

A Qualitative Discourse Analysis of Ontario University
Websites: Exploring the Value Systems of Teacher Education
Webpages

by

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Abstract

Although features of *hidden curriculum* (implicit value systems) in higher education have been extensively researched (Snyder, 1971; White, 1988), few studies have undertaken research that explores hidden curriculum using curriculum theory in conjunction with Systemic Functional Linguistics. The present study explored the hidden curriculum implicit within descriptions of Teacher Education (TE) programs on three Ontario faculties' webpages. The study drew textual data from open source documents and webpages that are publicly accessible on websites (i.e., from the Ontario College of Teachers'; Ottawa; Queen's; and Nipissing Universities). Analysis focused on, 1) the *Commonplaces of Curriculum* (Connelly & Clandinin, 1988); and 2) Systemic Functional Linguistics: Mood, Transitivity, and Theme (Halliday & Matthiessen, 2004; 2014), to identify the recurring patterns of emphasis and de/emphasis in the texts. Findings suggested that features of the market-oriented value system constrain the inclusive, and diverse pedagogy that is prevalent in teacher education programs. Implications are discussed.

Keywords: hidden curriculum, teacher education programs, commonplaces of curriculum, systemic functional linguistics, university websites

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Glossary

- 1. Commonplaces of Curriculum:** A rhetorical resource that enables curriculum specialists to consolidate the different opinions and perspectives by ensuring that the different “bodies of experience” (Schwab, 1973 p. 502) are given equal consideration during the curriculum planning deliberation (Connelly & Clandinin, 1988).
- 2. Culture(s) of Teaching:** Teachers’ occupational subculture that is formed as a result of teachers’ adaptations to the conditions of their occupation and roles within the institution. It is comprised of their collective beliefs, assumptions and knowledge about their positions as teachers (Hargreaves, 1989; Lortie, 1975).
- 3. Curriculum:** A “highly political and value-laden activity, which involves selecting particular content from the universe of possibilities, setting priorities, and the depth and breadth of coverage, and identifying methods of delivery, assessment and evaluation” (Fox, 2004 p. 1).
- 4. Hidden curriculum:** “The unpublicized features of school life” (Jackson, 1968 pp.17) and the gap between what is intended to be taught and what is learned (Cotton et al., 2013).
- 5. Inclusive Education:** Teaching for learners with different cultural, social, racial backgrounds, intelligences and exceptionalities.
- 6. Mood:** An element of the Interpersonal Metafunction that distinguishes between the type of interactions (realized as statement, question, command, or offer) encoded in which are determined by the structure of the Subject + Finite block in the clause (Eggins, 2004; Thompson, 1996).

7. **Reconstructionist model:** A curriculum model that outlines specific, measurable and testable, learning outcomes, which “guide the selection of activity and experiences in the course, all of which are designed in relation to the predefined criteria, which identify what students should know and be able to do at the end of the course” (Cheng & Fox, 2017 p.19).
8. **Teacher Agency:** The result of teachers’ sense of Purpose, Competence, Autonomy, and Reflexivity (Pantić & Florian, 2015).
 - a. **Purpose:** A commitment to promoting inclusion,
 - b. **Competence** of inclusive pedagogy that is improved through collegial collaborations,
 - c. **Autonomy:** teachers’ professional power as decision makers within their institutions and cultures,
 - d. **Reflexivity:** self-monitoring and reflections of practices, beliefs, assumptions and knowledge.
9. **Theme:** The functional label for the “point of departure” or focus of the clause within the Textual Metafunction in Systemic Functional Linguistics (Eggins, 2004 p.324).
10. **Transitivity:** A system that expresses the ideational meaning of the clause by describing all constituents of the clause to extrapolate the events and/or activities that are represented by the clause (Eggins, 2004; Thompson, 2014).

Value System: The culmination of social, political beliefs, assumptions and knowledge that inform pedagogical decisions (White, 1988).

1. Introduction

Institutions of higher education have been shown to transmit features of value systems that contribute to the reproduction of social inequality through the curriculum, and institutional mediums such as university websites (Apple, 2011; Cotton et al., 2013; Killick, 2016; Lažetić, 2019; Savage et al., 2013; Tomášková, 2015). The cultural, political and/or social values transmitted are informed by educational beliefs and percolate through the curriculum and teaching practices. Curriculum can be defined as a “highly political and value-laden activity, which involves selecting particular content from the universe of possibilities, setting priorities, and the depth and breadth of coverage, and identifying methods of delivery, and assessment (Fox, 2004 p.1). The choices of what to include in a curriculum and the curricular decisions that are made throughout a deliberation are influenced by policies and the individual parties’ bodies of experience (Connelly & Clandinin, 1988; Schwab, 1973). The curriculum specialists’ bodies of experience shape their beliefs, knowledge and assumptions (BAK), and value systems, which are filtered through the process of deliberation and embedded in the final product – the formal curriculum (Schwab, 1973; Fox, personal communication, July 2, 2019). While the formal curriculum is formulated after rounds of deliberation, and critical scrutiny, *hidden curriculum (HC)* does not receive a comparable degree of examination (Killick, 2016). HC is defined as, “The unpublicized features of school life” (Jackson, 1968 pp.17) and the gap between what is intended to be taught and what is learned (Cotton et al., 2013). The implicit and inaccessible nature of the values and beliefs that shape a hidden curriculum make it difficult to examine its features and its impacts on learning and teaching (Cotton et al., 2013). The ways in which hidden curriculum is

manifested in different contexts are not exclusively negative; however, the consequences of hidden curriculum are mainly a result of its implicitness, which allows the consequences to be maintained and reproduced unbeknownst to stakeholders (Cotton et al., 2013). Exploring and documenting the features of hidden curriculum as they exist in Ontario's Teacher Education (TE) are particularly important as the cultural diversity in the province continues to grow, and as value systems that respond to cultural diversity by attempting to promote equal opportunity and inclusivity (Apple, 2011; Crocker & Dibbon, 2008) compete with current systems that value efficiency and market objectives (Fairclough, 1993; Molesworth et al., 2009; Natale & Doran, 2012). Exploring the tensions between different value systems provides insight into the ways in which hidden curriculum is manifested in higher education, and more specifically, Teacher Education (Apple, 2011; Cotton et al., 2013; Skelton, 1997).

Canada's education policies operate provincially and with no national ministry of education, accreditation or policy, there are different institutions of accreditation in place for each province (Jones, 2014). Each province has had relatively distinct social and political trajectories as well as historical events that have impacted the efforts and outcome of their educational reform (Walker & Bergmann, 2013). Particularly, Grimmett (2009) recounts the trends in Teacher Education between 1960-2010. He explains that Teacher Education programs in Canada began as a "training" stage for teachers that was thought to be unofficial and required little regulation by the government. That notion began to change when the quality of teacher education was thought to be a contributing factor to the quality of learning. This ultimately changed the conception of Teacher Education as a "training" faculty to that of "professional learning" (As cited in Walker &

Bergmann, 2013 p.79). Colleges and universities increased their governance of the program as the attention to improve the quality of teacher education increased. The degree of governance that is afforded to universities differs across provinces according to whether it is governed by the provincial government or a self-regulating body (Walker & Bergmann, 2013). The latter is the case in Ontario wherein the Ontario College of Teachers (OCT) is a self-regulating body that “licenses, governs, [and] regulates the Ontario teaching profession in the public interest” (OCT, 2019, *About* webpage). The OCT grants accreditation of Teacher Education programs in Ontario universities based on the requirements outlined in Regulation 347/02 (OCT, Accreditation Regulation). While several universities in Ontario have met these requirements and are certified to offer the Teacher Education program, they have different cultures, values, and institutional identities that impact their selection processes, and their educational approaches (Crocker & Dibbon, 2008; Holden & Kitchen, 2016). In order to explore the ways in which the value systems of the universities interact with the value systems embedded in curricular mandates to reveal a hidden curriculum, the webpages of three education faculties were selected for analysis. Although previous studies have shown that investigating universities’ website designs is useful for highlighting those institutional cultures, values and functions (Crocker & Dibbon, 2008; Djonov, 2007; Holden & Kitchen, 2016; Lažetić, 2019; McAllister, 2010; Tomášková, 2015; Wymer & Rundle-Thiele, 2017; Zhang & O’Halloran, 2013), they do not consider the ways in which curricular mandates displayed on these websites are also strategically used and adapted to reproduce and maintain covert institutional values and by extension, a hidden curriculum. The goal of the present study was to address that research gap by identifying and assessing the value

systems embedded in three higher education institutions in Ontario based on each institutions' Teacher Education webpages. By deploying a conceptual framework that combines the *Commonplaces of Curriculum* (Connelly & Clandinin, 1988; Schwab, 1973) and *Systemic Functional Linguistics* (Eggins, 2004; Halliday & Matthiessen, 2014) the curricular details displayed on the webpages were analytically analyzed to reveal the embedded value systems and the hidden curriculum. To guide the study, the following research questions were developed,

1. What are the value systems (hidden curriculum) that underpin the Teacher Education programs on university websites? How do they complement/contradict one another?
 - a. Which *Commonplace Curricular* roles are consistently emphasized, and conversely which are not?
 - b. What information is emphasized/deemphasized in each university's website, based on *Systemic Functional Linguistics* analysis? How do the language choices reflect this?

This thesis begins with a review of relevant literature pertaining to hidden curriculum in higher education, and the value systems of inclusive and diverse teaching, and the marketization of education. Chapter 2 also delineates the conceptual framework of the study, which is comprised of the *Commonplaces of Curriculum* (Clandinin & Connelly, 1988; Schwab, 1973) and *Systemic Functional Linguistics* (Eggins, 2004; Halliday & Matthiessen, 2014; Thompson, 1996; 2014). Chapter 3 describes the methodology used to conduct the study, data collection rationales and methods, the procedures used, and the processes of analyses. Chapter 4 provides the findings, and

interpretations of the Commonplaces of Curriculum, and Systemic Functional Linguistics and ends with a discussion of the findings of both frameworks to address the main research question. Chapter 5 provides the conclusion, limitations and future research directions.

2. Literature Review

This chapter provides an overview of pertinent literature that aids in situating the present study within the literature that informed it. It begins with a definition and explanation of the concept of hidden curriculum as a composition of value systems, which this study explored through an examination of texts that present the curriculum and Teacher Education programs on university websites. Then, an overview of two ‘value systems’ that have been shown to be prevalent in educational literature is provided. The components of the first value system (Apple, 2011, Brant-Birioukova et al., 2020; Savage et al., 2013) which is defined by inclusive and diverse pedagogy, are delineated with an emphasis on the teachers’ roles in fulfilling the tenets of inclusive pedagogy (Gunawardena et al., 2019; Lemus & Vovides, 2018; Pantić & Florian, 2015;). This value system integrates the concept of *Culture of Teaching* (Hargreaves, 1989; Lortie, 1975) its impact on the delivery of inclusive pedagogy. The second value system (Fairclough, 1993; Javadi & Asl, 2020; Molesworth, 2009) that is, the marketization of higher education, focuses on the role and impact of promotional discourse on higher education. The second part of the chapter provides a detailed overview of the conceptual framework that was used in this study, which is comprised of *The Commonplaces of Curriculum* (Connelly & Clandinin, 1988; Schwab, 1973; Null, 2011) and Systemic Functional Linguistics (Eggins, 2004; Halliday & Matthiessen, 2014; Thompson, 1996; 2014).

Hidden curriculum: Value Systems

Hidden curriculum (HC) in education has been extensively researched in different educational disciplines (Snyder 1971; Margolis et al., 2001). While the term is primarily defined as the element that characterizes educational institutions’ reproduction of unequal

opportunities, and the status quo, the term encapsulates much more. Margolis et al., (2001) provides insight regarding how the reproduction of social inequality is implicitly embedded in the structure of educational institutions, physically, socially, environmentally, and pedagogically. The claim here is that HC underpins this practice. This interpretation frames HC as a by-product of schooling. Another definition interprets HC as the unstated rules and expectations that arise as part of the curriculum (Anderson, 2001; Lemus & Vovides, 2018; Orón Semper & Blasco, 2018). In this study, HC will be defined as the gap between what taught is and what is learned (Cotton et al., 2013) as well as the “the unpublicised features of schooling” (Jackson, 1968 pp.17). According to Cotton et al., (2012) HC has weak features and strong features. Weak features are characterized as the inherent features of schooling such as, the process of socialization that involves principles and expectations of professionalism, punctuality and so on. The strong features of hidden curriculum are identified as the features of educational process that reproduce systems of privilege, and social and cultural inequality (Cotton et al., 2013). Unlike hidden curriculum, the formal curriculum is developed through a series of curriculum deliberations where its objectives, values, and beliefs undergo scrutiny, quality assurance, and revisions from external specialists (Killick, 2016). In contrast, the HC does not receive a similar degree of critical scrutiny. As a result, HC remains undetected and obscure as it is naturalized and becomes a part of the ‘common sense’ curriculum (Gair & Mullins, 2001). Thus, analysis of HC requires scrutiny of the implicit, and undetectable nature of the value systems that underlie ‘common sense’ understandings of curriculum (Skelton, 1997). This can be achieved by conducting studies that employ analytical frameworks to analyze and document different

manifestations and features of hidden curriculum in an array of contexts (Cotton et al., 2013).

The value systems that shape the HC are reflected in the physical, social, environmental, pedagogical, and curricular structures of educational institutions. Universities use their websites to project their values and beliefs about elements of their overall institutional structures, which include their social, pedagogical and curricular structures. Previous research has shown that university website designs are informed by an array of strategies to represent a carefully curated institutional identity, and the information displayed on website webpages often reveals messages that align with the institutional value systems, and by extension, a hidden curriculum (Killick, 2016; Lažetić, 2019; Tomášková, 2015; Wymer & Thiele, 2016; Zhang & O'Halloran, 2012). Additionally, messages about the value systems that underpin the curriculum, and the curricular policies percolate to universities' displays of curricular mandates, which include program descriptions, requirements, and course titles (Wymer & Thiele, 2016). For this reason, this study is focused on revealing the value systems that inform the curricular decisions of Teacher Education in Ontario. It provides insight of the ways in which the value systems that inform curricular decisions of TE interact with the value system(s) of universities to produce curricular mandates designed to be displayed on university websites. According to Cotton et al., (2013) analyzing a context whereby several different value systems are at play is important as it creates a unique context for hidden curriculum to operate and as a result, introduce unique consequences.

Curriculum models represent different value systems that reflect the beliefs, assumptions and knowledge of the those engaged in developing the curriculum (Margolis

et al., 2001; White, 1988). Every curriculum model conveys views of the purposes and methodologies of education, which are largely influenced by the social, political, and cultural climate of the contexts in which the curriculum is intended to be enacted (White, 1988; Schwab, 1973). The purposes and methodologies that are written into the curriculum impact the knowledge that is selected, the values, beliefs, and cultures that are foregrounded and conversely those that are backgrounded (Cotton et al., 2013; Apple, 2011; Hargreaves, 2000; Lemke, 1995). Moreover, decisions about what is included in the curriculum and what is underemphasized or omitted are intended to fulfill specific ends that can range from maintaining the status quo to encouraging social reform (Null, 2011). Consequently, this inextricable link between the value system(s) and the curriculum it informs means that every decision made about teaching practice and learning reflects the values, beliefs, knowledge and assumptions of those involved in developing the curriculum (White, 1988). Additionally, as mentioned above, curriculum models and philosophies are influenced by the social, cultural, political, and economic climate of the context of the curriculum, and responding to the common social issues that influence education is considered to be an integral component of developing an effective curriculum (Hargreaves, 2000; Connelly & Clandinin, 1988; Null, 2011). The growing social and cultural diversity of the student population in Ontario, and the integration of exceptional students into mainstream classrooms has undeniable impacts on the principles that underpin an effectively responsive curriculum (Apple, 2011; Hargreaves, 2000). Identifying the value systems that inform the TE curriculum in Ontario to determine whether they support culturally responsive, and inclusive teaching practices or if they merely feign inclusivity and instead produce fragmented, unpredictable and

unnuanced education are paramount to mediating the effects of HC (Savage et al., 2013). Furthermore, university webpages serves as an important and unique context to investigate because of the coalescence of several value systems, which could reveal the ways in which competing values may inform or potentially contradict one another (Cotton et al., 2013; Skelton, 1997).

The political and economic climate continues to move market-oriented value systems forward into the structures of higher education (Natale & Doran, 2012). Universities continue to advance their adaptation of business models that promote consumer culture by prioritizing utility of knowledge and post-graduation employment, as well as increased profits for the institution (Natale & Doran, 2012).

Value System One: Inclusive and Diverse Teaching

Inclusivity and teaching for diversity are stipulated as foundational themes in many Teacher Education programs in Ontario to prepare prospective teachers to teach in a multitude of contexts populated by diverse learners (Brant-Birioukova et al., 2020). Although the literature on the subject define inclusive teaching practice education as teaching learners with special needs and exceptionalities (Crocker & Dibbon, 2008; McCrimmon, 2015) in this study, inclusive teaching practice will refer to teaching for learners with different cultural, social, racial backgrounds, in addition to learners with exceptionalities.

The Ministry of Education previously provided initiatives that introduced policy development guidelines intended to challenge issues that hindered efforts of inclusive education. *Learning for All K-12* was introduced to provide guidelines for educators to expand their scope and strategies of assessments for learners with exceptionalities. *Anti-*

racism and Ethnocultural Equity in School Boards was introduced to encourage the development of policies which aim to challenge the “institutional policies and procedures and individual behaviours and practices that may be racist in their impact” (Ministry of Education and Training, 1993 p.7). Although the Ministry of Education has provided several other initiatives, the aforementioned are two that are particularly relevant to the focus of the study. They are reflected in Ontario College of Teachers’ requirements for Teacher Education programs in Ontario. The College states that as of 2015, the TE program includes an enhanced focus in special education, diversity, and the use of technology in teaching practices (OCT, 2019). All accredited Teacher Education programs must demonstrate an enhanced focus on themes of special education and diversity in their developments of TE programs, which include but are not limited to the course selections, the practicums, and the values underpinning their pedagogical principles. However, universities have the discretion to place more or less emphasis on different features of inclusivity in education – which they often do (Crocker & Dibbon, 2008) – to complement their university’s value systems and brand profile (Lažetić, 2019; Tomášková, 2015; Zhang & O’Halloran, 2013). The representation and implementation of initiatives aimed at promoting inclusivity in education by Education faculties in universities are particularly important to in making the hidden curriculum detectable as teachers play a major role in mediating its negative impact on learners’ prospects for success (Apple, 2011; Pantić & Florian, 2015). Furthermore, it is important to understand how teachers’ capacities, skills and knowledge are fostered in ways that enable them to effectively implement the curriculum while mediating the impacts of hidden curriculum, especially as it pertains to inclusivity in education.

As explained above, the multiple identities, and abilities that characterize a diverse student population have increased the importance of teachers' abilities to adapt their educational practices to meet the needs of their learners (McCrimmon, 2014). This echoes Lemke's (1995) assertion that "the power of specific curricula to dictate precise content of student's education will decline in proportion to diversity" (p. 118). The expectations to teach a curriculum that inculcates values and methods of teaching that account for multiple intelligences, multiple identities and backgrounds in order to move towards socially just, and inclusive teaching practices are found in faculties' Teacher Education missions and philosophies in Ontario (Crocker & Dibbon, 2008). Embedded in the process of navigating the best teaching and learning practices for different learners is the presumption of teachers' agency in the classrooms and educational institutions (Hargreaves, 2002; Pantić & Florian, 2015; Savage et al., 2013). Pantić and Florian (2015) provided a model that defines Teacher Agency in ways that enable teachers to become agents of inclusion and social justice. This model is comprised of four components: *Purpose, Competence, Autonomy and Reflexivity*. *Purpose* is founded in the teachers' belief of what is included in their role as teachers. Teachers who are characterized as teaching for inclusivity and social justice tend to view social justice as a foundational element of their purpose. This is seen in their knowledge of how the lack of inclusion and social justice in education has negatively impacted learners on an individual and societal level (Pantić & Florian 2015; Lemus & Vovides 2018). The second category is *Competence*, which is demonstrated by the teachers' knowledge of the social forces that impact learners' schooling, and as a response, develop the ability to effectively address underachievement caused by inequality through careful pedagogical

decisions. This sense of competence is embodied by teachers' capacity to abandon the belief that underperforming students inherently lack the skills and abilities and other deterministic viewpoints alike, which lead to misdiagnosis of learning problems and instead, adopt a new perspective where learning difficulties are perceived as "dilemmas for teaching" (Pantić & Florian 2015 p. 344). *Autonomy* refers to the teacher's confidence as well as their effort in collaborating with other teachers. This component is seen through teachers' confidence and understanding of their profession, where they possess power and influence in education and educational policy. The final component is *Reflexivity*, which refers to teachers' self-assessment and ongoing critique of their teaching styles, decisions, assumptions, and interpretations of the cultures present in their classrooms. The overarching philosophy underpinned in this model is inclusive pedagogy, which is intended to equip teachers with skills, and qualities to promote inclusivity in their classrooms, and schools (Gunawardena et al., 2019; Pantić & Florian, 2015).

Teachers' identities, beliefs, assumptions and knowledge (BAK) influence the process of implementing curriculum policies into practice, as well as any small- and large-scale changes in education (Ballet et al., 2006; Hargreaves, 1989). Consequently, understanding the ways in which their agency is cultivated and represented in TE programs is a crucial step towards understanding their reception and implementation of policies that are intended to promote inclusivity and social justice in education. The ongoing reflexivity in teaching practices, and the flexibility and freedom that characterizes teachers' autonomy are important to inclusive and socially just teaching practices that are ethically transformative and substantive (Brant-Birioukova et al., 2020;

Pantić & Florian, 2015). In contrast, educational philosophies that claim to promote inclusive and socially just teaching and learning practices without prioritizing teacher agency – particularly autonomy and reflexivity – have a tendency to produce unnuanced and merely performative inclusive teaching practices. (Brant-Birioukova et al., 2020; Hargreaves, 2000; Massouti, 2019).

Culture of Teaching

Culture(s) of Teaching is defined as teachers' collective beliefs, assumptions and knowledge (BAK) and "the occupational culture of teaching" (Hargreaves, 1989 p.54). This is premised on the notion that individuals who have the same line of work tend to develop collective sentiments, which form a 'subculture'. These sentiments that make up the Culture of Teaching, consist of teachers' preoccupations, beliefs, and preferences, which are analogous to 'beliefs, assumptions and knowledge (BAK). They are a result of teachers' adaptation to their work conditions, their place within the institution in which they work, and their roles in the classrooms (Lortie, 1975). As mentioned previously, teachers' BAK plays a powerful role in the success or failure of curricular change and innovation in education. As such, teaching circumstances that are characterized as low resourced, with increased classroom sizes, time constrained, and increased workload give shape to the Cultures of Teaching, and exacerbate some of its pre-existing qualities. Such conditions force teachers to allocate their limited time and energy to prioritize written curriculum objectives and educational demands. This causes them to become resistant to curricular change and innovation and become short-sighted in their planning in order meet external accountability measures within designated time periods. Teachers also become preoccupied with the demands of their classrooms and begin to occupy an "egg-

crate structure” (Hargreaves, 1989 p.55). This refers to teachers’ tendency to set short-term plans for their individual classrooms rather than contribute to institutional wide long-term planning for change (Hargreaves, 1989; Lortie, 1975). Teachers’ preoccupation with their individual classrooms deems collaborations with other coworkers—which are intended to promote deliberations for long term planning—less of a necessity.

Additionally, top down implementations of curricular and educational change tend to exacerbate the Culture of Teaching as it does not involve teachers’ knowledge, and experiences in planning and instead, widens the gap between theory taught in education programs, professional development workshops and new policies and teachers’ practice in their classrooms (Ballet et al, 2006; Hargreaves,1989; Lundstrom & Holm, 2011). For this reason, in order to effectively implement educational and curricular change, Hargreaves (1989; 2000) suggests that teachers must be a part of the process of curriculum development, which allows them to integrate their knowledge and experience in curriculum deliberation (Connelly & Clandinin, 1988; Hargreaves, 1989).

The components described above that collectively constitute teacher agency in education have implications on the Cultures of Teaching that arise partly as a result of teachers’ lack of agency. The centrality of collegial collaborations as part of developing teachers’ agency, improving inclusive teaching and learning practices, and in enabling teachers to avoid occupying the “egg crate structure” reduces the conditions that produce the consequences of the Culture of Teaching (Hargreaves, 1989 p.55; 2000).

Value System Two: Marketization of Education

A continually present value system in higher education is that of marketization, which is defined as the integration of business principles and practices into different

sectors, such as education, in order to make goals, values and rationales of higher education market oriented (Fairclough, 1993; Javadi & Asl, 2020; Natale & Doran, 2012; Zhang & O'Halloran, 2013). Manifestations of marketization discourse in universities are seen in the prevalence of managerial language use of accountability (Natale & Doran, 2012), promotional discourse (Fairclough, 1993), and the marketability and utility of knowledge as measures of the value of knowledge (Natale & Doran, 2012; Margolis et al, 2001). These manifestations have been shown to have ripple effects on understandings of education and teachers' work, identities and professionalism (Ballet et al., 2006; Hargreaves, 2000; Javadi & Asl, 2020). Promotional discourse is a consequence of marketization of higher education that is most pertinent to the focus of this study.

The concept of promotional culture as a consequence of marketization and commodification in higher education is understood as "...the generalization of promotion as a communicative function" (p.141) in hybrid genres –produced as a result of blurred boundaries between non-market sector discourses and marketization discourses – that is used to sell goods or services (amongst other commodities), and is not bound solely to advertisement discourse (Fairclough , 1993). This intersection of promotional discourse with university discourse to produce a hybrid genre is seen in different university mediums such as websites, brochures, and prospectuses (Fairclough, 1993; Killick, 2016; Lim & O'Halloran, 2012; Tomášková, 2015). The increased competition between institutions have compelled universities to respond by utilizing promotional strategies and practices on their websites to frame their institutional identity in ways that promote traction in order increase student recruitment (Lažetić, 2019). In addition to visual promotional techniques borrowed from corporate branding discourse, universities employ

strategies to create abstract constructions of identities, lifestyles, and institution-audience relationships (Djonov, 2007; Lažetić, 2019; Zhang & O'Halloran, 2013; Tomášková, 2015). The primary purpose of employing these techniques—recruit students and increase profits—presents implications that pertain to the promotion of consumer culture (Fairclough, 1993; Javadi & Asl, 2020; Lažetić, 2019; Molesworth, 2009), performance culture (Natale & Doran, 2012; Lundstrom & Holm, 2011), and professionalism (Hargreaves, 2000; Ballet et al., 2006). By virtue of universities use of promotional strategies, the applicant is framed as a consumer of education, and education is framed as the commodity (Fairclough, 1993; Javadi & Asl, 2020; Lažetić, 2019). Universities' representation of students as consumers shifts the relationship between the learner and their educational experience. In that vein, completion of the degree is perceived as having acquired a set of skills and proficiencies rather than a transformation of the learners' intellectual *being* (Molesworth, 2009). The former is prominently seen in universities' promotion of post-graduation employment, and career opportunities. This is recognized as a feature of the changed university model from an institution that is described as a 'community of academic scholars' whose core values include innovation, and critical thinking to a "source of socialization into existing culture and norms" (Molesworth, 2009 p. 286) and a "means to securing material affluence"(Natale & Doran, 2012 p.194). Furthermore, the representation of students as consumers can have curricular implications where the objectives are met by satisfying the stakeholders—specifically students—, which can translate to learner-centered curriculum philosophies and methods of teaching (Fairclough, 1993; Natale & Doran, 2012; Judson & Taylor, 2014). The ripple effects of the consumer model also present consequences on the representation of the teachers'

professional identities, authority, and the profession (Natale & Doran, 2012; Hargreaves, 2000). Performance culture refers to a number of constituents pertaining to external measures of accountability and assessment (Natale & Doran, 2012; Lundstrom & Holm, 2011). While it is recognized as a symptom of the increased marketization of higher education, external assessment—an aspect of performance culture—is also a foundational component of the Reconstructionist curriculum model (White, 1988). In addition to serving as a measure of learners' achievement of learning outcomes, performance measures such as external assessments also function as measures of accountability and efficiency, which are attributed to teachers constrained professional autonomy (Bourke et al., 2013). With that in mind, external assessments, and the embrace of the consumer model in education undermines teachers' professionalism, which is dependent on teachers' range of autonomy (Ballet et al., 2006; Hargreaves, 2000).

Conceptual Framework

Commonplaces of Curriculum

Curriculum is defined in several ways that encapsulate its purpose, development and process of enactment. Connelly and Clandinin (1988) posit that the way in which curriculum is defined and perceived differs across the field of curriculum studies and it depends on the context in which it is being used. This thesis will assume the definition of curriculum as a rhetorical accomplishment, which is realized in the social practices and discursive accounts of key stakeholders (As cited in Fox, 2004 p.1). The definition provided by Fox (2004) identifies curriculum as an *activity*, and Connelly and Clandinin (1988) identify it as a “methodological inquiry” whose purpose is to explore the different ways in which the key factors of teaching and learning can be

enacted and seen (Connelly & Clandinin, 1988). The process of inquiry or “activity” that is involved in curriculum development typically follows guidelines that differentiate it from other forms of deliberation or discussion. That is, deliberation in curriculum development must be “grounded, tactile, and specific [therefore setting it apart from] abstract and general conversation and discussion about curriculum” (Null, 2011 p. 23). Schwab (1973) is the first curricular scholar who introduced this conception of curriculum as a “practical activity” whereby, decision makers seek out a problem in education, discuss the nature of the problem to develop an understanding of it, collect relevant data, consider alternatives in mitigating the effects of the problem, and finally reach a decision of curriculum reform (Null, 2011; Schwab, 1973). He explains that it is integral to a successful curriculum planning process to involve specialists and decision makers who bring different “bodies of experience” to the deliberation. The different bodies of experience and knowledge that are packed in with every specialist’s philosophy on education will inevitably bring differing perspectives and opinions on what belongs in a curriculum and what does not. One way of consolidating this pool of perspectives during a deliberation is a notion influenced by Aristotle’s *Topica* where he proposed that an efficient way of defining and understanding a complex subject, such as curriculum, is by deconstructing it into smaller topics that “define the subject as experienced”(Connelly & Clandinin, 1988; Null, 2011). In other words, identifying the different factors that play a significant role in the planning, practice, and outcome of a curriculum in an educational context can provide a common standpoint for specialists to adopt in order to begin to construct their arguments about curricular decisions during deliberation (Null, 2011). This characterizes a type of reasoning known as “dialectical reasoning” whereby

‘common’ or agreed upon opinions are established and further arguments (reasoning) are developed from those common opinions (Enns, 1982).

In curriculum, there are numerous factors that one can identify as forces that affect the way in which curriculum is developed and practiced. However, a select few have been identified and widely accepted as the most salient aspects of curriculum, and they are referred to as “Commonplaces.” Initially, four *Commonplaces* were accepted as the most defining components of the curriculum as experienced: Teacher, Student, Milieu, and Subject Matter (Connelly & Clandinin, 1988; Null, 2011; Schwab, 1973). More recently, the current curricular climate of *Reconstructionism* (Biggs & Tang, 2011; Wiggins & McTighe, 2007) has brought an additional Commonplace to the forefront: the Assessment Commonplace (J. Fox, personal communication, July 2, 2019). A Reconstructionist curriculum sets out specific, measurable and testable, learning outcomes that “guide the selection of activity and experiences in the course, all of which are designed in relation to the predefined criteria, which identify what students should know and be able to do at the end of the course” (Cheng & Fox, 2017 p.19). The model of Reconstructionism is explored further below. According to Schwab (1973) and other scholars alike, a good curriculum contains a coordinated balance of the Commonplaces, where no one Commonplace is overemphasized while other Commonplaces are backgrounded (Connelly & Clandinin, 1988; Null, 2011).

Adopting the Commonplaces of Curriculum as a rhetorical resource enables curriculum specialists to consolidate the different opinions and perspectives by ensuring that the different “bodies of experience” are given equal consideration during the curriculum planning deliberation (Schwab, 1973). The premise of the Commonplaces of

Curriculum is to navigate the tension between theory and practice as it pertains to curriculum-making by focusing on “curriculum as experience” and curriculum design as a “practical activity.” This ultimately simplifies the discussion around curriculum by rooting it back to the practical objectives and aims of curriculum in education (Connelly & Clandinin, 1988; Schwab, 1973).

Each Commonplace has a number of foci, which further complicates the curriculum deliberation and decision-making process. For example, the Commonplace of Teacher has several ways of being represented, teacher as a knowledge dispenser, teacher as learner, teacher as an agent of social change (Connelly & Clandinin, 1988; Pantić & Florian, 2015; Peters, 1967). In order to determine the intended role of the Teacher Commonplace — or any other Commonplace— in a curricular text, one must consider the roles of the remaining Commonplaces, as they will logically correspond with one another. For instance, if the Teacher Commonplace is represented as “teacher as dispenser” it will correspond with the representation given to the Learner Commonplace as a “knowledge receptacle” and this would indicate that the Subject Matter Commonplace is overemphasized (Connelly & Clandinin, 1988 p.84). In this sense, the Commonplaces of Curriculum are interconnected in that, an argument that overemphasizes one Commonplace will inevitably underemphasize other Commonplaces (Connelly & Clandinin, 1988). Furthermore, the consistent overemphasis of some Commonplaces over others in a curricular text—whether it is implicit or explicit—can reveal the curricular position of a curricular argument and the educational philosophy of the curricular specialists (Connelly & Clandinin, 1988; Schwab, 1973).

Schwab (1973) explained that the exaggeration of one Commonplace over others in past curriculums was intentionally done to achieve the intended goals of education that were compatible with the political, social and pedagogical values of that period. For example, White (1988) provided an in-depth discussion of two main educational philosophies and their corresponding value systems: *Progressivism* and *Reconstructionism*. Within Progressivism, the learner is perceived as an active player in the learning environment, and it is only with their cooperation that learning occurs. In this model, the overemphasis of the Learner Commonplace produces what Schwab (1973) called “child-centered curriculum of progressivism” which prioritized the students’ needs, and the interests they possess as learners. As a result, he claimed that the curriculum was short-sighted because it framed all other Commonplaces as subordinate to the Learner Commonplace. On the other hand, Reconstructionism emphasizes the “incremental and mastery learning, in which each step is based on the preceding one” and it emphasizes “the importance of planning, efficiency, and rationality and it involves the ‘elevation of teachers and other members of a carefully selected and highly trained elite of educators who are designated as the agents of cultural renewal.’” (White, 1988, p. 25). Reconstructionism or outcomes-based learning dominates the current curricular climate (Biggs & Tang, 2011; Wiggins & McTighe, 2007), thus, it is expected to be the dominant educational philosophy across the texts selected for analysis. However, the analysis should reveal differences in the ways in which different institutions choose to represent this philosophy by way of their language use.

Identifying the Commonplaces of Curriculum from a curricular mandate and determining the extent of consideration given to each Commonplace can reveal a

curriculum model. Each curriculum model is informed by a specific understanding of the purposes of education and the appropriate methods that can be used to fulfill those purposes (Null, 2011; White, 1988). Since there is an array of conceptions and understandings of the purposes and methods of education, each perspective is supported by a value system (White, 1988). In addition to the Progressivist and Reconstructionist curriculum models, Reid (1978) conceptualized general value systems that shape the different educational philosophies that can be at play in curriculum deliberation, which inform curricular decisions. The “Curriculum Map” (Figure 2.1) is effective in portraying the range of existing educational philosophies and their corresponding perspectives (As cited in Null, 2011). The horizontal axis of the map represents the continuum between two opposing perspectives on the practice of teaching and learning: (1) an overemphasis of theory and empirical research in education, which is maintained by minimizing the role that context plays in determining effective and ineffective practice, versus, (2) an overemphasis of the subjectivity of curricular experiences, and the rejection of the notion that positivist research and theory are effective methods to solve curricular problems (Null, 2011). Although the aforementioned is a description of two extreme views, they provide some background knowledge that can explain the rationale behind some of the curricular decisions that specialists come to in a deliberation.

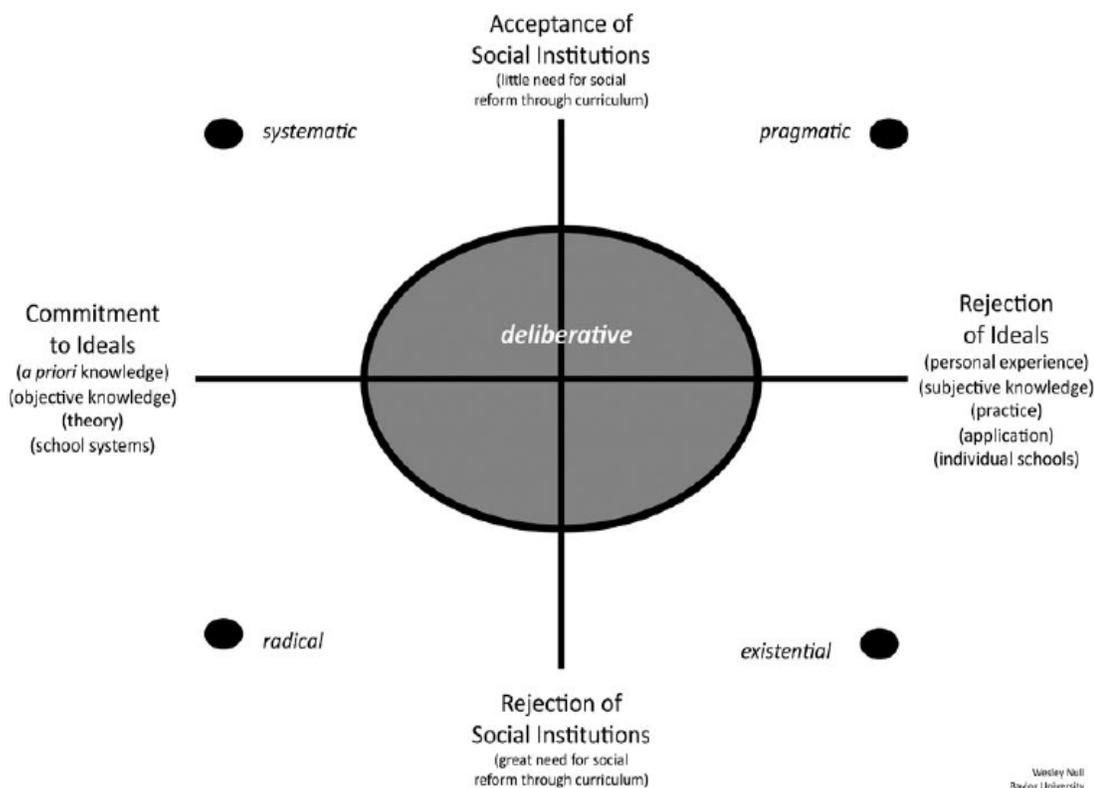
Traditionally, institutions were defined by whether they possessed a role and a purpose in society (Null, 2011; Pinto, 2012). Moreover, because curriculum is designed and deliberated within and for educational institutions, the values and beliefs of these institutions percolate through the curriculum. Thus, the institutional structure becomes inextricably linked to curriculum (Null, 2011). Curricular perspectives differ on the point

of whether curriculum should be designed to challenge or maintain the values and beliefs of the institution. The vertical axis of the map (Figure 2.1) marks the beliefs regarding the extent of the relationship between institutions and curriculum (Null, 2011). On one end of the axis, the view is that the institutional structure of curriculum, as it stands, is effective in achieving the purpose of education and does not require fundamental change. In other words, this perspective posits that curriculum is not designed to bring about social reform. In stark contrast, the opposite end of the axis represents the view that the curriculum should resist the institutions' status quo and actively challenge it (Null, 2011). Therefore, the map depicts four educational philosophies: systematic, pragmatic, radical and existential based on the views about the practical and institutional dimensions of curriculum (Null, 2011).

Schwab (1973) explains that a curriculum that is thoughtfully planned and effective in achieving the goal of education does not center curriculum on a single Commonplace. To ensure this, Connelly and Clandinin (1988) propose an activity intended to recover curriculum meaning from a curricular text whereby, the Commonplaces are identified and labelled accordingly to determine the extent of the curricular specialists' coordination of the Commonplaces. In order to do that, each Commonplace must be explicitly defined and explained in accordance with how they may be considered in the curricular texts of Teacher Education, which are the texts that were subject to analysis in this thesis.

Figure 2.1

Reid's Curriculum Map Taken from Null, 2011 p.34



The Commonplaces of Curriculum Explained

Teacher. Teachers are evidently prominent stakeholders in the enactment and the practice of curriculum, and any legitimate curriculum will include this Commonplace to some extent (Null, 2011). Teachers present the formal and hidden curriculum to students (Null, 2011). The curriculum is filtered through the teachers' beliefs, assumptions, knowledge, and expertise (Cotton et al., 2013). Therefore, understanding who the teachers are, what responsibilities and duties they are assigned, and whether they possess the willingness to change or respond to change are important to identify as it ultimately determines how teachers enact and engage with the curriculum (Hargreaves, 1989).

Although the importance of having teachers in education is uncontested, the extent of the

power that teachers should or should not possess is a point of contention in education (Null, 2011). The Teacher Commonplace is susceptible to overemphasis, which means that the other Commonplaces tend to be underemphasized. As a result, the impact and effectiveness of that curriculum is undermined (Connelly & Clandinin, 1988; Null, 2011; Schwab, 1973). In this thesis, given that the curricular mandates in question belong to the Teacher Education programs, the Teacher Commonplace is slightly emphasized because the texts were written for prospective teachers and as such, they outline the duties requirements of teachers.

Learner. Learner is a self-evident Commonplace that must be considered during a deliberation as they are the primary receivers of the curriculum. Considering the background information of the learners can help curricular specialists determine the appropriate tenets of a curriculum. The labelling of this Commonplace as “Learner” rather than “student” is supported by the argument that it is a Commonplace that should encapsulate not only students but all forms of learning in a classroom (Null, 2011). Underpinned in this argument is the view that learning is the objective of education. However, Schwab contested this view and instead argued that learning is a means to a much broader intellectual inquiry that is satiated when all other Commonplaces are placed in equal rank and considered accordingly (As cited in Null, 2011). The self-evident nature of the Learner Commonplace can often increase its susceptibility to overemphasis in curriculum, which ultimately results in the likes of “child-centered curriculums of progressivism” in the beginning of the 20th century (Null, 2011; Schwab, 1973). Such curricular movements do not develop in a vacuum however, they are

constructed in sync with the social, cultural and political values of a given period, which have been discussed earlier (Apple, 2001; House, 1981).

Milieu. This commonplace has also been referred to as “context” in which the curriculum is put in a *place* for a teacher to teach to learners. It is multidimensional in that it accounts for far greater contexts than the educational institution. It includes the classrooms, the school, the family, the community, the social class, religious groups and so on (Clarke & Erickson, 2004). The purpose of identifying the Milieu is to recognize the different spheres of experience that impact the learners’ identity, which influences the ways in which they receive a curriculum (Clarke & Erickson, 2004). In other words, the objective of the Milieu Commonplace is to ensure that the values, history, and goals of the community—where the school resides—are considered in the curriculum deliberation. Furthermore, the rationale is that if the goals and values of the curriculum reflect that of that of the community—Milieu—it will receive more support and facilitate effective learning. On the contrary, an underemphasized Milieu Commonplace may result in a culturally insensitive curriculum that contributes to the reproduction of social inequality (Apple, 2001; 2011; Null, 2011).

Subject Matter. This Commonplace is concerned with *what* is being taught to learners by teachers. The importance of Subject Matter is clear in the development and enactment of curriculum and while there is a plethora of scholars and literature who continually debate about what subject matter should be taught (Biggs & Tang, 2011; White, 1988), this Commonplace is prone to exaggeration when it is considered as the only source of learning that occurs in the classroom (Null, 2011). In other words, “content” does not solely lie within the Subject Matter Commonplace, it includes

“methods of delivery” and it exists in all the Commonplaces because learning occurs through other multiple sources within the educational context and not solely that which is explicitly outlined in the formal curriculum (Lemus & Vovides, 2018; Margolis et al., 2001; Null, 2011).

Assessment. The definition of curriculum that was introduced in earlier chapters highlights Assessment as a means to determine the learners’ retention of the formal curriculum (Fox, 2004). Assessment-based curriculum can be traced to early discussions about national curriculums, and to the changing understandings of education as a means for employment and certification (Hargreaves, 1989; Natale & Doran, 2012). However, as higher education institutions adopt value systems from the field of business that prioritizes rationality and accountability, Assessment becomes part in parcel of an effective and rational model of curriculum (Natale & Doran, 2012; White, 1988). This fits into the Reconstructionist curriculum model that sets out outcomes of learning that are measurable and testable to then administer forms of assessments to determine what has been learned (if anything at all) during and by the end of the learning period (White, 1988). Reconstructionism’s emphasis on planning, efficiency, and rationality makes the Assessment Commonplace an inherent component of the model in order to determine whether the specific learning outcomes have been met (Biggs & Tang, 2007; White, 1988). Additionally, the ongoing marketization of higher education, which values efficiency and the marketability of knowledge, has inflated the role of assessment in education, and in turn, to what some have claimed, reduced the goal of education to a pre-employment stage for the purpose of churning learners into eligible contenders for the labour markets (Fairclough, 1993; Lim, 2014; Natale & Doran, 2012; Stoller, 2016).

However, assessment-led reforms attempt to consolidate the different roles that Assessment has in education by highlighting it as a means— rather than an end— to increase standards of teaching, learning and accountability in education (Hargreaves et al., 2002) for the purpose of facilitating productive quality learning. This is operationalized by requiring “teachers [to] use their judgements about children’s knowledge, understand how to include feedback in the teaching process, decide how to meet students’ varying learning needs, and learn how to share decision making about learning and teaching with colleagues” (Hargreaves et al., 2002 p.70). Therefore, the role of Assessment is commonplace in any effective curriculum, and the purpose and use of assessments varies across different curriculum models and/or contexts in order to respond to different challenges.

Systemic Functional Linguistics (SFL)

Systemic functional linguistics (SFL) is perceived to be both a theory of language as a social process, and an analytical methodology that provides tools for methodical and systemic analysis of language patterns (Eggins, 2004). Underpinned in SFL are four fundamental assumptions about language use: (1) it serves a function, (2) to create meanings which can be visual, multimodal and textual, (3) the social and cultural contexts in which language use occurs affects the meanings created and, (4) language use is a semiotic process that creates meaning by choosing. The third assumption highlights that the social, and cultural contexts are inextricably linked to the instance of language use. This means that all language use reflects and expresses elements of the social context in which it was composed (Thompson, 1996). Knowledge of the shared norms and patterns of language use in relation to specific contexts allows one to determine which

semiotic choices are appropriate for the context and conversely which are not. Language use as a semiotic process suggest that meanings are made based on the speaker's choice to select one exchange over the other (Eggins, 2004). Thus, when analyzing a text using SFL, considering the options of language use that were not chosen is equally as important as the consideration and analysis given to the option that was chosen. Systemicists state that the meanings of a text are found in the oppositions (the choices that were not made) and not the choices that were selected. In other words, the meaning of a choice is encoded in the other choices that are available but were not chosen (Eggins, 2004).

SFL delineates three different strands of meaning for the purpose of understanding “the quality of texts, why a text means what it does, and why it is valued as it is” (Eggins, 2004 p.2). When woven together in a clause or a clause complex, these strands create meaning simultaneously as written and spoken texts. A *clause* is the grammatical description of nominal group (Subject) and a verbal group, a clause complex refers to “the association of clauses in sequence in either written or spoken text” (Eggin, 2004 p.126). The three strands of meaning or *functions* are collectively referred to as Metafunctions: the Interpersonal Metafunction construes the nature of the relationships between participants in terms of power, contact, and affective involvement; the Ideational Metafunction provides insight into the ways in which the language choices represent the actions and events that are taking place; the Textual Metafunction reveals the way in which the structure of the text is organized cohesively and coherently (Eggins, 2004; Halliday & Matthiessen, 2014; Martin & Rose, 2003). Before providing an overview of the Metafunctions individually, and the tools used in the study, the Context of Culture is described to set parameters for the interpretations of the analysis and findings. The

Context of Culture is understood as the genre of the text, which shapes the meaning of the language used in the text, and determines its purpose (Butt et al., 2003). The Context of Situation is the description of the “extralinguistic features of a text which are given substance in the words and grammatical patterns that speakers and writers use consciously or subconsciously to construct texts of different varieties, and that their audience uses to classify and interpret” (Butt et al., 2003 p.4). The situational aspects of the texts are captured by three parameters: Field, Tenor, and Mode.

Context of Culture: Ontario Faculties of Education.

Texts that intend to serve the same social purpose within the culture belong to the same genre, which is goal-oriented and staged (Butt et al., 2003; 2012). As mentioned above, Teacher Education programs in Ontario follow the same provincial curriculum and requirements, which are stipulated and regulated by the same institution, known as OCT, for the purpose of accrediting teacher candidates with the Bachelor of Education degree in order to be certified to teach in Ontario (Holden & Kitchen, 2016). This means that the individual Ontario Teacher Education programs have similar curricular details that are seen in their course titles, and program descriptions (Crocker & Dibbon, 2008; Walker & Bergmann, 2013). Nevertheless, Ontario Teacher Education programs design their own admission practices, and standards based on the qualities that are valued by their affiliated universities. Examining the mediums, university websites, in which these curricular mandates are displayed adds an additional layer of context that is important to describe. University websites are perceived as portals to value systems of the faculties, and the value systems of the curriculum (Holden & Kitchen, 2016; Killick, 2016). They serve two primary functions: the first is to provide information about a program through

the program description, and the second is to promote the university for student recruitment (Tomášková, 2015). These represent two distinct genres with different purposes: reports and arguments. The purpose of reports is to provide factual information. The purpose of arguments in the case of university websites is to persuade the potential student to enroll in the academic program (Osman, 2008). Through the descriptions of the Field, Tenor, and Mode, the Context of Situation delves into the specific contextual features that are embedded in the texts selected for analysis in this thesis to better understand the overall context of the study.

Context of Situation. The three aspects of Field, Tenor and Mode constitute the Register of the text, which describes the contextual features that make the text what it is (Butt et al., 2003). Field, Tenor, and Mode reflect the language choices for creating meaning in the three Metafunctions, which are discussed in the next part of this chapter. Exploring the Field of the text identifies the available language and structure choices for creating experiential meaning. The Tenor is realized through the Interpersonal Metafunction, to reveal the relationships embedded in the texts, and the assertions of opinion. Mode is realized through the Textual Metafunction to show the ways in which the language and structures is organized to create the text in the context in which it exists (Butt et al., 2003).

The Field of the texts can be described as descriptions of the Education programs in Ontario and the requirements or steps that teacher candidates must complete to be awarded with the Education degree. The short-term purpose of the language choices was to recruit teacher candidates to enroll into the Education program (Butt et al., 2003). The Tenor realized through the texts demonstrated the universities' judgements of 'valuable

qualities', which are based on their perception of what the teaching profession ought to be as well as their perception of the Teacher's purpose in the classroom (Holden & Kitchen, 2016). Tenor was also encoded in the universities' status, and their power relationship with the applicant, which helped in serving the purpose of self-promotion. The Mode of the texts was characterized as written language displayed on university websites that was not dialogic (Butt et al., 2003; 2012).

Although the selected universities display the same requirements, and similar curricular mandates, the ways in which those requirements are expressed and referenced throughout the text varies because the Context of Situation of the university webpage is different than the Context of situation of the Ontario Teacher Education written curriculum document. Therefore, all interpretations of the analysis and findings are bound by the data collected from the faculty webpages, and do not necessarily reflect the positions of the Ontario TE written curriculum document.

Interpersonal: Mood. The Interpersonal Metafunction perceives the clause as an exchange (Halliday & Matthiessen, 2014) and the interpersonal structure of the language points to the type of interaction taking place, and the commodities being exchanged as a result of the interaction (Thompson, 1996). Participant roles in the Interpersonal Metafunction are the initiator and Addressee and are realized as the *Subject* and *Complement*. The verbal group(s) in the clause are realized as the *Finite* and *Predicator* and the adverbial groups represent *Adjuncts* (Halliday & Matthiessen, 2014). The *Finite* is the constituent of the clause that anchors the opinion and time (marked by tense) to text, and a clause generally cannot be meaningful without a *Subject* and *Finite* (Butt et al., 2012). The Subject and Finite when paired are referred to as the MOOD block, while

the remainder of the constituents is labelled as *Residue*. The ordering of the elements of the MOOD block indicates the type of interaction taking place: *declarative, interrogative, imperative, modulated declarative* Mood (Table 2.1) (Eggins, 2004; Thompson, 1996).

The Mood type provides insight into the commodity being exchanged— Goods and Services or information, which is realized by a speech role (Table 2.1). According to Eggins (2004), in order for any dialogue or interaction to continue to unfold, participants must continue to exchange commodities. As the dialogue progresses, elements of Mood are realized and re-established, which enable the participants to continuously establish their roles. This collectively shapes the type of relationship that is encoded in the interaction.

Analysis of the Interpersonal Metafunction answers the questions about the type of interaction that is taking place—giving or demanding a commodity—and how participants anchor opinion and time (marked by tense) to their speech act (Butt et al., 2012). Questions that are characterized as concerning the type of relationship between the initiator and addressee tend to be addressed through the elements of the Interpersonal Metafunction. Identifying the types of interactions encoded in a text and the commodities being exchanged can indicate details about the context of the interaction, which include elements of Register as it pertains to Tenor (Eggins, 2004). Furthermore, the Interpersonal Metafunction analysis reveals some evidence of the power difference between the initiator and addressee, the frequency of contact, and the affective involvement shared between the participants (Eggins, 2004; Thompson, 1996).

Table 2.1*The Typical Configuration of the MOOD block for each Mood*

Speech Role + commodity	Configuration of MOOD block	Mood
Give information	subject → finite	declarative
Demand information	subject → finite → polarity WH- → finite → subject	polar interrogative WH-interrogative
Demand Goods & Services	No MOOD block	Imperative
Give Goods & Services	subject → finite (modal) finite (modal) → subject	Modulated declarative Modulated interrogative

Experiential: Transitivity. The Ideational Metafunction contains two dimensions that construe the actions and events that are represented by the clause: logical and experiential. The experiential dimension functions to represent and organize experience in order to answer the question of “who did what to whom and in what circumstances?” (Thompson, 1996 p. 30). The noun group (s) “who” is represented by the constituent labelled Actor, and within the interpersonal strand of meaning, “who” is labelled, Subject. The verbal group(s) in the clause is represented by the Process or the “what”, and adverbial groups is represented by the Circumstance roles to answer the “in what circumstances” part of the above question (Halliday & Matthiessen, 2014). To express and model the experiential meaning of a text, a system of Transitivity is used. Transitivity is used to identify the Process type, which expresses the type of reality that is being modelled and construes the type of impact between Participant roles in the clause (Egins, 2004). Process Types are identified as, Material, Mental, Relational, Behavioural, and Existential (Egins, 2004; Halliday & Matthiessen, 2014). Each Process type represents the “category of meaning”, which dictates the type of participants encoded in the text and their relationship to the process as the participant performing the

action, Actor, Behavior, Sensor, Sayer, Carrier, Token, or Existent, or the participant that is directly impacted by the action (Table 2.2) (Halliday & Matthiessen, 2014). The function of identifying the experiential Metafunction through analysis using the system of transitivity is to answer the question of “What is happening?” and “What events are taking place?” (Eggins, 2004).

Textual: Theme.

Table 2.2

Process Types, Categories of Meaning, and Participants Taken from Halliday and Matthiessen, 2004 p.311

PROCESS TYPE	Category meaning	Participants, directly involved	Participants, obliquely involved
material: action event	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client; Scope; Initiator; Attribute
behavioural	'behaving'	Behaver	Behaviour
mental: perception cognition desideration emotion	'sensing' 'seeing' 'thinking' 'wanting' 'feeling'	Senser, Phenomenon	Inducer
verbal	'saying'	Sayer, Target	Receiver; Verbiage
relational: attribution identification	'being' 'attributing' 'identifying'	Carrier, Attribute Identified, Identifier, Token, Value	Attributor; Beneficiary Assigner
existential	'existing'	Existent	

While the Interpersonal Metafunction encodes the nature of relationships and exchanges in the text, and the Experiential Metafunction serves to encode experiences and activities in the text, the Textual Metafunction focuses on the structural organization of the text. The coherence and cohesiveness of a text characterize it as a complete and meaningful text. There are two primary components of the Textual Metafunction: Theme

and Rheme. Theme is defined as the “point of departure of the message” and it usually appears as the first element of the clause. Rheme is defined as “the new information about the point of departure” (Eggins, 2004 p. 296), which is characterized as every other element following the Theme. The system of Theme and Rheme reflects the “tripartite semantic structure of language” (p.296) which means that elements of interpersonal, and experiential are reflected in the identification of the Theme in the clause. This is seen in the process of determining the boundary between Theme and Rheme. Which involves identifying the first element that carries a transitivity function: Agent, Process or Circumstance. This element is labelled as the Topical theme. In some cases, other elements that do not have an experiential meaning appear before the Topical theme in the clause, they are also considered to be a part of category of Theme and are labelled as interpersonal Theme or textual Theme. Marked by their lower-case labels, the interpersonal and textual Theme serve similar functions as their corresponding Metafunctions on the Textual level of the clause (Eggins, 2004). For example, textual Theme elements such as conjunctive adjuncts, “and” or “thus”, maintain the cohesion of the text, and a comment adjunct such as, “unfortunately” reveals meanings of attitude encoded in the text (Eggins, 2004). The multiple themes in any clause are collectively categorized and labelled as THEME, and the elements of the text that follow are labelled RHEME. Because “new information” is placed in Rheme, in a continuous text, the Rheme of the first clause gets picked up in the following clause or a clause that appears later in the text. This is then characterized as the thematic progression of the text, which characterizes a coherent and cohesive text (Butt et al., 2012).

SFL focuses on the typical patterns of Theme configurations that correspond with a cline of Markedness and unmarkedness which indicate whether a clause has a usual or an unusual structure. The degree of Markedness of a clause is determined by the Mood structure, which means that depending on the Mood configuration of the clause in question, different constituents should occupy the Theme position. Table 2.3 indicates the unmarked and usual Theme configuration of each Mood structure. When a clause does not fit the unmarked, usual configuration of Theme, and instead the writer chooses a structure that is marked and unusual it indicates that there is a specific meaning intended that may be attributed to the writers' goal of maintaining coherence or adding emphasis (Eggins, 2004). With that in mind, marked clauses usually require further inspection or analysis (Butt et al., 2012).

Table 2.3

Theme Constituent in Unmarked Clauses Taken from Eggins, 2004

Theme	Mood
Subject	Declarative
Finite	Interrogative
Predicator	Imperative
WH-element	WH-interrogative

Note. The left side column depicts the constituent that occupies the Theme in an unmarked clause according to each Mood type.

In this thesis, SFL was used as a theoretical framework to capture the language choices made in the texts, and the meanings—implicit or explicit—that are realized as a result of those choices. By methodically analyzing the texts, and teasing out their meanings, the ways in which hidden curriculum is manifested, and imparted within the

specific context of Teacher Education programs in Ontario became more accessible and less tacit.

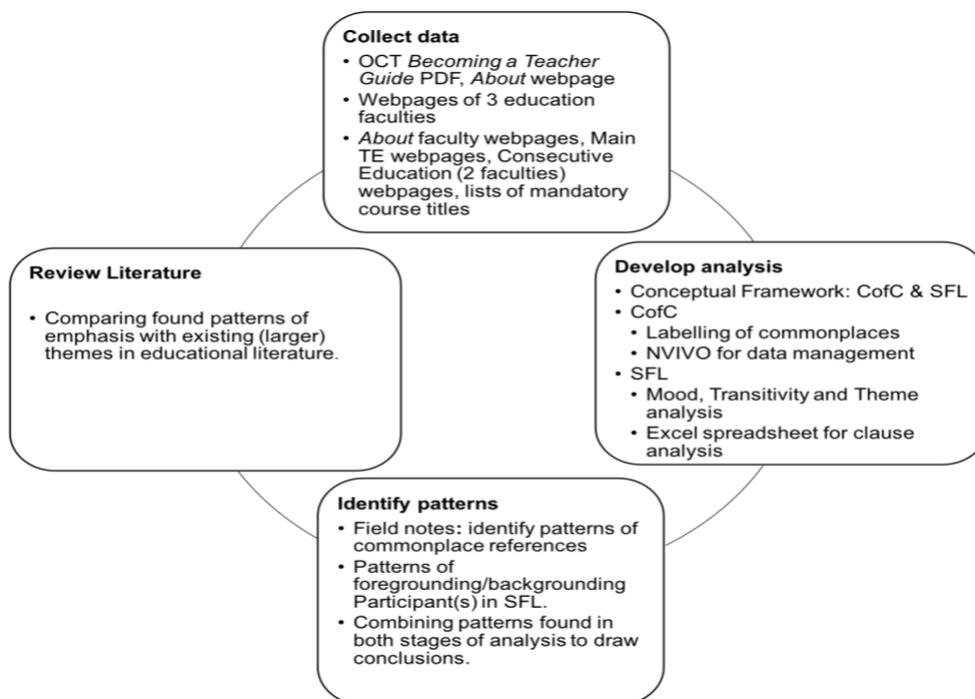
The present chapter has provided an overview of the relevant literature about the concept of hidden curriculum and value systems in curriculum and institutional websites, specifically university websites. It has also outlined the conceptual framework of the Commonplaces of Curriculum and Systemic Functional Linguistics, which were used to analyze the relevant data collected for this study for the purpose of answering the research questions. The next chapter delineates the methodology used to frame and conduct the study to address the research questions.

3. Methodology

The present study adopted a qualitative interpretivist approach that used methods of discourse analysis informed by two theoretical frameworks known as Commonplaces of Curriculum (Connelly & Clandinin, 1988) and Systemic Functional Linguistics (Eggins, 2004; Halliday & Matthiessen, 2014) to analyze written text. The Commonplaces of Curriculum was used to identify how the roles of different stakeholders (role of Teacher, role of Learner, role of Assessment, role of Subject Matter, and role of Milieu) are represented in the curriculum by isolating each Commonplace and comparing the consideration it is given in relation to the other commonplaces. This is achieved by asking, “Which commonplace is the author's argumentative starting point?”, “Which Commonplace is the author's end-in-view?”, and “Which Commonplace is emphasized in the text?” (p. 86). SFL was used to analytically uncover the language choices made in the texts, the ways in which those choices create the meaning of the text, and that analysis was considered within the social and cultural context in which the text was constructed (Eggins, 2004). The study was conducted by collecting textual data from open source documents and webpages that are publicly accessible on Ontario College of Teachers’ website, and the selected university websites ([Materials](#)), developing an analysis by focusing on the Commonplaces of Curriculum, followed by SFL Mood, Transitivity and Theme analysis, then identifying recurring patterns of emphasis and de/emphasis in the texts and drawing connections to larger themes in existing literature (As illustrated in Figure 3.1) (Polio & Friedman, 2017). According to Cotton et al., (2013), using analytical frameworks is the most productive approach to examining and challenging the values and beliefs that shape a hidden curriculum. Thus, pairing

Commonplaces of Curriculum with SFL as analytical frameworks of the study revealed which participants are emphasized/deemphasized, and the values and beliefs that underpin the patterns of emphasis and/or deemphasis, therefore unveiling the value systems that shape a hidden curriculum. The present chapter begins with an overview of the research context of the study, followed by descriptions of the selected texts, selection criteria, and data collection rationale. Then, the procedures used to conduct the analysis of the collected data are explained, followed by an explanation of the processes of analyses that were undertaken. The following research questions were developed to guide this study,

4. What are the value systems (hidden curriculum) that underpin the teacher education programs on university websites? How do they complement/contradict one another?
 - a. Which *Commonplace curricular* roles are consistently emphasized, and conversely which are not?
 - b. What information is emphasized/deemphasized in each university's website, based on Systemic Functional Linguistics analysis? How do the language choices reflect this?

Figure 3.1*Research Design*

The research design in Figure 3.1 depicts the cyclical nature of the research process of this study, which is typical of many methods of qualitative research and discourse analysis (Polio & Friedman, 2017). Although the collection of the data was officially the first stage, it continued throughout the research process. Meaning once some data was collected, analysis was conducted in order to develop some preliminary insight before returning to collecting additional data. Moreover, reviewing the patterns of emphasis and deemphasis in existing literature was done while the analysis was still in progress. This was done to guide and shape the insight of the patterns of foregrounding and backgrounding that were suggested by the findings of this thesis.

Research Context

The Ontario socio-cultural educational context has continued to invite an increasingly diverse student body, which continues to challenge the values that underpin

curriculum deliberations (Hargreaves, 2000; McCrimmon, 2015; Lemke, 1995). Part of the adjustment involves recalibrating what responsive and effective education looks like in a largely multicultural and diverse population and social climate (Apple, 2011).

According to Apple (2011), Teacher Education programs, and teachers, play an integral role in assisting the implementation of curricula that is designed to respond to educational contexts characterized as multicultural and diverse. Therefore, TE programs serve as a window to investigating how the TE is formulated in ways that cohesively meet the demands (or not) of a largely diverse educational context. University websites— Education faculty webpages—were selected as the source of data because they function as portals to the pedagogical and social facets of higher education, and they are characterized as,

one of the main methods of communication and information dissemination, but also the medium in which institutional identity is constructed and projected as well as the medium in which the main audiences and stakeholders such as students are constructed. They usually represent the first point of contact and interaction between a university and a student (rather than the physical university) and therefore constitute an indispensable object of analysis.” (Lažetić, 2019 p.

997)

Therefore, I chose to collect data from a select number of webpages pertaining to Teacher Education in three different Ontario universities, and webpages from the website of OCT in order to analyze the curricular and textual details of the texts. The data collected from the faculty webpages, and the carried out qualitative analysis using *Commonplaces of Curriculum* and *SFL* made the beliefs, knowledge and assumptions that underpin the TE

curriculum, and the TE programs more detectable. The inclusion of OCT texts in the corpus for analysis was solely for the purpose of determining the compulsory requirements for teacher certification that were displayed on all university websites offering the Teacher Education program. In addition to the mandatory requirements stipulated by the OCT, the selected Ontario universities design their own admission practices, and standards based on the qualities that are valued by the institution for the TE program. The universities' judgements of 'valuable qualities' are based on their perception of what the teaching profession ought to be as well as their perception of the Teacher's purpose in the classroom (Holden & Kitchen, 2016). The analysis of OCT enabled me to separate that which is included in the universities' websites because it is a mandatory requirement set by OCT, and that which is included as an additional requirement or characteristic associated with the university. This allowed me to identify the ways in which the selected universities transmit their value systems through their interpretation and display of the requirements. In so doing, I was able to identify how each university displays the program information in ways that complement its value system. By making the value system explicit, the nature of hidden curriculum and the way in which it is manifested becomes clear. This, by extension contributes to the efforts geared toward making hidden curriculum explicit in this context of higher education (Apple, 2001; 2013; Cotton et al, 2013; Margolis, 2001; Skelton, 1997).

Context of Culture

The Context of Culture describes the way in which the genre of a text is structured to achieve its purpose (Eggins, 2004). University webpages are identified as mediums that inhabit multiple genres, and for this reason, university websites are often

identified as examples of hybrid-genres (Fairclough, 1993; Djonov, 2007). The current analysis of this study focused on university websites in a Canadian context and their structure and genre structure may be different than the websites of universities in other countries. As mentioned previously, university websites intend to serve two purposes: to provide information about the academic programs, and to promote the university. The former is realized through the structure of report genre, where factual information is presented, and the latter is realized through a persuasive, and promotional genre(s) (Fairclough, 1993; Lažetić, 2019; Tomášková, 2015).

Context of Situation

To review the Context of Situation according to SFL, the *Field* of the texts was realized through the descriptions of the Education programs at the three Ontario university websites, as well as the requirements or steps that teacher candidates must complete in order to be awarded with the Education degree. It is also realized through language choices and structures of the text that serve a self-promotional function to recruit students. Therefore, the combination of language choices made to communicate curricular details and the language and structure choices used to carry out the functions of university websites, characterizes the Field of the texts as (1) providing information about Teacher Education programs in Ontario and (2) promoting the Faculty in ways that increase student recruitment. The Tenor that was encoded in the texts demonstrated the universities' their status in relation to other Faculties, and their power relationship with the applicant as these were projected by the self-promotional language choices. The Mode of the text can be described as written, and generally non-dialogic.

The Education Faculties at the respective universities display the same core requirements and similar curricular mandates as they are all regulated by the same institution, the OCT (Holden & Kitchen, 2016). However, the language choices and structures of the texts on the websites is bound by relatively different contexts than that of the official written Ontario Teacher Education Curriculum. Therefore, all interpretations of the analysis and findings are bound by the data collected from the faculty webpages, and do not necessarily reflect the positions of the Ontario TE written curriculum document.

Participants: Selection of Universities

The Ontario College of Teachers (OCT) is instituted to regulate the teaching profession in Ontario by stipulating requirements and standards for teacher certification, by assessing Teacher Education programs, and also accrediting them (Ontario College of Teachers, 2020; Walker and Bergmann, 2013). While OCT does maintain homogeneity in the requirements across TE programs, universities do possess the autonomy to design their own individual standards and admission practices, which may be influenced by the university culture, curriculum, and value system (Ontario College of Teachers, 2020; Walker & Bergmann, 2013; Holden & Kitchen, 2016).

A general criterion was applied to select the universities that were used in this study, namely, (1) that they were in Ontario, and (2) that they offered a Bachelor's degree in Teacher Education. Initially, four TE programs at four universities were selected for this study. However, one university was removed because it only offered a TE program at the graduate level while the other universities offer it at both levels. To narrow down the shortlist to a manageable size, and potentially produce results that cover a wide range, I

selected three universities that possessed largely different qualities. Based on that, the three selected universities varied in size, and location: Nipissing is a small rural university (~3,700 students), Queen's is a small-urban university (~24, 400 students), and uOttawa is a large-urban bilingual university (~ 31,700 students) (Universities Canada, 2019). Further details about the selected universities are irrelevant to the purposes of this study, which is not to determine if one TE program is better than the other, rather it is to unveil the ways in which hidden curriculum operates in such a context and by extension, gain a deeper understanding about its function in education.

Materials

The materials that were used for analysis were the *About* webpage of all three Education faculties ([uOttawa](#), [Queen's](#) and [Nipissing](#)), and [OCT. *The Registration Guide for Becoming a Teacher of General Education*](#) (hereafter *Becoming a Teacher Guide*) by OCT, the Consecutive Bachelor of Education webpages of [Queen's](#) and [Nipissing](#), the main Teacher Education webpage of the three faculties, and the list of mandatory courses that all incoming teacher candidates must be enrolled in. All webpages were downloaded in a PDF format on December 8, 2019 and imported into NVIVO to ensure that sources of data remained unchanged throughout the duration of the study.

Data Collection Rationale

Websites for each of the three universities considered in the study contained several webpages that provided different information about the university, faculty, and program. Although university websites can differ in the organization of information on their websites, they generally maintain the same purposes: to promote the university and to provide information about their programs to potential applicants (Tomášková, 2015).

For the purposes of this study, it was important to only select and analyze the webpages that displayed information that was relevant to the aims and objectives of the study. The salience of the webpages was determined based on two requirements: it must display information about, (1) the structure of the program, and requirements, and (2) the motivations behind the design of the program, which included information about educational philosophy, and faculty history. The main TE webpage and the faculty of education *About* webpage of uOttawa's faculty displayed the information I was seeking, which made both webpages suitable for analysis. For Nipissing and Queen's universities, the main TE webpage as well as the consecutive education webpage displayed information about the structure of the program as well as the requirements, and the faculties' *About* webpage fulfilled the information needed for the second requirement. Each faculty's list of course titles that are mandatory for all teacher candidates to enroll in was also collected as it provided further insight about the curricular details of the program. It was evident that some of the selected universities divulged more information about the curricular and educational values that underpin the design of their program than others.

Procedures

Stage 1: Identifying Commonplaces

After the sources of the data were selected, the *About* webpages, Consecutive Bachelor of Education webpages, and the main Teacher Education webpages were downloaded in a PDF format on December 8, 2019 in order to ensure that any changes to the existing version on the websites does not interfere with the study. Adobe Reader was used to open the PDF documents of all the downloaded webpages, and one by one, all

sections of the texts (webpages) that communicated information about any one of the Commonplaces were highlighted. Then, the markup feature was used to label the margins of the highlighted sections with the codes of the Commonplaces: A, L, SM, M, T (Table 3.1). In cases where a section of the text communicated information about two or more Commonplaces, their corresponding codes were written in the margin. Then, the labelled PDF documents were uploaded to NVIVO 12 software. Using the node function – a feature that serves as a place to store references to code text – five parent nodes were created based on the labels designed for each Commonplace: A, L, M, SM, T. Under each parent node, there were child nodes that represented each Commonplace in each institution that was analyzed. This method of organization of the nodes was repeated for each Commonplace. This means that each node contained all the references of which that Commonplace had been considered in each text. After the Commonplaces nodes were created for each institution, the highlighted sections of the OCT’s *Becoming a Teacher Guide* PDF that indicated the Commonplaces on the margins were selected and moved into the appropriate nodes. This was done for the *About* webpages, Bachelor of Consecutive Education webpages, main Teacher Education webpages, and the course titles.

Table 3.1

Overview of Descriptions of the Commonplaces Codes

Commonplace	Description	Example from Text
Assessment [A]	References of measures of evaluations, and accountability <i>for learning</i> and <i>of learning</i> .	“use a range of assessment strategies for a variety of purposes” (uOttawa, 2019).

Learner [L]

References to students' identities, students' abilities, and all forms of learning.

“...supporting students with special learning needs and those from diverse communities” (OCT, 2019).

Commonplaces	Description	Example from Text
Subject matter [SM]	References to of “what is being taught” in terms of “content”, methods of delivery, official curriculum, and unofficial curriculum.	“...provide beginning teachers with an understanding of the basic philosophical, psychological and sociological foundations of education” (nipissing university, 2019).
Milieu [M]	References to the “context” of learning; the classrooms, the school, the families, communities, class, religious groups, other social groups, and other spheres of influence impacting the learning process.	“Demonstrate the value of the diversity of Canadian society... in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability...” (uOttawa, 2019).
Teacher [T]	References to who teachers are, what responsibilities and duties they are assigned, and whether they possess the willingness to change or respond to change, the extent of their power.	“We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice” (Queen’s, 2019).

Stage 2: SFL

The parts of the texts that communicated information about the Commonplaces that were organized into their respective nodes were used for the SFL analysis. This was done to achieve theoretical triangulation by using more than one theoretical framework to reveal different facets of the same texts, which added depth to the data. Prior to beginning the SFL analysis, the text references contained in each node were examined in order to determine their salience for the SFL analysis. Salience was determined based on whether the texts had marked language – language use that is unusual or atypical – or language use that implicitly or explicitly communicated a curricular intention and/or one of the Commonplaces (Halliday & Matthiessen, 2014). The text references that met a part of the

criteria were tabulated onto Excel spreadsheets. The spreadsheets were organized into separate “Books” designated for each institution and ensured that clause complexes were identifiable as they were deconstructed into individual clauses for the sake of the analysis. Analytic tools from the three Metafunctions were explored, then based on the aims of the research questions, the focus was narrowed down to a few relevant analytical tools belonging to each Metafunction. Transitivity analysis was used to identify the experiential function of the texts, followed by MOOD (Subject + Finite) and Mood analysis to identify the Interpersonal Metafunction and the nature of the relationships embedded in the texts. Finally, Theme and Rheme were used to analyze the Textual Metafunction of the texts, which revealed the ways in which the structures of the texts are organized cohesively and coherently (Halliday & Matthiessen, 2014; Eggins, 2004).

Analysis

The objective of the analysis of the data was to identify the patterns that were contained in the data pertaining to the Commonplaces of Curriculum and SFL in order to answer the research questions. Field notes were used to identify the patterns of the Commonplaces, and Transitivity, Mood and Theme were used to complete the SFL analysis and reveal the patterns that emerge as a result.

Field notes

After the Commonplaces were labelled and coded into their respective nodes, queries were explored, which essentially quantify the data in each node and illustrate it in a map. Although this tool revealed the number of references (Table 3.2) of each Commonplace in each text, given that this is a qualitative study, the quantification is not

necessary to the objectives and aims, rather the content of the references is more valuable to the analyses.

To answer the second research question, the patterns of emphasis and deemphasis of the Commonplaces were examined by closely inspecting the references contained in each one of the nodes, one by one. Then, field notes were taken that addressed how each Commonplace was being considered and represented (if at all) in the text, as well as the extent of that consideration (underemphasized/overemphasized). By the end of this stage, the notes were synthesized, which revealed whether each Commonplace was being considered, and the extent of that consideration—in relation to others. This knowledge prepared me to analyze the language choices in each excerpt that concerned a Commonplace.

Table 3.2

Overview of Number of References Contained in Commonplaces Nodes

Name of Institution	Number of References to Commonplaces
OCT	Assessment: 6 Learner: 4 Subject matter: 8 Milieu: 6 Teacher: 2
uOttawa	Assessment: 7 Learner: 8 Subject matter: 11 Milieu: 18 Teacher: 19
Queen's	Assessment: 2 Learner: 5 Subject matter: 11 Milieu: 7 Teacher: 13
Nipissing	Assessment: 7 Learner: 6 Subject matter: 15 Milieu: 10 Teacher: 9

SFL Analysis: Analytic Tools

The SFL analysis was done following the guidelines in Halliday and Matthiessen (2014), Butt et al., (2012), Eggins (2004), and Thompson (2014). The following delineates the analytic tools that were used, and how they were used to address the third research question.

Experiential: Transitivity. The experiential dimension is one of the two functions belonging to the Ideational Metafunction, which perceives the clause as a representation of reality or experience (Halliday & Matthiessen, 2004). The Transitivity system construes the experiential dimension in what Halliday and Matthiessen (2014) describe as,

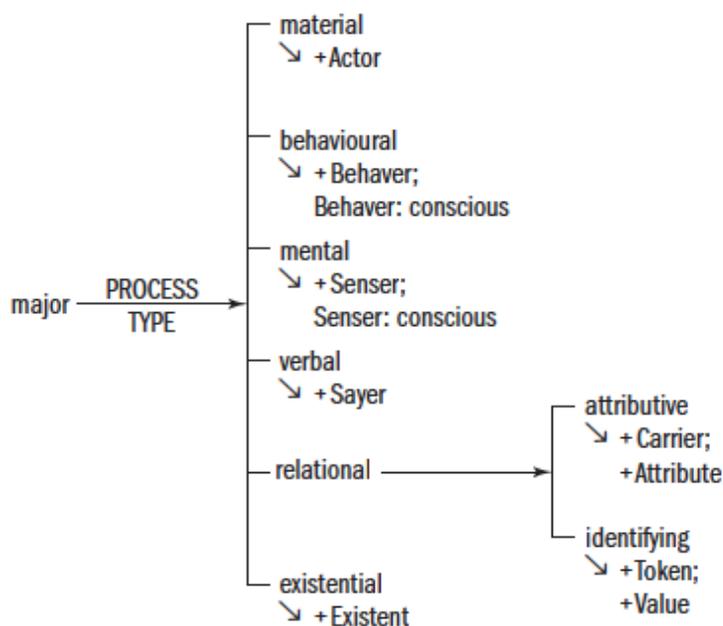
This flow of events [that] is chunked into quanta of change by the grammar of the clause: each quantum of change is modelled as a figure – a figure of happening, doing, sensing, saying, being or having (see Halliday & Matthiessen, 1999). All figures consist of a process unfolding through time and of participants being directly involved in this process in some way; and in addition, there may be circumstances of time, space, cause, manner or one of a few other types.” (p. 213)

In reference, the “figures of experience” are modelled by Process Types including material, mental, relational, behavioural, and existential (Eggins, 2004; Halliday & Mattheisen, 2014). Other constituents of a clause include Participants (nominal groups), which represent the participants involved in the exchange and their role in relation to the Process, and Circumstances that work to anchor the process in a specific time, and place, (Eggins, 2004; Halliday & Matthiessen, 2014). Participant roles are implicated by the Process Type (Eggins, 2004), but the circumstances operate independently of the choice

of Process (Halliday & Matthiessen, 2014). This is demonstrated in Figure 3.2, which illustrates the Process Types, and the metalanguage that depicts the participants, and nominal groups within a clause. The purpose of the experiential dimension is to answer the questions of “what is happening?” And “What events are taking place?” (Eggin, 2004).

Figure 3.2

Process Types Taken from Halliday and Matthiessen, 2014 p. 219



By employing Transitivity analysis to identify the different constituents of a clause, particularly the Process, I was able to show what action or event is taking place (Process), as well as the relationships between the Participants in relation to the Process, and identified the details about the context in terms of time and place (Circumstances) (Halliday & Matthiessen, 2014; Eggin, 2004; Thompson, 1996). Using Excel, each clause was deconstructed into its individual constituents onto a row on a spreadsheet, and began labelling each constituent, beginning with the Process Type. The ‘deconstructing’

of a clause complex is the process of defining the clause boundaries, which was done following guidelines in Halliday and Matthiessen (2014), Eggins (2004), and Butt et al., (2012). Generally, the guidelines explain that in addition to thinking about the logical function of the clause within the clause complex (Eggins, 2004), each clause that is separated from the complex must contain a Process. In order to flag the clauses belonging to the same clause complex, the first clause was marked with a number indicating its place in relation to all other clauses in the text, followed by a (i), and the second clause was marked as (ii) and so on, as seen in the example below:

Marking Clause complex boundaries:

(3i) The faculty has a reputation for providing a rigorous teacher education program

(3ii) Which is demanding of the student teacher

(3iii) And provides well prepared teachers for Ontario schools

During the analysis, I often referred to Halliday and Matthiessen (2004; 2014), Eggins (2004), Thompson (1996), and Butt et al., (2012) to help in determining the Process Type of each clause. Once the Process had been identified, the participants were labelled accordingly.

Interpersonal Metafunction. The Interpersonal Metafunction perceives the clause as an exchange (Halliday & Matthiessen, 2014) wherein, language use is perceived as an interaction that involves an initiator and an audience (Thompson, 1996). This Metafunction is concerned with answering questions about what type of interaction is taking place—giving or demanding a commodity—and how participants anchor opinion and time (marked by tense) to their speech act (Butt et al., 2012). The former is realized

by the Mood analysis, while the latter is realized by the MOOD block in the clause. By analyzing the Mood and MOOD, I was able to identify the type of interaction that was taking place, and the ways in which each institution chooses to anchor their opinion and time in the text, which enabled me to interpret the nature of the constructed relationship between the institution, and their presumed target audience.

Mood. As mentioned above, the Interpersonal Metafunction perceives the clause as an exchange, where a speaker presumes a speech role and in response, the other participant(s)—audience—take on a complementary role (Halliday & Matthiessen, 2014). This represents a typical spoken or written interaction. Halliday and Matthiessen (2014) identify two main speech roles, *giving and demanding*. In an interaction that involves either one of the speech roles, a commodity is being exchanged, which can be classified as Goods and Services (G&S), or Information (Egins, 2004; Thompson, 1996). A speech function in the form of a *statement, question, offer or command* is formulated based on the choice of the speech role, and the choice of the type of commodity being exchanged—whether it is G&S or information. Each speech function is realized through elements of the lexicogrammatical configuration of the clause that construct a declarative Mood (sentence), interrogative Mood (question), modulated interrogative Mood (offer), and Imperative Mood (command) (Butt et al., 2012). The grammatical configuration of the MOOD block determines the Mood of the clause. Once the MOOD block in each clause was identified, I was able to determine and label the Mood of that clause.

MOOD block. The MOOD block contains the subject of the clause as well as the finite, which is part of the verbal group in the clause and it expresses tense, modality and/or polarity (Halliday & Matthiessen, 2014). Using the appropriate metalanguage, the

temporal finite verbal operator refers to the part of the finite that expresses the tense and *finite modal operator* expresses the modality. (Eggs, 2004). The remainder of the clause is labelled as *Residue*. The position of the MOOD block within the clause determines whether it is a declarative, interrogative, imperative or modulated interrogative (As seen in **Table 2.1**).

Given that the MOOD block is responsible for carrying opinion and time of the clause, a clause cannot stand without it. Although, a clause can stand despite an omitted or elided subject (Butt et al., 2012). In other cases, the clause may seem to carry no MOOD block and for those clauses, Halliday and Matthiessen (2014) and Eggs (2004) suggest using a grammatical test known as the tag test. This involves adding a “tag” at the end of a clause, which changes the structure of a clause to a question. This is demonstrated in the following example of a command statement:

“become a future educator, locally, or globally...” (untagged)

“become a future educator, locally or globally... will you? (tagged)

The tag used in the example is referred to as the Mood tag because the finite, “will” expresses modality since that which is communicated in the clause has not yet happened. Additionally, “you” refers to the omitted subject. This way, the tag test identifies the MOOD block despite the fact that it was not explicitly included (Butt et al., 2012).

The MOOD block was identified in each clause that was analyzed for Transitivity and tabulated onto the same spreadsheet. In cases where the MOOD block was not apparent, the clause was analyzed as is (Figure 3.3), and a comment was added for my

own reference to indicate the omitted subject and finite, which had been identified using the tag test.

Figure 3.3

Analysis of an Imperative (command) Clause that Contains no Apparent MOOD block

become	a	future	educator	locally,	or globally	with	Queen's	university	teacher	education.
Pro: relational: identifying	value		circum: location			circum: accompaniment				
Predicator	complement		adjunct: circumstantial			adjunct: circumstantial				
Residue										
topical										
Theme	Rheme									

The clause above was marked as Residue (seen in Figure 3.3), and if a tag test were included at the end of the clause, “will you?” it would be labelled as the MOOD block. However, for the sake of maintaining the integrity of the clause as it appeared in the text, tag tests were not explicitly added to the clauses in the analysis tables. To note, one of the functions of omitting a MOOD block in a text is to make the clause uncontestable or inarguable (Eggins, 2004; Butt et al., 2012). This will be discussed in more detail later in the chapter as well as the discussion chapter.

Textual Metafunction. At this point in the analysis, transitivity revealed the ways in which each institution represents their TE program, and the Mood analysis of the Interpersonal Metafunction demonstrated how each institution frames itself in relation to the audience, and possibly other TE programs in Ontario. To review, the Textual Metafunction is concerned with uncovering the ways in which the language is used to organize a text in a cohesive and coherent whole. ‘Signposts’ refer to the conjunctive resources and other textual resources used throughout a text to maintain its texture and wholeness, and it is through the signposts that textual meanings are realized (Butt et al., 2012; Eggins, 2004). Within the Textual Metafunction, the clause is organized into two main elements: The Theme and the Rheme. The Theme is defined as “the element that

serves as the point of departure of the message; it is that which locates and orients the clause within its context.” (Halliday & Matthiessen, 2014 p.89). Based on this definition, the Theme is the first element of the clause, and further analysis determines the type of Theme. Within the Theme constituent, there are more specific classifications that are recognized as topical theme, interpersonal theme, and textual theme (Eggins, 2004; Halliday & Matthiessen, 2014). Topical theme refers to the first experiential element in the clause, which can be a Process, Circumstance, or Participant (nominal group). Once the topical theme has been identified in the clause, everything that follows it is labelled as Rheme. In some cases, other elements that carry a textual or an interpersonal function can occur before the topical theme in a clause. In other words, the interpersonal theme may contribute to the interpersonal meaning of the clause rather than the experiential, and the textual theme includes elements such as continuative, conjunctive, or conjunctive adjuncts (Eggins, 2004; Halliday & Matthiessen, 2014).

Theme. During this part of the analysis, I referred back to the tables containing the experiential and interpersonal analysis. It was important to complete the Theme and Rheme analysis following the transitivity analysis because identifying the topical theme is dependent on identifying the first experiential element in the clause. The first step to this part of the analysis was to identify the topical theme in the clause, and once it was identified the entire nominal group is marked as topical theme. Then, the topical theme was labelled as part of the Theme, and everything that followed was labelled as Rheme. Some clauses contained multiple themes wherein, a conjunctive adjunct such as, “thus” or “and” preceded the topical theme. In those cases, the conjunctive adjunct was labelled

as a textual theme, followed by the topical theme, which all belong in the Theme bracket. There were no instances of an interpersonal theme in the selected texts.

Markedness. Markedness refers to a cline in how usual or unusual a clause is based on its grammatical configuration (Eggins, 2004; Butt., 2012). The structures of Mood and Theme within a clause determine whether a clause is marked. As it has been outlined earlier in the chapter, there are typical lexicogrammatical configurations for declarative, interrogative, and imperative Mood clauses (**Table 2.1**). In the case of a declarative clause, the MOOD block configuration is “Subject → Finite”, and the Subject will typically be the Theme (Butt et al., 2012), thus, it is unmarked. In a marked theme however, the Subject is not structured within the Theme constituent, and another constituent such as a *circumstantial adjunct* may be the Theme (Eggins, 2004). The choice of using a marked clause may be for the purpose of adding emphasis to a particular message or element of the text (Eggins, 2004). After the transitivity, Mood, MOOD block and Theme analysis analyses was completed, I examined the clauses while referring to a table that outlines the unmarked configurations of declarative, interrogative, imperative mood clauses (**Table 2.1**). The clauses that did not fit the unmarked configurations were highlighted to indicate that they require further analysis in order to identify the writers’ purpose for the marked language choice (Butt et al., 2012). Investigating the markedness of the clauses that make up the TE texts provided some insight into the implicit value systems that inform the language choices displayed on each page.

This chapter has provided an overview of the texts selected for analysis in terms of the relevant features and details, as well as the criteria used to select the texts and data.

It has also outlined the two stages of analysis—Commonplaces of Curriculum and Systemic Functional Linguistics, and provided descriptions of the analytical tools used, and the process of their use to complete the analysis. The following chapter will be concerned with delineating the results of the analysis, along with interpretations of the results in terms that are relevant to the objectives of the study.

4. Findings, Interpretations, Discussion

In the previous chapter, I described the methodological framing of the study, the relevant content and features of the texts used for analysis, I included the selection criteria for the websites as well as the data collection method. Then, I described the process whereby I identified the Commonplaces of Curriculum (Connelly & Clandinin, 1988) (See Chapter 3; Section Stage 1: Identifying Commonplaces) in the texts and provided an overview of the ways in which I used the selected analytical tools to complete the SFL analysis (Halliday & Matthiessen, 2014; Eggins, 2004). The objective of this study was to explore the value systems that are embedded in the Teacher Education programs of three Ontario Education faculties. This study contributed to the literature geared towards understanding the competing values of the curriculum (Cotton et al., 2013), and contributed to the understanding and documentation of the features of hidden curriculum in education. One way of doing this was by methodically examining and scrutinizing the texts displayed on the universities' websites, particularly, the webpages pertaining to Teacher Education programs. This chapter presents the findings of the analysis, discusses some noteworthy findings in more detail, then moves into a larger discussion that addresses the research questions.

1. What are the value systems (hidden curriculum) that underpin the Teacher Education programs on university websites? How do they complement/contradict one another?
 - c. Which *Commonplace curricular* roles are consistently emphasized, and conversely which are not?

- d. What information is emphasized/deemphasized in each university's website, based on *Systemic Functional Linguistics* analysis? How do the language choices reflect this?

The first part of the chapter unpacks the findings of the Commonplaces of Curriculum analysis from the TE webpages of OCT, and the Education faculties of uOttawa, Queen's and Nipissing university. The second section presents the findings and provides interpretations of the SFL Mood, transitivity, and Theme analysis (For a discussion of these analytical approaches see SFL Analysis: Analytic Tools)

Commonplaces of Curriculum in OCT

The Registration Guide for Becoming a Teacher of General Education (Hereafter referred to as *Becoming a Teacher Guide*) provided by OCT (2020) contains mainly bureaucratic information for prospective applicants as well as general information about the requirements to becoming a teacher in Ontario. The purpose of analyzing the OCT texts was to determine the mandatory requirements of all Teacher Education programs, which are displayed, with some variation, on all Teacher Education faculty websites. This provided a representation of the basic requirements for the program in Ontario, which will serve as a point of reference. Once the standard required text was removed, any additional information displayed on the faculties' webpages was evident and easier to identify and analyze. All tables displaying the findings of the analysis are outlined in Appendix A.

OCT considers the Assessment Commonplace (Fox, personal communication, July 2nd 2019) through their mandatory language, math, and professional suitability assessments. The professional suitability assessment is characterized as a self-assessment

that is concerned with prospective teachers' quality of character. The Learner Commonplace is considered in the sections of the document that emphasize the needs and interests of learners as well as the communities they belong to, which are depicted as an important aspect of the learning and teaching process. This introduces the OCT's emphasis on the Milieu Commonplace, which is seen in sections of the text that posit that the role of supporting learners' diverse communities and needs is not solely the duty of the teacher, but also the educational institution as a whole. The emphasis on learners and their respective milieus is reflected in the College's focus on special education and diversity, which is stated in the *Becoming a Teacher Guide*, "The four-semester program with an increased practicum of 80 days now includes an enhanced focus in areas such as special education, how to teach using technology, and diversity" (OCT, 2020 p.7). In chapter 2, the Subject Matter Commonplace can be described having three types of knowledge: content, methods of practice, and methodologies (Null, 2011). OCT defines *content* as theoretical knowledge of the foundations of education (OCT, 2019), *methods of practice* as the teaching methods that are subject and grade appropriate, and *methodology coursework* refers to teachers' skills in "classroom management, how to use research data and new technology, supporting students with special learning needs and those from diverse communities" (OCT, 2019 p.1) among others. OCT vaguely delineates the details of 'content' and emphasizes information about methods of practice and methodology coursework. OCT consistently posits a relationship between the contents of methodology and every other Commonplace. It suggests that Milieu is a catalyst that determines the methods and methodologies of teaching. For example, in describing the 80-day practicum, the College states that the practicum "includes an

enhanced focus in areas such as special education, how to teach using technology and diversity” (OCT 2020, p.7), which suggests that they are emphasized themes that are embedded across the curriculum and subjects. Teaching special education and diversity involves teachers’ engagement with milieus that expand beyond the institution (Brant-Birioukova et al., 2020). Thus, the excerpt demonstrates the way in which the College binds the Milieu Commonplace and the methodology—Subject Matter —Commonplace together. Finally, the Teacher Commonplace is represented as a multifaceted figure whose knowledge and skill set includes that of a researcher, and inclusive educator. Based on the analysis of the general education document provided by OCT, the coordination of the Commonplaces is relatively balanced. However, the methodologies and methods of the Subject Matter Commonplace are slightly more privileged than others.

Commonplaces of Curriculum in Faculty Webpages

In this section, I describe the ways in which each Commonplace is considered and represented in the main Teacher Education webpages, consecutive education webpages, the *About* faculty webpages, and the course titles of mandatory courses. The relevant sections in the webpages are cross referenced throughout the thesis where they are relevant. The most significant details of the findings will be discussed in this section, and a comprehensive discussion that illuminates the patterns of emphasis or de-emphasis, as well as the implications of the findings will be outlined and explicated in the Discussion section.

uOttawa TE Faculty

In the text displayed on uOttawa’s TE faculty’s main [TE webpage](#), they include a bracket that categorizes assessment with instruction as research-based practices, which indicates the level of importance that is appointed to the role of Assessment. Instruction is often seen as the primary role of the traditional teacher (Lim & O’Halloran, 2012), and uOttawa represents Assessment as a practice that falls in equal rank with instruction as it informs instruction (Hodgson-Drysdale, personal communication, July 27th 2020). The courses designated for Assessment include designing assessments *of learning* and *for learning* as well as becoming familiar with “issues, and strategies of instruction and assessment” (uOttawa, 2019). The faculty is unique in its explicit mention of their notion of ongoing inquiry, “the notion of community not only includes the courses and classrooms within the Teacher Education program but also extends to communities beyond the program, all of which helps to provide forums for inquiry and learning” (uOttawa, 2019 *Teacher Education*). uOttawa faculty states that they “view the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities” (uOttawa, 2019 *Teacher Education*)(**Figure 4.1**). Teacher candidates are expected to collaborate and work with members of diverse communities, —both local and global—as well as families of learners for the primary purpose of fulfilling the needs of learners. This is reflected in the objectives outlined in the Learning Outcomes section, where the faculty states that graduates of the program,

- “Participate in local and extended learning communities and/or communities of inquiry and practice” (uOttawa, 2019).

- “Work collaboratively with colleagues, families and community members to meet the needs of students” (uOttawa, 2019).

Figure 4.1

Excerpt Outlining the Communities of Inquiry Within the Program Taken from uOttawa, 2020

Therefore, within the various communities, teacher candidates are encouraged to critically examine and inquire into:

- Classroom practice (in general, their own, and the practices of those they observe through the program)
- Student learning and understanding
- Ontario curricula and initiatives
- Domain-specific understandings
- What it means to create and take part in communities of learning
- Perspectives on schooling
- Issues of equity and diversity

Based on their principle of social practice, the faculty encourages teacher candidates to engage with the target communities and ensure that the academic work in the program is reflective of the communities’ needs and aspirations. For that reason, the Teacher’s Commonplace seems to be dominant through the aforementioned Commonplaces. For example, uOttawa outlines three Learning Outcomes that specifically demonstrate the responsibilities of the teacher as it pertains to learners’ identities and different intelligences in the classroom,

- “Recognize and respect each student’s uniqueness and provide opportunities for all students to learn and demonstrate their learning” (uOttawa, 2019).
- “Demonstrate the value of the diversity of Canadian society, for instance, in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs” (uOttawa, 2019).

- “Demonstrate a repertoire of teaching and assessment approaches that respond to the complexity of teaching and learning and address the needs of a broad range of learners” (uOttawa, 2019).

The responsibility of the teacher is perceived, by the faculty, includes navigating the myriad of identities within the classroom and recognizing different demonstrations of learning in order to make pedagogical decisions that are appropriate for students’ learning needs and ability, all while maintaining the standards of the Ontario Curriculum (uOttawa, 2019). The emphasis on Teachers’ capacity to adapt subject matter (material and methods of teaching) in different milieus to suit the different learners and their respective needs characterizes one of the faculty’s commitments to develop teachers’ “adaptive expertise” (Brant-Birioukova et al., 2020). This refers to teachers’ ability to effectively respond to all the learners they encounter irrespective of their diverse identities and needs (Brant-Birioukova et al., 2020). Collectively, this reflects the dominance of the Teacher’s Commonplace through its interaction with Assessment, Learner, Subject Matter, and Milieu Commonplaces.

Queen’s TE Faculty

Queen’s design of their program hinges on their commitment to professionalize teachers in order to increase their chances of employability and to enable them to develop their careers. For example, the main TE webpage begins with statements that highlight the career building opportunities,

“Become a future educator locally, nationally or globally with Queen’s University Teacher Education. Build your teaching career with our diverse array of Bachelor of Education and Diploma in Education programs.” (Queen’s, 2019).

Additionally, the faculty requires teacher candidates to apply for a concentration that allows them to gain a deeper understanding of their interest and ultimately develop an expertise in a specific topic. The Assessment Commonplace is considered in the faculty's offer of the *Assessment and Evaluation Concentration*, and the *Foundations of Assessment* mandatory course. Both the concentration and course provide teachers with knowledge of the role of assessment in K-12 education, methods of assessment, and of assessment policies and theories (Queens, 2020). The faculty's emphasis on international teaching opportunities and milieus is accompanied with an emphasis on the social, educational, and cultural differences. For example, they highlight "Our inclusive community, along with our international connections, provides students with exciting cross-cultural learning opportunities" and "We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice" (Queen's, 2019 *About*), which show the faculty's focus on socio-cultural differences in learning contexts and learners. In other words, the Learner(s) Commonplace is represented as a multi-dimensional stakeholder. Therefore, the faculty requires teachers to develop the skills and knowledge that would enable them to effectively teach all learners with respect to their various needs. In the same vein, the Subject Matter Commonplace is reflected in the faculty's design of the program, which requires teachers to specialize in a topic that is offered among the Concentrations. It is also considered in tandem with the Milieu Commonplace. The social factors of the Milieu—local or global—play an integral role in determining the appropriate subject matter—material and method—that teachers are encouraged to use. Queen's emphasis on Teachers' professional skills is reflected in the course titles (Figure 4.2), and the faculty's mission

for the program. They do display some evidence of “adaptive expertise” as a pedagogical sentiment; however, it is not as robust as uOttawa’s. Rather, the faculty identifies the competencies that teachers are expected to demonstrate in order to build their careers and increase their employment opportunities.

Figure 4.2

Queen’s List of Mandatory Courses for All Incoming Teacher Candidates

Professional Studies: (28.5 units)
PROF 110/3.0 Self as Teacher
PROF 210/3.0 Self as Learner
PROF 310/3.0 Self as Professional
PROF 170AB/3.0 School and Classroom Leadership: In Pursuit of School Effectiveness
PROF 180/1.5 School Law and Policy
PROF 411AB/1.5 Theory and Professional Practice
PROF 500/1.0 Supporting Learning Skills
PROF 501/1.5 Building a Professional Career as a Teacher
PROF 502/1.0 Intro to Aboriginal Studies for Teachers
PROF 503/1.0 Supporting Environmental Ed in the Classroom
PROF 504/1.5 Educational Technology as a Teaching and Learning Tool
PROF 505/1.5 Meeting the Needs of All Learners
PROF 506/3.0 English Language Learners
PROF 507/1.5 Transitions
PROF 508/1.5 Teaching Grades 7 and 8

Nipissing Faculty

Nipissing requires all teacher candidates to enroll in *Assessment, Evaluation, and Communication of Student Learning* courses. The courses examine research, strategies, and the history of diagnostic, formative and summative assessments in order to understand educators’ roles in assessment reporting (Nipissing University, 2019). The Learner Commonplace is considered throughout the faculty’s texts in terms of for teacher to practice pedagogy that promotes diversity, inclusivity, and supports exceptional learners’ needs. This suggests that Nipissing’s faculty hopes that teachers will develop an understanding of the impact of learners’ social, and academic circumstances in order to select the appropriate teaching strategies to improve their academic achievements. In addition to subject-specific knowledge, the Subject Matter Commonplace is seen in the

courses that discuss the *Legal and Social Foundation of Education, Curriculum Design and Inquiry*, and in credit courses pertaining to *Curriculum Design and Teaching*(**Figure 4.3**). The Milieu Commonplace intersects with the Subject Matter Commonplace in terms of the mandatory courses for teacher candidates. Most of the mandatory courses that are tailored to promote culturally responsive teaching require teachers to examine the social, historical and philosophical foundation of education using a critical lens. Furthermore, the faculty also requires teachers to select a community to teach in where they can apply some of the learned pedagogical skills and knowledge according to the needs of their selected community (Nipissing University, 2019). Embedded in all the Commonplaces and their contents is the Teachers' role. Teachers are required to build their professional skills, community leadership experiences, and cultivate skills the promote ongoing self-reflection to develop effective teaching practices. Meaning, much like the other mentioned faculties—there is an emphasis on the Teacher Commonplace in terms of their capacity to practice culturally responsive teaching, and adaptive expertise, which involves doing extensive work in and outside the classroom environment. However, it is important to note that the perceived emphasis on teachers' roles may be attributed to the context of the text as Teacher Education programs, where the presumed target of the text are prospective teachers who are interested in the descriptions of the duties and responsibilities of the teacher.

Figure 4.3

Nipissing's List of Mandatory Courses for All Incoming Teacher Candidates Taken from Nipissing University, 2020

EDUC 4716	Legal and Social Foundations of Education	←	3 cr.
EDUC 4726	Diversity and Inclusion		3 cr.
EDUC 4736	Introduction to Curriculum Design and Teaching	←	3 cr.
EDUC 4746	Assessment, Evaluation and Communication of Student Learning		3 cr.
EDUC 4756	Curriculum Design and Inquiry	←	3 cr.
EDUC 4762	Proactive and Inclusive Classroom Management		3 cr.
EDUC 4776	Special Needs of Students		3 cr.
EDUC 4714	Practicum I		3 cr.
EDUC 4855	Practicum II		5 cr.
EDUC 4858	Community Leadership Experience		1 cr.

Summary of Commonplaces of Curriculum Findings

Figure 4.4 depicts several recurring aspects across the faculties reviewed above. The positions of the Commonplaces within the hierarchy are intentional in demonstrating the consideration provided for each Commonplace. Collectively, the faculties refer to Subject Matter and Milieu as occurring in tandem, meaning in order for teachers to enact the official curriculum, and openly discuss the hidden curriculum, they must possess knowledge of the social, historical, and philosophical underpinnings of the educational institutions, their impact on neighboring communities, and how they do or do not reproduce social inequalities. Additionally, the contents of Subject Matter, and Milieu are determined by the Commonplaces that sit above them in the matrix: Learner and Assessment. The emphasis on teaching for all learners requires teachers to possess extensive knowledge about the official curriculum, hidden curriculum and different methods of teaching in order to determine the best methods for different learners. Milieu in relation to learners' success functions in a similar fashion to Subject Matter, wherein,

understanding of learners' community needs and aspirations becomes an essential prerequisite to understanding learners' different social, and cultural influences. Similarly, the faculties emphasize that the most appropriate assessment strategies are partially determined by the teachers based on the learner(s) who is being assessed—in terms of their exceptionalities—as well as the Subject Matter that is subject to assessment. The emphasis on the Assessment Commonplace is also driven by external requirements of the curriculum (Hargreaves, 2000; 2002). This makes it non-negotiable in terms of the teaching priorities. The Teacher Commonplace is positioned at the top of the hierarchy due to the faculties' emphasis of the teachers' role to implement all that is contained in the matrix. TE of uOttawa does explicitly state—while others merely allude to it—that teachers are encouraged to develop a rapport with their colleagues to become exposed to different teaching practices and strategies in order to improve their own. For example, the following excerpts Queen's and uOttawa's requirement for collegial collaboration:

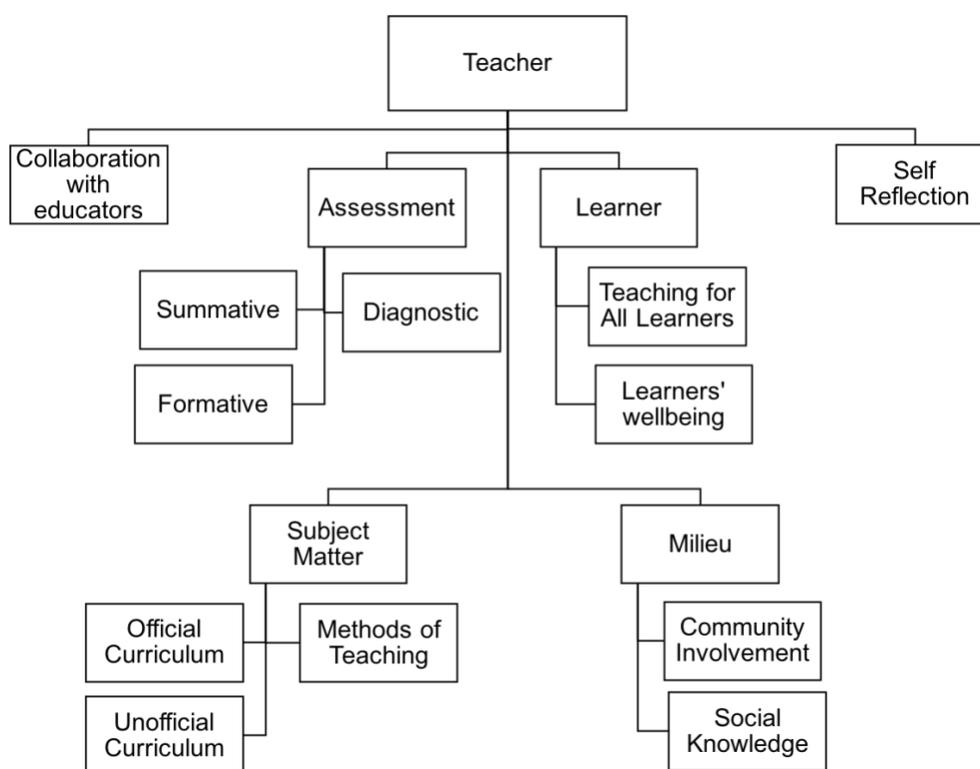
1. "...the critically reflective teacher asks questions that go beyond immediate pressures of daily practice, and has a disposition to work in collaboration with other members of the profession..." (Queen's, 2019 *About*).
2. "Teachers, both beginning and experienced, derive support, motivation and direction from collaborative work and discussion as they grapple with new thinking, practices and understandings..." (uOttawa, 2019 Teacher Education).

This requires teachers to possess knowledge and awareness of their own practices and strategies through self-reflection and reflexivity (Hargreaves, 1989). Both of the mentioned responsibilities are paramount prerequisites in order to implement teaching practices that are intended to promote learning for all students (inclusivity and diversity),

and to addressing implications of the Subject Matter (official, unofficial curriculum) (Cotton et al., 2013; Pantić & Florian, 2015).

Figure 4.4

Contents of the Commonplaces of Curriculum and the Coordination of Emphasis



The Teacher Commonplace dominates the other Commonplaces in terms of the magnitude of academic, personal, social, and interpersonal expectations and objectives that have been integrated as part of the teacher's role. Although such expectations and objectives are necessary in curating inclusive teaching practices that provide opportunities for all learners, there are other factors such as, competing values at play, which can impede the vision for inclusive education (Apple, 2011; Cotton et al., 2013). The SFL findings reveal some of the features of the value systems at play.

Systemic Functional Linguistics

When discussing the findings of the analysis, I consistently consider alternative language choices that were likely available to the writer in order to adequately interpret the texts. This is in line with systemicists' position that the choices that are not selected are just as important to the analysis as the choices that have been selected (Eggins, 2004).

The faculties differ in the depth and breadth of information displayed on their webpages. uOttawa's TE faculty includes a Conceptual Framework and Graduate Expectations section that reveals much of the faculty's educational and philosophical foundations that inform the design of their program. It is displayed in written text and supported with references to educational literature. In contrast, as the analysis will show, Queen's and Nipissing do not display nearly as much information as uOttawa. Rather, the information is provided in a straightforward, point form style and consists of the program requirements, descriptions of different streams of the program, teaching opportunities and so on. They include little information about their educational values and beliefs. That said, Transitivity analysis is particularly relevant as it analyzes what is *in* texts and takes into account of what is absent from the texts (Machin & Mayr, 2012). In this section, I will present the most salient findings and patterns of the SFL analysis and provide interpretations of the Mood, Transitivity and Theme analysis.

Mood

The analysis of the Mood is dependent on the existence of a MOOD block in the clause, as well as the order in which the *Subject* and *Finite* appear. To recapitulate, the purpose of identifying the Mood of the clauses that make up the text is to determine the type of interactions that are encoded in the text (Eggins, 2004). By virtue of pinning

down the type of interactions that are contained in the text, the nature of the relationship between the institutions and the presumed audience becomes more apparent. The results of the Mood analysis of all texts is outlined in Table 4.1.

Table 4.1

Summary of Mood Analysis

Texts	Mood	Speech function
OCT (14)	Declarative: 14 =100% Modulated declarative: 1 Imperative: 0 Interrogative:0	Statement Command
uOttawa (56)	Declarative: 37= 66% Imperative: 0 = 0% Interrogative: 0	Statement Command
Queen's (14)	Declarative: 11 = 78% Imperative: 3 = 21% Interrogative:	Statement command
Nipissing (14)	Declarative: 14 = 100% Imperative: 0 (0) Interrogative:	Statement Command

As Table 4.1 shows, Declaratives are the dominant Mood type in all the analyzed texts for each institution, which indicates that the institutions share the primary goal of providing information. This aligns with the stated purpose of university webpages (Tomášková, 2015), and it is typical in written mode on a medium like university websites where feedback between writer and addressee is not common (Eggins, 2004). The low involvement, low contact tenor that is granted by declaratives translates to a high-power inequality between the institution and the reader. In other words, the nature of the exchange is between an authority figure and an addressee with less power, which makes much of the text uncontestable.

The interpersonal relationships encoded in the texts communicate the power relations between the initiator and the audience (Eggins, 2004; Thompson, 1996). The interpersonal meanings encoded in the OCT's texts depict the College as a high power

authority figure that provides necessary information for the applicant, and when it is relevant, stipulates whether the information can be challenged, and when it is definite and cannot be bypassed (marked by high certainty modals). The information displayed on the OCT's (2019) About Us page as well as the main "Becoming a Teacher" text is communicated in the declarative Mood wherein, the commodity being exchanged is *information*, which is realized by the speech function, *statement* (Eggins, 2004). This is the unmarked structure that is realized as "giving information" and in response to reading the text, one can acknowledge the statement or contest it by way of contradiction. In the case of OCT, the information being given is the requirements for accreditation. Additionally, the structure of the declarative theme is unmarked, which means the *Subject* in the clause is also the *topical theme* (Halliday & Matthiessen, 2014). Needless to say, OCT makes predictable language choices to meet the goal of "giving information".

Table 4.1 also shows the percentage of Imperatives in the texts, and for Queen's, the frequency of Imperatives is relatively significant as they appear in 21% in the texts. This suggests that in addition to giving information, Queen's is also packaging the realized meanings as 'goods and services.' The structure of an Imperative clause functions as "advice" where the faculty maintains the elevated status while also giving the reader the impression of power (Eggins, 2004). They present the Imperative clauses at the top of the main TE webpage that precedes the information about program requirements and the different streams of the education programs offered at the university.

1. *Become a future educator locally or globally with Queen's university teacher education.*

The speech function realized from the above Imperative mood is “command”, and it includes a *circumstantial adjunct*. The command marked by the predicator presents the enchanting future, “future educator locally and globally” as a guaranteed, and immediate result of completing the program at this faculty. The clause is communicating that the degree from Queen’s university turns whomever completes the degree into an educator. Furthermore, the omission of a MOOD block, which would indicate Subject, Finite (polarity and time), enables the clause to remain unanchored to a reality, ambiguous and therefore, difficult to contest. Alternatively, inserting a Subject and Finite and *modal* “you can” presents a different reality with more than a single outcome. In other words, the student, “you” can become an educator, but the event in which they *cannot* become an educator is also a possibility. Therefore, the Imperative Mood that removes the Subject and Finite enables the writer to conjure an image of an enchanting future that is made uniquely possible, for anyone, with the degree from Queen’s university. Evidently, the structure of the clause as it stands elevates the value of the degree, and by extension increases the faculty’s status and authority. More notably, the choice of an Imperative Mood realized as a “command” depicts a local or global educator as a solely credential-based role. In other words, the clause packages the identity of an ‘educator’ into a commodity that is obtained as a result of completing the degree. (Natale & Doran, 2012).

2. *Build your teaching career with our diverse array of Bachelor of Education and Diploma in education programs.*

Similar to clause (1), the absence of a MOOD block in clause 2 allows the attention to remain on the enticing prospects that will materialize with a degree from Queen’s. This is achieved by presenting the prospect, “your teaching career” followed by

the *circumstantial adjunct*, “with our diverse array of bachelor...” Evidently, the clause emphasizes the career-specific gain of completing the program more than other aspects that can act as incentives for enrolling into the Queen’s TE program (Lim & O’Halloran, 2012). They show an emphasis on employment post-graduation more than any of the other benefits of being an educator. The Imperative clause elevates the faculty’s status by positioning the program as a key supplemental stage that will enable teacher candidates to build their teaching career, while also maintaining the reader’s authority as the possessor and focus of the clause by specifying “your teaching career” rather than the alternative choice of “build a teaching career.” This empowers the reader’s authority in relation to the faculty’s and in turn, acts an effective strategy for self-promotion and subtle persuasion (Lažetić, 2019).

Queen’s includes personal and possessive pronouns throughout their texts, which work to increase the contact dimension of the faculty and reader relationship. The possessive pronouns show that the faculty is writing in second person rather than third person. By decreasing the distance between the reader, “you” and the faculty, “us”, the faculty downplays the power inequality that is apparent in other areas of the texts.

Our inclusive community

Along with **our** international connections

Our graduates are ready to...

We see

In **our** vision...

We develop progressive, ethical...

Build **your** teaching career with **our** diverse array...

We have options available to you

Or **you** can choose...

Although the three faculties all use the collective pronoun “we” to refer to the faculty and/or university, Queen’s is distinct in its use of pronouns to refer to prospective students, while others consistently use third person pronouns, “teachers” “applicants”, “student teachers.” The use of first-person pronouns is a strategy borrowed from corporate branding and it has an interpersonal effect where it empowers the reader by emphasizing their choice, and individual freedom in their program selections (Fairclough, 1993; Lažetić, 2019).

The types of exchanges that are taking place in the texts that were analyzed are dominantly, ‘giving information’, and for Queen’s university, it is the ‘giving of information’ and the ‘demand of goods and services’. The former encodes a high power, low contact relationship (Eggins, 2004; Thompson, 2014), while the latter uses Imperative Mood to inflate the marketable value of their TE degree while using pronouns to decrease the power difference between the potential applicant and the faculty.

Transitivity

As it has been pointed out in earlier chapters, the primary purpose of analyzing clauses according to the system of Transitivity is to construe the experiential dimension of the Ideational Metafunction and show the events and/or activities that are represented by the clause (Eggins, 2004). This process of analyzing meaning lies primarily on the Process Type, which represents the type of experience being captured and its accompanying constituents of Participants and Circumstances (Halliday & Matthiessen, 2014).

Table 4.2

Process Types on each Institution's Webpages (%)

Process Type	OCT	uOttawa	Queen's	Nipissing
Material	9 (64)	24 (41)	5 (36)	2 (14)
Mental	0 (0)	17 (29)	2 (14)	0 (0)
Rel.attributive	0 (0)	1 (2)	1 (7)	2 (14)
Rel.identifying	5 (36)	16 (28)	5 (36)	10 (71)
Verbal	0 (0)	0 (0)	1 (7)	0 (0)
Total	14 (100)	58 (100)	14 (100)	14 (~100)

Material Process: Making Teachers. Material processes depict processes of “doing, usually concrete, tangible actions.” (Eggins, 2004), and the analysis of the processes reveals that Material Processes are the most dominant in OCT’s “Becoming a Teacher Guide” (73%), and uOttawa’s TE webpages. The dominance of Material Processes is an expected outcome of the analysis as the texts describe how the TE programs intend to prepare prospective teachers to teach in Ontario’s schools, which is often communicated with information that involves student teachers performing acts of ‘doing’, amongst other actions. Furthermore, there are several instances of clauses containing Material Processes that are noteworthy. In Queen’s Faculty’s *About Us* webpage they state,

1. (5i) *“We develop progressive, ethical, competent, and thoughtful leaders in education through teaching, research, and professional collaboration”*

The Material Process in the clause is “develop” and the *Goal* of the clause is “ethical, competent, and thoughtful leaders”. The Goal in the clause represents the participant that is impacted by the Process which is performed by the actor (Eggins, 2004, Halliday & Matthiessen, 2014). The Goal “leaders” may be referring to educators, teachers, and graduates of the education program. Therefore, the becoming of the Goal

“leaders” is a result of the actor’s— “we”—performance of the process, “develop”. Alternatively, the Material Process in the clause could be changed to “promote”, wherein the clause could be read as, “we **promote** the development of progressive...leaders in education...” The clause also portrays the Participants (Goal) as agentless participants, and entities that are developed solely by the education program, which likens the participants to products that are developed as a result of the Actor’s efforts, rather than depicting teacher candidates as active participants who also contribute to the success of their education and development. The latter Process, which may be interpreted as a Relational or a Mental Process, shares the effort that is required to become “successful leaders” with the Participants (Goal), whereas the Material Process, “develop” gives all credit to the faculty, as if to claim the program *caused* the development of the participants into leaders. This is recognized as an element of promotional discourse, whereby the faculty emphasizes its prestige by highlighting their impact on their incoming students (Fairclough, 1993). Arguably, although the structure of the Imperative clauses (seen on pages 77 and 78, above) is notably different in terms of language choices, they also emphasize the prestige of the faculty as an influential factor in the development of teachers.

uOttawa’s TE webpages contain 44% Material Processes that indicate the expectations of prospective teachers and describe how the program will be carried out to meet those expectations. On their [main webpage](#), UO includes an extensive Conceptual Framework, which contains much of the educational and philosophical underpinnings of the design of the program. They disclose their educational philosophy and add the following,

- i. Thus as well as **developing** the skills and knowledge of beginning teachers,
- ii. We also **present** opportunities and experiences for them to develop a *stance of inquiry*

In this hypotactic clause, UO use the Material Process “developing” in the dependent clause (i), and the Actor, “We”, appears in the independent clause that follows. The Goal of the clause is, “the skills and knowledge of beginning teachers.” The encoded meaning of this language choice is that UO develops the skills and knowledge that belong to beginning teachers, rather than depicting student teachers as empty vessels that are filled and as a result, they become teachers (Hodgson-Drysdale, personal communication, July 27th 2020). In contrast to Queen’s use of the Material process, UO indicates the development of “skills and knowledge”—rather than the teachers as individuals—as the result of the Process. Depicting “leaders” or “beginning teachers” as the Goal of the Process may be suggesting that said participants are agentless entities who do not possess beliefs, knowledge, and assumptions of their own prior to their enrollment in the program. Further, UO strategically selects language structures that encode meanings that emphasize the role of the teacher candidate in their development into teachers. For example, the Material Process, “present” in the independent clause (ii) is performed by the same Actor, uOttawa’s TE faculty. In this clause, uOttawa’s TE faculty indicate that they provide the right circumstances and environments (“opportunities and experiences”), while the Client constituent “them” in “for them to develop a *stance of inquiry*” places the onus on teacher candidates to “develop” a “stance of inquiry” (uOttawa, 2019 *Teacher Education*). This clause represents the way in which uOttawa’s faculty construes the extent of their role in teachers’ development and the role of teachers in their own

success in the program. That is, the faculty provides the necessary environment and tools to facilitate teachers' development, and it is the responsibility of teachers to engage with those resources in order to amass further knowledge and skills.

The webpages of Nipissing's faculty do not show any salient patterns of Material Processes but do stand out in other areas of the transitivity analysis.

Mental Process: Self-reflexivity. Mental processes encode meanings of “thinking and feeling”, which can be further classified as processes of perception or cognition (Eggins, 2004; Halliday & Matthiessen, 2014). They can be used to inculcate meanings such as “think” “feel” “hear”. While Material Processes represent the concrete actions that demonstrate one form of engagement with the program, identifying Mental Processes can reveal the faculties' consideration of mental engagement with the TE program.

As **Table 4.2** indicates, Mental Processes appeared as the third most frequently used Process Type in uOttawa's TE webpages, occurring in 26% of the clauses (15 clauses) analyzed. In 10 out of the 15 clauses, the *sensor* is teacher/graduate of the program. In other words, in 10 clauses, the teacher or prospective teacher Participant is either explicitly or implicitly (elided) identified as the agent of the clause. The following are ten sentences that include clauses (italicized) that highlight the Mental Process (bold) and the Sensor within uOttawa's TE webpage. Numbers that precede the clause indicate the order in which the clause appears in the text.

1. (15i) Teachers, both beginning and experienced, derive support, motivation and direction from collaborative work and discussion (15ii) *as they **grapple** with new*

thinking, practices and understandings that emerge through research, policy, classroom practice or readings.

2. (17i) We use the word ‘inquiry’ to reflect our view of teachers as both ‘teacher’ and ‘learner’⁽¹⁷ⁱⁱ⁾ *as they **engage in examining** what it means to teach and what it means to learn*
3. (19i) Rather we see our role as supporting beginning teachers⁽¹⁹ⁱⁱ⁾ *as they **bump up against** relevant literature current thinking, curricula, educational policies, and the actions and thinking of teachers.*

Graduates of the program

4. (27) ***recognize** that professional learning occurs in various ways and contexts”*
5. (31i) ***recognize** the role of teacher as researcher,* (31ii) and model a stance of inquiry.
6. (32) ***recognize** the values and roles of various educational contexts and communities*
7. (34) ***recognize** various perspectives of the purposes of schooling*
8. (35i) ***recognize** and respect each student’s uniqueness,* (35ii) and provide opportunities for all students to learn and demonstrate their learning
9. (36i) ***are familiar** with research-based practices (assessment and instruction) that promote learning* (36ii) and address a broad range of learners.
10. (37) ***understand** the importance of integrating and aligning curriculum, instruction and assessment*

Clauses four to ten are seven Learning Outcome statements displayed on uOttawa’s Main Teacher Education webpage, hence the identical structure. Learning

Outcomes are statements that stipulate a skill, knowledge or ability that students are to attain upon completion of the program (White, 1988). The ‘action verbs’ in Learning Outcomes determine the level and type of knowledge that is required of the student (Biggs & Tang, 2007). In these Learning Outcomes, the Actor is “Graduate of the Program”. Although in the text, the Actor is included once followed by the Learning Outcome statements.

Graduates of the program:

- Participate in communities of inquiry
 - Demonstrate commitment to personal and professional learning to inform their own practice
 - Recognize that professional learning occurs in various ways and contexts
 - Participate in local and extended learning communities and/or communities of inquiry and practice
- Create communities of inquiry
 - Create collaborative and respectful learning communities within their own teaching situations
 - Work collaboratively with colleagues, families and community members to meet the needs of students
 - Recognize the role of teacher as researcher and model a stance of inquiry

This is a typical structure of a Learning Outcomes statement (White, 1988). For this reason, the Actor constituent in the clauses was labelled, *elided*. The Learning Outcomes that contain a Material Process point to a skill or ability that student teachers must physically demonstrate their competence in, while Mental Processes were used to communicate skills that pertain to reflection in teaching and in research. The latter is exemplified in the above clauses, four to ten. The remaining clauses (1, 2, 3) that contain Mental Processes are not Learning Outcomes, rather, they were used to describe the expected roles that teacher candidates will practice in the program. The exemplified clauses could have been communicated with Material Processes rather than Mental. However, that would have drastically changed the meaning. Material Processes may be used to refer to an ability that is demonstrated through an act of “doing” such as, “Create collaborative and respectful learning communities within their own teaching situations”

(uOttawa, 2019), whereas, the faculty intentionally uses Mental Processes to point to the abilities, which are experienced “in the flow of events taking place in [one’s] consciousness” (Halliday & Matthiessen, 2014 p. 245) This way, the faculty seems to emphasize teacher candidates’ capacity to mentally examine the contents and practices of the program, which include their own teaching practice, and their role within the profession. In other words, their use of Mental Processes highlights the expectation of mental ‘inquiry’ that student teachers are encouraged to consistently practice. This is consistent with uOttawa’s assertion that they “do not see the role of the faculty of education as creating ‘teachers as technicians.’” (UO, 2019). Furthermore, the position of teacher candidates (explicitly or implicitly) as the Agent(s) of the Mental clauses may be interpreted as the faculty’s perception of the components of teachers’ competency. That is, the faculty provides evidence of the ways in which competent teacher candidates are expected to receive and engage with the knowledge of the program. Mental engagement that demonstrates skills of ongoing inquiry and reflexivity which enable teacher candidates to critically examine and challenge the contents of the program are seen as salient demonstrations of competency, rather than perceiving the roles of teachers to that of conduits that absorb the assigned information and deliver through classroom instruction (White, 1988).

Mental Processes appear in 2 out of the 14 clauses (~21%) in Queen’s faculty’s webpages and do not appear at all in Nipissing’s faculty webpages. The former uses *Mental Perception Processes* to describe the way in which it “sees” the beginning teacher as an “active agent” in the educational and professional development (Queens, 2019 *About* webpage). The sensor of the process is the faculty participant and not the teacher

candidate. As a result, the findings of Queen's use of Mental Processes cannot be interpreted as their emphasis on teacher candidates' mental engagement with the program. The lack of Mental processes that position teacher candidates as the Sensor of the clause can be explained by the findings of other areas of analysis. That is, the focus of the information displayed on Queen's webpages is primarily self-promotional, which is partly achieved by elevating the impact of the program and faculty in developing teacher candidates into competent teachers (e.g. refer back analysis of clause above). As a result, clauses that position the student-teacher participant as the Agent of the clause are minimal, which may suggest that there is a deemphasis of the student-teacher's agency in their development and engagement with the program.

The dominance of Material Processes, and Relational Processes may point to Queen's faculty's emphasis on the end result of the program rather than the process. That is, the faculty seldom describes the process that teacher candidates will have to undergo in order to succeed in the program, nor does it include information about the key steps that will achieve the faculty's vision. Instead, it provides information that emphasizes what graduates will be able to do upon completing the program, which is communicated through Material, and Relational Processes. Additionally, the lack of Mental Processes can be interpreted as a lack consideration that is extended towards prompting teachers' self-reflexivity. This is significant as self-reflexivity is an integral component to achieving the faculty's "development of a socially inclusive pedagogy aimed at social justice" (Queens, 2019 *About webpage*). Furthermore, the faculty's emphasis on Relational and Material Processes demonstrates that while the OCT requirements do include an enhanced focus on special education and diversity (OCT, 2019), Queen's TE

faculty does not emphasize nor does it adequately convey the process of teacher candidates' critical mental engagement with the material that is necessary for developing inclusive pedagogy (Apple, 2001; Brant-Birioukova et al., 2020). This could be attributed to the faculty's promotional function of the website rather than a display of factual information about the program.

The lack of Mental Processes on Nipissing's webpages could be attributed to the fact that the text is primarily focused on describing what the program intends to do and "provide" for the prospective teacher/graduate, which is communicated through the use of Material Processes and Relational Processes. Unlike uOttawa and Queen's, Nipissing does not provide an explicit statement that outlines the qualities of a competent teacher candidate, rather the nature of the information takes the form of basic assertions about the creditability of the program. Therefore, the use of Mental Processes does not align with the type of information that this faculty displays on their webpages. However, the faculty's almost exclusive use of Relational Processes was used to draw interpretations about how it views the student-teacher, and the teaching profession.

Relational Process: Faculty Values. Relational Processes "serve to characterize and identify" participants (Halliday & Matthiessen, 2014 p.259) and there are two types that serve variations of those functions (Butt et al., 2012). *Relational Attributive* Process describes a "participant or relate it to its general characteristic", while *Relational Identifying* Process serves to define the "participant's identity, role or meaning" (Butt et al., 2012). In other words, Relational Processes are used to assign "attributes and identities" to the different components of the faculty. All faculties' and OCT webpages display Relational Processes whose function was to describe the program, as well as

identify the role of the program in the development of teachers and the teaching profession at large. The latter, Relational Identifying Processes, appeared more frequently than Relational Attributive Processes (**Table 4.2**).

As Table 4.2 shows, Relational Identification Processes were dominant in Queen's and Nipissing's TE faculty webpages. This indicates that both faculties display information that is primarily focused on describing the program and the roles of their respective faculties in developing teacher candidates for the profession. In looking at the patterns of Relational Identifying Processes, the *Value* constituent can provide insight into the writers' values and beliefs because it reveals what the writer has chosen to use to identify the *Token*, from a pool of other options (Thompson, 2013).

Table 4.3

Transitivity Profiles of the Institutions' TE Webpages

uOttawa Teacher Education

Transitivity Role	Faculty	Teacher	Career	Learner	Community
Actor +goal	6	8			
Actor -goal		2		1	
Sensor	4	11			
Sayer					
Carrier	1				
<u>Value</u>	2	5	3	1	6
Goal	2	4	1	3	4

Queen's Teacher Education

Transitivity Role	Faculty	Teacher	Career	Learner	Community
Actor +goal	1	2			
Actor -goal					
Sensor	1	1			
Sayer		1			
Carrier		1			
<u>Value</u>		3	1		1
Goal			1		

Nipissing's Teacher Education

Transitivity Role	Faculty	Teacher	Career	Learner	Community
Actor +goal	1	1			
Actor -goal					
Sensor					
Sayer					
Carrier	1				
Value	6	3	2		
Goal					

The Tables above show the number of times that each participant category (Faculty, Teachers, Career, Learners, and Communities) has occupied each Transitivity role. For uOttawa's TE faculty, the participant category, Communities was identified as the *Value* more than any other participant. This provides a glimpse into the faculty's emphasis on the roles of learning communities and cultural communities in the program. A closer look at the clauses is necessary in order to gain a nuanced perspective.

Evidently, **Table 4.3** indicates uOttawa's emphasis on involving the French-English communities in Ontario, and other culturally and linguistically diverse communities in the design and execution of their Teacher Education program. The faculty indicates that their primary mission is to develop the French-English communities, which is put into action by identifying the communities' needs and aspirations and framing them as part of the objectives of the TE program. In addition to the bilingual requirement, this is materialized by sending prospective teachers into diverse communities that are outside the classroom teaching environment to encourage 'situated learning.' With that, the placement of the 'communities' participant category in the Value constituent more than any other participant provides suggests that uOttawa's TE faculty perceives the roles of communities as participating stakeholders, and

perceives their involvement as part of the faculty’s vision and perspective, which corroborates their explicit mentions of “communities of inquiry” as the conceptual framework of the program (uOttawa, 2019 *Teacher Education*).

Queen’s

The results collected from the analysis of Value in Queen’s TE faculty do not indicate any patterns relevant to the study.

Table 4.4

Relational Identifying clauses with ‘Communities’ as Value in uOttawa Texts

Clause	Token	Value
“As a faculty of a university whose specific mission is to build bridges between the French and English cultures in Canada by promoting bilingualism and biculturalism”	As a faculty of a university whose specific mission	build bridges between the French and English cultures in Canada
“the faculty has a responsibility to both French and English-speaking communities	The faculty	responsibility to both French and English-speaking communities
In Ontario, this responsibility results in an obligation to promote the development of the Franco Ontarian community in accordance with its particular aspirations and needs	This responsibility	in an obligation to promote the development of the Franco-Ontarian community
Our focus on communities is grounded in work on situated learning and communities of practice	Our focus on communities	grounded in work on situated learning and communities of practice
These programs address critical educational issues	-	-
ii. which are not regionally and provincially based	[elided]Critical educational issues	regionally and provincially based
iii. but which extend <u>to the</u> national and international spheres.	[elided]Critical educational issues	the national and international spheres

Note: the dash marks (-) are used to indicate a clause that does not contain a relational identifying process, but it is included in the table because it is a part of a clause complex, and necessary to include for clarity of context.

As **Table 4.5** suggests, the *Value* constituent in Nipissing's Relational Identifying clauses seems to center on the academic rigour of the program, as well as its creditability as a faculty. This may be interpreted as the faculty's self-promotion strategy for teacher recruitment. Although the faculty does display other types of information pertaining to the curricular dimension of the program, it is minimal, as shown in Nipissing **Table 4.3**, which indicates the number of instances that other participant categories have appeared as the *Value* in the clause. In addition to their emphasis on the programs' academic rigour that translates to high demands of the teacher, the Career category provides further insight of Nipissing's self-promotional strategies.

Table 4.5

Relational Identifying Clauses with 'Faculty' as Value in Nipissing Texts

Clause	Token	Value
The mission of the faculty of education is to promote the professional growth of teachers through preservice, in-service and graduate programs,	-	-
ii. and to provide educational leadership and support through consultation and research	[the mission of the faculty of education]	educational leadership and support through consultation and research
The faculty has a reputation for providing a rigorous teacher education program	The faculty	a reputation for providing a rigorous teacher education program
Which is demanding of the student teacher	[teacher education program]	demanding of the student teacher
Nipissing university's Bachelor of Education (bed) program was one of the first teacher education programs to be fully accredited by the Ontario College of Teachers (oct)	Nipissing university's Bachelor of Education (BEd) program	one of the first teacher education programs to be fully accredited by the Ontario college of teachers (oct)
ii. And is one of the most well recognized education programs in the province.	[Nipissing university's Bachelor of Education (bed) program]	one of the most well recognized education programs in the province
The program provided by the [redacted] school of Education is rigorous	-	-
ii. and demands a high degree of commitment	[Program provided by the [redacted] school of education	A high degree of commitment

Nipissing begins the Main Teacher Education webpage with two consecutive Relational Identifying clauses,

1. Nipissing's School of Education provides many different career opportunities!
2. A Bachelor of Education degree provides the foundation for many exciting careers.

The *Values* (underlined) in the above clauses reveal the faculty's focus on career building as an end goal of the TE program. Both of the clauses are strategically presented at the top of the webpage, preceding all information about the requirements. This is a common strategy taken from advertisement discourse, wherein, the most appealing qualities of a product are presented first to foreground the 'positive' prospects so as to captivate the consumer into purchasing the product, and in this case, recruit students (Lažetić, 2019). Additionally, this is also an effective strategy as it emphasizes the material gain that the prospective teacher can achieve from the program, as opposed to highlighting any altruistic gain of the teaching profession (Lim & O'Halloran, 2012). It is consistent with Molesworth et al., (2009) claim that a significant symptom of promotional culture in higher education is the representation of the *degree* as possession that is acquired rather than a marker of the student's transformation of the self. This is significant because it reveals the nature of the values that underpin the faculty's perception of the priorities and goals of the teaching profession. In other words, the findings point to Nipissing's and Queen's apparent emphasis on the marketability of the profession and the degree.

The findings suggest differences in the way that faculties describe the impact that their programs are intended to have on participants'—teachers—development and in

building teachers' repertoires as educators. As the analysis has shown, the faculties of Queen's and Nipissing describe the role of the program as the primary step that cultivates teachers, while uOttawa's faculty represents the program as a primarily preservice training for prospective teachers characterized as teacher candidates who already possess their own beliefs, assumptions, and knowledge of what it means to be an educator. With that identity in mind, the program intends to foster and improve teacher candidates' dispositions. By virtue of descriptions of the role of the program, the faculties have implicitly revealed their perceptions of the Teachers' role as it pertains to agency, and reflexivity.

Theme

Table 4.6

Overview of Theme Elements in OCT and Faculty Webpages

Category	OCT	uOttawa	Queen's	Nipissing
Marked	1	12	3	7
interpersonal elements of Theme	0	0	0	0
Dependent clause as Theme	1	3	1	0
Ranking clause	14	56	14	14

In addition to establishing and maintaining textual cohesion and coherence, the faculties deploy Thematization to achieve several different textual functions ranging from maintaining emphasis, to packaging information in a taken-for-granted manner.

Table 4.6 shows that 12 clauses appear as Marked according to Halliday and Matthiessen's (2014) standards, but the level of Markedness is not necessarily significant (Thompson, 2014). uOttawa's TE webpage presents three instances of where the dependent clause was labelled as the THEME of the clause, and 2 out of the 3 instances included **interpolations** (Table B1: UOttawa). An embedded clause is labelled as an

interpolation when the writer “suspends his/her clause at a point where it is clearly not complete in order to comment on it, add extra details, etc. before returning to complete the original clause” (Thompson, 2014 p.166). In this view, uOttawa’s TE faculty includes interpolations to provide information about the program in a taken-for-granted manner because it is staged as established information rather than new information. Therefore, uOttawa uses interpolations to enhance the initial subject, “The Faculty of education of the university of Ottawa” both thematically and lexicogrammatically. For example, the following clause complex contains an interpolation (underlined) that enhances the topical Theme,

As a faculty of a university whose specific mission is to build bridges between the English and French cultures in Ontario by promoting bilingualism and biculturalism, and to develop the French culture in Ontario – the Faculty has a responsibility to both English and French speaking communities.

Queen’s uses Thematization to maintain the focus on their international reach that presumably increases teacher candidates career prospects and professional development. In the following clause, they state,

“Our inclusive community, along with our international connections, provides students with exciting cross-cultural learning opportunities”.

The Subject or topical Theme, “our inclusive community” is followed by the post modifier, “along with our international connections” is labelled as Theme (underlined). The “heavy Subject as Theme” (Thompson, 2014 p.148) expands the emphasis beyond the topical Theme – “our inclusive community”—and now includes the faculty’s perceived international connections. In this structure, Queen’s is able to maintain the

focus on their international opportunities without obstructing the cohesiveness and coherence of the text. Therefore, the faculty continues to foreground their internationalism as it pertains to opportunities for teaching practicums, careers in the teaching profession, and in developing industry leaders in education.

As the THEME analysis shows (Appendix B) the most frequent information placed in the topical theme are variations of “The faculty”, and “The Program.” This is interpreted as a typical strategy for maintaining the coherence of the text, as the choice of Theme in the clause signals the information that the writer considers to be an important starting point (Thompson, 2014). The texts are focused on describing the programs and faculties, which is achieved by highlighting the program’s uniqueness, in terms of the rewards and opportunities that will materialize after completing the program, in comparison to other faculties. In other words, the strategies of self-promotion, and marketization in response to increased competition among universities are evident (Jones, 2014; Lažetić, 2019). Nipissing’s faculty places “the faculty”, “the program”, or the collective pronoun “we” in THEME position, explicitly or implicitly (elided) in approximately 79% of its analyzed texts. While the faculty is focused on describing and outlining the goals of the program in general terms, it consistently places *how* —in vague terms it intends to achieve its goals in the Rheme and not picking up the content placed in Rheme as Theme in the clause the follows. This may point to the faculty’s strategy for the use of their webpages as a medium for displaying primarily promotional and bureaucratic information rather than details about their educational and curricular philosophies.

Discussion

Like the formal curriculum, hidden curriculum carries value-laden and power-laden messages. Universities, and other educational institutions alike, operationalize the formal curriculum in ways that promote the status quo as well as the norms and values of the majority (Killick, 2016). However, the formal and the hidden curriculum (implicit values of curriculum) are influenced by the wider socio-economic context, which include market-oriented principles in education, as well as principles of equality and equity in response to the changing cultural landscape (Cotton et al., 2013). As a result, the underlying values that underpin the hidden curriculum may be somewhat unsurprising. However, it is important to make explicit such values and analyze the relationships between these multiple value systems that exist in the curriculum and which percolate to educational mediums including university websites. The discussion will address the main research question of the study:

1. What are the value systems (hidden curriculum) that underpin the Teacher Education programs on university websites? How do they complement/contradict one another?

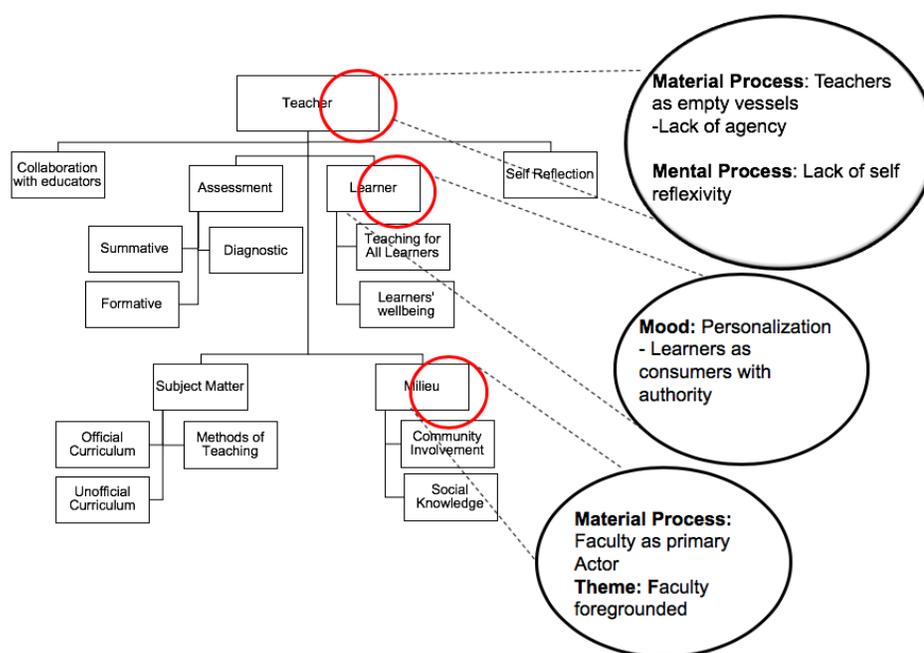
On Ontario College of Teachers (OCT) *Becoming a Teacher Guide*, the College states that as of 2015, the TE program includes an enhanced focus in special education, diversity, and the use of technology in teaching practices (OCT 2019). This focus is reflected in the Commonplaces analysis, which depicts consistent themes of teaching for all learners, inclusive education, community involvement, and socially just pedagogy.

Figure 4.4 has shown the emphasis that the faculties and OCT have placed on the role of the teacher to practice pedagogical multiliteracies that promote learning for all learners,

extensive knowledge of assessment strategies, awareness and knowledge of the official curriculum, unofficial curriculum, and methods of teaching. Teachers are also expected to engage in independent reflective work that enables them to gain a clearer understanding of their cultural positioning and teaching practices, while also communicating and collaborating with other educators. Consequently, the information displayed on TE faculty webpages provided insight into how the curriculum intends to equip teachers' pedagogical, and professional inventories to fulfill the responsibilities of their role. While the level of emphasis of each Commonplace was conceptualized in **Figure 4.4**, Figure 4.5 magnifies the ways in which the Teacher, Learner, and Milieu Commonplaces are represented through the SFL analysis, which gives a more nuanced, and revealing understanding of the Commonplaces in the texts.

Figure 4.5

Illustration of the SFL Findings Pertaining to Teacher, Learner and Milieu Commonplaces



Marketization of Teacher Education Programs

University websites serve two primary functions: providing information and promoting the university (Tomášková, 2015). The latter is an inevitable response to the increased marketization of higher education, which prompts universities to project their identity or brand against other contenders. Consequently, many of the language strategies that the faculties have used are borrowed from advertising discourse (Fairclough, 1993; Lažetić, 2019). This is consistent with findings of other studies that have identified university websites as hybrid genres that combine report genres with advertising, promotional, corporate advertising genres (Hales & Clarke, 2016; Lažetić, 2019; Osman, 2008; Tomášková, 2015). The adoption of an “internal market” philosophy in public institutions (Fairclough, 1993 p. 143), like universities, has changed the identities of stakeholders from their traditional professional identities to identities that coincide with a market-oriented model (Molesworth et al., 2009). Particularly, as depicted in Figure 4.5, learners are construed as “consumers” with authority, which also changes the expectations of educators in terms of their training, qualities, practices and relationship dynamics with students. Learners as “consumers” is a feature of the consumer culture that is an element of promotional discourse, where tailoring the methods of teaching, and resources to the student becomes necessary in the educational model. Simultaneously, the mentioned changes in educators’ professional identities are reflected in the marketing practices that universities deploy to promote their institution (Fairclough, 1993). The focus on students as “consumers” of their experience in educational settings pushes teachers to adopt a complementary role that is a service-oriented professional identity as opposed to an autonomous professional one (Javadi & Asl, 2020; Fairclough, 1993).

Therefore, because of the confluence of different discourses, and values pertaining to teacher recruitment and employability that are displayed on university websites, the values and beliefs that underpin the TE curriculum show competing factors that belong to different value systems (Skelton, 1997), which shapes the nature of the discipline and the profession (Cotton et al., 2013).

All three faculties that have been analyzed used their webpages to self-promote and provide information. The analysis may suggest that Nipissing and Queen's emphasize self-promotion on their webpages, when compared to uOttawa's webpages. This means that while there is an expectation for all faculties' webpages to provide factual information, as well as promotional material, the findings suggest that the purpose of Nipissing's and Queen's webpages is more promotional than informative. Furthermore, the information displayed on Queen's and Nipissing webpages was primarily bureaucratic and even that at times, carried promotional undertones. The self-promotional strategies that were used by both faculties, Queen's and Nipissing, project values of the labour market by highlighting the material – rather than altruistic – gain of being a teacher, specifically, they emphasized the career-building employment opportunities that can unfold on a local, and international scope (Hales & Clarke, 2016; Lim & O'Halloran, 2012; Natale & Doran, 2012). Queen's self-promotional language choices are evident through their mood choices, and their use of pronouns, “we” and “you” that exemplify the personalization of the reader and the institution. This is a feature borrowed from “commodity advertising genre” and it is effective because it resembles conversational discourse (Fairclough, 1993 p. 146). The promotional objective seems to be to utilize elements of advertising discourse to market the institution effectively enough

to *sell* the commodity that is assumed to be education. Borrowing elements from conversational discourse is perceived to be an effective marketing strategy as it mimics a personal, and an informal dynamic (Fairclough, 1993). The use of ‘personalization’ works to minimize the gap between the institution and individual, therefore giving the impression of a more equal power distribution (Fairclough, 1993; Lažetić, 2019). Once again, this is consistent with the authority that is typically extended to the “consumer” participant in promotional and market discourse where students enroll into the program in order to *have* an Education degree rather than to *be* learners (Molesworth et al., 2009 p.278).

The reframing of the relationship between the Education degree and the learner provides insight into the nature of the educational experience where ‘having’ reduces the degree to a set of skills that are possessed as a result of the experience rather than a transformation of the self (Molesworth et al., 2009; Zhang & O’Halloran, 2013). Additionally, this is seen in the ways in which Queen’s faculty discursively alters their language choices when referring to ‘teacher candidates as consumers’ (learners) of the program, who are represented as having ample choice and freedom versus the language choices used to refer to the ‘traditional teacher identity’ (Lažetić, 2019; Lim & O’Halloran, 2013). The former is represented through the mood analysis where personalization is used to give the student the impression of freedom and choice (Figure 4.5). The latter is portrayed as backgrounded participant. This is achieved—possibly inadvertently—by the strategies used by the institution to market their program. They highlight the impact of the institution on the development of the teachers’ professional identity in ways that minimize the agency and power of the teacher. For example, the

university's selection of Material Processes that position the faculty as the sole Actor while the teacher or teacher candidate is placed as the Goal of the clause depicts the teacher identity as a receptacle that is impacted, cultivated and filled by the program. Additionally, while a Circumstantial adjuncts such as "...with *Queen's university degree*" (Queen's, 2019) operates as a self-promotional claim that gives the impression of a prestigious the faculty, it overshadows the Participant of the teacher by attributing the teacher candidate's success in the program to the faculty's prestige, and level of impact (Fairclough, 1993). This framing of the faculty as the active agent in the clauses for self-promotional objectives impacts the image of the teacher candidate by discounting their agency, as well as deemphasizing the reality that incoming teacher candidates possess their own beliefs, assumptions and knowledge about teaching practice prior to their enrollment (Hargreaves, 1989; Pantić & Florian, 2015).

Nipissing' self-promotional strategies are less sophisticated but more glaring. That is, "the faculty" and the "the program" are foregrounded, while the Teacher Participant is consistently backgrounded, which is achieved by repeatedly positioning it in Rheme and not picking it up again as Theme in subsequent clauses. Both Queen's and Nipissing's emphasis on marketing the Education degree at their respective programs has depicted the Teacher Participant as a backgrounded secondary agent who is *made* as a result of the program—a commodification of the teacher identity (Javadi & Asl, 2020; O'Halloran, 2012). As mentioned above, the proliferation of promotional discourse—perceived as a symptom of 'top-down' change—on educational structures and mediums, like university websites, has brought about change to the qualities that form different professional identities, which include teachers (Fairclough, 1993). That said, the two

faculties' branding strategies emphasize their values of marketability in ways that undervalue the role of teacher agency. This presents tension between the faculties' value systems that coincide with a market-oriented model with the values, beliefs and expectations—such as teacher agency—that are recognized as fundamental components towards building inclusive, socially just, and critical teaching practices (Ballet et al., 2006; Hargreaves, 2000; Lundstorm & Holm, 2011; Pantić & Florian, 2015).

Emphasis of Assessment. The findings of the Commonplace of Curriculum analysis point to a pattern of emphasis on Assessment (summative, formative and diagnostic) in the curriculum. As described in Chapter 2 (see, Value System Two: Marketization of Education, external assessment practices are a feature of 'performance and accountability' culture that is a quality of a market-oriented model that privileges productivity and efficiency (Javadi & Asl, 2020; Natale & Doran, 2012). Assessment is also a fundamental aspect of effective teaching when it is used as a means to improve learning rather than simply as an end in and itself (Hargreaves et al., 2002). Teachers are expected to have knowledge about different assessment practices and strategies in order to effectively implement them for learners' needs within the classroom (e.g., needs analysis, assessment for learning, and assessment of learning). However, there are also external assessments of students' success or failure (e.g., standardized state/provincial/national assessments). Rea-Dickins (2001) identifies internal to the classroom as pedagogic (i.e. having pedagogical purposes), whereas external to the classroom assessments are bureaucratic (i.e. having bureaucratic purposes). The emphasis on accountability from external pressures, compounded by the findings that suggest an undervaluation of teachers' professional agency, can undermine teachers' pursuit for

autonomy and flexibility in the classroom and in their enactment of the curriculum (Hargreaves, 2000; Pantić & Florian, 2015). Teachers' constructed identities as empty vessels who work in conditions that circumvent their range of freedom in directing their own teaching and learning contributes to the de-professionalization of the teaching profession (Hargreaves, 2000; Lundstrom & Holm, 2011). This is particularly relevant as the faculties and OCT continually posit inclusive and socially just teaching as a primary value that underpins the pedagogical design of the programs, which requires teachers to possess a range of autonomy and agency. Additionally, the difficulty to practice inclusive pedagogy for all learners is compounded by logistical problems such as, time constraints, large classroom sizes, and lack of support (Massouti, 2019). Needless to say, the underlying value system of a market-oriented model contains pedagogical features that may be interpreted as being in conflict with pedagogical principles aimed at promoting egalitarian teaching practices, and vice versa (Savage et al., 2013).

Teaching for All Learners

The recurring mention of '*teaching for all learners*' as a pedagogical principle in the findings refers to teachers' demonstrative capacity to teach for multiple intelligences, which includes teaching learners with exceptionalities and/or learners from diverse backgrounds (Brant-Birioukova et al., 2020). Such pedagogy is intended to improve learning opportunities for all learners with socio-economic, emotional, and/or intellectual difficulties. In order to effectively attempt to practice inclusive pedagogy, teachers are expected to seek extensive knowledge and information about learners' spheres of influence. This includes involvement in milieus of communities, and families of learners, while amassing knowledge about the historical, social, philosophical and political

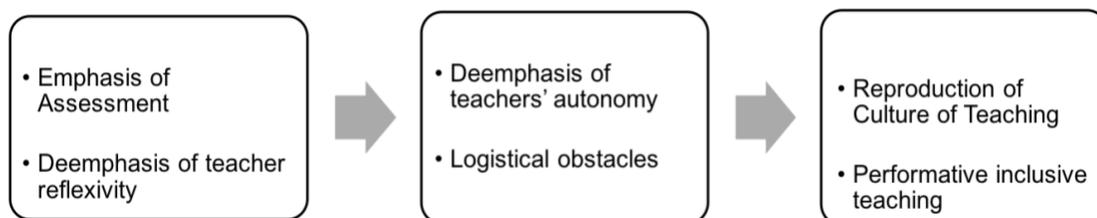
underpinnings of the curriculum, which constitute the Subject Matter (Figure 4.4) (Apple, 2011; Webster & Valeo, 2011; Brant-Birioukova et al., 2020; Massouti, 2019). That said, teachers' roles as educators and researchers in and outside of the classroom require TE programs that create a space for teachers' to intensely interrogate their own beliefs, assumptions and knowledge to avoid the possibility of reproducing counterproductive teaching practices and ideas in their classrooms. Embedded in this process of interrogation and implementation of teaching practices that support *all* learners are the integral skills of self-reflexivity in teachers, and autonomy in the classroom – both of which are components of teacher agency (Pantić & Florian, 2015). The Transitivity analysis of Queen's webpages reveals their positioning of the Teacher participant as the Goal of the Material clause, which construes Teachers as empty vessels that are filled by the program while also displaying no instances of the Teacher participant as having agency (Agent of the clause). This may suggest that Queen's perception of Teachers is that of undetermined recipients with no agency. Furthermore, the absence of Mental Processes that point to teacher candidates' mental and cognitive engagement with the program's content and objectives further demonstrates the Teacher participant as a receptacle. This undermines teachers' identities as knowledgeable professionals, which in turn minimizes the importance of engaging teachers' own knowledge, and value systems with that of the faculty, and curriculum. Moreover, it also indirectly dismisses any wisdom teachers may carry from experiences, and previous education (Javadi & Asl, 2020). The lack of self-reflexivity, autonomy, and knowledge of learners and their communities produces inclusive teaching practices that are unnuanced, uncritical, and

merely performative as opposed to ethically transformative (Apple, 2011; Brant-Birioukova et al., 2020).

Teacher's Role

Figure 4.6

Implications of Findings on Teachers' Roles



The findings suggest the TE curriculum contains values of inclusive education that encourages learners to grapple with the official and unofficial curriculum using a critical lens. However, the findings of the Faculties' website analysis also reveal competing values that are at times, in conflict. Evidently, there is an emphasis on the role of Assessment, a prioritization of all learners' academic and social needs, and an emphasis on the role and the capacity of the teacher to fulfill all the stipulated duties (Figure 4.4). The latter does not include an emphasis on teachers' agency—an integral prerequisite towards practicing socially-just pedagogy, and towards developing “adaptive expertise” (Brant-Birioukova et al., 2020 p.4). Rather, the findings suggest that the Teacher is represented as an undetermined recipient with a lack of agency and autonomy in several ways, illustrated in Figure 4.6. First, the faculties' language choices show an overemphasis on the marketability of the Education degree in ways that position the teacher as a commodity therefore, overshadowing the agency of the Teacher. Second, the deemphasis of teachers' mental engagement (marked by the Mental Processes) with the program points to a lack of focus on the process of ongoing inquiry and self-reflexivity as

part of inclusive teaching practice. Third, the prominent emphasis on the Assessment Commonplace translates to a focus on learning ends, and performances that are intended to increase accountability, which can decrease teachers' flexibility and autonomy within the classroom, and institution (Bourke et al., 2013). The lack of autonomy, given the Assessment, logistical obstacles such as, time constraints, teaching demands, rigid curricula, and the deemphasis of ongoing self-reflexivity brings about teaching practices that only feign inclusive teaching (Apple, 2011; Brant-Birioukova et al., 2020; Massouti, 2019), as well as reproduce the counterproductive Culture of Teaching (Hargreaves, 1989; Lortie, 1975). The lack of flexibility and freedom, and the emphasis on accountability demands—particularly without providing adequate resources and support—intensifies teachers' workloads, which can push teachers to neglect the time designated for self-reflection, and collegial collaborations (Ballet et al., 2006; Lundstrom & Holm, 2011). Consequently, such conditions force teachers into the egg crate structure to meet the objectives of the curriculum, or they shift their attention to individualistic goals that are not bound by the institution-wide rules and objectives (Lortie, 1975). In the present study, both avenues may be the consequences of the hidden curriculum. The former could result in futile attempts at practicing inclusive teaching due to the limited practice of the prerequisites (Brant-Birioukova et al., 2020; Savage et al., 2013). The latter could result in a fragmented teaching and learning experience that is short-sighted and lacks accountability (Hargreaves, 1989; Lortie, 1975).

Previous literature has suggested strategies intended to increase institutions', and educators' in order to mitigate the negative consequences of hidden curriculum on learners' success. In general, the strategies focused on making the manifestations of

hidden curriculum explicit to learners, which required teachers' critical engagement with subject matter, and the expectations stipulated on the written curriculum. Embedded in many of the strategies is teachers' capacities to adapt materials and teaching practices to different learners (Tomlin, 2012). Another common suggestion for mitigating the negative impacts of hidden curriculum encouraged teachers to develop interpersonal relationships with learners, which could enable teachers to gain a deeper understanding of learners' identities and the impact they have on their learning process (Orón Semper & Blasco, 2018). Evidently, the premises of such suggestions for unveiling the impact of the hidden curriculum are recurrent in the analyses of the faculties. For example, the notions of Teaching for All, and 'ongoing inquiry' are seemingly designed to equip teachers to effectively engage with, understand, and resist the hidden curriculum. However, the universities' market-oriented model that is partly operationalized by promotional discourse on their websites has curricular implications (Fairclough, 1993). The focus on foregrounding the university brand, faculty, and identity was achieved at the expense of the constructed teacher identity, who is displayed as a backgrounded participant. The framing of the learner identity as a 'consumer', and the teaching profession as a commodity are components of the value system that underpin marketization, while teacher agency, autonomy, collegial collaborations are components of the value system that underpins inclusive pedagogy. The analyses and the interpretations of the findings demonstrate the ways in which the logics of both value systems are displayed on different university websites, and in that, the discussion has demonstrated the ways in which the premises of the value systems are seemingly in conflict. This serves as a documentation of some of the features of the hidden curriculum in a context wherein tension exists

between value systems that on one hand, intend to promote academic autonomy, egalitarianism, and on the other hand, thrust economic market principles and rationales to the forefront (Cotton et al., 2013; Skelton, 1997). In other words, inclusive pedagogy, which demands teacher autonomy, agency, and resources, is constrained by the effects of the marketization of higher education (Molesworth et al., 2009).

2. Conclusion

This thesis has explored the value systems of hidden curriculum that were embedded on three universities' webpages. The objective of the study was to address the main research question (1) What are the value systems (hidden curriculum) that underpin the Teacher Education programs on university websites? How do they complement/contradict one another? The research question was addressed by identifying the faculties coordination of the Commonplaces of Curriculum to reveal their emphasis on different aspects of the curriculum, and using Transitivity, Mood, and Theme of SFL analysis to reveal the faculties' use of different textual strategies to project their identity, institutional brand in ways that impacted their representation of the roles of stakeholders (Commonplaces). SFL was used as an analytical framework to enhance the depth, and nuance of the Commonplaces of Curriculum analysis in order to effectively identify the features of the hidden curriculum (value systems) present on university webpages.

The findings from the present study show that the selected university websites project features of two value systems: inclusive pedagogy, and a market-oriented value system. The former is a prominent theme in TE as stipulated by OCT (2019), which means that faculties are required to project some features pertaining to teaching for inclusivity. The market-oriented features of the texts are operationalized by promotional strategies that promote consumer culture, assessment and accountability, which shift the teachers' professional identity from an educator to that of a service-oriented professional (Javadi & Asl, 2020). Although the use of promotional discourse was seemingly intended to project the university identity and institutional brand, it simultaneously undermined teachers' agencies and professional identities. As such, the features of both value systems

are in conflict wherein, inclusive pedagogy, which demands teacher autonomy, agency is stifled by the effects of the marketization of higher education. As a result, practices of inclusive pedagogy that do not adequately prioritize teacher autonomy, agency and reflexivity due to market-oriented practices and principles may be futile as they become performative and unnuanced. The hidden curriculum is seen in the ways in which seemingly productive policies and pedagogies, like teaching for inclusivity and diversity are hindered by market-oriented practices that pervade higher education and intensify the Culture of Teaching (Hargreaves, 1989; 2000; Lortie, 1975).

The findings of this study have implications for hidden curriculum research, curriculum, and Teacher Education programs and policy in Ontario. Teacher Education faculties should support teacher candidates to understand the hidden curricula, its manifestations and impact on student learning and educational institutions. Furthermore, the intensification teachers' work and lack of time has forced teachers to disregard self-reflection—an essential step to understand hidden curricula—and collegial collaborations (Brant-Birioukova et al., 2020; Pantić & Florian, 2015). Building time that is specifically designated for self-reflection could facilitate a better understanding of the hidden curricula in education. Moreover, encouraging teachers to examine what is “hidden” in the curriculum, as well as other areas of their teaching, can increase their awareness and understanding of the importance of self-reflection in their teaching practice.

This study has responded to the previous literature that expressed the need to explore the tensions between competing factors of different value systems using the concept of hidden curriculum (Cotton et al., 2013; Skelton, 1997; Apple, 2011). It has also provided a relatively unique conceptual framework that utilized a functional

semantic analytical theory to dissect the representation of the Commonplaces beyond simply identifying their emphasis and/or deemphasis. This contributed to the existing literature that specifically encouraged using analytical frameworks to analyze and document features of the hidden curriculum in curriculum (Cotton et al., 2013).

Limitations and Future Research Directions

The study was constrained by time and size and as such, it has limitations that may be improved in further studies in the future. The methodological design of the study focused on textual data, which bounded the conclusions and interpretations to the data displayed on university websites. This meant that no conclusions can be made about the Teacher Education curriculum as a whole because the written curriculum document was not analyzed. Additionally, though the study used theoretical triangulation, it did not have methodological triangulation, which would have supplemented the interpretations of the findings and added depth to the analysis. Future studies may consider conducting interviews with teacher candidates to gain a better grasp on the hidden curriculum of Teacher Education in Ontario. Context observations are usually favoured for research on hidden curriculum in education because it enables the researcher to identify the unpredictable and often tacit, ‘common sense’ areas of the educational environment (Cotton et al., 2013). Future works may also consider integrating Critical Discourse Analysis (Fairclough, 2012; Machin & Mayr, 2012) as an additional theory for analysis of university websites, as it may aid in exploring the critical use of overlexicalization, nominalization, and presupposition that shape messages of hidden curriculum (Lim, 2014).

Appendix A

Commonplaces of Curriculum Tables

Table A1: UOttawa’s TE Faculty

Assessment	<ul style="list-style-type: none"> • Graduates of the program, “Are familiar with research-based practices (assessment and instruction) that promote learning and address a broad range of learners.” The text included in the bracket categorizes assessment with instruction as research-based practices, and it also indicates the level of importance that is extended to Assessment. Instruction is often seen as the primary role of the traditional teacher (Lim & O’Halloran, 2012) and by representing assessment as a practice that falls in equal rank to instruction it elevates the place it holds in teachers’ repertoires and in the program • Language proficiency assessments • 2 mandatory assessment courses
Learner	<ul style="list-style-type: none"> • Learners’ cultural spheres of influence, and their emotional, social, and intellectual welfare are recognized as a part of their identity whose presence will be a part of the educational experience • Learners are represented as having agency in their learning, and their identities, and educational and personal needs are significant to the extent that educators are encouraged to provide opportunities “for all students to learn and demonstrate their learning.”
Subject Matter	<ul style="list-style-type: none"> • Material stipulated in the official curriculum, methods of teaching, and the material that is embedded in all the commonplaces and unintentionally learned, with an emphasis on the last two. • Educators’ and teachers’ beliefs and values that are transmitted through the practice of teaching, as well as the value systems that are entrenched in the institution • Backward design
Milieu	<ul style="list-style-type: none"> • “Socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs.” • ‘Communities of inquiry’ as the faculty’s pedagogical principle to promote social practice for learning. • Engaging with local and global communities as part of teaching practice. • French and English language communities as key stakeholders.
Teacher	<ul style="list-style-type: none"> • Teacher and learners represented in tandem. “Teachers as learners” • Possess their own knowledge and beliefs about teaching profession • Program requires teacher’s active collaboration, and interchange of knowledge of best practice. • Involved in communities, with knowledge of their needs.

Table A2: Queen’s TE Faculty

Assessment	<ul style="list-style-type: none"> • Assessment & Evaluation as a concentration • Assessment foundations courses and other mandatory courses
Learner	<ul style="list-style-type: none"> • Course for learning to meet the needs of all learners • Considered relationally • Learners do not have a monolithic identity, Subject matter and Milieu reflect the multicultural identities of learners.
Subject matter (SM)	<ul style="list-style-type: none"> • SM organized in concentrations, Assessment & Evaluation, At-Risk children, international education, educational leadership, educational technology, social justice education. • claims to provide an “application of Aboriginal perspectives and world view to theory and practice.”
Milieu	<ul style="list-style-type: none"> • teaching and learning focused on context at the national and global landscape rather than the provincial domain only. • Milieu and Subject Matter are mutually influenced; the former determining the type and breadth of the appropriate subject matter that ought to be taught effectively in a specific context • Communities (social) as stakeholders that influence and contribute to teaching practice.
Teacher	<ul style="list-style-type: none"> • Teaching for the purpose of developing professional teaching career • teachers depicted as ‘socially and pedagogically knowledgeable educators’ • International connections as resources for encouraging professional profile. • Professional studies: self as a learner, self as a teacher, self as a professional

Table A3: Nipissing TE Faculty

Assessment	<ul style="list-style-type: none"> • Language proficiency assessments (TOEFL, IELTS, EARSON, WES credential Evaluation Report • Required course for all divisions: assessment, evaluation, and communication of student learning.
Learner	<ul style="list-style-type: none"> • Equity policy (special admissions) students from underrepresented groups. • Special needs of students • Diversity and inclusion: • Proactive and inclusive classroom management: examining the relationships between student’s wellbeing, social and academic climate and achievement.
Subject matter (SM)	<ul style="list-style-type: none"> • Legal and social foundation of education • Curriculum design and inquiry • Subject division requirements
Milieu	<ul style="list-style-type: none"> • Diversity and inclusion: examining the social, historical and philosophical foundations of education using a critical lens.

	<ul style="list-style-type: none"> • Community leadership experience
Teacher	<ul style="list-style-type: none"> • Community leadership experience • Teacher professional development

Appendix B

Theme and Rheme

Table B1: UOttawa

Clause	textual Theme	Marked Top. Theme	Unmarked top. Theme	Rheme
1			The faculty of education of the university of Ottawa, along with its commitment to the promotion...	Is actively...
2			Personal representatives of Canada's 2 official linguistic communities	are involved in the delivery, both in French and English of programs...
3			TE programs	Prepare students for French...
4i			As a faculty of education, whose mission is to build bridges between the English and French cultures in Canada by promoting bilingualism and biculturalism	
4ii	and	to develop		The French and English cultures...
5iii			The faculty	has a responsibility...
6			It	Shall strive to maintain...
6l	And	Promote		Their development...

8		In ontario		This results in an...
9			These programs	Address critical educational issues...
9i	Which	Are not		Regionally and provincially based...
9ii	But which	Extend to the		National and international spheres...
10	In so doing		The faculty	Nurtures student awareness...
11			The faculty of education	Strives for the education...
11i			Who will	Demonstrate autonomous thinking...
12	And	Is committed		To promote and facilitate...
13			come	Join one of the most...
14			Successful applicants	Will have a unique opportunity to work...
14i			Who have	Strong research relationships...
15			Our mission	Is to prepare...
16			Our focus on communities	is...
16i		Which suggests		That social practice...
17			Opportunities to dialogue and engage in meaningful and sustained collaborative work	Are well recognized as ways...
18			Teachers	Both beginning and experienced...
18i			As they	Grapple...
18ii	that	Emerge		Through research...
19			Other professors	Send their students...
20			We	Use the word "inquiry"
21			As they	Engage...
22			We	Do not see...
23	Rather		We	See our role as...
24			As they	Bump up against...
25			As they	Engage in inquiry...

26	Thus, as well as,	Developing the skills and knowledge of beginning teachers		We also present...
27	Therefore	Within the various communities		Teacher candidates are...
28			We	View the teacher education program...
29			It	Is within these communities that...
29I		Engage		In discussion...
29ii	And	Are provided		With opportunities...
30			Graduates of the program...	Demonstrate Commitment...
31				Recognize...

Table B2: Queen's

Clause	textual theme	Marked top.theme	Unmarked top.theme	Rheme
1			Our inclusive community, along with our international connections	Provides students...
2			Our graduates	Are ready to integrate...
3			We	See the beginning teacher...
4		In our vision		The critical teacher
5	And	Has		A disposition to work...
6			We	Develop progressive...
7			Become	A future educator...
8			Build	Your teaching career...
9			We	Have options available
10			Choose	To concentrate...

11	Or		You	Can choose...
12			Artist in community education	Is designed...
12i	And	Explores		The positive role...
12			Outdoor and experience education	Is designed...

Table B3: Nipissing

Clause	Textual	Marked top.theme	Unmarked top. Theme	Rheme
1			Nipissing university	Provides many different careers...
2			A Bachelor of Education degree	Provides the foundation...
3			The faculty	Has a reputation...
3I	Which	Is		Demanding of the student
3II	And	Provides		Well prepared teachers...
4			The mission of the faculty of education	Is to promote...
4I	And	To provide		Educational leadership...
5			The program	Aims to...
5I	And	To introduce		Them to a rationale for...
6			Nipissing university's Bachelor of Education program	Was one of the first teacher...
6I	And	Is		One of the most well...
7			The program provided by the Nipissing school education	Is rigorous
7I	And	Demands		A high degree of commitment
8		To be successful		A student must display...

Appendix C

Transitivity Tables

1. 15ii.

as they	grapple		with new thinking	, practices	and understandings
sensor	pro: mental: cognition (25)				
subject	finite + (present)	Predicator	complement		
MOOD		Residue			
Topical					
Theme	Rheme				

2. 17i.

we	use	the word	“inquiry”	to reflect	our view	of teacher	as	both	of learner	and	teacher
actor	pro: material (28)	range: scope		circum: cause	goal	idea: circum: role					

subj ect	finite + (present)	Predic ator	complement	adjunct: circumstantial	comple ment	complement	adjunct: conjunctive	comple ment
MOOD		Residue						
topic al								
The me	Rheme							

2. 19.

rather	we	see	our role	a s	supportin g	beginning teachers
	sensor	pro: mental: perception (31)	phenomenon	circumstance: role		
adjunct: conjunctive	subject	finite + (present)	Predicato r	complement	adjunct: circumstantial	
Re-	MOOD		sidue			
textual	topical					
Theme	Rheme					

Graduates of the program

3. 27.

recognize	that professional	learning	occurs	in various	ways	and	contexts
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pro:mental	phenomenon: fact			
Predicator	complement	adjunct: circumstantial	adjunct: conjunctive	adjunct: circumstantial
Residue				
Rheme				

4. 31i.

recognize	the role	of teacher	as researcher (cont)
pro: mental	phenomenon		
Predicator	complement	adjunct: circumstantial	
Residue			
Rheme			

5. 32.

recognize	the	values	and roles	of	various educational	contexts	and	communities
pro: mental	phenomenon							
Predicator	complement		circum: location		adjunct: conjunctive	adjunct: circumstantial		
Residue								
Rheme								

6. 34.

recognize	various	perspectives	of the	purposes of schooling
pro: mental	phenomenon			
Predicator	complement			
Residue				
Rheme				

7. 35i.

recognize	and respect	each student's	uniqueness
pro:mental	phenomenon		
Predicator	complement		
Residue			
Rheme			

8. 36i.

are familiar	with	research-based practices	(assessment and instruction)	that promote learning
(actor are ellipsisied): pro: mental (53)	phenomenon			circum: cause
finite + (present)	Predicator	complement		adjunct: circumstantial

MOOD	Residue
Rheme	

9. 37

understand	the importance	of integrating	and	aligning	curriculum,	instruction,	and assessment
pro: mental: cognition (55)	phenomenon						
Predicator	complement...	adjunct: conjunctive	complement				
Residue							
Rheme							

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