

Appendix

Methodology

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This study was undertaken in the spirit of prosopography, a methodology sometimes employed by historians. In doing this, they might ‘single out relevant factors such as age, social, cultural, and professional backgrounds, that may help to identify underlying social processes and thus discover unexplored features of causation’ (Cordillot, 2000, p.234). In this instance, we have drawn on ‘narrative and biographical data’ from the 12 ‘career stories’ (Kelchtermans, 2009, p.260) of these further education based teacher educators who are currently, or who have been in the past, teaching on the University of Huddersfield’s initial teacher education programmes. These teacher educators are/were based within partner colleges of the Education and Training Consortium, an initial teacher education partnership between the University and more than 20 FE colleges, at the time they wrote their story. The idea for the booklet was shared at one of the University and partner colleges’ regular ‘Network meetings’ as a way of recruiting potential participants. Research by Noel (2006) on the Consortium’s further education based teacher educators more than a decade earlier had concluded that they were then predominantly female and ‘older’. The twelve participants for

this study were recruited through a combination of volunteer, snowball, and purposive sampling. We were particularly pleased that Brenda and Rajiv tell their stories because minority ethnic teacher educators are under-represented in the further education based teacher education workforce, though it should be stressed that this was far from the most important reason that their accounts appear here.

Drawing on my experience of writing my personal profile for inclusion in Anja Swennen and Peter Lorist's booklet (2016), I asked each participant to write a 750-word profile of themselves that answered the following questions, all of which were based around those used by Peter and Anja:

- When did you decide (first think about) becoming a teacher? [And...] a teacher educator?
- What were the most significant moments in you becoming a teacher educator?
- Who have been the key people in your journey to becoming and being the teacher educator you are today?
- How did you develop as a teacher educator in those first few years? How have you developed since then?

This approach intentionally used the accessible, everyday language of their practice, what Loo (2020, p.6) calls 'a language of articulation' (Loo, 2020, p.6), to help elicit their experience of becoming and being teacher educators. Once the profile had been written, each storyteller was invited to select one or two quotations from their story that they felt captured the essence of their professional lives and work. Their accounts were then analysed to identify themes, located within the existing literature and from this conclusions were drawn (Wellington, 2000).