TELLing stories

Teacher
Education
In
Lifelong
Learning

ISSUE #1

Introduction and welcome

*by **Jim Crawley, Carol Thompson and Peter Wolstencroft***

Welcome to the first research supplement published by the Teacher Education in Lifelong Learning (TELL) research network. There are several reasons for producing this supplement, including

- To encourage potential researchers to get involved
- To encourage active researchers to keep going and to get published
- To showcase research which is taking place or has been carried out in the Further Education and Skills sector by members of TELL
- To curate the evidence into a form which is accessible and organised.

The supplement includes articles, reflections and features designed to encourage all to keep researching and get publishing, and an events calendar for which we welcome updates as it will also appear on the 'teachereducatorUK' website.

When drawing together this first supplement, we located around 100 publications, involving around 50 TELL members, but we know this is only a relatively small proportion of what is going on in terms of research and publications.

Feedback from network meetings and our work in the field demonstrates that research is being undertaken in all parts of the sector, and is carried out by many practitioners, despite the pressures on them

IF YOU WISH TO CONTRIBUTE TO A FUTURE EDITION IN ANY WAY, OR TO HAVE YOUR RESEARCH ADDED TO OUR 'BIG BIBLIOGRAPHY', PLEASE CONTACT

Jim Crawley at j.crawley@bathspa.ac.uk.

THIS ISSUE

This is TELL

by Jim Crawley

What is TELL about?

Firstly, TELL is free and anyone with a genuine interest can join by emailing Jim Crawley at j.crawley@bathspa.ac.uk
Our agreed objectives are:

1. To enhance practice in LL teacher education across the UK.
2. To highlight and promote the achievements of LL teacher education across the UK
3. To ensure teacher educators from all parts of the LL sector have opportunities to engage in the network
4. To support and promote innovation and development in LL teacher education across the UK.
5. To contribute to building research capacity in the LL teacher education community.
6. To become a trusted and authoritative voice for the interests and aspirations of LL teacher education
7. To connect LL teacher educators across the UK
8. To contribute to policy development and implementation in the field of Teacher Education in the UK.
9. To curate, collate and disseminate LL Teacher education research, history, information, events and activities across the UK.

There are currently over 260 members. We have got very good relations and links with other networks such as the Association of Research in Post Compulsory

Education (ARPCE) and the Learning and Skills Research Network (LSRN).
Members receive regular email updates, and there is a website featuring TELL, FE research and teacher education resources at:

http://teachereducatoruk.wikispaces.com

We hold approximately four free network meetings around the country at colleges, universities and other venues, where members share research, ideas and news / discussion points in an all-day meeting. We also take part in events organised by other relevant organisations such as the LSRN, British Educational Research Association (BERA) and ARPCE.

Does TELL carry out research or support others to carry out that research?
TELL has not yet carried out research of its own as its main focus is supporting research, but more members are publishing research each year and recognise that TELL support has helped.

TELL supports research through the network and on social media and we have a hashtag (#TELLresearch). TELL has produced a book, published by Critical Publishing, written by members and featuring their research which is the first book written by FE teacher educators about FE teacher education which has ever been published.
The details are:
Post Compulsory Teacher Educators - Connecting Professionals
The book is written by TELL members (Jim Crawley - editor, Azumah Dennis, Vicky Duckworth, Rebecca Eliahoo, Lynn Machin, Kevin Orr, Denise Robinson and Nena Skrbic).
More information at:
http://www.criticalpublishing.com/post-compulsory-teacher-educators-connecting-professionals

If it does support others, how does it do this (e.g. through research grants or sharing of best practice)?
The network supports members through various online and face to face activities, and research can be shared in a supportive, informal atmosphere at meetings. Members can make requests via the network and make contributions at network

meetings or via the use of digital technologies.

What areas do you focus on? Who do you work with?
The primary focus is on FE teacher education and related research, but this does tend to mean that most FE-related research is relevant. We welcome anyone who wishes to join and / or attend meetings.

Where does your funding come from? How much do you get?
The unique thing about TELL is that it is all free and voluntary.

When we started we agreed that operating on a completely voluntary basis meant we could choose what we did and how we did it and the network has actually thrived on that basis. Members host network meetings and provide a venue and refreshments for the day; the book was written without funding and the supplement is also being written in their own time by the team of three working on it and other contributors. In the austere times we are operating, this is fantastic, and we are very proud of our network and the way in

which it has promoted FE research.

TELL MEMBERSHIP

263 members as of November 2017

190 Female
73 Male

111 have university email addresses
92 have college email addresses
60 have other email addresses

Geographical coverage is more difficult to draw out, but browsing the membership gives a good impression that there is reasonably good coverage of England with a small number of members in Wales and Scotland.

Getting started in writing

by Kevin Orr

My first taste of research was while studying part-time for my MA at Manchester Metropolitan University. I was working as a teacher educator at Tameside College in Ashton-Under-Lyne at the time and I had been a teacher in colleges for eleven years. I had started the course primarily to refresh my teaching, which it did, but writing my dissertation on the impact of policy on practice became an act of personal liberation. My life might have been mundane, but now I could apply French philosophy to it, which somehow made my mere existence more exciting. I was beguiled.

By the time I finished that MA I had moved to what was then Manchester College of Arts and Technology (MANCAT) where I started my PhD. Studying for a doctorate structured and refined my research (into teacher education and the creation of ideas about teaching). Much more significantly, it helped me move from FE into a job in HE, where I was expected to be and where I became an active researcher. Had I remained in FE, being an active researcher would have been significantly more difficult, if not impossible. That is important to acknowledge. Moving to the University of Huddersfield, still as a teacher educator, brought me into contact with some

very supportive academics, most particularly my supervisor James Avis, who encouraged me to publish. Meeting and occasionally collaborating with people like James and later Ann-Marie Bathmaker, Helen Colley and Lorna Unwin, amongst others, was transformative. I have found almost everyone involved in research related to FE or lifelong learning to be open, interested and engaging. Indeed, those features characterise researchers in the field, many of whom have come from FE. The support of established researchers has been crucial to any success I have had. So, what advice do I have for colleagues who are starting out?

Study for a doctorate.
That will give you a goal and a framework for research as well as giving you practice in writing. I wish I had thought about this: before you select a topic, think about what you are going to do with your doctorate afterwards. Do you want to publish articles or turn it into a book, perhaps? If so, choose a topic and approach that will enable that.

Share your work with colleagues so you become used to expressing your concepts and ideas.
Setting up an Emerging Researchers Group at work also disciplined me to write something for our regular meetings.

Try to publish early and try to publish often.
My first publication was a short piece in *Post-16 educator*, which I developed later into my first journal article (I took my family out for a meal to celebrate seeing my name in print!). An article for *Intuition* or *FE Week,* might also accept articles about your ideas as they evolve. Remember, though, part of getting published is being rejected by journals, which is irritating but normal at any stage of any career. Read the reviews and move on, cursing under your breath, perhaps.

Try to get a chapter in a book.
The book that I have just edited alongside my utterly brilliant comrades, Joel Petrie and Maire Daley, (*The Principal: Power and professionalism in FE*) involved 53 collaborators, including several student illustrators, and also including many first time FE-based or FE-focussed writers.

Present at conferences.
TELL events and those run by your own institutions or the Teacher Education Advancement Network (TEAN) allow practitioners to test out their research. Then you might send abstracts into conferences run by the Association for Research in Post-Compulsory Education (ARPCE), the Journal of Vocational Education and Training (JVET) or the British Educational Research Association (BERA). Again, your abstract might be rejected (as mine has just been for a conference in America), which once again is mildly irritating but completely normal. Read the reviews and move on, possibly with more cursing. Conferences are where you meet people, like the editors of books and journals.

Join research networks.
TELL is a good example but there is also ARPCE as well as BERA or the Society for Research In Higher Education (SRHE), each of which have groups that focus on FE or colleges. Volunteer to run events or to help run these groups. The work is not usually onerous and it will often bring you into direct contact with established researchers.

Remember quants.
Much educational research uses qualitative data, which is entirely appropriate in very many situations. Many research questions need to be properly addressed with quantitative data, however. That is a methodological issue and not a philosophical one. For example, to understand patterns of inequality or the attainment of BAME students across colleges needs statistics, which are often available to researchers. Pragmatically, access to statistics can be

easier to organise than interviews and might, ultimately be more productive, depending on your research questions.

Think about what research gang you want to hang out with*.*
What niche will you create for yourself? Are you a teacher education researcher? Are you interested in NEETs or college-based HE? Raising your profile as a researcher is easier if you focus your work and become known for something. Matt O'Leary is known for his consistent work on teaching observations, as one such successful example of this.

I have had some success in publishing but I still find writing to be hard work and I still wait anxiously for reviewers' feedback. I do almost all of my writing in the nooks and crannies of my own time, in the past after the children were in bed, often (as right now) on the train. I rarely resent writing because it is the closest I have come to experiencing unalienated labour.

Through writing, moreover, I have met some wonderful people, including many I have met through TELL.

Research Mentoring
by Carol Thompson

TELL provides an opportunity to share research, discuss ideas and benefit from an open exchange of information. The membership list includes people with a wealth of research experience and others who may be taking their first steps into research or publication. As a community, this puts us in a unique

position to encourage new researchers and ultimately extend the body of knowledge available to everyone and we wondered if it might be an opportunity to provide more structured support through a voluntary mentoring programme.

The term 'mentoring' is offered in the widest sense and the expectation would be that interested parties would negotiate the scope of the mentoring relationship based on individual preferences and needs. We also hope that this would be a democratic process whereby 'mentors' and 'mentees' (or whatever alternative terms we choose to adopt), gain equally from the relationship.

At this point, no formal structure has been proposed, we are simply offering this as an idea to gauge the level of interest from the network.

RESEARCH MENTORING

If you feel this is something you would like to be involved with or something which you would find useful, please get in touch with

Carol Thompson at carol.thompson@beds.ac.uk

This much I know … with Jo-Ann Delaney

In conversation with Peter Wolstencroft

Researching can be an intimidating experience for those who are new to the discipline so it is often helpful to learn from those who have been through the process. In this issue of the newsletter, we ask Jo-Ann Delaney about how she approaches research and what tips she would give those starting off in a career in research …

- The ideas for my research often start with something I am curious about or feel strongly about. It's important to be interested in what you are researching and for me, research is often driven by curiosity or sometimes, wondering whether there could be alternative perspectives.

- I write for myself rather than an audience and often don't think about the process of making the research public. That way it stays personal to me. This can cause problems

- academics are often under pressure to publish and disseminate their findings but, keeping the writing individual works for me.

- There is often a lightbulb moment at the start of the research process but then it evolves… The scope may depend on the feasibility of the project. For example, I did a project on immigrants and language some time ago. The project started off on a greater scale but when we went to Germany we realised that we could only see 2 lessons and 3 people so had to scale the whole project back. There are other limitations to think about…. For example, your work, data, finance and maybe the funding you have got.

- I take a structured approach at the start, I start with a research question, then I think about what data I need to collect to help answer the question. This is key because when they don't match, the project won't work. So you might have to adjust your focus, or your data collection. I probably should do more background reading first but often the process I take is to get started with collecting the data and then read around it.

- Writing for me is a very slow process…. I can't do the 'you have an hour' approach. For me, writing involves lots of looking out the window and sitting in front of the computer for a long time. But I get there in the end! It's important that you work out the best way of writing for YOU and then go with it.

- I write the complete article then I revise it at the end rather than revise as I go along. I sometimes have the feeling that I want to see the whole thing before I can edit and see what needs to be improved. Sometimes I get others to look at it but this is rare and usually towards the end of the process.

- Writing with other people can be very hard, you have to choose the right person as everyone has their own style…. I've found it works best for me when you allocate bits to each writer and then exchange and comment
.

- My advice is always find something you are interested in when researching, you need to be curious, otherwise it becomes an academic exercise. It can be hard work and what sustains you is your curiosity.

- There is pressure for new researchers, this often comes from the university who want you to be published. I find it hard when a project is "imposed" because it means I don't have that initial curiosity.

- Be prepared for rejection and don't take it personally.... Keep going!! You are not going to get everything accepted.

- Pick conferences carefully, some are very useful others less so. Select conferences that will be attended by people with similar interests. As you go along you will work out the organisations and special interest groups which you will get the most out of.

  Some people write to publish but I am not like that, I write for interest rather than write for publication. Otherwise I would never take pen to paper!

JO-ANN DELANEY AND AMANDA COPE

Jo-Ann Delaney is the author (with Amanda Cope) of 'Supporting Maths & English in Post-14 Education & Training'.
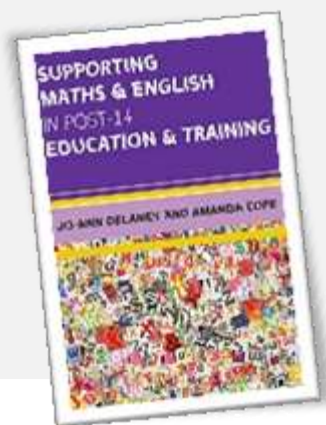
Getting published – an author's story

By Jim Crawley

This feature in Telling Stories is intended to give readers a feel for the journeys into getting published which have been made by TELL members. We will feature the journeys of individual authors, written by them, with a view to encouraging everyone to get published in one of the many, many ways now available. I've volunteered to start this off, as my journey has been quite a long and varied one.

My journey to publishing
I'm someone who has published (i.e. written / contributed to publications intended for someone else to read in addition to me) a good deal of research and other work related to the FE sector over a 30-year period. Very little of this has made its way into the ranks of what would be described as 'world class research' (not that I'm bitter) and a good deal of it would be termed 'grey' research (that is research produced and published outside the traditional academic or commercial publishing channels).

There is no doubt that it is professionally and personally rewarding to get an article published in an academic, peer-reviewed journal, or a book published by a commercial publisher. But getting published in any way, whether it's a colleague making used of a handout you devised, you devising an app for your students to use or a PhD thesis is almost always a positive experience.

For most teaching professionals it is part of trying to do research on an ongoing basis, and make sure at least some of the results, resources and ideas are

available for others to use in a variety of ways and formats. Whether or not publishing has impact is open to debate in so many ways, but I believe it can and does help others avoid the eternal reinvention of the wheel, and for them (and me) to learn something, which could be useful in their own teaching or research.

I have therefore included a wide range of types and modes of publications in this article including a website with a Star Trek focussed name; teaching resources from a European project which I co-ordinated; my first piece of work published by a national organisation; my first single author book, my first peer reviewed journal article, and finally one article for a recent online publication I have written.

After a little more background of how I started to do my own research and find out about the research of others, the rest of the article is a timeline of selected publications, their genesis, how I feel about them, and what, if any effect / impact they may have had.

Building confidence about research at conferences / networks

Never underestimate the help that going to conferences and network meetings can give you when you are trying to see if your research is of interest to others, and test out what you think you are learning from it. This is especially the case if you have the chance to give a paper or run a workshop or a discussion session. In the mid-1980s and 1990s (at least I think that's when it was!) I went for three years in a row to the Learning and Skills Development Agency (LSDA) annual research conference which was held over three days (usually at a well-known university), and which may have even been free to attend. It featured just research and projects about FE by FE practitioners, a really unusual event then, and the networking, conversations and sessions on people's research were great for building confidence about writing up your own work.

One of my contributions was even scheduled in a session with James Avis, which meant that many people attended, as they all came to see him, and I was the B movie! Some of the bigger, better known conferences are not actually that friendly to be at

sometimes, so you may want to start at local smaller get-togethers (such as TELL meetings). Overall though going to network events and conferences is a really good step towards getting published.

Featured Publication #1 - The 'Itslife' website – started in the 1990s

I started this website as a project in about 1995, because I wanted to learn how to do a website, and because I thought sharing teaching resources for FE teacher education was worth trying. The domain name is over long, but I wanted it to be different (I'm a real Sci Fi fan), and I just like the Trekkie URL, which I bought for myself. It's included here, because online content can be an amazing way of getting published to huge numbers of people. Since it started, 'Itslife' has had about two million visitors. I haven't maintained and updated the website for about 8-10 years now, but it still gets 44,000 visitors per year, and the most popular download, a presentation on reflective practice (which I didn't write) has been downloaded approximately 40,000 times.

Is this 'impact' in publishing? Is this better than 500 reads of an academic journal article or 200 sales of a book? Which is more likely to gain you a heightened reputation?
The website is at:
www.itslifejimbutnotasweknowit.org.uk

Featured Publication #2- The Towards Autonomous Learning for Educators (TALE) project report and learning resources. - 2001

I've included this because it was the main outcome of a three year (honest – not just six months like the ETF) European Social Fund financed 'transnational' project with FE practitioners from my college in the UK, Holland, Portugal and Spain. Over the three years we rotated development meetings around the colleges who were involved in different countries and spent the time together developing a teaching pack of resources to promote 'autonomous learning' in

students which could be used by teacher educators to train teachers in the use of these techniques. The resources were shared in print and electronically and were made available in English, Dutch, Spanish and Portuguese.

The learning and development process was collaborative, problem-solving focussed and really good fun, and as the project leader (our college was the project initiator), I got to edit the final learning pack, and write a reasonable amount of it, with contributions from colleagues from all partners including my own. The pack is no longer online, but the resources were used for a number of years in several Spanish and Portuguese regions, and across the many campuses of ROC Amsterdam group of colleges. I still use some now.

The collaborative cross-national learning process was important, and it made those involved more confident and led to them making significant strides in using more student-centred approaches with their students.

Try to get involved in projects if you can, as taking part, although it will inevitably increase your already overloaded workload is almost always worth it. Sometimes, the local impact from small research projects in your own organisation or with one or two others can be surprisingly high.

Featured publication #3 - Crawley, J. and Attewell, J (2001) Promoting social inclusion and widening participation via distributed and electronic learning: A review of the research evidence. Coventry: LSDA
This publication is included because it was one of the first pieces of research work I did which was published by a national organisation. I had been involved in establishing the SW LSDA research network as part of the still operating Learning and Skills Research Network, and this gave me the confidence to apply to be a Quality Improvement Consultant with the LSDA (Learning and Skills Development Agency) which was one of the earlier incarnations of an FE sector infrastructure organisation (I always think it was also the best incarnation).

I was delighted when I got the work, and also when I got asked to be involved in some systematic literature reviews, including one which sought out and reviewed evidence relating to how and if 'distributed and electronic learning' promoted social inclusion and widening participation. I had no idea when I started what a 'systematic literature review' was, but suffice it to say the search terms, criteria and objectives are extremely rigorous and studies have to meet those criteria to even be included. Myself and Jill Attewell worked on this review together and there are two reasons why I have included it here. Firstly it gave me some very helpful research skills and built my confidence that I could do this type of work and do it well. Secondly, the final report was published by the LSDA on its website, so something I had done was officially out there for others to read (I think a few people even did so). It was also something which did seem take this particular branch of thinking about technology and learning in some new directions. I went to the website and viewed it online many times, just because I knew it was there.

Featured publication #4 – Crawley, J. (2005 and 2010) In at the Deep End – a Survival Guide for Teachers in Post Compulsory Education. London: Routledge
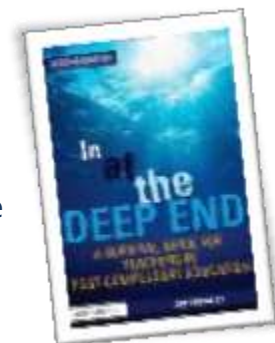
By this time, 2003, I had been fortunate enough to get a job at Bath Spa University, as Programme Leader of the PCET Initial Teacher Education programme, which at the time was my ideal job. By this time I'd spent about 25 years in   FE, so was delighted when a representative from a publisher came to the university (quite a regular occurrence as it happened) asking if anyone wanted to write a book for them.

I was bursting with a lot of experience of teaching and teaching teachers, and had no idea how to get a book proposal approved by a publisher. This can be a challenge, but do persevere if you have something you really want to publish as a book, and you are confident there is a place for it on the market, as

there should be a publisher somewhere that will be interested.

I loved writing 'In at the Deep End' (two editions amazingly in 2005 and 2010) as it was a chance to distil lots of ideas and experience into a book to help others teach, and to help them survive the joys and pitfalls of the ever-changing sector.

The moment when you first get a copy of your first book in your hands is amazing, and although the book sells in only small numbers, I think it is reasonably well regarded, and I'm very proud of it.

The great thing about writing a book is that you are much more genuinely in charge of what you write and how you write it than an academic article where the writing conventions are strong and do not mitigate very well for interesting reading. Impact – quite a few people have said to me they like the book, and I know it is on a few teacher education reading lists, but the main benefit for me was the learning which came from having to think carefully enough about my own experiences to create advice, activities and resources for others, and to support them with appropriate reading and ideas.

Featured publication #5 – Crawley, J. (2013) 'Endless patience and a strong belief in what makes a good teacher': teacher educators in post-compulsory education in England and their professional situation. Research in Post-Compulsory Education 18 (4), 336-347
By 2013 I was well into my very long period of part time PhD study, and was presenting some of the findings at conferences such as UCET (the Universities Council for the Education of Teachers). I was also getting strongly encouraged (with some mentoring support from an experienced writer) to submit one or more articles to a peer reviewed academic journal.

This article was my first ever journal article which was accepted and published in a 'proper' academic journal and contains some reflections and analysis on my PhD research about PCE teacher educators. The journal was 'Research in Post Compulsory Education'. I was fortunate enough that it was accepted with only minor amendments, went into a special edition on

the FE workforce, and, as it was the first article in the contents, did get a reasonable number of reads (nearly 600 to date).

It's included because it was my first journal article, and because I'm happy that it does have something reasonably original about PCE teacher educators to say. In terms of impact … not sure … it's been cited a few times and read by quite a few, but is that really impact?

Featured publication #6 – Crawley, J. (2015) Adult education needs an urgent and radical rethink. The Conversation – published online at https://theconversation.com/adult-education-needs-an-urgent-and-radical-rethink-39391

The Conversation describes itself as an online publication which contains writing with 'academic rigour' and 'journalistic flair', and I think this is a fair description. The content is largely written by academics, but the editorial approach is genuinely as the strap line suggests, and they are open to suggestions for articles if you think you have something to say with authority in an interesting and well-researched way. I got the chance to write an article in 2015 about the current state of adult education, which was, and still is very much a topic close to my heart, and trying to write in the expected style of the Conversation was a challenge which I have to say was much more enjoyable than writing a journal article.

Articles get read by very large numbers of people, and mine has been ready by nearly 11,000 according to the website analytics which are accessed once you have written an article. Other articles receive much more reads, so 10,000 is not actually that many when you are reaching a global audience of readers, but it is till brilliant to think that many people have at least looked at something you have written.

Concluding thoughts

That's my story about getting published, as told by some of the publications I have been involved in writing. I constantly publish but do not have a particularly high profile as a researcher in terms of any research assessment exercise. I have taken many opportunities to get published one way or the other, and I'm very happy to have done so, and to continue to do so.

I hope this article makes one or two other people have a go.

Summary of research and publications by TELL members

By Jim Crawley

This section is a summary of some of the research and thinking which has been undertaken and published by TELL members during 2016 and 2017. This is a descriptive summary, not an attempt to critically peer review, and I have tried to give a representative selection of the work which is included later in the 'Big Bibliography' section.

PLEASE NOTE: THERE IS NO SUGGESTION THAT TELL IS THE INSTIGATOR OF THE WORK LISTED HERE, SIMPLY THAT IT HAS BEEN CARRIED OUT BY PRACTITIONERS WHO ARE ALSO TELL MEMBERS.

There are articles, books and other publications on an amazing range of topics, themes and fields including adult literacy; gender; Vocational Education and Training; Teacher Education; various transitions including youth; emancipatory practice; power and professionalism in FE; inequality; social mobility; professional enquiry; professional development; observation of teaching; mentoring; social justice; professionalism; Higher Education in Further Education; early years; widening participation; new technology; leadership and management; the history

and values of adult education; feminist perspectives; policy; morals; supervision; quality assurance; apprenticeships; well-being; Scottish HE in FE; learning journeys; Northern College; academies; applied learning; liberal studies and Bourdieu.

The range of subjects and themes covered is a real surprise to me, and may be to you as well. It probably reinforces the notion of a diverse and difficult to define sector by showcasing the diversity of the research interests of those TELL members working with and within the sector.

EVENTS CALENDAR			
Compiled by **Carol Thompson**			
SEND EVENTS TO ADD TO carol.thompson@beds.ac.uk			
FEBRUARY			
DATE	**EVENT**	**COST**	**LOCATION / DETAILS**
15th-16th	ATEE Winter Conference - *Technology and Innovative Learning*	€150-€295	Utrecht Netherlands https://husite.nl/atee/
17th	Chartered College of Teaching Annual Conference	£75-149	London https://chartered.college/
27th	TELL Network Meeting Lewisham / Southwark College in Partnership with Canterbury Christchurch University - *Perspectives on the Pedagogy of Teacher Education*	FREE	Southwark Campus of Lewisham / Southwark College https://teachereducatoruk.wikispaces.com/
MARCH			
5th to 7th	International Technology and Education Conference.	€490-€590	Valencia, Spain. https://iated.org/inted/
26th to 30th	UNESCO Mobile Learning Week	TBC	TBC http://www.unesco.org/new/en/mlw
APRIL			
17th to 18th	Capita Further Education Conference	TBC	Radisson Blu hotel, East Midlands Airport www.capita-fhe.co.uk/events/capita-further-education-conference-2018
MAY			
10th - 11th	TEAN 9th Annual Conference	£230-£435	Aston Conference Centre, Birmingham https://www.cumbria.ac.uk/research/enterprise/tean/diary-of-events/9th-tean-annual-conference/
16th	TELL network meeting	FREE	Marjon University, Plymouth https://teachereducatoruk.wikispaces.com/
JUNE			
21st	TELL Network Meeting	FREE	University of Bolton https://teachereducatoruk.wikispaces.com/
25th -28th	Canada International Conference on Education (CICE)	CAD$450-CAD$650	University of Toronto http://ciceducation.org/

EVENTS CALENDAR
Compiled by Carol Thompson

JUNE			
DATE	**EVENT**	**COST**	**LOCATION / DETAILS**
27th	3rd Reimagining Further Education Conference	TBC	Birmingham City University – City Centre campus https://reimaginefe.wordpress.com/home/introducing-the-2018-conference/
27th - 29th	Interrogating Transformative Processes in Learning and Education Network, ESREA.	€150-€200	Royal Olympic Hotel, Athens, Greece https://tinyurl.com/ya5clo5q
JULY			
3rd – 5th	HEA Annual Conference	£213-£510	Aston, Birmingham https://www.heacademy.ac.uk/training-events/events/annual-conference-2018
6th - 8th	BELMAS (British Educational Leadership, Management and Administration Society) Annual Conference 'Education Policy and Sustainability: global perspectives from the field of educational leadership'	£250-£600	Beaumont Estate, Windsor UK https://www.belmas.org.uk/All-Events/BELMAS-Annual-Conference-2018/50030
9th - 11th	ICET 2-18 *Teacher Education at the Edge: expanding frontiers and access*	$150-$275	Laredo, Texas, USA. http://www.tamiu.edu/coedu/ICET2018.shtml
13th -15th	ARPCE 3rd International Conference - *Research in post-compulsory Education*	TBC	Harris Manchester College, Oxford www.arpce.org.uk/conference-2018/
SEPTEMBER			
11th -13th	BERA Annual Conference	£280-£500	Northumbria University http://www.bera.ac.uk/beraconference-2018
OCTOBER			
9th-12th	Australian International Education Conference - *Empowering a new generation*	TBC	Sydney, Australia http://aiec.idp.com/about
NOVEMBER			
12th-14th	ERAS-APERA - *Joy of Learning in a complex world*	TBC	National Institute of Education, Nanyang Technological University, SINGAPORE
29th-30th	International Conference on Adult Education Systems	$A250-450	Grand Hotel Chancellor, Melbourne Australia https://www.waset.org/conference/2018/11/melbourne/ICAES

Editorial Team

Jim Crawley – Teaching Fellow, Senior Lecturer, Education Studies. Institute for Education, Bath Spa University

Carol Thompson - Senior Lecturer Teacher Education and Course Co-ordinator Post-Compulsory Education

Peter Wolstencroft – Senior Lecturer in Leadership, Coventry University

Becky Collins - Subject Librarian, Business, Strategy, HRM, Sport and Event Management, Coventry University (With thanks from Peter, Jim and Carol for her expert advice and assistance with gathering sources for the supplement.

Jan Crawley – Chief Executive – South West Foundation for some photos

The TELL 'big bibliography' – publications by TELL members in 2016 and 2017

By Jim Crawley

This final feature of our first supplement is a list, formatted as a Harvard referenced bibliography, of all the publications we have collected which have been written by TELL members and which were published in 2016 or 2017. The formatting of this section is something of an ongoing development, so please forgive inconsistencies and errors.

Email Jim (j.crawley@bathspa.ac.uk) with any corrections or additions

Book chapters are mainly listed under the main book entry rather than separately by author, and only chapters and other items written by TELL members are included.

FEATURED ITEMS

Ade-Ojo, G. and Duckworth, V. (2017) 'Of cultural dissonance: the UK's adult literacy policies and the creation of democratic learning spaces', *International Journal of Lifelong Education,* 36(4), pp. 388-405. doi: 10.1080/02601370.2016.1250232.

Atkins, L. (2017) 'The odyssey: school to work transitions, serendipity and position in the field', *British Journal of Sociology of Education,* 38(5), pp. 641-655. doi: 10.1080/01425692.2015.1131146.

Atkins, L. (2016) 'Dis(en)abled: Legitimating discriminatory practice in the name of inclusion?', *British Journal of Special Education,* 43(1), pp. 6-21. doi: 10.1111/1467-8578.12123.

Atkins, L. and Vicars, M. (2016) 'Feminine men and masculine women: in/exclusion in the

academy', *Education and Training,* 58(3), pp. 252-262. doi: 10.1108/ET-10-2015-0100.

Atkins, L. and Tummons, J. (2017) 'Professionalism in vocational education: international perspectives', *Research in Post-Compulsory Education,* 22(3), pp. 355-369. doi: 10.1080/13596748.2017.1358517.

Avis, J. and Atkins, L. (2017) 'Youth transitions, VET and the making of class: changing theorisations for changing times?', *Research in Post-Compulsory Education,* 22(2), pp. 165-185. doi: 10.1080/13596748.2017.1314678.

Avis, J. and Orr, K. (2016) 'HE in FE: vocationalism, class and social justice', *Research in Post-Compulsory Education,* 21(1-2), pp. 49-65. doi: 10.1080/13596748.2015.1125666.

Avis, J., Orr, K. and Warmington, P. (2017) 'Race and vocational education and training in England', *Journal of Vocational Education and Training,* 69(3), pp. 292-310. doi: 10.1080/13636820.2017.1289551.

Bathmaker, A.-. (2017a) 'Post-secondary education and training, new vocational and hybrid pathways and questions of equity, inequality and social mobility: introduction to the special issue', *Journal of Vocational Education and Training,* 69(1), pp. 1-9. doi: 10.1080/13636820.2017.1304680.

Bathmaker, A. (2016a) 'Constructions of knowledge through practice in general vocational education in England', in Loo, S. and Jameson, J. (eds.) *Vocationalism in Further and Higher Education: Policy, Programmes and Pedagogy.* 1st edn. London: Routledge, pp. 106-116.

Bathmaker, A.-. (2016b) 'Higher education in further education: the challenges of providing a distinctive contribution that contributes to widening participation', *Research in Post-Compulsory Education,* 21(1-2), pp. 20-32. doi: 10.1080/13596748.2015.1125667.

Bathmaker, A. (2017b) 'Post-secondary education and training, new vocational and hybrid pathways and questions of equity, inequality and social mobility: introduction to the special issue', *Journal of Vocational Education & Training,* 69(1), pp. 1-9. doi: 10.1080/13636820.2017.1304680.

Bathmaker, A., Ingram, N., Abrahams, J., Hoare, A., Waller, R. and Bradley, H. (eds) (2016) *Higher education, social class and social mobility: The degree generation.* 1st edn. London: Palgrave Macmillan; Series number, n/a.

Bilton, H. and Waters, J. (2017) 'Why take young children outside? A critical consideration of the professed aims for outdoor learning in the early years by teachers from England and Wales', *Social Sciences,* 6(1), pp. 11-21. doi: 10.3390/socsci6010001.

Boulton, H. (2017) 'Exploring the effectiveness of new technologies: Improving literacy and engaging learners at risk of social exclusion in the UK', *Teaching and Teacher Education,* 2017(63), pp. 73-81. doi: 10.1016/j.tate.2016.12.008.

Boyd, P. and White, E. (2017) 'Teacher educator professional inquiry in an age of accountability', in Boyd, P. and Szplit, A. (eds.) *Teachers and teacher educators learning through inquiry: international perspectives.* 1st edn. Krakow, Poland: Wydawnctwo Attyka, pp. 123-142.

Boylan, M., Coldwell, M., Maxwell, B. and Jordan, J. (2017) 'Rethinking models of professional learning as tools: a conceptual analysis to inform research and practice', *Professional Development in Education,* 44(1), pp. 120-139. doi: 10.1080/19415257.2017.1306789.

Broad, J.H. (2016) 'Vocational knowledge in motion: rethinking vocational knowledge through vocational teachers professional development', *Journal of Vocational Education and Training,* 68(2), pp. 143-160. doi: 10.1080/13636820.2015.1128962.

Carter, A. and Bathmaker, A.-. (2017) 'Prioritising progression over proficiency: limitations of teacher-based assessment within technician-level vocational education', *Journal of Further and Higher Education,* 41(4), pp. 460-474. doi: 10.1080/0309877X.2015.1135881.

Crawley, J. (ed.) (2016) *Post compulsory teacher educators: connecting professionals.* 1st edn. St Albans: Critical Publishing Ltd; Series number, 1. Series editor: Mentor, I.

> Azumah Dennis, C.; Ballans, J.; Bowie, M.; Humphries, S. and Stones, S. Post compulsory teacher educators: the 'even more' quality. pp.8-15
>
> Crawley, J. (2016) *Introducing the invisible educators.* pp. 1-7
>
> Crawley, J. (2016) *Growing connections for the future of a connected profession.* pp.59-66
>
> Duckworth, V. (2016) *Enacting teacher education values.* pp.34-41
>
> Eliahoo, R. (2016) *Going global.* pp.50-58

Machin, L. (2016) *The history and development of post compulsory teacher education*. pp.24-33

Orr, K. (2016)*The filling in the educational sandwich: post compulsory education*. pp.16-23

Robinson, D. and Skrbic, N. (2016) *Invisibility or connecting professionals?* pp.42-49

Daley, M., Orr, K. and Petrie, J. (eds.) *The Principal: Power and professionalism in FE*. 1st edn. London: IoE Press

Azumah Dennis, C. (2017) *A letter from Niccolo: Machiavellian indulgences and strategy myths* pp 25-33

Crawley, J. (2017) *Principalities of people: destabilizing the prince's power through acts of connection*. pp. 115-124.

Duckworth, V. (2017) *Transforming the Prince to a Prince of Hope: Emancipatory adult education empowering students and communities*. pp. 141-53

Hammond, C. (2017) *Machiavelli, tactics and utopia?* pp. 154-60

Husband, G. (2017) *The renovation of Machiavellian innovation: A return to a celebration of the good*. pp. 99-105

Mycroft, L. and Weatherby, J. (2017) *Social purpose leadership: A new hope*. pp.188-94

Powell, D. (2017) *The Prince, principals and their principalities*. pp. 132-40

Shukie, P. (2017) *Seeking emancipation in a world of online emancipators*. pp.161-70

Delaney, J. and Cope, A. (2016) *Supporting maths & english in post-14 education & training.* 1st edn. Maidenhead: Open Univ Press.

Dennis, C.A. (2016) 'Further education colleges and leadership: Checking the ethical pulse', *London Review of Education,* 14(1), pp. 116-130. doi: 10.18546/LRE.14.1.11.

Dennis, C.A., Springbett, O. and Walker, L. (2017) 'Further Education, Leadership and Ethical action: Thinking with Hannah Arendt', *Educational Management Administration & Leadership,* (2017), pp. 1-17. doi: 10.1177/1741143217725324.

Dixon, L., Jennings, A., Orr, K. and Tummons, J. (2010) 'Dominant discourses of pre-service teacher education and the exigencies of the workplace: An ethnographic study from English further education', *Journal of Vocational Education and Training,* 62(4), pp. 381-393. doi: 10.1080/13636820.2010.529501.

Duckworth, V. and Ade-Ojo, G.O. (2016) 'Journey Through Transformation: A Case Study of Two Literacy Learners', *Journal of Transformative Education,* 14(4), pp. 285-304. doi: 10.1177/1541344616644682.

Duckworth, V., Lord, J., Dunne, L., Atkins, L. and Watmore, S. (2016) 'Creating feminised critical spaces and co-caring communities of practice outside patriarchal managerial landscapes', *Gender and Education,* 28(7), pp. 903-917. doi: 10.1080/09540253.2015.1123228.

Duckworth, V., Thomas, L. and Bland, D. (2016) 'Joining the dots between teacher education and widening participation in higher education', *Research in Post-Compulsory Education,* 21(3), pp. 260-277. doi: 10.1080/13596748.2016.1195167.

Duckworth, V. (2014) *Learning trajectories, violence and empowerment amongst adult basic skills learners.* 1st ed. New York, NY: Routledge.

Eliahoo, R. (2017) 'Teacher educators: proposing new professional development models within an English further education context', *Professional Development in Education,* 43(2), pp. 179-193. doi: 10.1080/19415257.2016.1178164.

Eliahoo, R. (2016) 'An analysis of beginning mentors critical incidents in English post-compulsory education: Navigating stormy waters', *International Journal of Mentoring and Coaching in Education,* 5(4), pp. 304-317. doi: 10.1108/IJMCE-08-2016-0060.

Farrell, F., Duckworth, V., Reece, M. and Rigby, P. (2017) 'The moral frontiers of English education policy: governmentality and ethics within an alternative provision free school', *Educational Review,* 69(3), pp. 349-365. doi: 10.1080/00131911.2016.1223018.

Fisher, R. and Simmons, R. (2012) 'Liberal conservatism, vocationalism and further education in England', *Globalisation, Societies and Education,* 10(1), pp. 31-51. doi: 10.1080/14767724.2012.646881.

French, A. and Kendall, A. (2017) 'Getting lost (and found) in supervision: an ethnodrama', *Studies in Graduate and Postdoctoral Education,* 8(1), pp. 2-14. doi: 10.1108/SGPE-04-2016-0009.

Gravells, A. (2017) *Principles and practices of teaching and training: a guide for teachers and trainers in the FE*

and Skills sector. 1st edition edn. Thousand Oaks, CA: Sage.

Gravells, A. (2016a) *Principles and practices of assessment: a guide for assessors in the fe and skills sector.* 3rd edition edn. Thousand Oaks, CA: Sage.

Gravells, A. (2016b) *Principles and practices of quality assurance: a guide for internal and external quality assurers in the FE and skills sector.* 1st edition edn. Thousand Oaks, CA: Sage.

Guile, D. and Lahiff, A. (2017) 'Apprenticeship for 'Liquid Life': Learning in Contingent Work Conditions for Contingent Employment', *Vocations and Learning,* 10(2), pp. 157-175. doi: 10.1007/s12186-016-9166-3.

Hall, V. (2017) 'A tale of two narratives: student voice—what lies before us?', *Oxford Review of Education,* 43(2), pp. 180-193. doi: 10.1080/03054985.2016.1264379.

Heaslip, V., Board, M., Duckworth, V. and Thomas, L. (2017) 'Widening participation in nurse education: An integrative literature review', *Nurse education today,* 2017(59), pp. 66-74. doi: 10.1016/j.nedt.2017.08.016.

Hobley, J. (2016) ''Here's the iPad'. The BTEC philosophy: how not to teach science to vocational students', *Research in Post-Compulsory Education,* 21(4), pp. 434-446. doi: 10.1080/13596748.2016.1226586.

Hobson, A.J. (2016) 'Judge mentoring and how to avert it: introducing ONSIDE Mentoring for beginning teachers', *International Journal of Mentoring and Coaching in Education,* 5(2), pp. 87-110. doi: 10.1108/IJMCE-03-2016-0024.

Hobson, A.J. and Maxwell, B. (2017) 'Supporting and inhibiting the well-being of early career secondary school teachers: Extending self-determination theory', *British Educational Research Journal,* 43(1), pp. 168-191. doi: 10.1002/berj.3261.

Hobson, A.J., Searby, L.J., Harrison, L. and Firth, P. (2016) 'Editorial', *International Journal of Mentoring and Coaching in Education,* 5(4), pp. 282-286. doi: 10.1108/IJMCE-10-2016-0068.

Hodge, S., Atkins, L. and Simons, M. (2016) 'Towards an epistemically neutral curriculum model for vocational education: from competencies to threshold concepts and practices', *International Journal of Training Research,* 14(3), pp. 230-243. doi: 10.1080/14480220.2016.1256895.

Husband, G. and Jeffrey, M. (2016) 'Advanced and higher vocational education in Scotland: recontextualising the provision of HE in FE', *Research in Post-Compulsory Education,* 21(1-2), pp. 66-72. doi: 10.1080/13596748.2015.1125670.

Ingleby, E. and Tummons, J. (2017) 'Imitation is not always flattery! The consequences of academy schools in England for further education policy', *Research in Post-Compulsory Education,* 22(2), pp. 237-251. doi: 10.1080/13596748.2017.1314682.

Ingleby, E. and Tummons, J. (2012) 'Repositioning professionalism: Teachers, mentors, policy and praxis', *Research in Post-Compulsory Education,* 17(2), pp. 163-178. doi: 10.1080/13596748.2012.673877.

Ingleby, E. (2018) 'Early years educators' perceptions of professional development in England: an exploratory study of policy and practice', *Professional Development in Education,* 44(1), pp. 22-32. doi: 10.1080/19415257.2017.1280522.

Jones, S. (2017) *Effective CPD and its implications for student and lecturers in college HE.* Available at: https://www.aoc.co.uk/march-2017-effective-cpd-and-its-implications-students-and-lecturers-in-college-he-sam-jones(Accessed: 17 January 2018).

Kendall, A., Gibson, M., Himsworth, C., Palmer, K. and Perkins, H. (2016) 'Listening to old wives tales: small stories and the (re)making and (re)telling of research in HE/FE practitioner education', *Research in Post-Compulsory Education,* 21(1-2), pp. 116-136. doi: 10.1080/13596748.2015.1126933.

Lahiff, A. and Guile, D. (2016) ''It's not like a normal 9 to 5!': the learning journeys of media production apprentices in distributed working conditions', *Journal of Vocational Education and Training,* 68(3), pp. 302-319. doi: 10.1080/13636820.2016.1201846.

Lahiff, A. (2016) 'Maximising vocational teachers' learning through developmental observation', in O'Leary, M. (ed.) *Reclaiming Lesson Observation: Supporting Excellence in Teacher Learning.* 1st edn. London: Routledge, pp. 51-61.

Lea, J. (2015) *Enhancing learning and teaching in higher education: engaging with the dimensions of practice.* 1st edn. Maidenhead u.a.: McGraw Hill/Open University Press.

Loo, S. (2017) *Teachers and teaching in vocational and professional education.* 1st edn. Abingdon, Oxon ; New York, NY: Routledge.

Loo, S. (2016a) *Creative working in the knowledge economy.* 1st edn. London: Routledge.

Loo, S. (2016b) *Creative working in the knowledge economy.* 1st edn. New York, NY: Routledge, Taylor & Francis Group.

Loo, S. (2016c) 'Training of FE teachers with occupational/vocational experiences: An approach using collaboration and evidence-based research', in Loo, S. and Jameson, J. (eds.) *Vocationalism in Further and Higher Education: Policy, Programmes and Pedagogy.* 1st edn. London: Routledge, pp. 78-90.

Loo, S. (ed.) (2016d) *Training of teachers of occupation-related programmes.* 1st edn. New York: Nova; Series number, 1.

Machin, L. (2015) *A complete guide to the level 4 certificate in education and training / Lynn Machin, Duncan Hindmarch, Sandra Murray & Tina Richardson.* Second edition edn. Northwich United Kingdom]: Critical Publishing.

Machin, L., Hall, F., Hindmarch, D., Murray, S. and Richardson, T. (2016a) *A concise guide to the level 3 award in education and training.* 1st edn. Northwich: Critical Publishing Ltd.

Machin, L., Hindmarch, D., Murray, S. and Richardson, T. (2016b) *A Complete Guide to the Level 5 Diploma in Education and Training.* Second edition edn. Northwich: Critical Publishing Ltd.

MacLeod, A., Kits, O., Mann, K., Tummons, J. and Wilson, K.W. (2017) 'The invisible work of distributed medical education: exploring the contributions of audiovisual professionals, administrative professionals and faculty teachers', *Advances in Health Sciences Education,* 22(3), pp. 623-638. doi: 10.1007/s10459-016-9695-4.

Manning, C. and Hobson, A.J. (2017) 'Judgemental and developmental mentoring in further education initial teacher education in England: mentor and mentee perspectives', *Research in Post-Compulsory Education,* 22(4), pp. 574-595. doi: 10.1080/13596748.2017.1381377.

Maynard, T., Waters, J. and Clement, J. (2013a) 'Child-initiated learning, the outdoor environment and the 'underachieving' child', *Early Years,* 33(3), pp. 212-225. doi: 10.1080/09575146.2013.771152.

Maynard, T., Waters, J. and Clement, J. (2013b) 'Moving outdoors: Further explorations of 'child-initiated' learning in the outdoor environment', *Education 3-13,* 41(3), pp. 282-299. doi: 10.1080/03004279.2011.578750.

McIntyre, J. and Hobson, A.J. (2016) 'Supporting beginner teacher identity development: External mentors and the third space', *Research Papers in Education,* 31(2), pp. 133-158. doi: 10.1080/02671522.2015.1015438.

McKenzie, L., Turner, R. and Gale, K. (2016) 'Reflective writing: I wouldnt start from here examining a professional development initiative to enhance the scholarly activity of English HE in FE lecturers', *Reflective Practice,* 17(4), pp. 430-443. doi: 10.1080/14623943.2016.1169168.

Mycroft, L. (2016) 'Northern College and the Philosophers of Praxis', *FORUM,* 58(3), pp. 415. doi: 10.15730/forum.2016.58.3.415.

O'Leary, M. and Wood, P. (2017) 'Performance over professional learning and the complexity puzzle: lesson observation in England's further education sector', *Professional Development in Education,* 43(4), pp. 573-591. doi: 10.1080/19415257.2016.1210665.

O'Leary, M. (ed.) (2016) *Reclaiming Lesson Observation: Supporting excellence in teacher learning.* 1st edn. London: Routledge; Series number, .

Ovenden-Hope, T. and Blandford, S. (2017) *Understanding Applied Learning: Developing Effective Practice to Support All Learners.* London: Routledge.

Passy, R. and Ovenden-Hope, T. (2017) *Class of 2010: A Qualitative Longitudinal Study of an English Secondary School That Became an Academy.* 1st edn. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications Ltd.

Rapley, E. (2017) 'Seeing the light. Personal epiphanies and moving towards interpretivism; a researchers tale of exploring teacher pedagogic practice', *Ethnography and Education,* , pp. 1-19. doi: 10.1080/17457823.2017.1315311.

Russell, L., Simmons, R. and Thompson, R. (2011) 'Ordinary lives: An ethnographic study of young people attending entry to employment programmes', *Journal of Education and Work,* 24(5), pp. 477-499. doi: 10.1080/13639080.2011.573773.

Russell, L., Simmons, R. and Thompson, R. (2010) 'Playing the numbers game: Connexions personal advisers working with learners on entry to employment programmes', *Journal of Vocational Education and Training,* 62(1), pp. 1-12. doi: 10.1080/13636820903427561.

Schofield, C. and McKenzie, L. (2017) 'An exploration of important factors in the decision-making process undertaken by foundation degree students with respect to level 6 progression', *Journal of Further and Higher Education,* 2017(2017), pp. 1-10. doi: 10.1080/0309877X.2017.1323190.

Simmons, R. (2017a) 'Employability, knowledge and the creative arts: reflections from an ethnographic study of NEET young people on an entry to employment programme', *Research in Post-Compulsory Education,* 22(1), pp. 22-37. doi: 10.1080/13596748.2016.1272086.

Simmons, R. (2017b) 'The Historical Experience of Liberal Studies for Vocational Learners in Further Education', *British Journal of Educational Studies,* 2017(2017), pp. 1-18. doi: 10.1080/00071005.2017.1380160.

Simmons, R. (2017c) 'Mrs Thatchers first flourish: organic change, policy chaos and the fate of the colleges of education', *British Journal of Educational Studies,* 65(3), pp. 353-368. doi: 10.1080/00071005.2017.1279276.

Simmons, R. (2016a) 'Liberal studies and critical pedagogy in further education colleges: where their eyes would be opened (sometimes)', *Oxford Review of Education,* 42(6), pp. 692-706. doi: 10.1080/03054985.2016.1226790.

Simmons, R. and Smyth, J. (2016) 'Crisis of youth or youth in crisis? Education, employment and legitimation crisis', *International Journal of Lifelong Education,* 35(2), pp. 136-152. doi: 10.1080/02601370.2016.1164470.

Simmons, R. and Thomas, P. (2016) 'Youth, insecurity and education', *International Studies in Sociology of Education,* 26(2), pp. 101-104. doi: 10.1080/09620214.2016.1213981.

Simmons, R. (2016b) 'Liberal studies and critical pedagogy in further education colleges: 'where their eyes would be opened' (sometimes)', *Oxford Review of Education,* 42(6), pp. 692-706. doi: 10.1080/03054985.2016.1226790.

Teviotdale, W.W., Clancy, D., Fisher, R. and Hill, P. (2017) 'Group work and undergraduate accounting students: a Bourdieusian analysis', *Research in Post-Compulsory Education,* 22(3), pp. 334-354. doi: 10.1080/13596748.2017.1358513.

Thompson, C. (2016) 'The magic of mentoring: a democratic approach to mentoring trainee teachers in post-compulsory education', *Research in Post-Compulsory Education,* 21(3), pp. 246-259. doi: 10.1080/13596748.2016.1195172.

Thompson, R. (2017) 'Opportunity structures and educational marginality: the post-16 transitions of young people outside education and employment', *Oxford Review of Education,* 43(6), pp. 749-766. doi: 10.1080/03054985.2017.1352502.

Thompson, R. and Russell, L. (2017) 'Trainee teachers in unpaid teaching posts: volunteering, risk and vulnerability', *Journal of Vocational Education & Training,* 69(4), pp. 637-654. doi: 10.1080/13636820.2017.1322129.

Tummons, J. (2016a) 'Very positive or vague and detached? Unpacking ambiguities in further education teachers responses to professional standards in England', *Research in Post-Compulsory Education,* 21(4), pp. 346-359. doi: 10.1080/13596748.2016.1226589.

Tummons, J. (2010a) 'The assessment of lesson plans in teacher education: A case study in assessment validity and reliability', *Assessment and Evaluation in Higher Education,* 35(7), pp. 847-857. doi: 10.1080/02602930903125256.

Tummons, J. (2010b) 'Institutional ethnography and actor-network theory: A framework for researching the assessment of trainee teachers', *Ethnography and Education,* 5(3), pp. 345-357. doi: 10.1080/17457823.2010.511444.

Tummons, J. (2008) 'Assessment, and the literacy practices of trainee PCET teachers', *International Journal of Educational Research,* 47(3), pp. 184-191. doi: 10.1016/j.ijer.2008.01.006.

Tummons, J., Fournier, C., Kits, O. and MacLeod, A. (2017) 'Using technology to accomplish comparability of provision in distributed medical education in Canada: an actornetwork theory ethnography', *Studies in Higher Education,* 2017(2017), pp. 1-11. doi: 10.1080/03075079.2017.1290063.

Tummons, J., Fournier, C., Kits, O. and MacLeod, A. (2016) 'Teaching without a blackboard and chalk: conflicting attitudes towards using ICTs in higher education teaching and learning', *Higher Education Research and Development,* 35(4), pp. 829-840. doi: 10.1080/07294360.2015.1137882.

Tummons, J. (2016b) ''Very positive' or 'vague and detached'? Unpacking ambiguities in further education teachers' responses to professional standards in England', *Research in Post-Compulsory*

Education, 21(4), pp. 346-359. doi: 10.1080/13596748.2016.1226589.

Tummons, J. (2010c) 'Actors, networks and assessment: An actor-network critique of quality assurance in higher education in England', in Tatnall, A. (ed.) *Actor-Network Theory and Technology Innovation: Advancements and New Concepts.* 1st edn. Pennsylvania: IGI Global, pp. 178-191.

Walker, M. (2017a) *The development of the mechanics' institute movement in Britain and beyond: supporting further education for the adult working classes.* 1st edn. London ; New York, NY: Routledge, Taylor & Francis Group.

Walker, M. (2017b) 'The emergence of teacher supply for adult education institutions and technical colleges from the 1850s to the 1960s and beyond', *Research in Post-Compulsory Education,* 22(3), pp. 429-441. doi: 10.1080/13596748.2017.1358522.

Waters, J. and Maynard, T. (2010) 'What's so interesting outside? A study of child-initiated interaction with teachers in the natural outdoor environment', *European Early Childhood Education Research Journal,* 18(4), pp. 473-483. doi: 10.1080/1350293X.2010.525939.

Webb, S., Bathmaker, A.-., Gale, T., Hodge, S., Parker, S. and Rawolle, S. (2017a) 'Higher vocational education and social mobility: educational participation in Australia and England', *Journal of Vocational Education and Training,* 69(1), pp. 147-167. doi: 10.1080/13636820.2016.1269359.

Webb, S., Bathmaker, A., Gale, T., Hodge, S., Parker, S. and Rawolle, S. (2017b) 'Higher vocational education and social mobility: educational participation in Australia and England', *Journal of Vocational Education & Training,* 69(1), pp. 147-167. doi: 10.1080/13636820.2016.1269359.