actively promote engaging and **effective** methods that support pupils in reflecting on • of teaching early mathematics and employ **effective** teaching strategies across the age-ranges	**UCET and collaborators**
Outstanding	**14**	• Trainees graded as **'outstanding'** teach consistently good lessons that often • good lessons that often demonstrate **outstanding** features across a range of different contexts • Those trainees graded as **'outstanding'** at the end of the programme of ITE	**“**
Good	**36**	• ‘outstanding' teach consistently **good** lessons that often demonstrate outstanding • Those trainees graded as **'good'** at the end of the programme of ITE may have • 2 Promote **good** progress and outcomes by pupils	**“**
High-quality	**0**		
Successful	**2**	• know how to learn from both **successful** and less effective lessons through their assessment strategies will all contribute to **successful** behaviour management	**“**
Practical	**2**	• including e-learning, taking **practical** account of diversity and promoting equality • needs or disabilities, and how to take **practical** account of diversity and promote equality	**“**
Weak	**0**		
Accomplished	**0**		
Reflective	**1**	• They are highly **reflective** in critically evaluating their practice.	**“**

Appendix 25 Appraisal Analysis of UCET's Grading Descriptors (Preamble, Standard 1 and Standard 4)

Section of Teachers' Standards	**Appraising items**	**Appraiser**	**Affect**	**Judgement**	**Appreciation**	**Appraised**
Preamble	'teachers make the education of their pupils **their first concern**'	Government, via Teachers' Standards		+ propriety *Expected value of the priority of the importance of pupils*		Teachers' values
Preamble	'teachers… are accountable for **achieving the highest possible standards in work and conduct'**	"		+normality		Teachers' behaviour
Preamble	'teachers act with **honesty and integrity'**	"		+ veracity/+ propriety		Teachers' behaviour and values
Preamble	'teachers… have **strong subject knowledge**'	"		+capacity		Teachers' knowledge
Preamble	'teachers… are **self-critical'**	"		+veracity		Teachers' reflective ability
Preamble	'teachers… forge **positive professional relationships**'	"		+capacity		Teachers' interpersonal skills
Preamble	'teachers… work with parents **in the best interests** of their pupils'	"		+propriety		Teachers' moral behaviour and values
Preamble – minimum	'trainees to be awarded QTS teach at least **satisfactory** lessons'	UCET et al		+capacity *'at least' suggests this is the minimum expectation*	+valuation	Trainees' teaching
Preamble – 'good'	'trainees graded as "**good**" teach **mostly good** lessons'	"		+capacity *Adjective 'good' suggests ability to teach well, modified by adverb 'mostly', suggesting*	+valuation *Adjective 'good' positive valuation of lesson*	Trainees' teaching

				they could do more		
Preamble – 'outstanding'	'trainees graded as "**outstanding**" teach **consistently good** lessons that often demonstrate **outstanding features'**	"		+capacity	+valuation	Trainees' teaching
Standard 1	'establish **a safe and stimulating** environment, rooted in mutual respect'	Government, via Teachers' Standards			+reaction	Teachers' interpersonal skills
Standard 1	'**set goals that stretch** and challenge'	"		+capacity/ +tenacity		Teachers' teaching
Standard 1	'demonstrate consistently the **positive attitudes, values** and behaviour which are expected of pupils'	"		+propriety *Teachers as role models of behaviour*		Teachers' behaviour and moral values
Standard 1 - minimum	'they **are able to encourage** pupils to participate'	UCET et al		+capacity/ +tenacity		Trainees' teaching and interpersonal skills
Standard 1 - minimum	'they **are able to develop** a rapport'	"		+capacity		Trainee's interpersonal skills
Standard 1 - minimum	'they **consistently demonstrate professional** behaviour'	"		+tenacity/ +propriety		Trainee's behaviour
Standard 1 - minimum	'they **demonstrate enthusiasm'**	"		+tenacity *This behaviour is indicative of trainees' feelings (implicit evaluation of beliefs/values)*		Trainee's behaviour (and implicit beliefs/values)

Standard 1 – 'good'	'they are **reliable in encouraging** pupils'	"		+tenacity		Trainees' teaching and interpersonal skills
Standard 1 – 'good'	'they **are well respected** by learners'	"			+reaction	Trainees' relationships
Standard 1 – 'outstanding'	'they **constantly encourage** pupils to participate'	"		+tenacity		Trainees' teaching and interpersonal skills
Standard 1 – 'outstanding'	'there are **high levels** of **mutual respect** between the trainee and pupils'	"		+propriety *Adjective 'mutual' indicative of reciprocal relationship*		Trainees' relationships
Standard 1 – 'outstanding'	'they **generate high levels of enthusiasm'**	"			+reaction	Impact of trainees' behaviour
Standard 4	'impart knowledge and develop understanding through **effective** use of lesson time'	Government, via Teachers' Standards			+valuation	Teachers' teaching
Standard 4	'**promote a love** of learning'	"		+capacity		Teachers' behaviour and values
Standard 4	'**reflect systematically** of the effectiveness of lessons'	"		+capacity/ +tenacity		Teachers' reflective ability
Standard 4 – minimum	'they **employ a range** of teaching strategies'	UCET et al		+capacity		Trainees' teaching
Standard 4 – minimum	'they**… are able to respond flexibly'**	"		+capacity/ +tenacity		Trainees' behaviour
Standard 4 – minimum	'they **review and reflect**'	"		+capacity/ +veracity		Trainees' reflective ability
Standard 4 – 'good'	'**they show a willingness to try** out a range of approaches'	"		+capacity/ +tenacity		Trainees' behaviour and teaching
Standard 4 – 'good'	'they... **carefully match** teaching and learning activities'	"		+tenacity		Trainee's teaching

Standard 4 – 'good'	'they **know how to learn** from both successful and less effective lessons **through their systematic evaluation'**	"		+capacity/ +tenacity *Verb phrase 'they know how' suggests acquisition of knowledge*		Trainees' reflective ability
Standard 4 – 'outstanding'	'they plan lessons that **often use well chosen imaginative and creative** strategies'	"		+tenacity *Adverb 'often' indicates frequency of occurrence ;* +capacity *Adverbial phrase 'well chosen'*	+valuation *Adjectives 'imaginative' and 'creative' suggest it is worthwhile*	Trainees' teaching
Standard 4 – 'outstanding'	'they are **highly reflective** in critically evaluating their practice'	"		+capacity/ +veracity		Trainees' reflective ability

Appendix 26 Concordance of Key Words Use in University of Reading Materials

Key word	Number of instances	Concordance	Attributed reference
Effective	1	• ask how teaching and learning could be even more **effective** is at the heart of sustained good practice	**University of Reading**
Outstanding	6	• over time they become consistently **outstanding**. At the University of Reading's Institute of • teacher training is the drive to produce **outstanding** teachers who have significant positive impact • Reading Partnership Teachers to become **outstanding** teachers at the end of their training	"
Good	28	• is at the heart of sustained **good** practice in teaching. We believe this is also • in Appendix 4. The agreed 'principles of **good** mentoring' are also on the card with the • schools and create opportunities to share **good** practice between schools.	"
High-quality	0		
Successful	2	• in contributing towards a **successful** training programme. A copy of these agreements • quickly. My lesson on 16/11/15 was much more **successful** because they were able to work	"
Practical	4	• develop our Reading Partnership Teachers into **practical**, resilient, independent and reflective • may be viewed on Blackboard. 8. Assessment of **practical** teaching • Report 3 is the final assessment of the RPTs' **practical** teaching. Their grade at this point will be	"
Weak	7	• Excellent, Secure, Developing, Emerging or **Weak** in relation to these eight Standards. A grade of • if they are making satisfactory progress or **Weak** if they are not. (An Additional Support Form • for any RPT whose practice is graded as **Weak**.) All RPTs are expected to achieve	"
Accomplished	0		
Reflective	7	• establish the habits of **reflective** practice that will sustain you throughout your • into practical, resilient, independent and **reflective** professionals. Together with our schools, we • using these set targets, helps our **reflective** practitioners become outstanding teachers	"

Appendix 27 Appraisal analysis of provider's handbook

Appraising items	Appraiser	Affect	Judgement	Appreciation	Appraised
'Reading Partnership Teachers: **excellent** practitioners **who have a positive impact** on their pupils' (p9)	ITT provider (University of Reading)		+capacity		Trainees' practice (and their impact on pupils)
'so that over time they become **consistently outstanding'** (p9)	"		+normality/+tenacity *They become 'outstanding'; 'consistently' suggests this is regular behaviour*		"
'we aim to develop our Reading Partnership Teachers into **practical, resilient, independent and reflective professionals'** (p9)	"		+capacity/+tenacity		"
'we recruit **the highest-calibre** Reading Partnership Teachers' (p9)	"		+capacity		Quality of the recruits
'our approach to teacher training is **rigorous and exacting**' (p9)	"			+composition /+valuation	Provider's approach to training
'the review cycle of regular self-evaluations… helps our reflective practitioners **become outstanding teachers'** (p9)	"		+normality *'become outstanding' – measurable behaviour*	+valuation *Self-evaluations 'help'*	Impact of self-evaluations in trainees' practice
'the RPT is responsible for	"		+propriety		Trainees' responsibil

his or her PD and **takes growing responsibility** for the progress of pupils' (p10)					ity for pupils' progress
'RPTs **will be graded as Excellent, Secure, Developing, Emerging or Weak'** (p40)	"		+/- normality/capacity	+/-valuation	Trainees' grades (implied grading of trainees: as object)
'our aim is to ensure that as many RPTs as possible are recognised as **Excellent'** (p40)	"		+normality/capacity		
'All RPTs **are expected to achieve the grades of Secure or Excellent** by the end of the programme' (p40)	"			+valuation	Trainees' grades
'they [Ofsted] expect the best trainees to have a **deep understanding** of the principles and practices of assessment, differentiation and how these affect pupil progress' (p42)	Ofsted		+capacity		Trainees' understanding
'teachers are **nourished** by the **best** of what they read, see and hear' (p44)	ITT provider (University of Reading)			+valuation	Trainees' experience of training
'the most important outcome from the PGCE and QTS Programmes is **to have developed techniques and habits of reflection**' (p44)	"		+capacity/+veracity		Trainees' practice

'You **should be graded as *Developing*** when you are meeting the Teachers' Standards at a minimum level' (p47)	"			+valuation	"
'You should be graded as *Emerging* if you are **marking satisfactory progress** towards the Standards or ***Weak* if you are not'** (p47)	"			+reaction *'progress' is modified by adjective 'satisfactory'- a minimum requirement* -valuation *'weak'*	Trainees' progress

Appendix 28 Word frequency in the mentor meetings

Rank	**word**	**frequency**	**Positive or negative**
8	**yeah**	2093	Positive
15	n't	1155	Negative
34	**ok**	598	Positive
38	**good**	564	Positive
40	not	553	Negative
57	**yes**	373	Positive
70	no	296	Negative
85	**right**	236	Positive

Appendix 29 Appraisal analysis of trainees' reference to negative emotions

Emoter (appraiser)	**Code**	**Type of AFFECT**			**Trigger (appraised)**
		Insecurity	Dissatisfaction	Unhappiness	
Saffron	Anxious	2			**Teaching** (differentiation)
Liz	"	2			**Personal** (Moving house)
Liz	"	2			**Teaching** (workload)
Dan	"	1			"
Liz	"	2			**Knowledge** (Subject knowledge)
Lucas	"	1			**Teaching** (class progress)
Lucas	"	1			**Teaching** (Class behaviour)
Charlotte	Struggle			4	**Behaviour** (Things going wrong)
Liz	"			2	"
Charlotte	"			1	**Teaching** (workload)
Dan	"			1	"
Charlotte	"			1	**Teaching** (Class behaviour)
Saffron	"			1	"
Dan	"			1	"
Charlotte	Annoyed		1		**Behaviour** (Relationship with colleague)

Charlotte	"		1		**Teaching** (Pedagogical approach)
Saffron			2		**Behaviour** (Self-confidence)
Dan	"		1		**Teaching** (Class progress)
Lucas	"		4		**Teaching** (Class behaviour)
Charlotte	Dislike			3	**Teaching** (Class behaviour)
Saffron	"			1	"
Dan				1	**Teaching** (Relationship with class)
Dan	"			1	**Teaching** (Creating resources)
Charlotte	Upset			2	**Behaviour** (Managing stress)
Saffron	"			1	**Behaviour** (Unfair grading)
TOTAL		11	9	20	= 40

Appendix 30 Full version of the relationships between the themes across the data