RECOGNISING CHARACTER DEVELOPMENT IN OUR LEARNING AUTOBIOGRAPHIES

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Abstract

The aim of this paper is to present the analysis of video autobiographical accounts from future educators about their educational experiences in order to identify instances of character development. Emerging themes can inform the development of teacher education programmes towards the deliberative cultivation of these qualities for our future teachers. This paper presents the analysis of 53 video autobiographies (Digital Stories) from students in their first year of an undergraduate Education Studies programme. The students are aspiring future educators and the aim of the video autobiography is to encourage reflection on their experience of education and to illuminate the elements that have inspired them to want to pursue a career in education.

A grounded theory (Strauss & Corbin 1998) approach was adopted to draw out themes emerging from the autobiographies. The analysis showed that qualities of character (Carr 2007), demonstrated to them by their teachers was significantly influential in their success at school and their motivation to enter the profession. With many autobiographies noting "*that is the kind of teacher I want to be"*.

Recent publications in the UK, such as the APPG for Social Mobility (2014) and the Carter Review of Teacher Education (2015) have noted that character should be taught in schools and that this may require an increase in its focus within teacher education. The deliberate cultivation of '*qualities of character'* as described by Carr (2007) is also advocated by many authors (Goodlad et al 1991; Sockett 1993, Campbell 2003/2013, Sanger 2008, Mahoney 2009, Sanger & Osguthorpe 2013). Their views stress the importance for the profession, not only to make a contribution to the development of character in their learners but to be aware of both the implicit and explicit ways that this may happen. This paper comes from the premise that virtues and character can be taught and that it can and does happen, often implicitly through the character of the teacher. It presents an argument for the deliberate cultivation of character within teacher education to raise awareness of this as professional expertise. It also makes recommendations about how this might look in practice.

Keywords: character development, teacher education, learning autobiographies

Context

The context for this study is an undergraduate BA (Hons) Education Studies degree based in a University in the United Kingdom. Students primarily follow this programme as a route into primary education or tertiary education. Some, wishing to enter secondary teaching may combine a set of core Education Studies modules with a National Curriculum subject, such as English, History, Drama or French as part of a Combined Subjects Programme at the University (CSP).

In the first semester of their study there is a focus upon making clear the relationship between theory and practice in education and to this end, the first assessment task is to reflect upon their experiences of education using a digital story format (Haythornthwaite & Andrews 2011) to share their autobiographical journeys. Their three minute video stories are shared with the whole cohort and students are asked to engage with their peers' videos by noticing themes and similarities emerging from them. It is hoped that this will also enable the cohort to build closer relationships as they relate to each other's experience and gain confidence in sharing their work with each other. Three cohorts have now undertaken this assessment and the teachers of those cohorts were interested to find out if the themes emerging within each cohort were similar across all three.

Introduction

Teacher education is under as much scrutiny as teaching itself, as we, as teacher educators are asked to train reflective, innovative new teachers who can react to policy changes and curriculum upheavals to educate a new generation. How we do this and which traits of character are identifiable as being necessary to fulfill this are debatable and individual. Three cohorts of students have recalled and defined their experiences in education and all positive recall centres on stepping outside of the day to day routine of school structures and anticipated models of traditional instruction. By examining the central themes of these recollections of education, a picture of character development began to emerge. The characteristics of the teachers recalled as inspirational listed enthusiasm, passion, versatility, creativity, confidence and diversity as capturing student interest and developing them as students. These themes are similar in scope to those identified by Stylianides and Stylianides, (2014) when they identified expertise in teaching as "ambitious," "dialogic," "reform-oriented," and "responsive" Can these themes inform our training of future teachers so that future students receive inspirational teaching? It presents an argument for the deliberate cultivation of character within teacher education to raise awareness of this as professional expertise. It also makes recommendations about how this might look in practice

What is Character?

The term character within the context of education, is not widely used in the UK and may be understood more readily as our dispositions, personality traits or conduct, our virtues and morals. Our virtues, according to Ryle (1972) are explained as dispositions to act in a way that is deemed to be *good* or *bad*. Good qualities of character are things like honesty, temperance, courage, fairness, patience and are viewed as qualities that can be developed over time through our upbringing and experiences (Aristotle, Ryle 1972) implying that these qualities and skills can be learned. Eaude (2016) describes character as '*essentially about how one acts and interacts when not overseen or observed, or influenced directly by the promise of reward or the fear of punishment*' (pg 110). Suggesting that once you have learned that skill or disposition then you are able to 'demonstrate' it at will and it is a 'second nature' to you. Ryle (1972) like Socrates, was skeptical as to whether 'being good' or virtuous could be taught and if so, wondered how these skills were taught. Ryle was not aware of any experts in the subject of virtue and there were no dedicated subjects, schools or colleges where it was claimed to be taught. Ryle articulates a clear distinction between acquiring information about how to do something, such as a mathematical calculation or riding a bicycle and acquiring '*standards of conduct'* where the person has to *want* to do it*. (*pg440). The former is learning how to do and the latter is learning how to be. Ryle (1972) is quite clear, as are many other contemporary writers on this subject, (Rosenberg, 2013, Sanger & Osguthorpe 2013 Noddings, 2016) that we can learn how *to be*, therefore we can be taught. This paper takes the position that character, virtues and morals can be taught and that they are being taught by teachers, in schools, colleges and universities every day.

How character, morals and virtues are taught is still a matter for debate. There is a longstanding, Kantian approach to the teaching of character from US writers such as Lickona (1991), Noddings (1984) Hansen et al (1993) Lapsley & Narvaez (2013) who suggest that there should be dedicated lessons on the building of good character as part of a formal curriculum. It should be explicit in informing children and young people about what good character is and the difference between right and wrong. In the US this approach has resulted in prescribed, 'non-expansive' programmes of character and moral education to ensure that children become *informed moral agents* (Halstead 2010). Other writers have resisted these claims that character, morals and virtues are absolutes and view character education or moral education as '*giving students the equipment to make good moral decisions* (Wilson, 1990).This is described as teaching moral decision making and the identification of the rules and principles which individuals believe they should follow. The current expectation within British schools is to teach 'British Values'. These values have been defined by the DfE (2014) as democracy, the rule or law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Therefore there is an expectation that respect, tolerance can be taught and while the DfE is less prescriptive about how it wants schools, colleges and universities to undertake this, there is an expectation that teachers are experts in these virtues and know how to teach them.

Halstead (2010) and Eaude (2016) argue that the education of character and virtues should not be through discrete, non-expansive programmes but rather that they are internalised through the hidden curriculum, modelling of behavior from teachers and peers and through conscious reasoning. It therefore follows that teachers should be trained in order to achieve this for their learners and they should be allowed to develop in much the same way. In teacher training, the hidden curriculum is often

couched within the rules and ethos of the school or organisation, mission statements, polices and procedures of the school. The practice of the teacher in this respect is drawn from the ambiguity of the teaching practice standards and is to be interpreted by each teacher within their given situation or context. Pring (2004) Sanger & Osugorthpe (20130 state that there is no alternative but to practise but that we [teachers, teacher educators, parents, stakeholders] want the practice to be ethical. It is what lies beneath this statement that is key. Teachers make a judgment about what to do in the moment, in that place, with those children and they have a nose for different sorts of consideration. What is happening in practice is unique and cannot be described by prescriptive set of considerations or teaching standards. It is a rational way of thinking about the practical problem that cannot be captured in one book. Teachers get a nose for these judgements from having to make them. Teacher education, Sanger & Osguthporpe (2013) state, should be preparing teachers to teach morally showing qualities of character as Carr (2007) also suggests and to develop their intellectual skill of conscious reasoning in order to help them in their judgements. Carr (2007, pg 369) attests that effective teaching can be greatly enhanced by the possession of qualities and dispositions that cannot be described easily as academic skill or technical knowledge and therefore are less likely to be explicitly identified on any set of teacher standards. Rosenberg, (2013) agrees with Carr (2007) from a different perspective and states;

> '*The key to addressing moral education in schools lies not in particular programme's, per say, but in nurturing teachers as moral agents so they are able to consider a variety of philosophical and theoretical perspectives, and applied and practical approaches to the moral education of their students.*

(Rosenberg 2013, Thesis)

The suggestion of a broader appreciation of the variety of disciplines and practices within teaching and education is a valuable one. Having a greater awareness of the knowledge required for teaching both philosophically and psychologically is now more important than ever in an age of prescription and instrumentalism brought on by neo-liberal approaches to education. In agreement with Rosenberg (2013), Noddings (2003) and Gilligan (1982) views on what is moral are socially constructed and context driven. It is not useful to only teach teachers to blindly follow rules (such as the Prevent Agenda and the British Values guidance) Teacher training and development needs to further help trainees and teachers awareness of their implicit and explicit qualities of character in the classroom and the charge of becoming a moral agent as a teacher – not just a subject or compliance conduit.

The All Party Parliamentary Group (APPG) for Social Mobility (2014) and the Carter Review of Teacher Education (2015) have noted that character should be taught in schools and become a key feature of teacher education programmes. Predictably and understandably, their primary justification for this is to increase attainment, achievement and employment for children and young people. While these are valuable aims, and for those of us who feel that character development is the primary outcome for education, while it is pleasing they are being addressed; the definitions and discourse surrounding the concept is a little muddled. Peterson, Tyler & Lexmond (2014) refer directly to developing 'Character and Resiliency' and define character in an individualistic way using terms such as 'self-control, self-direction' and showing empathy by being '*sensitive to others needs'*. The primary focus on the 'self' in this discourse requires us to put ourselves before the 'other' and is reminiscent of a neo-Kohlbergian (Garz, 2009) approach to moral character development that appeals more to justice and fairness. Moral philosophers and educators such as Noddings (2003) challenge this individualistic approach and advocate and ethic of care where the 'other' and the 'self' are equally the focus of our actions. Peterson, Tyler & Lexmond (2014) go on to define resiliency as '*mental toughness or grit'* (pg11) and resonates with the Carter Review (2015) where the connection between character development in teaching is within areas of health and wellbeing. This, we argue, is a narrow view of the complexity of teaching and how limiting '*the effect that teachers can have upon their students thinking, learning and development in positive directions' (*Richardson, 2013, pg184)

The Challenge

If teacher education programme designers and the government agree that it is important to develop good qualities of character then how might they approach this? The discourse of achievement and participation in education across all phases of education is one of objectivity. There is a significant pressure for educators and educational organisations to meet nationally agreed targets for individuals to demonstrate they have 'successfully completed' that phase of education. This leaves little time for

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educators to individualise the work they do with their learners. The new English National Curriculum (2014 for all years except 2 and 6 – 2015 for all) is highly prescriptive about the content at each phase of education and has increased the amount of context required at each stage. This is forcing teachers to be more traditional in their teaching, forgoing progressive approaches where learners can develop their own approaches to learning and teachers can individualise their work with them. Teachers are monitored and measured against arguably arbitrary views of the success of their learners over their happiness or individual perceptions of success. Whilst it not the aim of this paper to entirely discount the value that standardisation in education can have for the economic and societal expectations of the nation (Ball, 2008) or the motivational effects of high expectations. There is a worry that the pendulum is swinging too far in that direction at the expense of the broader aims of education and we [educators] are in danger of having to detach ourselves from that wider aim in order to meet the national expectations over the individual ones. The concern here is that objectivity when seen as detachment requires us to become uncaring or at least '*maintain a balanced posture of indifference regardless of what we care about.*' (Kaplan 1990 : 116). If this is the picture in schools and colleges (and increasingly for Universities) then the implications for instilling the broader aims for professional teacher education are also a challenge. Teachers' professional training of one year for a PGCE is short and intense where the focus is upon meeting the teaching standards agreed at that time. Strategies and techniques for managing behaviour and the differentiation of curriculum content is of course important practical knowledge for teachers entering a situation where they will be expected to demonstrate their competence in this area. However within the tight timescales and the pressure to meet the targets, there is little time to fully explore teacher's personal understanding of what it means to be fair and just and allow teachers the time to reflect upon their qualities of character in this respect (Carr 2007; Sanger & Osguthporpe 2013). There is much evidence available that shows that teachers, whether they know it or not, are, within their everyday actions '*modelling'* their qualities of character to their learners Wanderse (2015). With this in mind, writers such as Hansen et al 1993; Kiss and Euban 2010; Sanger et al 2013, Wanderse (2015) all suggest that it is imperative that teacher education raises teachers consciousness and moral awareness of this as part of their professional training.

In addition to this there is a tension within Higher Education institutions as to how they should approach the teaching of ethics and virtues in general. Universities pride themselves on their civic duty and their freedom of speech and their ability to develop citizens who can think critically and solve problems and be ethical agents in society. However, the discourse of a gaining a Higher Education is increasingly moving towards a narrow view of gaining employment. There is of course value in this expectation however it is encouraging individuals to see their university education as developing short term competencies rather than a broader vision of how to be in the world as an informed graduate. Fish (2010) is adamant that the role of the university is not to tell its learners what is right or wrong beyond the intellectual rights and wrongs such as plagiarism and thinking critically to put forward a rational argument structure. This view, which cascades through curriculum and organisational structures throughout all phases of education, encourages educators to remain within that objectivity. The view is dismissive of the value of educators showing care and concern for their learners in relational terms that is considered to be educational by philosophers such as Noddings (1984, 2003). This view is often seen as 'irrational' and 'feminine' (Gilligan 1982) and not the job of education which should be premised upon an ethic of justice and duty to meet the needs of the nation over an ethic of care that meets the needs of the person in the first instance. If effective teachers, as Carr (2007), Pring (2004) Sanger & Osguthorpe (2013)highlight, show good qualities of character that go beyond the utilitarian approaches to justice and fairness then it is not sufficient that their training does not also model this. Teaching needs to follow an ethic of care at all phases – teachers need to see their education as a broader approach to learning throughout their lives and like their students engage in the arts and wider world (Carr, 2007) However the curriculum is ever tightening and space to explore the arts is being squeezed in return for testing and SATs

Methodology and Methods

As part of assessment in the early stages of the programme an assignment looking at teacher experiences and influences was set for each stage of the degree. The format of the submission was an electronic 3 minute movie or PowerPoint so that the teacher could get to know the students and they could share something of themselves with each other. The data contributors (students) were asked to draw upon areas of formal and informal learning that they were involved in or had experienced; drawing out what inspired, motivated and encouraged them to be involved in educational study and pedagogy. Once the assignments were submitted it was realized that they held a wealth of

rich data. Given the free nature of the assignment, the grounded theory method (Charmaz, 2006; Glaser & Strauss, 1967) was chosen to analyse the material. This "method is designed for theory generation and can make use of relatively heterogeneous data, utilizing the constant comparative method" (Boeije, 2002; Glaser & Strauss, 1967) Both authors acted as data analysts providing a balance and constant comparison at each stage.

Videos were used to present the majority of the assignments, which does provide a number of positive opportunities such as the contributor having sufficient time to recall the details of their earlier educational experiences and what was important to them as well as the affect it had on their future choices. It also allowed the contributors to develop their thoughts, without being influenced by the researchers. However the very nature of the positives of this method of data analysis also pose some difficulties in that the researchers were unable to react to the participants and explore in depth, aspects which were only briefly mentioned; the videos, created for another purpose (assessed university work), are not fully focused on the research question; and allow more space for stylization which prevents data which would naturally occur in informal interviewing becoming evident. "Nostalgia, regret, disillusionment, ambition, hope, optimism, and dread…cannot be felt without bridging the present to either the past or the future… As such, it is possible that the ways we use temporal emotions have a particularly important effect on constructing a continuous self over time" . (Lois, J., 2010, p. 441) As Lois points out the very nature of reflecting on past educational experiences presenting the opportunity to stylize and include reflective memories rather than "real" ones.

The analysis proceeded in several distinct steps. "Grounded theory is a method for studying processes; it is also a method in process" (Charmaz, 2009 in Charmaz 2012:2). Firstly, the 53 videos were reviewed with no concepts or codes in mind with a focus on the content of the narratives and memories. As the first step, open coding methods (Charmaz, 2006; Glaser & Strauss, 1967) were used to inductively build concepts: the text was divided into "meaning units" (i.e., sections conveying one main idea relevant to the research question), which were labelled with codes. Conceptually distinct codes emerged from the first round of coding including: teachers want to share themselves/their lives with their students, getting involved in extra curricula activity that enabled teachers to model taking chances and risk and doing things differently or out of their comfort zone, the arts and extra curricula enabled teachers to develop confidence and other softer skills – how to develop more creativity in more academic subjects, giving responsibility and trust with other roles in school allowed students to develop their own sense of identity, issuing regular awards and recognition, teachers must tackle the issues of bullying and significantly poorer memories of secondary school unless in one to one or extra curricula subjects. Where secondary teachers were inspirational was when they showed enthusiasm for their subject and loved their subjects. In the primary phase, they were inspirational because of their love the children. Analysing the data, questions of what the study was about (Glaser, 1978, p. 57; Glaser and Strauss, 1967) and what did the data suggest began to emerge alongside the data coding itself. (Charmaz, 2006, p. 47) Comparing data with data, data with codes, and then later, data and codes with categories utilising comparative research fully. Using a process of constant comparison (Boeije, 2002; Glaser & Strauss, 1967), these codes were gradually merged into 4 broader concepts based on their commonalities, as well as differences. These were: The arts and extra curricula activities, teachers sharing wider 'selves' and wider knowledge about the world, encouragement and being recognised as an individual. Each step was studied independently by the two authors but then brought back together to refine (Hill, 2012). The authors used theoretical coding procedures (Charmaz, 2006; Glaser, 1978) to connect concepts into an emerging developmental model. Theoretical coding consists of searching for relationships among concepts in the data which at first appeared to be distinct. The coding continued until saturation point when no new properties emerged. (Thornberg & Charmaz, 2011). The two most general concepts developed through constant comparison and were conceived as important in aspects of character development in education students were teaching and context. (Boeije, 2002; Glaser & Strauss, 1967). The remaining concepts were integrated in the model as the defining qualities and dimensions of these two: development of personal characteristics through teacher skills and the avenues to engage with education positively. This differs from other qualitative methodology in that saturation of the codes and similarities are constantly looked at but could be analysed differently using different subjective coding. *"…, researchers may use grounded theory methods to pursue varied emergent analytic goals and foci instead of pursuing a priori goals and foci such as a single basic social process."* (Charmaz, 2007:180) In this case, both researchers had similar outlooks and focus therefore a consensus of saturation emerged. The memos that were taken throughout each step of the coding helped to agree in discussions on each step of the process as the data was analysed again and again using the memos to refine each step of coding.

From the saturation point further analysis to a greater degree was undertaken in order to take, "…comparisons from data and reaching up to construct abstractions and simultaneously reaching down to tie these abstractions to data." (Charmaz, 2007: 181). Most contributors focused on the positive attributes of their educational experiences but some did mention negatives but surprisingly this was very limited and focused more on the structures of education rather than individual attributes of professionals. It has to be noted that grounded theory, being an interpretative endeavor (e.g., Charmaz, 2006; Rennie, 2000), does not allow researchers the possibility to fully "step outside" their preconceptions. As the first researcher is concerned with moral and ethical education and the second with social justice through education, these influences were present in all analysis and coding. Researchers' personal understanding of the data is the very means of deriving meaning and composing a theory. "When born from reasoned reflections and principled convictions, a grounded theory that conceptualizes and conveys what is meaningful about a substantive area can make a valuable contribution." (Charmaz, 2006: 176)The "theoretical sensitivity" (Glaser and Strauss,1967) can be reflected (Finlay & Evans, 2009) and documented, so that the reader can assess the trustworthiness of the study more easily. Indeed it is a strength of grounded theory that the theoretical sensitivity increased with each round of coding. This "*cognitive logic of discovery*" (Reichertz, 2007: 220) is the driving force of this grounded theory study. As Denzin and Lincoln point out "*All research is interpretive*; it is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied. Some beliefs may be taken for granted, invisible, only assumed, whereas others are highly problematic and controversial." (Denzin & Lincoln, 2005: 22)

In this study 53 videos had been analysed for traits experienced in education which were coded and coded again until a consensus was achieved. Cross over and commonalities were to be expected and recorded as part of the coding process. The main emerging categories lead to an interpretation beyond the realms of the original assignment. Constantly recoding the data linked the two concepts of place and trait together to demonstrate that what students want is a teacher brave enough to come out of the structures of target driven teaching to engage and demonstrate courage of conviction in their teaching strategies and contexts. . "Grounded theory methods can provide a route to see beyond the obvious and a path to reach imaginative interpretations." (Charmaz, 2006: 181)

Findings and Analysis

At the first wave of coding there were 36 codes emerging. At the Second phase this was reviewed to 8 then to 4. Aspiring student teachers remembered significant instances in their experience where they note shifts in their view of education or where teachers showed qualities in their characters that had an effect upon them and had contributed to the type of teacher they wished to become.

The significant themes emerging from the 53 videos showing strength of their occurrences;

Themes	Number of Occurrences
The arts and extra curricula activities	**35**
Teachers sharing wider 'selves' and wider knowledge about the world	**26**
Encouraging	**25**
Recognised as an individual	**18**

The Arts and Extra curricula Activities

This was by far the most significant occurrence with over 2/3rds of the students directly mentioning that the activities such as the arts, sports, and events that were organised outside of the formal school curriculum had been memorable in their reflections of school. They described how engaging in those events specifically developed their character, confidence and belief in themselves. The teachers who were present during these events encouraged them to engage and get involved and were involved also. Recent changes to funding for schools and the re-allocation of resources towards the EBACC, for many schools, is resulting in the provision for the arts being squeezed. With the primary focus upon the basic subjects of Mathematics, English and Science, the choice for students to study arts based subjects is more limited. Many of the digital stories mentioned voluntary engagement with these areas such as music, dance, drama, sports and teachers engaging on an equal and collaborative basis. Arguably, teacher who were creating the space to include these activities outside of their specific subjects were knowledgeable about areas of the arts and its value (Carr 2007). In teacher training the often weighted focus on the prescriptive National Curriculum outcomes and the pressures of increased content will affect the space in which teachers can enable this instances.

Teachers sharing wider 'selves' and the wider knowledge of the world

Where teachers were described as showing their passion for their subject were able to show it relates to the wider world outside of the exam requirements. Students noted that their passion for the subjects was *passed* to them and they were able to see the teacher as an intellectual friend. Where the teachers were less passionate about their subject, there was a weaker relationship between student and teacher.

'*She shared with me her favourite quote from Martin Luther King and that inspired me to want to teach English just like her'* (2014 - 3)

'*He did a lot of fundraising for cancer and he involved us all in crazy activities. We realised that this was important to them.* (2014 – 23]

Encouraging

Teachers who were able to [en] courage their students were seen as particularly inspirational. Examples of teachers going above and beyond the expectation of their role to either teach the students directly in a way that made sense to them and gave them the courage to persevere with difficult learning.

'*After a poor Ofsted. A new head arrived and changed the focus of how we had to learn. It was much more suited to my learning style and I see him as being really inspirational for making that change. I want to be that kind of head teacher'*

The teachers in these videos could be described as courageous, often in order to [en] courage their learners. They would act in ways that were not the norm and or respond in a way that was individual for that student. Sockett (1993) reminds us that courage is a virtue and states that it is a necessary quality in teaching. However, he views encouragement and discouragement as being distinctly different from praise and rewards. To be able to give courage to someone else is, as Carr (2007) would also agree, a quality of good character. In the profession of teaching it is intellectual courage that is being developed. Students, in their videos noted that where they found learning difficult it was the teachers that encouraged them to continue to work through that difficulty and achieve.

Some teachers were deemed as discouraging and uncaring when perhaps they were being caring

"*The teacher who I felt was most inspirational to me was my English teacher. She helped and supported me when I was struggling with my GCSE's. She was fun and outgoing and passionate about her subject. The teacher I found the least inspirational was my form tutor. He basically told me that I would fail my exams and fail in life and never get a job and would live on benefits. This pushed me more to prove him wrong. And here I am at University."* [2015_3]

In today's education system of high stakes testing and independence over dependency, there is a focus on resiliency over courage (APPG 2014; Carter 2015). The dictionary definition of resiliency, refers to the 'ability to recover from adversity, to bounce back; show buoyancy'. Courage, on the other hand refers to the quality of mind or spirit that enables a person to face difficulty without fear. Courage in education, as Noddings (2003) describes it, '*is strength of mind, capable of conquering whatever threatens the attainment of the highest good…courage to retain its priority as a virtue must be joined to wisdom.. to make appropriate evaluations so that we exercise the virtue in pursuit of things worthwhile*' (pg 160). Being courageous is linked directly to a relational interaction. MORE

Student's videos noted positive experiences when they felt cared for by their teachers. Caring means to care ethically (respect, trust, mutuality etc) Students noted less positive experience when in justice was felt as opposed to lack of care or neglect perhaps. Where rules or procedures were not followed or did not work for them. Teachers showing a lack of courage to meet the needs of the individual.

Recognised as Individuals

The student's videos noted specifically that there were times that they were recognised for being individual by being particularly courageous or determined. Where they were given awards for genuine effort or presented in front of their peers as someone who had excelled in work or character, including examples such as story writing, attendance, determination, those instances had motivated and stuck with them. Where qualities of character were placed in high esteem it was seen as more inspirational than passing the 'test'. MacIntyre (1999) noted that 'other qualities linked to courage merit public recognition because of the part they play in sustaining public order…to be courageous is to be someone on whom reliance can be placed. Hence courage is an important ingredient of friendship (pg141). Teachers having the space to see learners as individual and address their support and actions specifically to their needs and achievements was shown to have a significant impact upon the students feeling of encouragement and confidence.

'I was able to learn in ways that suited my learning style' [2014_6]

'she treated us as individuals' [2014_18]

'we were seen as adults and treated that way, to take responsibility' (2016_2]

Rosenberg (2013) notes the schools house systems are ways of recognising individual's determination and courage in students. In her view, this is more than just reward and praise.

Conclusions

This paper used grounded theory to analyse the autobiographical video learning journeys of 53 students. The aim was to find out if their experiences and memories could identify areas that teacher training could improve or be further enhanced. The analysis of their videos alongside the literature suggests the following in conclusions;

Teachers should be encouraged by teacher educators to gain a wider acquaintance with literature and the arts. This can serve only to increase their cultural literacy but to enable them to view their subject within the wider world. Students in this study clearly notes that teachers who were seen as inspirational were seen as passionate about their subject more widely than the national curriculum. Carr (207) would support this view and explains that *'…it is not just that well-read and culturally literate teachers are more interesting…but a broader wisdom and understanding is evident… and a deeper appreciation of the complexities of human association and correspondingly enhanced interpersonal capacities'* (pg 386)

With a greater appreciation of the arts and the place of their subject in the wider world, teachers can be supported to create spaces within their curriculum where students can develop the character traits that the student videos refer to. When they mentioned the arts, drama and sports, they referred to confidence building and encouragement to do things they would not normally do.

If teachers can be encouraged by their teacher educators and organizations to include more of these opportunities for their learners then they may be viewed not simply as expert technicians of the national curriculum, but wise and courageous in their practice. MacIntyre (1999) '*We hold courage to be a virtue because the care and concern for individuals, communities and causes which is so crucial to so much in practices that require the existence of such a virtue. If someone says that he cares for some individual but is unwilling to risk harm or danger on his behalf he puts into question the genuineness of his care or concern. Courage, the capacity to risk harm or danger to oneself has its role in human life because of this connection with care.*' (pg192). Students' videos showed that where teachers were able to show the courage to see each them as individuals within the objective target focused brief had a greater impact upon their own development.

The challenges

Good teachers do find the time to be the teachers that their students want to be inspired by, despite the objective and overarching neo-liberalism within education (Ball 2008). However time in

professional teacher training is so limited and the curriculum is so vast. The strategies and techniques of teaching have to be mastered for regulatory purposes that it is challenging for teacher educator programmes to focus more explicitly on virtues beyond fairness and justice. It may also be viewed by some as irresponsible not to focus in these areas or some may agree with Fish (2010) and Wilson (1990) on that it is simply not the role of Universities to teach this. Martin (1990) is supported by Kiss & Euban (2010) '*failing to instill virtues such as courage [among others] means that HE, like other institutions are reduced to calling on individuals to develop a personal ethic while institutions fall back on the impersonal judgements of the law and the courts'* (martin 1990, pg113). If this happens we are less likely to develop or foster a sense of professional integrity in our teachers. The aspiring educators and teachers in this study value qualities of character that are mentioned throughout and want to emulate many of those in their future roles within the profession. Our task as teacher educators is to help them to foster those qualities and help them to become the reality of their vision of their role.

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