**Experiencing Initial Teacher Education as a career changer in England: a constructivist Grounded Theory exploration of trainee teachers' perceptions of learning.**

Nicholas Garrick

Department of Education and Childhood

A thesis submitted in partial fulfilment of the requirements of the University of the West of England, Bristol for the degree of Professional Doctorate in Education.

**Abstract**

Using Constructivist Grounded Theory Methodology, this study explores the perceptions of learning of eight career changing trainee teachers enrolled on four one-year primary or secondary postgraduate Initial Teacher Education programmes in England. Through four sets of unstructured interviews over the course of ten months, qualitative findings suggest that this group of trainee teachers experience a similar learning process of *convergence, change, consciousness* and *confidence*. Diagrammatic modelling of data plays a key role in enacting a constructivist approach to Grounded Theory, by demonstrating coding relationships through constant comparison leading to theory generation. Along with other observations, significant findings include how career changers without prior education experience may adapt and adopt new, professional identities with more confidence more quickly than those with extensive prior education experience, and, alternative teaching placements that occur in the 'middle' of a postgraduate course may have a significant effect in a career changers perceived confidence in '*being a teacher*'. Recommendations for Initial Teacher Education programmes, future teacher recruitment policy and grounded theorists are included.

Terms:  Career changer, Pre-service, Postgraduate, Initial Teacher Education, Constructivist Grounded Theory, Grounded Theory.

# Contents

## A list of tables

## A list of diagrams

# Chapter 1: Introduction

Defined as an exploration, this research seeks to understand the perceived learning of career changing trainee teachers. Career changers is a term seemingly unique to England and used to describe people who choose to enter teaching having established a different career path for usually three years or more post graduation, prior to choosing to train as a teacher. Internationally, similar groups are sometimes referred to as 'mature, pre-service' or 'second career' teachers. I have chosen the term 'career changers' to fit the English context, particularly as the University and College Admissions Service (UCAS), the body that manages admissions of Initial Teacher Education courses across the England, identifies 'career changers' as people with 'typically at least three years of transferable work history' (UCAS, 2020a). Over a number of years, this specific group of trainee teachers has been targeted by the government as a potential solution to a 'teacher supply crisis' (Huat See and Gorard, 2019, p.3), explored further in Chapter 2, *Policy*. The aim of this initial chapter is to set the scene of how career changers choosing to retrain as teachers in both primary and secondary school education, became the focus of this study. Defining terms used within the title of this study, e.g. 'perception' and 'learning', is explored within Chapter 3: *Theoretical Framework,* and refers to my ontological and epistemological perspective. In the next section, I explain how my professional/researcher positionality, and my intention to negotiate the insider/outsider dichotomy and chosen methodology, influences the style of this thesis.

## 1.1 Research Focus: Why the learning of career changers?

As an education professional of twenty years, I have regularly been involved in the development of trainee and early career teachers. My fascination with career changers started in 2005 as an Advanced Skills Teacher (nationally recognised specialist teacher at the time; now Specialist Leader of Education (Department for Education, 2019a)). As part of this role, I supported parallel cohorts of trainee teachers: one group of University-led Post Graduate Certificate in Education trainees in classrooms throughout my school, and the other, career-changing trainees as part of the Graduate Teacher Programme (a predecessor to current School Direct routes (Department for Education, 2012)) in schools across England (a table of Initial Teacher Education routes over time is seen in Appendix A). I first became aware that career changers could retrain as teachers through my work with a Graduate Teacher Programme cohort. Simultaneously supporting the graduate cohort whilst mentoring university, postgraduate trainee teachers within my school, I noted how the career changers seemed more attentive, interested and focused on how to improve their teaching.

Ten years later, between 2014 and 2017, my interest in career changers was further developed whilst working as a programme leader to a newly accredited School Centered Initial Teacher Training (SCITT) provider, with School Direct Fee and Salaried School Direct teacher training programmes (Department for Education, 2010). The addition of training teachers within schools, was a means of increasing teacher numbers as explored below (see Section 1.3 and further detailed in Chapter 2, Policy). During

the three years, I noticed that the range of candidates applying to both primary and secondary School Direct courses (both fee paying and salaried) was diversifying in terms of age and previous career; each year saw increases in the number and age of career changers applying. My interest continued, as the career changers again, like my experience ten years previous, were seemingly different to recent graduates: they appeared to have different perceptions of 'learning'. In recent years, I continue to work with School Centered Initial Teacher Training across the South West of England specialising in recruiting and training career changers to become primary school teachers through School Direct routes (Department for Education, 2020a). As a Director of Initial Teacher Education programme, I am part of an extensive local and regional network of teacher training providers, affording opportunities to access a wide range of trainees on different training routes. It is through discussions with colleagues within this network that my interest in career changers developed, leading me to want to delve deeper into the perceptions of learning of career changers on postgraduate teacher training programmes, explored further in Section 1.3 below. As the Initial Teacher Education sector is being encouraged to train a broader range of people from different careers (as explored below), perhaps a greater understanding of this group would be beneficial.

## 1.2 Research Context: The need for more teachers

There is little doubt that the need to attract greater numbers of teachers into the profession is of general concern to the recent government, according to the National Audit Office (2017), particularly in 'shortage subjects' (Wilson and Deaney, 2009, p.181). Due to a consistent rise in birth rates between 2005 and 2013 (National Office of Statistics, 2014), the number of primary aged pupils in England rose 14.6% between 2011 and 2018, reaching 4.64 million in 2018 (Department for Education, 2018a). Whilst the number of secondary aged pupils remained steady, a substantial 19.4% increase is predicted between 2017 and 2025 as these children move from primary school into secondary school (National Audit Office, 2017, p.5). As a result, an increasing number of both primary and secondary teachers are needed to meet the challenge. Explored in greater depth in Chapter 2, *Policy*, the primary workforce is currently at its most stretched as class sizes rise (Department for Education, 2018b). In addition to rising pupil numbers, factors such as workplace stress leading to increased attrition (Department for Education, 2019b) and the amount per pupil funding reducing over time (National Education Union, 2018) are contributing to a need for more teachers, particularly in secondary schools. Despite an increase in secondary teacher numbers in actual terms (Department for Education, 2019c) this is overridden by the substantial increase in the pupil population as they move from primary into secondary schools. Notwithstanding the increase in the number of secondary aged pupils by 19.4% as mentioned above, the attrition rate of teachers leaving after five years, is at its highest (Department for Education, 2019c).

Attrition is by no means an English phenomenon. Internationally, attrition rates are also increasing with Craig (2017) describing it as a 'perennial problem'. She discusses how policy and literature emanating from Canada, Ireland, Sweden, Finland and China for instance, all suggest that more teachers are

leaving the profession permanently than teachers entering. Specifically, she highlights six studies from the United States, the Netherlands, Australia, Israel, Norway and England. 'Cumulatively, they pinpoint areas of global concern and offer illuminative pathways concerning how the teacher attrition phenomenon might better be understood and addressed in the future' (Craig, 2007, p.861).

It could be said therefore that within England, framed by an international context, the number of teachers needed in the profession at all levels must continue to increase to mitigate the rise in pupil numbers and attrition trends. The active targeting of career changers, along with other initiatives to bring more people into the profession, is explored in Chapter 2. The following section returns to the context of this study.

### 1.3 Research Parametres: The learning of career changers

Learning is a broad term and within the context of existing career changer and education studies, has been attached to motivation (Anthony and Ord, 2008; Watt and Richardson, 2012; Tang et *al.*, 2020); identity (Beauchamp and Thomas, 2009; Williams, 2013; Swartz and Dori, 2020); attrition (Cuddapah et *al.*, 2011; Troesch and Bauer, 2020), and, to the understanding and achievement of Qualified Teacher Status (Department for Education, 2016) for example. When considering 'what' career changers learn, Kleickmann et *al.* (2013) builds on Schulman's (1986) original theory of Pedagogical Content Knowledge by describing it as both the knowledge of teaching and methods of teaching. Lee Ming See (2014) further breaks Pedagogical Content Knowledge down into three areas:

- knowledge of context; the knowledge of what

- general pedagogical knowledge; the knowledge of how

- subject matter knowledge; the knowing of why

Discussing how the latter form a larger part of a Pedagogical Content Knowledge definition, I find Lee Ming See's definition useful when describing the learning of trainee teachers. Within the English education system, *subject matter knowledge* is commonly referred to as 'in-depth subject knowledge' (Tamir, 1988; Hotaman, 2010) and often is related to subject specialists within the secondary phase. Mathew et *al.* (2017) and Godfrey and Brown (2019) describe learning of career changers as a reflective process of knowing how to teach, more in line with Schulman's original conception of Pedagogical Content Knowledge and the primary sector. The association of the knowledge of what with secondary subject specialists and the knowledge of how within the primary phase is expected in my experience. With this in mind, and in the context of this study, I consider learning more akin to a reflective process or the knowing of why, particularly with adults in mind, i.e. professional career changing trainee teachers learning the what, how and why of teaching. Knowles (1977) takes the learning of adults, or 'andragogy', further by deconstructing it into six components:

1. needing to understand the 'why' of learning something

2.  learning through experiential trial-and-error

3.  owning the decision making process

4.  preference to learn from real life contexts

5.  preference for problem-based environments

6.  need for intrinsic motivators

Knowles' six elements of andragogy feel important as it seems to shift focus away from what adults are learning, to reflect on what they are thinking about their learning. To place this within an educational context, such andragogy might be referred to as metacognition (Perry et *al*., 2019); learning about learning. This feels particularly pertinent to career changers as they reframe past experiences through the learning of new 'knowledge'. There are multiple definitions of metacognition, with my understanding aligning with Didau's (2016): deep structured thinking of one's own learning. In other words, the ability to reflect on learning and being aware of when, how and why learning happens or does not. In essence, it could be said that this study might be an exploration of the metacognition of career changing trainee teachers through a one year Initial Teacher Education programme. However, to assume a specific focus of metacognition assumes that trainees:

-   will be aware of their learning,
-   that learning, at a cognitive level, will take place, and,
-   that principles of andragogy will occur.

Such assumptions would not align to my ontological or epistemological positions, as explored in Chapter 3: *Theoretical Framework*, nor would they be grounded, as discussed in Chapter 4: *Methodology*. To be clear: this is not a study of the metacognition in career changing trainee teachers, as I am not exploring <u>if</u> they are aware that they are learning. It is an exploration of what they <u>perceive</u> they are learning in whatever form they understand that might be. The e*xploration* of *perceived learning* is explained further below.

## 1.4 Research Aims and Structure: Explaining a non-traditional approach

Several studies focus on career changers as a specific group of pre-service teachers, some cited in Section 1.3 above and others included in Chapter 3. Few studies focus on the learning of career changers during an Initial Teacher Education programme, and this fact has inspired me to delve deeper into this area. Through using a Constructivist Grounded Theory approach (explored in detail in Chapter 4: *Methodology*), the terms *exploration* and *perceived learning* in the title of this study are important. The terms locate the research firmly into a position of critical curiosity, and place research aims not as definitive research questions, but more as research prompts; conceptual lenses to look through. I am open to (and will not be limited or steered by) exploring foci, such as:

- What learning do career changing trainee teachers choose to privilege when articulating learning to others?

- What are their experiences and what do they perceive they are learning at different points of the Initial Teacher Education programme?

- How do they identify learning and what they have learnt?

- To what extent are the interpretations of learning unique to an individual or similar between participants?

The research prompts above purposefully focus on participants' perception and interpretation of what and how they are learning, in line with a grounded methodology, not measuring cognitive change; I will not be exploring how what they know changes at different stages of an Initial teacher Education programme. The purpose of the research prompts is to help structure the analysis of data in the summary section of each prompted monologue, and used as a discussion framework within Chapter 9. Should emergent themes or categories not become evident immediately. Connolly (2017) discusses the importance of perceptual learning with 'knowing more'. In using Gibbs' (1963) work, Connolly suggests that perceptual learning is the 'long-lasting changes in perception that result from practice or experience' (Connolly, 2017, p.1). Perceptual learning is the result of long-term changes in perception that lead to a development in understanding, usually through an experience/s not recognised before. Within the context of this study, career changing trainee teachers might deepen their understanding of behaviour management in the classroom, for instance. They might do this through applying theory from the training course to a teaching practice. Their understanding deepens the more they practise, and their attention to specific features is heightened as their understanding of behaviour management changes. Goldstone (1998) refers to this as 'attention weighting', describing how perceptual learning 'improves the organism's ability to respond to the environment [through becoming] … adapted to tasks and environments by increasing the attention paid to important dimensions and features' (*ibid*, 1998, p.587). The attention paid to 'important dimensions' is a matter of perception and what a person deems important may not be the same for someone else, hence the relevance of this to the structure of this research.

### 1.4.1 Research Structure

As a result of the intended *exploration* of *perceived learning*, this research does not follow a traditional pre, during and post research pattern. Guided by a Grounded Theory approach as explored in detail in Chapter 4: *Methodology*, it is not structured as a 'post event' report, nor is it solely a reflection on what I have come to understand. Briefly, this thesis is divided into two parts. Part 1 as framing of the study and Part 2 focussing on data analysis, emergence and theory generation, both written in the present-tense as discussed below.

Part 1 is concerned with setting up the research and ensuring readers understand the construction and framing of this study. The following chapter, *Review of Policy and Literature* (Chapter 2), outlines in detail when and how career changers emerge as a group of potential teachers within education policy. Aligning with a Constructivist Grounded Theory approach, literature features throughout Part 1 and 2, with a more traditional literature review appearing in Part 1, exploring the current reality of the study's focus. It explains the literature search strategy and associated literature in Chapter 2, included to situate this study in the context of the field. Literature within Part 2 responds to emergent themes and categories to aid theory construction. Chapter 3, *Theoretical Framework*, explains how my ontological constructivist position leads me into actively exploring an unfamiliar area and continues to describe what *learning* means within the context of this study using my epistemological, interpretivist standpoint. Chapter 4, *Methodology* deconstructs Constructivist Grounded Theory further and how this present tense, iterative approach affects my style of writing and research approach in general.

In Part 2, I share profiles of the eight participants from both primary and secondary Initial Teacher Education programmes involved in this study in Chapter 5, who, over the course of a year I meet four times. Chapters 6 to 8 are concerned with interpretations of data, emergent themes and categories. I explore the generation of themes and categories as I engage in data collection and associated literature reviews and supplement the research process with extracts from participants assisting in the framing and reframing of the methodology. For reasons explored in *Methodology*, this approach is more a continuous and iterative reflection of discoveries, hence other approaches, such as ethnomethodology, have been considered but not used (as explored in Chapter 4, Section 4.1, *Why Grounded Theory over other qualitative approaches?*). The in-the-moment, present tense style demonstrates how I enact a constructivist approach to grounded methodology as my epistemological stance, exposing what emerges from the data. Chapter 9 is reserved for the generation of theory, or theories, that may occur, 'often portrayed in a visual model' (Cresswell and Poth, 2018, p.105). The thesis concludes in Chapter 10 with reflections and potential recommendations.

## 1.5 Chapter Summary

This chapter aims to make familiar elements of the title: *exploration, perceived learning, career changer* and *Initial Teacher Education programmes* and introduce the research's focus, context and structure. The research  promptsWhat follows is a contextual placement of the aims of the research using policy and literature.

# Part 1

## Chapter 2: Review of Policy and Literature

### Introduction

In this chapter, I set the scene of career changers into education and how they have become part of the current Department for Education's recent drive in addressing the need for more teachers. I will draw on literature from a wide range of sources as reaction to this policy, including press and other communications. For the purpose of this research, it is important to note that literature is included throughout this thesis, particularly within Part 2. Therefore, what follows is a brief synopsis on the early inclusion of career changes within recruitment policy of 1998 and details how this group of potential teachers continues to be referenced to the present day.

### 2.1 Policy and History: Where career changers first emerged

It is important to note that Initial Teacher Education programmes in England have always been open to career changers. However, it is only until recent times, specifically following the 1998 Green Paper 'Teachers: Meeting the Challenge of Change' (Department for Education, 1998), that career changers were specifically named as a potential source of teaching professionals. The 1998 Green Paper proposed, 'further changes are needed to make initial teacher training more flexible and more rigorous [including] more flexible courses for initial teacher training [and] a boost to employment-based routes into teaching' (Department for Education, 1998, p.43). It continued to suggest how to create 'innovative practice in school-led initial teacher training' (*ibid*, 1998, p.46) and extend postgraduate routes to 'be attractive to a wide range of applicants - particularly more mature career changers' (*ibid*, 1998, p.46). The paper goes on to suggest that a shift in funding trainee teachers directly on school-based routes might again attract a more diverse range of applicants, namely those unable to train unpaid on more 'traditional' routes. The Graduate Teacher Programme was the first employment-based training route, specifically targeting people from professions outside of education. Four hundred and twenty trainees on the Graduate Teacher Programme in 2000 increased by 70% over five years, with approximately six thousand in 2005 (Dunne, 2005). In 2004, Her Majesty's Chief Inspector of Schools stated how 'The GTP [Graduate Teacher Programme] attracts good quality applicants and is helping to recruit teachers for shortage subjects in secondary schools, as well as trainees from groups under-represented in the profession (OfSTED, 2005, p.72). This was a positive turn for what was still a relatively new route into teaching for career changers, and in particular the drive for diversification of the teaching workforce. The rapid increase in Graduate Teachers, along with the empowerment of school-based training in general, supports how many countries took a 'practicum turn' at the turn of the millennium (Mattsson et *al.*, 2012, p.2) shifting attention to reflection on practise in schools. Rorrison (2011) draws comparisons between Australian, Canadian and Swedish Initial Teacher Education and, by emphasising how high quality, purposeful and relevant practicums can enhance a 'preservice' experience, suggests a new

conceptual framework. Similar to Rorrison, Heikkinen *et al.* (2011) put forward an integrative pedagogy for practicum experiences, again enhancing expectations of in-school teaching practise being more than 'exposure' to teaching. Such international discussions are drawn upon throughout the thesis, however for now, the next section returns to recruitment and retention within the English Initial Teacher Education sector.

## 2.2 Policy and Recruitment: Drive for diversification to address recruitment and retention issues

Initial Teacher Education routes have significantly diversified over the past two decades. When I applied for teacher training in 1998, only one route enabled a post graduate to achieve Qualified Teacher Status. Within England, significant investment from the Department for Education continues in 'attracting and training even better teachers' (Department for Education, 2010, p.7) from 'Their Future, Your Future' campaign to the current 'Get Into Teaching' (Department for Education, 2020b). As of 2017, eight routes into teaching were available with six of these accounting for 99.9% of Newly Qualified Teachers (National Audit Office, 2017, p.5). In 2018, two additional routes were proposed with a difference; the recognition that teaching may not necessarily be an academic profession. George and McGuire (2019) note how the breadth of candidates applying for school-based routes widened in terms of age, experience and qualification. The significance of Postgraduate Teaching Apprenticeships and an Assessment Only Route (UCAS, 2019) is important as for the first time, training to become a teacher was not reliant on attending a Higher Education Institution or training provider. Enabled in part through political devolution (Beauchamp *et al.*, 2015), and policy drives to increase applications for teacher training (Ball, 2015), the hegemony of Higher Education Institution courses as sole suppliers of Newly Qualified Teachers pre-2000 continued to shift as new School Centred Initial Teacher Training (SCITT) programmes emerged in 2012. As Initial Teacher Education programmes 'designed and delivered by groups of neighbouring schools and colleges, SCITTs deliver training in the classroom with experienced teachers' (UCAS, 2020b). Consequently, the popularity of SCITTs led to school-based routes trebling from 2012 to 2016 with eight hundred and forty one new salaried and fee-paying programmes created in the same four-year period (National Audit Office, 2017). Within the context of this research, the 2010 White Paper succeeded in providing 'increased opportunities for school-based training [to] suit career changers, new graduates and existing members of the school workforce wanting to learn on the job and receive a salary as they train' (Department for Education, 2010, p.23). The inclusion of school-based teacher training routes however was not universally accepted. Allen *et al.* (2016), reporting for The Institute of Fiscal Studies, conducted a 'cost-effective analysis' of different Initial Teacher Education routes, including school-based, on which all participants involved in this study are enrolled. The study tracked numbers of trainee teachers in receipt of different grants and on different routes that achieved QTS and entered the profession. 'The current distinction is between school-led and HEI-led [Higher Education Institution] provision, with some suggesting that school-led provision is necessary for school recruitment. Whether all schools should, and could, be involved with

school-led teacher training is an important question for future research' (Allen *et al.,* 2016, p.64). With academic years 2018/2019 and 2019/2020 seeing equal numbers of trainees over the age of twenty-five choosing school-based routes and Higher Education Institution routes (Department for Education, 2018a, 2019c), perhaps Allen et *al.*'s observation was misguided. It is unclear why the government at this point chooses the age of twenty-five as a reporting threshold. One can only assume that if one has to have three years of transferable work history, that someone should choose a School Direct Salaried route, the youngest they could be when training would be twenty-five years old. It is important to recognise that the data used by Allen et *al.* (2016) does not represent all training routes, with trainees enrolled on 'Troops for Teachers' or 'Assessment-Only' routes excluded for reasons unclear.

## 2.3 Policy Research in Career Changers

At the time of conducting this research, 2019 and 2020 saw several pieces of commissioned research on behalf of the Department for Education's 'Get Into Teaching' (Department for Education, 2020b) campaign focused on people changing careers. It seems important to note that research was not focused on career changers, although the 2020 updated 'Get Into Teaching' website does feature ten case studies of named 'Career Changers' that are now qualified teachers. This suggests that the Department for Education is aware that the consideration to retrain as a teacher for many is significant and commissioned several reports over 2019 and 2020. In 'Exploring the Career Change Conundrum' (Department for Education, 2019d), commissioned to inform campaign development and marketing, 77% of people in work see attractions in teaching as a career. Similarly, in 'Propensity for Switching Careers' (Department for Education, 2019e), 14% of three thousand, one hundred and ninety members of the general public aged sixteen or over would consider changing careers to become a teacher, with 44% considering that they would make a good teacher. However, as the original data is not provided for either report (and seems unavailable), it is challenging to see what percentage of these were aged twenty five or over, i.e. 'post graduates with usually three years of transferable work history' with UCAS and the DfE regarding anyone over 25 as a mature candidate (see Chapter 1, *Introduction*, and, Section 2.2, above for definition). 'The Millennial Career Crossroads' report (Department for Education, 2020c) states how out of two thousand and seventeen respondents (aged twenty-one to forty years old and who studied in higher education), 73% claimed that if they were to retrain as a teacher, they felt 'more equipped to do the role now rather than straight after university' (Department for Education, 2020c, p.2).

Through commissioning of such reports, and through specifically championing case studies of career changers as part of the 'Get Into Teaching campaign', it is clear that the current Department for Education policy is aimed at attracting more people into the profession. What follows is an exploration of career changers within Initial Teacher Education literature.

## 2.4 Literature Review

Electronic international journal databases were used to initially explore peer-reviewed literature around career changers: Taylor and Francis online (TFo) include the British Journal of Teacher Education, European Journal of Teacher Education and Asia-Pacific Journal of Teacher Education for example. The ninety three education and teaching related journals on TFo are regularly referenced by Athens and Shibboleth search engines, as well as Google Scholar, often with the same top three papers cited on all. Academia.eu is an incredibly useful research tool, however as a self-publishing website, some papers are not peer reviewed and so for the purposes of this initial literature review, it is excluded.

The initial literature review was conducted in February, 2018, with a secondary process in November, 2019. The first stage of the review involved peer reviewed literature focused on career changers and teacher training and was limited to the last two decades (2000-2020), due to the lack of relevant policy prior to this as discussed. To begin with the term 'career changers' was used in line with English policy, however the first literature review exposed alternative terms such as 'mature' and 'second career'. The English term for 'teacher training' often appeared as 'pre-service'. Such terms appear in broader, international papers to mean the same group and therefore included in the search. 'Teacher Preparation' as an alternative to 'Teacher Training' was used as a cross referencing tool, meaning results were entered into six categories (see Table 2a on the following page). As searches initially returned a wide range of often unrelated peer reviewed articles, additional exclusion terms were included to increase relevance of papers returned, such as 'Further Education', 'Childhood Studies' and 'Independent Schools'. A full list of terms included and excluded can be found in Appendix B.

Table 2a on the following page summaries six literature searches. It notes the total number of search returns under each pivoted term, i.e. Career Changer and Teacher Training. Through scanning the returned titles of papers and abstracts, potentially relevant papers were copied and pasted into a spreadsheet under the search term. This process was repeated for each pivot left to right, as listed below:

1. Career Changers and Teacher Training
2. Career Changers and Teacher Preparation
3. Pre-Service and Teacher Training
4. Pre-Service and Teacher Preparation
5. Mature + Pre-Service and Teacher Training
6. Mature + Pre-Service and Teacher Preparation

Twenty two repetitions occured after the first search. These were omitted from the numbers reported in Table 2a but still copied into the summary spreadsheet and were marked in red (see Appendix B). Abstracts of the remaining papers were reread in detail, and the methodology, if the abstract was unclear, to understand what stage of training participants were in, i.e. before training (b), during training (d) and after training (a), with each paper marked accordingly. With the purpose of this initial

literature review focused on providing context to this study, only papers concerned with during training (b) were highlighted (in green both on the spreadsheet and summary table; see following page, Table 2a).

| Pivoted Terms → ↓ | Teacher Training | | | Teacher Preparation | | | Total returned | Of Relevance total | Total per Context |
|---|---|---|---|---|---|---|---|---|---|
| | Subtotal returned | Of relevance | Context (repetition excluded) | Subtotal returned | Of relevance | Context (repetition excluded) | | | |
| Career Changer | 167 | 17 | b 10<br>d 6<br>a 1 | 81 | 7 | b 4<br>d 2<br>a 1 | 248 | 24 | b 14<br>d 8<br>a 2 |
| Pre-service | 940 | 8 | b 2<br>d 4<br>a 2 | 1074 | 9 | b 4<br>d 4<br>a 1 | 2014 | 17 | b 6<br>d 8<br>a 3 |
| Mature + Pre-Service | 118 | 3 | b 2<br>d 1<br>a 0 | 137 | 2 | b 2<br>d 0<br>a 0 | 255 | 5 | b 4<br>d 1<br>a 0 |
| | 1225 | 28 | b 14<br>d 11<br>a 3 | 1292 | 18 | b 10<br>d 6<br>a 2 | 2517 | 46 | b 24<br>d 17<br>a 5 |

Table 2a: Summary of Literature Review Searches

Of the forty-six potential papers (green cell, above right), seventeen focused on career changers during Initial Teacher Education (highlighted in green) and were highlighted in orange on a spreadsheet, archived for reference at a later stage. Of the seventeen 'during training' papers, the introduction, methodology and conclusion were read in detail to understand the scope and scale of the participant group, methodology and data analysis used. If the scope matched 'Initial Teacher Education in England', the methodology qualitative, and, using participants' 'own words' and/or data compared and contrasted using a form of coding, a score of '1' was given to each criterion; a potential score of 3 if all criteria matched. Out of the seventeen papers, eleven were omitted due to only one criterion being matched using this approach. It is important to note that whilst four of the eleven omitted papers included career changers as part of the study, this was not necessarily by design; they were part of the sample and were not reported as a discreet group, e.g. Lin et al. (2016). Additionally, other papers (e.g. Tok, 2011) were excluded because the focus either went beyond the during training criteria and focused for instance on participants at all stages of an Initial Teacher Education programme (before, during and after training into the early years of a new career), or, it was not clear that the 'career changers' referenced were undergraduate or postgraduate participants, e.g. 'interns' in Sugishita (2003). These were changed from 'green' to 'grey' on the spreadsheet and saved for potential future reference.

This process left five out of an initial two thousand five hundred and seventeen peer-reviewed papers, meaning 0.002% from the initial search were deemed significant to this study's construction. Each of the five papers are summarised in Table 2b below.

| Author/s and date | Country | Title of study | Participant size | Method; duration | Key findings in relation to career changers (summary or direct extract from Abstract) | Score |
|---|---|---|---|---|---|---|
| Greier, J. and Johnson, C. (2008) | USA | An Inquiry Into the Development of Teacher Identities in STEM Career Changers | Six STEM career changers | Case study: mixed sources including interview, field observations and documents; one year. | 'Findings suggest the career changers relied upon skills developed in their previous careers to navigate through a new profession; however, returning to the life of a student again was difficult. Additionally, the career changers in this study valued interacting with their traditional aged peers in the program as these relationships were beneficial to their own socialization into teaching as they developed their teacher identities.' | 2 |
| Peter, L., Ng, J. and Thomas, K. (2011) | USA | How Career Changers Make Sense of Teaching through Professional Metaphors | Twelve career changers | Semi-structured, interviews using metaphorical comparison; three years. | 'Three pervasive concerns among those who work with alternatively licensed teachers—especially in hard-to-staff, urban schools—are the issues of recruitment, preparation, and retention. With that in mind, relatively little research has been conducted to understand how individuals' particular backgrounds actually inform their development as teachers and how knowledge of the interplay between prior, present, and future careers might be strategically utilized by teacher educators to prepare, support and retain them.' | 2 |
| Dos Santos, M. (2019) | USA | Mid-life career changing to teaching profession: a study of secondary school teachers in a rural community | Eleven career-changing secondary school teachers; 1 course | Semi-structured interviews; one year. | Participants 'referred to 'changing the next generation with industry experience', 'rich life experience', 'life-long learning', 'knowledge transferring', and 'make a difference' to describe their current occupation as career changing secondary school teachers. The findings also outline how to reform the curriculum and instruction of the pre-service teachers' professional development programmes.' | 2 |
| Snyder, C., Oliveira, A and Paska, L. (2012) | USA | STEM Career Changers' Transformation into Science Teachers | Four female career changers | Interviews and journal analysis; three years | '... findings revealed multiple identities, disorientation, a perceived sense of meaninglessness, loss and eventual regain in confidence, gain in pedagogical knowledge and skill, and changed perceptions of the social roles of science teachers and scientists. Driven by personal choice or need (financial, intellectual), such transformations were achieved through active pursuit of meaning in one's work, critical assessment of assumptions, planning, and trying on the unfamiliar role of a science teacher. It is argued that such transition entails complex changes in thinking about science teaching and identifying oneself as a science teacher.' | 2 |
| Wilkins, C. (2017) follow on study from (2015) | England | 'Elite' career-changers and their experience of initial teacher education | Twenty career changers four PGCE 'pathways' | Interview and coding; one year | 'Study explores the motivation of 'high-status' professionals to change career and enter teaching, and their experience of undertaking Initial Teacher Education (ITE) programmes in England. The paper paper concludes that the current policy focus adopted in England and in many other countries on entry quality may detract from the more fundamental issue of ensuring ITE programmes provide the flexible and personalised professional learning environments that enable a diverse range of entrants to flourish.' | 3 |

Table 2b: Peer reviewed papers ordered according to the relevance of the context of this study.

Of the five papers identified on the previous page, it is interesting to note how four are located within the United States of America, and only one within England (although the latter builds on the author's research two years previous). All five chose a form of interview as the core method of data collection, although none of the papers explicitly use Grounded Theory. It is also interesting to note how all five papers use the term career changers, not 'mature, pre-service'; it is for this reason that I choose to retain the term to identify the group within this study. Having said this, I intend to use the alternative terms as tags in my abstract to enable the thesis to be more applicable to a broader, more international audience.

With Wilkins (2017) research seemingly the most relevant, it was read in depth, references explored and associated authored works. The 2017 research appears similar in aim to this study: to understand career changers in greater depth through interviews during Initial Teacher Education programmes in England. Its coding processes and use of original data (see Chapter 4, *Methodology*) is close to my intention. He similarly explored the Initial Teacher Education field in reference to career changers, highlighting efforts made to 'attract 'high-quality' individuals already established in other careers to switch to teaching' (*ibid*, 2017, p.172). There are several ideological and methodological differences between his study and this however, such as a focus on the recruitment into and retention of career changers in Initial Teacher Education, purposive participant selection, interviewing rationale and method. With respect to retention of career changers from Initial Teacher Education programmes into teaching as a career, Wilkins (2017) cites a precursor study (Wilkins and Comber, 2015) where findings suggest that career changers are significantly less likely to complete Initial Teacher Education programmes than 'first-career' entrants, e.g. recent graduates. This is an interesting contrast to my professional experience which has ultimately led me to conduct this study. My professional experience suggests the opposite: nearly all career changers on Initial Teacher Education routes that I am aware of have successfully moved into the profession, with many moving quickly into leadership positions. Wilkins' (2017) purposive selection of 'elite' career changers ('elite' being people whose previous careers can be categorised as one of the top three tiers of the UK Government's National Statistics Socio-Economic Classification (Wilkins, 2017, p.178)), differs from the grounded approach to career changer involvement within this study as explored in Chapter 4, *Methodology*. The semi-structured, single interview of twenty participants across four Initial Teacher Education routes is also different to this study's approach as Wilkins sought to address five specific lines of enquiry that emerged from the 2015 research. The main difference in this research is an absence of lines of enquiry. The open, grounded nature of repeating unstructured interviews is explored in depth within Chapter 4, Section 4.7.2, *The Interviewing Process: from interview to prompted monologue*. What follows, is a broader look at Initial Teacher Education policy and associated literature.

## 2.5 Review of Policy and Literature summary

As explored, there is a considerable amount of peer reviewed literature centered on entry into the profession. Peer reviewed research includes themes from motivation to train (Greier and Johnson, 2008;

Varadharaja *et al.,* 2020); identity shifts before and after training (Snyder, Oliveira and Paska, 2013; Wilkins, 2017), and, changing perceptions of the sector (Bauer *et al.*, 2017; Nesje *et al.*, 2018; Dos Santos, 2019). To synthesize the learning of the five papers, three common themes seem to suggest an implicit assumption within the construction of research aims, that the researcher knows what questions to ask in order to understand this group of trainee teachers further. Evidenced through structured or semi-structured interviews, literature reviews that privilege identity construction (a potential precursor to confirmation bias when interviewing), and, an underlying supposition that a transference of skill and knowledge from previous careers will occur. Ontologically and epistemologically, this is problematic to me as little attention is given to exploring what career changers themselves perceive their learning to be. Therefore, a need to reduce potential bias within the intention and construction of this is explored further in Chapter 3 and Chapter 4 respectively.

To summarise, there is seemingly little research exploring the learning of career changers during their Initial Teacher Education experience, in England specifically. It appears to me that what is needed to support career changers in achieving Qualified Teacher Status in England is not well understood and yet this group form a significant part of the Department for Education's current Teacher Recruitment and Retention Strategy (Department for Education, 2019b) 'in attracting returners and career changers' (*ibid*, 2019b, p.11). It is important to note at this stage that I recognise how background contexts of career changers (e.g. class, gender or ethnicity) might matter in how far individuals are able to access Initial Teacher Education, however, this thesis does not look at the facilitation of, or the impediments to, accessing post-graduate teacher training, it explores a purposive sample's reflection on their learning as career changer participants in Initial Teacher Education.

Ultimately, I aim to reduce the apparent gap in research with an 'original understanding' (Stern, 1980) of perceived learning of career changers during different stages of Initial Teacher Education programmes in England. Through this deeper understanding, I hope to share recommendations that may encourage programme leaders to reflect on current training models at the very least. I return to how literature continues to feature through this thesis, and how the literature review within this chapter assists in the framing of the research's aims. The following Chapter 3 and 4, discuss how literature will be used throughout the study.

# Chapter 3: Theoretical Framework

## Introduction

The last chapter identified a policy-driven need for encouraging more career changers into teaching and through the literature review, a paucity of peer-reviewed literature on how this specific group of trainee teachers learn during teacher training programmes in England. The seeming lack of research seems imperative to me, if the Initial Teacher Education sector is to better understand this growing cohort of trainee teachers in order to attract more of them into the profession. What is needed is an exploration of how they perceive learning throughout a postgraduate teacher training course, not just a snapshot in time. The purpose of this chapter is to set out the theoretical framework upon which this research is built to frame such an exploration. Initially, I introduce myself as an education professional with a vested interest in this group, claiming an insider/outsider researcher position and how the symmetry of my changing roles and professional tools shape my researcher identity. I continue to explore how I understand learning to occur and how I believe people construct an understanding of the world.

This chapter does not seek to explain the methodology (See Chapter 4, *Methodology*), the aim is to demonstrate how my theoretical framework has emerged and settled on a constructivist approach to qualitative research.

## 3.1 Theoretical Framework Background

As discussed in previous chapters, I have been involved in Initial Teacher Education intensively for the past seven years, and supported trainee teachers in a variety of ways for over fifteen years. As discussed in Chapter 2, *Policy*, Initial Teacher Education routes have diversified over recent years and my professional observations note a broadening of the type of trainee teacher entering the profession. Within the postgraduate teacher training programmes that I am involved in, there appears to be broadening diversification in terms of age, gender and cultural background, reflected in national and international studies (OfSTED, 2008; HCEC, 2012, 2014; OECD, 2005, 2011, 2018). From my professional perspective, this shift is positive in terms of broadening representation of society within the teaching workforce; I have seen a greater number of more mature and non-white British people choosing to retrain as teachers including those educated outside of the British education system. The change also begins to address growing social and economic capital gaps (Rollock *et al.*, 2015) where those wanting to retrain as teachers have broader access to financial assistance thus reducing a barrier in changing careers. The diversification of Initial Teacher Education routes and associated funding encourages people from traditionally non-academic professional routes (such as business, health and hospitality, who 'would not otherwise have considered teaching' (OfSTED, 2008, p.4)) to consider retraining. I support this: a teaching workforce that represents broader society - socially, economically and culturally - might increase pupil and family engagement with education as more people within it represent broader society. As mentioned in Chapter 1, Section 1.2, recent government

endeavors to increase recruitment has actively targeted career changers. The 1998 Department for Education and Employment began the commitment by expanding employment routes into teaching to actively encourage career changers. In recent years, a range of employment-based routes have emerged (see Chapter 2, Section 2.2). Often 'tuition-fee free', these routes specifically target graduates with at least three years transferable work history which does not have to be in an educational setting. For graduates within educational settings, a career changer could be a Teaching Assistant or Learning Mentor for example or someone teaching without Qualified Teacher Status (perhaps in Special Educational Needs provision or an independent setting). As explained in Chapter 2: *Policy*, the School Direct model has seen significant growth in recent years since its implementation in 2013 (Foster, 2018), albeit with scant research to reinforce the policy direction with the most recent policy paper (Foster and Roberts, 2019) citing 2015's The Carter Review (Department for Education, 2015).

As a result of literature reviews, I am curious to contribute to up-to-date research and to extend the current discourse of how this group of future teachers perceives learning. In the following sections, I aim to explore how my ontological and epistemological positions might affect how I explore the experiences of career changers on a range of training routes within the current Initial Teacher Education framework.

## 3.2 Ontology and Epistemology

Ontologically, as a constructivist, I believe an individual's perspective is everything and that 'truth' is multiple and relative (Hudson and Ozanne, 1988); it is an ideology relevant to the individual. I understand the world through my own construct of ideas and ideals. Therefore, through combining my own and others' ideas and beliefs, I understand truth to be 'socially constructed rather than objectively determined' (Carson et *al.*, 2001, p.5); there is no direct access to reality. The collective assimilation of reality as truth is what constitutes a community or society. The 'dialectic of internalism of externality and the externalism of internality' (James, 1998, p.12) synthesises this position. Bourdieu's (1989) Theory of Practice is pertinent here as it asserts humans do not replicate what they experience, they reproduce it, thus natural variance occurs. The act of retelling a single event, from different perspectives will yield different albeit similar, interpretations. Bourdieu uses Saxe's (1872) poem of The Blind Men and The Elephant in which each man touches a different part of an elephant: trunk, ear, tusk, leg, stomach and tail. Each man draws a conclusion based on the part of the elephant they are interacting with: the outcome being six different descriptions of the same animal. The 'theory of practice' as a concept could be applied to humans internalising the external world only to re-externalise our internal interpretation to others in what Bourdieu calls *structural constructivism* (Bourdieu, 1989). *Structural* relates to social and cultural accepted norms of thinking about the world, with *constructivism* relating to the dynamic reproduction of learning in a constantly changing world. It is this ontological stance that, within the context of this study, leads me to understand how learning is perceived by the actively engaged trainee teacher through internalised (reflective) and externalised (via action or speech) processes. Therefore in order to acquire an authentic understanding of their learning, I cannot make assumptions about what the career changer has, is or will learn; I need to accept their interpretation of

their truth as they perceive it. The unpredictability of learning comes through the various external influences acting upon the trainees during their training, as well as the influences from previous careers. As each career changer within this study is likely to come from different career pathways, this increases the variance of structural constructivism. Constructivist external influences are well defined by Urie Bronfenbrenner (1979), a strong influence on my ontological position. Modeling five layers of influence, Bronfenbrenner (1979, 1992, 2005) describes how external factors affect internal human development, predominantly of children but also through adolescence and into adulthood. Bronfenbrenner explores five spheres to demonstrate a total environment acting upon a person: a '"set of nested structures, each inside the next, like a set of Russian dolls" (Bronfenbrenner, 1979, p.3). Notably, this is often expressed as a set of five concentric circles with the microsystem (influences on an individual) at the centre moving outwards through a mesosystem (different community spaces), exosystem (national influences), macrosystem (wider world discourse), and finally, the chronosystem (changes over time). Bronfenbrenner's (1979) model is influential within my ontological framework as it suggests subtle differences between the direct influences each layer has upon a person, in turn affecting a person's perceptions of the world. The inner sphere, the *microsystem*, has the most direct and explicit influence on a person day-to-day. A personal network influences a person's interpretation of the world through family, friends, work and/or school groups, community and faith groups. The *mesosystem*, the second sphere surrounding the *microsystem,* does not contain any specific influences, it is more of a space where the actors of the *microsystem* interact with actors of the *exosystem* in different community settings. National discourse such as political debate, economic climate, social media and established organised systems (such as a country's educational system or organised religion) exist within the third concentric circle, the *exosystem*. Surrounding the *exosystem*, the *macrosystem* exerts little direct influence on an individual but remains influential in terms of affecting social conventions and cultural expectations through shared ideologies. These broader, more abstract concepts, permeate inner layers ultimately affecting groups within the inner *microsystem*. These four concentric spheres are surrounded by the *chronosystem*; a layer of time. The *chronosystem* recognises that as a person ages, their ideas mature and change in part as a result of the groups that surround them. Significant changes in a human's life, i.e. moving schools, leaving the family home, becoming employed for the first time, having a family of one's own or even changing careers, affect and influence actors of every layer. Therefore, the chronosystem's influence is subtle and occurs over time. Within the context of this study, career changing trainee teachers are likely to experience changes to all layers as they engage in new personal networks, organised institutions and societal conventions perhaps not experienced before.

Aligned to the concepts of change, particularly in relation to Bronfenbrenner's influence on the chronosphere, I appreciate Bruman's (2012) notion of 'liquid modernity', particularly in the context of identity shift over time. As mentioned, it is likely that career changing trainee teachers will experience change in identity as different spheres of influence exert pressure. However, the change indeed is not linear, in the sense that a career changer's identity is not linear. The intersectionality of multiple identities, including gender, sexuality, familial expectations and professional roles are fluid and ever

evolving. In line with Bauman's liquid modernity, I see the evolving intersectional identity as being fluid more like an undulating many pointed star with the only permanence being its evolution. Bauman's concepts on identity echo my own, when he writes that 'I did not think earlier [in his 2000, 1st edition] and do not think now of the solidity versus liquidity as a dichotomy' (*ibid*, 2012, p.iii). Whilst I find myself disagreeing with some of Charles Taylor's (1989) positions, I do agree with how he suggests that 'sources of self' and change are less about a binary determination of right or wrong, more that ideas evolve and that imagination often gives shape to the world. This links to Bauman's (2000, 2012) perception of binary solidity in how one perceives as having an identity, or intersections of multiple identities (Crenshaw, 1989), in any one moment as being solid, are likely to change as the future sources of self evolve and are therefore fluid. Reinforced by Maguire (2008), who describes teachers' educational identities as 'fluid, relational and contextualised... [and how] changes in teacher identities occur over time' (*ibid*, 2008, p.45).

I understand how theoretical constructs, such as Bourdieu's (1989) Theory of Practice, Bronfenbrenner's (1979) Ecology of Human Development and Bauman's (2012) Liquid Modernity manifest themselves within my ontology. In turn these theoretical constructs affect the choices of professional tools I select in my everyday life. I seem to favour dialogic approaches that seek to explore, expose and understand other people's perspectives of the world. Throughout my career, I continue to be critically curious and am known to ask questions and seek the opinion of others in order to develop a position. Within the context of this study, my ontology directly affects my choice of research approach as an exploration of other people's perspectives and how these ideas might need to be constantly revisited as the research progresses. Qualitative methodologies therefore, need to focus on capturing others' perceptions and enact a constructivist ontology.

Epistemologically, I understand learning to be an interpretation of what and how people experience the world. I understand knowledge to be a constant flux; what one knows is rooted in the present and that tomorrow may challenge what one knows today. As a teacher of the Foundation Stage (children aged four and five years old), I observe children fluidly moving between complex learning processes and knowledge acquisition, not necessarily through direct instruction, but through self-initiation, co-exploration, trial and error, imitation and perseverance. With reference to this research (and the nature of school-based, experiential Initial Teacher Education programmes), my epistemological understanding opens up the possibility that the learning of trainee teachers, across a ten-month postgraduate programme, may also be fluid and therefore interpretations of their learning are likely to change over time. The construction of this study's research process embraces this and provides regular opportunities for trainee teachers to reflect at varying points across their training, providing space to revisit, adapt or replace previous interpretations based on the more recent experiences. Therefore, by reflecting on experiences in the present, I believe that people - children and adults alike - need time and space to reflect and take action as a result, i.e. be 'reflexive'. My understanding of reflexivity and learning is highly influenced by the models explored below, included in part, not only because they help

frame my epistemological stance, but also because they are referenced in subsequent chapters within Part 2, where trainee teachers describe iterative learning in different forms.

Dewey (1933) describes Reflective Action as 'active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends' (*ibid*, 1933, p.118). It is the 'active' and 'persistent' within Dewey's work that resonates with my belief in needing time and space to reflect. The emphasis on thinking and reflection seems to have direct influences on many 20th and 21st Century educational theorists (Spalding and Wilson, 2002), namely Schön and Kolb. Connecting 'means and ends' and 'not separating thinking from doing' is what solidifies my understanding of the forward and back motion of learning, echoing how we re-externalise our internal interpretation as discussed earlier. What I think I know today, may not be true tomorrow and it is Schön's recognition that reflection should be built into learning '… because his experimenting is a kind of action, implementation is built into his inquiry' (Schön, 1983, p.69). Kolb's (1984) Experiential Learning, 'whereby knowledge is created through the transformation of experience' (*ibid*, 1984, p.38) is an important tenet of how I see the construction of knowledge. Similar to Schön, in the sense that learning connects planned changes to a previous experience (ends) with a newly planned action (means), Kolb's acting after reflecting on learning suggests a cyclical, connected process. Gibbs' (1988) Learning By Doing also suggests a connection between the doing and the thinking. Although not cyclical, it could be characterised by two steps forward, one step back. Conceptually, Gibbs suggests that knowledge is created through the linking of an experience with reflection. 'It is not enough just to do, and neither is it enough just to think. Nor is it enough simply to do and think. Learning from experience must involve links between the doing and the thinking' (*ibid*, 1988, p.14). The Reflective Competence model (Taylor, 2007), appears to be an amalgam of all of the above. Originally the model was a four stage cyclical approach, recognising distinct phases in learning with some as conscious thought, others experiential and less conscious. The fourth and final stage, unconscious competence, suggests that learning has happened when one reaches a stage of 'habit'; one is unaware of what one is doing. Taylor updated his thinking by introducing a fifth stage, 'Re-conscious Competence', whereby reflexivity encourages analysis of the unconscious competence stage with the aim of continually improving. Taylor's fifth stage demonstrates how someone can continue to learn if reflection and reflexivity are part of the learning process.

All the theories above acknowledge an iterative nature to learning: returning and refining knowledge extracted from experience. Linked to reflexivity within the context of this study, interdependence is an important tenet of my epistemology. Patton and Parker (2017) suggest that Communities of Practice (Wenger, 1998) are a form of interdependent dialogue, regularly used within teacher education programmes to encourage deep reflection. Wenger-Trayner *et al.*, (2015) define Communities of Practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (*ibid*, 2015, p.1). I believe that reflecting on practice with others leads to deeper understanding as it encourages a slower, more analytic form of thinking. Kahneman's (2011, 2012) *Thinking, Fast and Slow*, explores two modes of thinking: System 1 and System 2. System

1 thinking is emotional, intuitive and responsive whilst System 2 thinking is effortful, deliberate and logical. Kahneman's System 2 thinking is mobilised in Wenger's (1998), Wenger-Trayner et al, (2015) and Patton and Parker's (2017) opportunities for deep reflection. The enforced slowing down of thinking, through the act of talking out loud, comparing and contrasting to what others are saying, is essentially Communities of Practice. Kahneman goes on to discuss how System 2 thinking, with enough regular and effective practice can shift to System 1 thinking, i.e. deep reflective thinking, can become intuitive. This is connected to Taylor's (2007) 're-conscious competence'; the act of challenging unconscious action into thought engages System 1 thinking with System 2. The other models cited above all relate to this need to develop an interrelationship between System 1 and System 2 thinking. It is through this realisation of overlapping theories that I understand knowledge to be a complex building and remodelling of ever-evolving reflections; I am a constructivist.

As a constructivist in relation to this research, my interest is in how career changing trainee teachers form ideas of their new found experiences and how their understanding of their learning is realised. I have come to share Thomas' (2009) need to talk 'to people in depth, attending to every nuance of their behaviour, every clue to the meanings that they are investing in something' (*ibid*, 2009, p.75). He suggests that the key is seeking other people's perspectives of the world, and how in turn people understand them. Extending my ontological thread and choosing a qualitative, reflexive methodology that remains close to the sources of data seems central. Alvesson and Sköldberg (2000, 2017) describe a data-orientated method where theory is 'linked more intimately to the empirical material' (*ibid*, 2000, p.12), Grounded Theory. It would appear that Grounded Theory resonates with my professional experiences and tendencies towards asking open, non-leading questions.

## 3.3 Theoretical Framework Applied: The need to be grounded in life, work and research

As mentioned, it is through this study that I have come to appreciate an innate need to be close to original sources in many aspects of my professional life. Qualifications in psychological coaching led me into 'Clean Language'. David Grove developed Clean Language in the 1980s during his work as a clinical therapist. He focused on enabling clients to authentically reflect on their conscious and subconscious knowledge, with as little interference or potentially divergent questioning from himself as a therapist. Grove (1996) noted that his contemporaries continually shifted a client's frame of reference by subtly changing or adding new words and phrases (content). For instance, if a client said that they were 'very frustrated', a therapist might respond with, 'And, where does this anger come from?'. The therapist has unknowingly interpreted being very frustrated as anger, and therefore changed the concept for the client. Grove notes that clinical sessions tend to centre on memories and are more like conversations with a level of dependency on the therapist. Grove wanted to 'fully preserve and honour a client's experience with minimal interference by the therapist' (Lawley and Thompkins, 2004) and enable a self-dialogue with the client as much as possible. Wilson (2017) suggests that Grove wanted to get 'out of the way' and did not want to 'interfere with or contaminate the client's own experience' (Wilson, 2017, p.2). He noticed that clients frequently used metaphors, even in the absence of

memories to describe how they felt and what they wanted (Grove, 1996). With roots in Neuro-Linguistic Programming, the aim is to enable people to reframe thought into how they would like it to be (possible future), instead of what is (current reality). Recent transference into other domains, such as education (Carey *et al.,* 2010), have diversified understanding of Clean Language. My experience falls within Peltier's (2010) psychological domain of executive coaching. Clean Language essentially encourages the person asking questions - be it coach, therapist or researcher - to avoid adding content that might affect someone else's speech or thought. It encourages a 'not knowing mindset' (Watson, 2016) and provides a 'clean space' devoid of distraction or association where possible, using the other person's words (Sullivan and Rees, 2008) through 'clean questioning'.

Grove wanted to create a framework of questions that could be asked of anyone, anywhere about anything and therefore they needed to be 'content free'. Lawley and Tompkins (2000) interpret his work as an extreme version of a client centred approach (Levant and Shein, 1984; Cain, 2010; Turner, 2017) where the coach's (not therapist in my professional context) full attention is on reflecting back the person being coached without adding anything of themselves, or external content, into the coachee's thinking. In other words, the coach uses a bank of neutral, content-free questions with the aim of reflecting the coachee's words as said, prosodically without adaptation, deviation or substitution.

**Clean questions**

The 'clean' nature of the questioning, unlike *steering* questions (Adams, 2015,) means that unconscious bias is less likely to creep in. A steering question is open in nature and has active content, i.e. it is specific in what it is trying to elicit. It may appear exploratory because it uses an open question stem, such as 'what' or 'how', but added content makes it steering. Within the context of this study, an unclean response to a participant saying, 'It's just constant learning', might be: 'What have you learnt?'. Whilst it is an open question, it is loaded with bias and content, steering the participant in a particular direction by presupposing that the participant:

- perceived 'learnt' (past tense) instead of 'learning' (present)
- is able to identify moments of perceived learning (possessive: what)
- has had opportunities to learn (past tense: have)
- understands learning as belonging to them (first person: you)
- is able to isolate and articulate perceived learning coherently (definitive: learnt).

A steering question is at odds with an authentic exploration as the direction of thought is controlled by the researcher, not participant. This type of questioning relates to Kahnemann's (2012) System 1, 'fast thinking' as discussed in Section 3.2. When asking 'What have you learnt?' a researcher might make sub-conscious connections and assumptions between *learning* and *learnt* and form a question without checking the purpose of the question or even if it needs to be asked. Clean Language engages System 2, 'slow thinking' and through a well-placed clean question, mirrors the participant's language used to probe what was meant by 'constant learning'; the process assumes a position of 'not knowing'

(Watson, 2014; 2016). A clean response to the participant's original statement could be: '*And, what kind of constant learning, is that constant learning?*', or simply phrasing exactly what was said using a questioning tone of voice: '*constant learning?*'.

Formally, Clean Language has specific stems that combine strategies and questions. Of the twelve most commonly used clean questions, two are considered 'Jedi questions' (Rees, 2010):

'*And, what kind of 'x' is that 'x'?*'

'*And, what would you like to have happen?*'

These are specific questions, and not necessarily grammatically correct. The purpose is to provide space for the researcher to 'parrot phase' (Rees, 2010; Watson, 2014; 2016 ) - not paraphrase - the exact phrase used by the participant (the 'x' above). The parrot-phrasing helps sequence thinking by encouraging a continuation of thought whilst subconsciously demonstrating that the researcher has listened deeply to what was said. The purposeful use of '*And*' at the beginning of the question stem encourages the participant to revisit what was just said and follow a train of thought. Lawley and Tompkins (1997; 2000) also note the power of the pause. A pause can do two things: refocus or create space. A purposeful pause, momentarily after starting a clean language stem with an '*And ...,*' provides a non-verbal cue to the participant that a question is coming as well as indicating that it is going to connect what was just said (Lawley and Tompkins, 2000). A pause can also be used after a participant has finished speaking. Resisting the urge to ask another question, holding the silence with active listening and continuous eye contact  for a few seconds, indicates that the participant is not going to be interrupted and that they could continue. To the untrained, the pause can feel artificial and intimidating to use but to the participant it is rarely noticed once it becomes routine, in my professional experience.

It is this connection between theoretical models explored in Section 3.2 and my professional approaches that assisted in my search for a qualitative, constructivist methodology '... towards studying the territory and away from such fraught speculation on the utility of the map', (Tolhurst, 2012, p.18). The association of Clean Language with the desire to be grounded became clear: to stay close to the original source of data as well as enabling the participant - in the context of this research - to explore their own learning with as little prompt from me as researcher as possible, is an imperative. Whatever they choose to talk about when prompted to share their learning, is the truth. It is this link between my professional and researcher identities that realised a qualitative narrative approach would be most beneficial, however my researcher position needs negotiating in order to fully integrate them.

## 3.4 Researcher Positionality: Negotiating insider/outsider

Hammersley and Atkinson (1983) state that researchers are both practitioners and participants of the same study, involved in examining the microcosm which they inhabit, albeit temporarily. They suggest that the researcher should be cognisant of the potential emergence of knowledge during the process of interviewing, i.e. the researcher adding content through over interpretation. As discussed by Charmaz

(2014), whilst researchers have to search for what was unseen now made visible - the process of coming into existence through a process of coding data (see Chapter 4, Section 4.13, *The Coding Process*) - they have to remain true to the original data set. This process of 'emergence' combined with reflexivity is important and makes Hammersley and Atkinson's (1983) notion of 'practitioner and participant', pertinent. As Grounded Theory strategies encourage researchers to continue interacting with data, the emergence of new knowledge reinforces my duality of outsider and insider (Merriam, 2010). Due to my position as an Initial Teacher Education programme leader and researcher, I actively claim emergence as a feature of this research. My insider understanding of the wider Initial Teacher Education landscape, as well as familiarity with local school-based and university-led teacher training programmes, provides an awareness of some of the concepts shared by participants. Conversance with sector specific acronyms and semantics means I do not have to research said terms in literature reviews for instance; time can be used elsewhere. However, it would be naïve to assume that an insider knowledge will not influence the analysis of data collected. Indeed it is essential that I engage my potential biases given my experience and knowledge as a programme leader of school-based primary postgraduate programmes as well as a practising teacher, Executive Coach and Initial Teacher Education Consultant. At this stage, and in line with Constructivist Grounded Theory, it would not be appropriate to explore what my biases might be, as to explore them would be to assume such biases might emerge as themes from the data. To identify potential biases may lead to 'selective attention' (noting issues salient to current thinking and filtering out seemingly unimportant information) or confirmation bias (seeking supporting evidence and disregarding seemingly immaterial information) that might legitimise such an interest. Zwicky (2006) warns researchers to be aware of 'frequency illusion', the apparent repetition of a pattern within a data set. He stresses the importance of researchers being cognisant of how bias might encourage them to look for patterns and frequencies in data that may not be there, or that by focusing on such frequencies, other relevant data is missed. Heuer (1999) discusses the need for researchers to be conscious of '...being misled by our own observations. Seeing should not always be believing' (*ibid*, 1999, p.117). Whilst insider/outsider contradictions are noted by a range of researchers, such as a potential for bias (Cohen *et al*., 2000), perceptions of position and power (Pillow, 2003) or ethical issues of confidentiality (Drake and Heath, 2011), Mercer (2007) suggests the 'insider/outsider dichotomy is actually a continuum with multiple dimensions' (*ibid*, 2007, p.1). He continues to suggest that researchers should actively seek to position themselves on intersectioning dimensions, embracing possible complexity. Actively engaging in Clean Language, as described in the previous section, will assist in mitigating potential bias. To this end, I place myself as a researcher in the middle of Mercer's continuum; a conscious balancing act between embracing the knowledge that an insider/outsider might bring into the interpretation of data whilst keeping it in check by engaging Clean Language techniques and continuing to return to original data sets, avoiding over interpretation.

## 3.5 Chapter Summary

In the context of this research study, I am confident that the need to explore learning of career changers is not an effect of frequency illusion on my part, that 'just because I have seen it', it warrants researching. The combination of the learning of career changers being a seemingly under-researched area, my professional observations combined with a current recruitment and retention discourse, sets the scene for an authentic exploration. In the next chapter, I seek to explain how I arrived at Constructivist Grounded Theory Methodology through looking at alternative qualitative approaches and how the chosen methodology affected methods chosen.

# Chapter 4: Methodology and Methods

## Introduction

In this chapter, I aim to explore methodological approaches I could have chosen, and how I settled on Constructivist Grounded Theory, as defined by Charmaz (2014), as the basis for my research. Introduced in the previous chapter, Grounded Theory, its origins and evolution, will be explored. This chapter is in part a framing of the research and part intention (as a Grounded Theory research approach can only be intended, not defined in rigid terms for reasons explained later). In addition, I engage with critics' misconceptions of Constructivist Grounded Theory and aim to convince readers that a constructivist approach to Grounded Theory can be a rigorous process. I acknowledge the debate as to whether Constructivist Grounded Theory is more methodology than theory and suggest where my understanding leans toward. I share the intended research process and conclude the chapter by explaining how the chosen tools and techniques, such as Clean Language mentioned in Chapter 3, Section 3.4, affect my choice of method.

## 4.1 Qualitative Methodologies Considered: Why Grounded Theory over other qualitative approaches?

Due to my interest in exploring the perceived learning of career changers, I needed a theoretical approach that would embrace the notion of listening to understand, not prove a predefined theory. As mentioned in Chapter 3, Section 3.2, the emphasis on the word 'perceived' is important as 'learning' in this study is not seeking to measure actual cognitive change, nor does it presuppose learning is about self-perception or the ability to articulate learning. It is a purposefully open interpretation, in line with my epistemology, that enables participants to share their perceptions of their own learning and for me to construct emergent theory from this.

Defined as an exploration, this research aims to document an under-researched territory of the learning of career changing trainee teachers on postgraduate programmes in England as Chapter 2 and 3 expound. The purpose therefore is to enquire and delve deeply, seeking to understand using first person accounts. As explained in Chapter 1, Section 1.4, the purpose of this research is not to seek conclusive answers to what '*the learning of career changers*' might be, but to genuinely and authentically explore an unknown, both in terms of my own experience and apparent lack of related research. The search for a methodology built around an absence of a predefined hypothesis however is challenging as many methodologies seem to centre on at least one driving question and are therefore assumptive. Having explored qualitative methodologies (Hitchcock and Hughes, 1995; Van Maanen, 1988; Bell and Opie, 2002; Jupp, 2006; Creswell and Poth, 2018) the following four were considered possible approaches not reliant upon a defined hypothesis: Phenomenology, Ethnomethodology, Case Study and Experience-Centered Narrative. All seemed feasible methodologies for this study as it is possible to

capture experiences of persons being studied. Set out briefly in Table 4a below, each methodology is hypothetically contextualised to the context of this study with possible assumptions explored. Each methodology is expanded in the following pages with the aim of illustrating how each approach might be relevant to the context of this study.

| Qualitative approach contextualised | Ostensive Assumptions Related to Study's Context |
|---|---|
| **Phenomenology**: specific and shared experiences of several trainee teachers, and understanding learning as directed toward 'something' or 'being like someone' (Cohen et *al.*, 2000). | • The essence of an experience can be understood (Crewswell and Poth, 2019).<br>• The 'shared experience' would have to be broad as in-school and/or training experiences are varied and differ significantly. |
| **Ethnomethodology**: trainee teachers encouraged to make sense of the actions of experienced teachers who guide and model 'good' practice and how this affects them (Hammersley, 2018). | • Trainees can identify significance from experiences<br>• Experiences can be isolated and explained.<br>• Every trainee has an experienced mentor/s providing 'good' practice. |
| **Case study**: highlight and describe specific learning moments of individual or several trainee teachers with the aim of comparing and contrasting lived experiences (Hitchcock and Hughes, 1995). | • Specific learning moments can be identified by trainees.<br>• Cross-case understanding can be elicited.<br>• High level of access generally required: sources may include interviews, documents, observations. |
| **Experience-Centered Narrative**: explore stories or experiences of trainee teachers captured as chronocised events of what has been learnt (Squire, 2008a). | • Threads of learning may emerge.<br>• Trainee teachers are able to isolate events and recount.<br>• Chronology is important. |

Table 4a: Summary of qualitative approach and ostensive assumptions

All four approaches could be used to document learning of trainee teachers and therefore may be appropriate. The ostensive assumption that phenomena can be isolated and explained by participants seemingly built into most methodologies is problematic as it does not fit my ontological belief (e.g. to understand is to take a position of not knowing and to listen to what others' privilege, not necessarily the recount of a specific moment, event or position). The purpose of this research is not to know, but to explore what might be, hence the search for a methodology that will enable an exploration of what emerges.

The deconstruction of possible qualitative methodologies, exploring extant assumptions of each leads me to pursue finding a methodology that captures individual perspectives, avoids restricting reflections through defined parameters or contexts, and, enables reflections to be compared and contrasted without omitting or privileging data. This leads me to consider how I understand how learning occurs (a key term within the study's aim) and the need to make a choice, as explored in the next section.

## 4.2 Challenges of Qualitative Methodologies: The need to make a choice

It has become obvious that I am interested in finding a methodology that enables me to be genuinely curious, capture people's reflections and, through comparing reflections, create an understanding. I have come to appreciate through the methodological search that I value dispositions in my professional life as an Executive Coach with a propensity to ask 'And...?': a Clean Language invitation to the speaker to expand and delve deeper if they want to, as discussed in Chapter 3, Section 3.3. It makes sense that I am keen to spend time capturing 'detailed' experiences (Jupp, 2006, p.189) that seem poignant and purposeful to the participant through an approach closely aligned to my epistemological position (as a constructivist seeing knowledge as complex ever-evolving reflections). Through reading Labov's (1982) discussions on extracting text from spoken personal narratives, I appreciate the value 'of the telling' as being equal 'to the what' is being told and in providing people with protected time and space to explore thinking. Labov's acknowledgement of syntax and the prosodic structure of words (intonation, tone, stress, and rhythm) as part of the understanding process, resonates with my professional experiences of 'global listening' used within coaching; the act of listening to how words are placed in space and time as explained in Section 4.3.

Deeper exploration of four possible methodologies in the previous section, reveal two challenges to me as a researcher. Firstly, with little reference to achieving meaning across and between past and present datasets, the four methodologies do not seemingly encourage a returning to, and connecting with, previous data. To help understand why this is problematic to me, I return to my theoretical framework and draw on my understanding of how learning occurs with trainee teachers in mind. Dewey's (1933) Reflective Practice (see Chapter 3, Section 3.2), encourages an iterative process of connecting past and present to inform the future. Kolb's (1984) Experiential Learning goes further suggesting that learning is cyclical and through repetitive reflection on action, understanding deepens. Taylor's (2007) Reflective Competence encourages learning to be seen as a reflective process: to actively look back and challenge 'unconscious competence' which may lead to questioning what one thinks is known based on what is experienced. Secondly, reduction of data through purposive selection inevitably means data is omitted through the choice of the researcher. This is problematic: the omission of data through the privileging of other data might lead to a disconnection between 'means and ends' as Schön (1983) suggests, with opportunities for interactivity between seemingly 'not important' data at the time potentially lost. Gibbs' (1988) *Learning By Doing* actively promotes making links between the doing (data collection) and the thinking (data analysis), therefore providing opportunities to revisit and make connections between data sets. Essentially, my theoretical framework means that the iterative process of constant data review is important and may go some way in addressing the two challenges. With the intention of meeting participants at different stages of their training, there was a clear opportunity to see each new data set in its own right as well as reflexively contrasting and comparing it with previous data. In this sense, I see how an Experience Centered Narrative approach might be appropriate however questions posed to the potential Experience Centered Narrative researchers by Earthy and Cronin (2008, p.8), such as, 'Why is the interviewee narrating this incident in this particular way?', 'What is the purpose of

the story? or 'Why does it occur at this point in the conversation?' are challenging to me. The questions suggest a level of knowing on behalf of the researcher. Andrews *et al.* (2011) explain how narrative studies are often about change over time, which might assume that change occurs as a result of time; this is not guaranteed. Both instances feel inconsistent and not in line with an exploration as was the intention of this study. This helped to consolidate the research focus by understanding what it is not.

Turning attention to what an exploration is in a methodological sense, Patterson (2002), looking and re-looking at 'texts which bring stories of personal experience into being by means of the first person oral narration of past, present, future or imaginary experience' (*ibid*, 2002, p.19), is interesting. Squire (2008b) seems to build on this thinking of narratives as stories of experience, rather than events. I understand that the precepts of a narrative convention remained central to both my ontological and epistemological positions. Van Maanen's (1988) three narrative conventions, particularly the *impressionist tale*, embraces an incompleteness of qualitative research and celebrates the 'deeply contextualised, situational and partial' (Hitchcock and Hughes, 1995, p.338) nature of the qualitative data collection process. The *impressionist tale* is about the author - the trainee teacher in the context of this study - sharing not 'what usually happens but what rarely happens.' (Van Maanen, 1988, p.102). He suggests that the impressionist tale encourages participants to focus on the 'importance' of the tale as defined by them and the researcher to revisit tales over time, staying close to the data, and of being *grounded*; an introduction to Glaser and Strauss' Grounded Theory as discussed in the next section.

## 4.3 Origins of Grounded Theory: Variations on a theme?

*The Discovery of Grounded Theory* by sociologists Glaser and Strauss (1967) continues to be cited as seminal, offering social qualitative researchers a means of working <u>from</u> data as opposed to towards it (Strauss and Corbin, 1998; Cohen et *al.*, 2000; Walliman, 2001; Jupp, 2006; Thomas and James, 2006). Glaser and Strauss published Grounded Theory out of frustration that highly contextual social theories prevented new or different themes to emerge from data as they often omitted data in the process of reducing it to produce theory. Their approach was to be initially and continually 'grounded and immersed' in data without a preconceived theoretical construct. By staying close to and constantly comparing new data to past data, researchers enable any number of themes to emerge at any given time from data, incorporating opportunities to revisit data and re-conceptualise meaning. This approach allows theory generation to be inductive, constantly challenged and revisited, instead of following a deductive, step-by-step process.

Since initial publication, Grounded Theory has evolved with much debate as to whether it is a theory or an approach (Suddaby, 2006; Thomas and James, 2006; Bryant and Charmaz, 2007). Generally accepted, Grounded Theory has three variations (Simmons, 2011; Manning and Kunkel, 2014): *Glaserian, Straussian* and *Constructivist*. Post-publication, Glaser and Strauss disagreed about how being 'grounded' should be practised in the field ultimately leading to a separation of thought. The original 1967 version, now commonly known as *Glaserian*, concentrated on emergence defining

Grounded Theory as exploration, whilst the *Straussian* approach moved toward interpretation, verification and abductive inference. In partnership with Corbin, a new form of interpretive Grounded Theory emerged (Strauss and Corbin, 1998) offering itself as a 'methodology' (*ibid,* 1998, p.4). Thomas (1997) suggests that "theory" is used too frequently and broadly in education and that the search for 'grand theory' is potentially inhibiting. With Thomas in mind, I would suggest that Grounded Theory Methodology embraces a clear process of interpretation through a coding process. It steers away from 'grand theory' (Thomas, 1997, p76.) moving from tentative emergent themes to defined categories, ultimately leading to 'personal' theory generation.

Kathy Charmaz, a proponent of Glaser (1978) and later of Strauss and Corbin (1998), evolved Grounded Theory Methodology even further by combining Glaserian inductive exploration with interpretation and verification from Strauss and Corbin. Charmaz reconceived Grounded Theory Methodology from a constructivist standpoint. It helped 'explain behaviour and processes' (Charmaz, 1996, p.28) as a liminal space between positivism and interpretivism. Clearly articulating the process involved (Charmaz and Bryant, 2011; Stern and Poor, 2011), Charmaz chose the term *constructivist* to purposefully demonstrate the 'researcher's involvement in the construction and interpretation of data' (Charmaz, 2014, p.14). In collaboration with others, her thinking continued to develop situating Grounded Theory Methodology as a 'systematic inductive, comparative, iterative, abductive and interactive approach to inquiry with several key strategies for conducting inquiry' (Charmaz and Henwood, 2016, p.238). The repositioning of a constructivist Grounded Theory, differentiated her approach from the binary positions of Glaser versus Strauss. Constructivist Grounded Theory, according to Charmaz (2014), recognises the inseparable nature of subjectivity and social existence, and therefore, considering my ontological and epistemological stances, made for methodological alignment (discussed further in Section 4.6). However, there are critics of Grounded Theory worth exploring in order to challenge my newly conceived ideas of Constructivist Grounded Theory.

## 4.4 Critics of Grounded Theory

Whilst popular with qualitative researchers from a range of disciplines (Glaser, 1992; Glaser and Holton, 2004), Grounded Theory does have critics. Bryant (2002) considers the Glaserian approach to lead to a 'methodological flexibility that can generate into methodological indifference… superficial and ambiguous conclusions' (*ibid*, 2002, p.25). Bryant's essential argument is that Grounded Theory in its original form means that data could be adopted, adapted, mixed and blended with positivist methods, and therefore is not a methodology, but an ideology. Thomas and James (2006) challenge terms 'grounded', 'theory' and 'discovery' and assert that 'Grounded Theory procedures are less like discovery and more akin to invention…' (*ibid*, 2006, p.767). James' (2017) paper is especially dismissive of both the original and Constructivist Grounded Theory approach. Her main argument revolves around the 'notion of an interpretative form of coding attuned to 'liminal' meanings stands out as especially obfuscating' (*ibid*, 2017, p.370). Whilst I find myself agreeing with many of her observations, particularly the risk of dislocation of data through over analysis and constant comparison, the core tenet of criticism seems

based on the 'apparent' objectivism Grounded Theory claims despite acknowledging that objectivism was never claimed by original, or any other form, of Grounded Theory (James, 2017, p.371).

Not critics as such, but Kenny and Fourie (2015) point out tensions between the three forms of Grounded Theory, including: coding procedures, variance in philosophical position and different ways of using literature. These tensions, they suggest, are not clearly defined and therefore criticisms may stem from the ambiguity or blending of approaches, similar to Bryant's (2002) observations. Out of the three tensions, use of literature has the greatest variance.  Within the 'classic' (Glaserian) approach, literature reviews are not engaged until the very end of data collection and are used to validate theory generation claims. Straussian Grounded Theory uses literature reviews at each stage of the coding process. Each time a new code is defined, whether emerging theme or defined category, a literature review is engaged with. Theoretical sampling - the process of gaining additional data on an emergent theme from either original participants or as close as possible in order to validate (see Section 5.4.3) - is also a part of the Straussian process, moving between literature reviews and theoretical samples with the aim of verification. With the most recent 'prevailing tradition' (Kenny and Fourie, 2015, p.1270) of Constructivist Grounded Methodology, literature reviews occur at each stage of the process and are used to help define or challenge emergent themes and categories, not just validate them. This means that literature becomes part of the coding process, informing it and making it a reflexive process aligned to my epistemological position.

Not only are Thomas and James (2006) outwardly critical of all forms of Grounded Theory, they call into question the terms 'grounded' and 'theory', suggesting that it is more invention than discovery. Firstly, they argue that the notion of groundedness is not accurate as what is presented to the reader is an interpretation; it does not use the original data from the ground but reconceptualises it. Whilst I appreciate their viewpoint, they may have misunderstood that 'being grounded' refers not to the use of data per se - most Grounded Theory research uses extracts of original data - but the process of continually being at ground level throughout to 'maintain participant presence throughout' (Mills *et al.*, 2006, p.32). As for whether it is a theory or not, due to an absence of predefined concept, is subjective and varies between Grounded Theory applications. Charmaz' constructivist approach however, does not claim to be a theory, but is a way of constructing theory with Mills *et al.* (2006) concluding, 'Grounded theory is a research methodology' (*ibid*, 2006, p.32). Despite being a critic however, Thomas (2002) recognises that Constructivist Grounded Theory can provide signposts to new knowledge as a result of it being a defined methodology.

The limitations of Grounded Theory are more obvious when mixed method approaches are used in Grounded Theory studies (Bryant, 2002; Thomas and James, 2006). Guetterman et *al.*'s (2017) suggest that non-traditional Grounded Theory studies often lose methodological detail. They are well placed to make this observation having analysed sixty-one mixed-method Grounded Theory studies and suggest that both Grounded Theory Methodology (Straussian) and Constructivist Grounded Theory (Charmaz) approaches feature a procedural, almost positivist approach to analysis, often omitting analytical

theory development. It could be said therefore that such studies are not iterative but linear, and consequently not fully grounded. Whilst I would agree with Guetterman *et al.* (2017) understanding of Grounded Theory Methodology, what they have deemed Constructivist Grounded Theory does not align with my own understanding, as explored in the following section.

## 4.5 The Core of Constructivist Grounded Theory

To understand Constructivist Grounded Theory, underlying principles of Grounded Theory need to be explored. Although different in their application or emphasis, according to Glaser and Strauss (1967), Strauss and Corbin (1998) and Charmaz (2014), Grounded Theory has three pillars or common processes, to mitigate becoming lost at ground level amongst a multitude of data; what Wu and Beaunae (2012) describe as a 'long walk in a dark forest' (*ibid,* 2012, p.1).

Glaser (1978), reinforced by Charmaz and Henwood (2016), emphasises the three pillars of Grounded Theory as *Emergence, Constant Comparison* and *Theoretical Sampling,* and are explored below.

### 4.5.1 Emergence

*Emergence,* the process of themes and categories becoming apparent from the process of comparing any and all data, should not be affected or restricted by the outcomes of a literature review, as Glaser (1978) discusses. If literature reviews are conducted prior to data collection, this will naturally affect the way in which a researcher views data as it emerges. For instance, if I were to review literature on 'motivation and trainee teachers' this could create a subconscious bias to the language and semantics I might listen for during interviews of participants and I would not be grounded. Holton (2017) believes that emergence is more about the open state of mind a researcher continually strives to adopt throughout a study, as opposed to a process of reflecting on data. It is useful to 'see' emergence as being open to 'rhizomatic' mapping of data, exposing connections (discussed in detail later on) not unlike the synapses of a brain as opposed to a linear, distillation of data over time. In line with both original and evolving Grounded Theory approaches, there are no driving, pre-identified themes of data pursuit at the onset of data collection. I see a connection between reflexivity and emergence (Power, 1999; Cohen *et al.,* 2000; Jupp, 2006; Schirato and Webb, 2010; Menter, 2014) as I intend to remain open at all times, prepared to absorb, shift and refine thinking based on new data; embodying emergence by being reflexive. Reflexivity could be seen as an antonym for emergence due to the etymological prefix of 're', i.e. returning to something, but in my view reflexivity is an extension of emergence in the sense that it reacts to something that has emerged, not just noting it exists. Reflexivity within this study enables me to return to data that maybe at the time, was seemingly not significant, in order to make new connections and seek connection between data sets not just within a set.

**4.5.2 Constant Comparison**

The second pillar, *constant comparison,* helps assimilate the continual flow of data that often emerges from a Grounded Theory approach. The Constant Comparative Method (Strauss and Corbin, 1998) is a distinct process of capturing new data and comparing it with existing sets and anomalies (discussed below) in order to potentially identify common themes or categories. In viewing all data, all of the time, and constantly returning to each set to check for connections, there is a risk of data overload if the researcher does not have a clear and organised process for Constant Comparative Method (Miles, 1990; Miles and Huberman, 1994; Bell and Opie, 2002; Miles *et al.,* 2014). One approach to managing the volume of data is to limit the collection of data from continual flow to periodic. Within this study, periodic data collection coincides with the preparation of four phases of self-evaluation that most trainee teachers on Initial Teacher Education programmes in England are required to engage with across an academic year. This alignment of periodic data collection with predefined reflection points, not only ensures workload is not increased for participants involved in this study - an ethical consideration - it could be seen as a benefit; post interview the participant receives a transcript of their reflections, useful for self-evaluation.

As mentioned, Constant Comparative Method enables the positive identification of, and practice of returning to, outlying data or 'anomalies' (Strauss and Corbin, 1998). As data is collected and compared, connections between data may lead to groups, themes and categories occuring. At the same time there will be data that does not fit. The term *anomalies* is problematic to me for several reasons. Firstly, it presupposes that just because a piece of data cannot be associated with a set, it is anomalous or inconsistent. Inconsistency seems positivistic in nature as it assumes deviation, binary: 'it does not fit'. This floating, isolated data may achieve 'significance' when referenced against future data sets. Within a grounded approach, all data 'fits' as it emerges, and so isolated data is simply not as prevalent as larger common data sets (themes) and so I would challenge the use of this term within the Constant Comparative Method. *Significance* in this context, describes clusters of data that hold distinct meaning or are of importance to the participant. Such moments of significance might create new themes for the next phase which, if repeated, may lead to categories and theory. Shah and Corley (2006) strengthen Strauss and Corbin's position of significance by suggesting that the Constant Comparison Method can bridge the 'quantitative–qualitative divide' (*ibid*, 2006, p.1821), as phases of data collection are interrelated and continuous. The search for significance should continue until 'theoretical saturation' (Strauss and Corbin, 2006) occurs, although to what extent saturation is determined however, would be defined at the time by the researcher (hence the need for reflexivity). Charmaz determines saturation as the process where the 'categories are robust because you have found no new properties of these categories' (Charmaz, 2014, p.213). She continues by emphasising that saturation refers to theoretical saturation not of raw data but of repeated phrases, events or stories. For instance, should every participant refer to being driven to consider teaching as a future career multiple times in one interview, this would not be deemed saturation. It is the theoretical comparison of the context of the word 'driven' that is analysed, not the frequency. The very nature of

being 'driven' to choose something, might be positive or not; it may be one of intrinsic motivation, fulfilling of a dream or financial. Theoretical saturation would occur when each 'driven' phrase was coded and then subdivided into contextual groups (driven: intrinsic; driven: 'fulfilling a dream'; driven: financial) could not be subdivided any more, or that further sub-divisions would begin to disaggregate categories. For instance sub-dividing 'driven: financial' into 'driven: financial: mortgage' and 'driven: financial: redundancy' would not help understand the driving force any more other than a pressing financial need was a driving force to choose to change careers as each financial subdivision is highly contextual to the individual. The Constant Comparison Method is an important factor here, and Charmaz encourages researchers to revisit and recode earlier data to see if newly defined categories or themes can be enhanced or challenged by previous saturation. What was saturated, may not be once a new direction is opened through connections to new data. Of course, saturation - and therefore volume - of data is also associated with sample size as discussed in the next section.

### 4.5.3 Sampling: Purposive and theoretical

Charmaz and Henwood's (2007) third pillar, sampling, refers to intentionally selecting participants (Padilla-Díaz, 2015). Purposive sampling uses criteria-based choices of participants usually aligned to research questions or aims. For the purposes of this study, and in an attempt to create rich data focused on 'similarity and difference' (Palinkas et al., 2015), participants were originally selected based on an intersection of criteria: gender, training phase of Initial Teacher Education programme (primary or secondary) and type of qualification (Postgraduate Certificate of Education or Qualified Teacher Status only). Due to the intention of interviewing each participant at least three times during the course of an academic year, eight participants would yield twenty four sets of interviews. However, after visiting four institutions to share the information for participants, thirty two career changing trainee teachers returned consent forms. I was overwhelmed as eight seemed sufficient to avoid data overload. After mapping all interested career changing trainees against the criteria, I realised that I did not have any participants identifying as male on a primary Qualified Teacher Status programme. An extract from my personal research journey documents a discussion with my supervisors where we discuss a discomfort about the process of trying to recruit a purposefully 'broad and balanced sample'. By returning to my research title, I was reminded that I was aiming for an exploration of career changing trainee teachers, and that I had not specified gender, training phase or intended qualification in the conception of the research. By attempting to select a broad and balanced set of participants I had inadvertently achieved what Hammarberg et al. (2016) warned (see Section 4.1) that 'sampling strategies are usually purposive... participants are recruited and selected specifically because they can illuminate the phenomenon being studied.' (ibid, 2016, p.500). As I did not have a phenomenon being studied, with the exception of career changers, the selection of gender, phase and qualification was in fact redundant. Not only that but by intentionally selecting, I would potentially be biasing the data by choosing who would and would not be involved. I realised that I had fallen into the trap that some critics of Grounded Theory point out (Thomas and James, 2006; Gynnild and Martin, 2011), in that I had mislabelled purposive sampling as theoretical sampling and have come to understand that a grounded

approach would select participants on an anonymised 'first come, first served' basis, helping to improve validity and mitigate bias (Barbour, 2001; Kolb, 2012; Palinkas et *al.*, 2015). Theoretical sampling is a process of seeking additional data from alternative sources usually focused on substantiating an emerging theory. It is particularly useful to analyse floating, isolated data (as discussed in Section 4.5.2) to understand if its isolation is due to the relatively small sample of participants - e.g. levels of frequency within a smaller group will be less and therefore it is more likely that data might be isolated - or truly is unique. 'Theoretical sampling therefore is a means of conceptual verification and reaching *conceptual density*' (Strauss and Corbin, 1990, p. 141); essentially, a verification process and one where participants would be specifically chosen to illuminate a noted phenomenon, e.g. a potential difference in gender. It would be at this point that a balance of participant gender would be important. Purposive sampling within a constructivist Grounded Theory approach, according to Charmaz (2014) is about focusing on the research's purpose, in this case career changers, and avoiding creating artificial sub-divisions that may suggest bias, i.e. including gender would only be appropriate if I was intending to research the difference in gender of career changers. The following section explores the constructivist approach to Grounded Theory in greater depth.

## 4.6 Constructivist Grounded Theory: Understanding Charmaz

Mills et *al.* (2006) describe Charmaz as a leading proponent of Constructivist Grounded Theory, and this section aims to deepen understanding of what makes it constructivist and how it both shapes and defines the methodology and methods of this research. I also explore how Thornberg's (2012) 'Informed Grounded Theory' significantly challenged my adopted theoretical position.

According to Denzin (2018), Grounded Theory is one of the most widely used qualitative interpretive approaches used within Social Sciences. To recap, I chose Charmaz' *constructivist* interpretation of Grounded Theory as, unlike Glaser or Strauss and Corbin's positions, she actively includes herself as part of the research; she does not claim to be objectivist or without influence on the data. In fact, her constructivist approach recognises that through the coding process, she influences the research. Researchers, she writes, "... are part of the world we study and the data we collect" (Charmaz, 2006, p.10) and therefore claims of total objectivity or impartiality are not possible. Thornberg (2012) describes how research in general, both positivist and interpretivist alike, should embrace Charmaz' contribution to Grounded Theory. He suggests that Charmaz' approach is one of,

> *Theoretical agnosticism as well as theoretical pluralism [that] make room for playfulness of extant theories and concepts, which in turn promotes flexibility, fresh ideas and new possibilities as well as counteracting uncreative, forcing, and mechanically applications of pre-existing knowledge* (Thornberg, 2012, p.14).

Thornberg's interpretation of Charmaz' position engages my ontological and epistemological perspectives of needing to be close to data whilst recognising my influence in constructing meaning and generating theory. My multiple identities and therefore positionality need negotiating. The

constructivist approach associated with Grounded Theory differs in several ways to social constructivism prevalent at the point in which the original theory was conceived. Social constructivism, aligned with theorists such as Vygotsky and Piaget (Liu and Chen, 2010), has influenced my epistemology, that knowledge is constructed through social interactions. Glaser and Strauss (1967) place the researcher as a documentor of interactions between participants, thus implying a level of disconnect and distance. The constructivist approach views research as a construction rather than documentation as it reshapes the interaction between researcher and participants in the research process and in doing so brings to the fore the notion of 'researcher as author' (Mills *et al.*, 2006, p.31). Constructivist Grounded Theory seeks to dispel 'the notion of a neutral observer and value-free expert' (Charmaz, 2014, p.13) and requires researchers to understand and use their positionality to enhance the research. I have claimed my positionality as an Initial Teacher Education provider, teacher and coach and intend to use these skills and knowledge to an advantage. A positivist approach would criticise such a position, citing that I am affecting bias on the data collected, but from a constructivist approach, let alone one that is grounded, these positions enhance the initial coding through familiarity of context. Constructivist Grounded Theory enables me to add to knowledge from others and build on it through selective coding; external researchers without my positionality might not see connections when analysing data as they are unfamiliar with the educational contexts or professional jargon.

The constructivist element of Constructivist Grounded Theory also seeks to acknowledge the flexibility of the three pillars as a 'constellation of methods' (Charmaz, 2014, p.14) and avoids a more procedural approach of the original Glaserian methodology. Interestingly, the opening paragraph of Charmaz' 2014 (second) edition of Constructing Grounded Theory simply states Grounded Theory as 'systematic, yet flexible, guidelines for collecting and analysing qualitative data to construct theories from the data themselves' (*ibid*, 2014, p.1). However, as much as I subscribe to Charmaz' evolved approach, her reasons for omitting *methodology* from the original name, remain unclear. It is interesting to note the title of Charmaz' seminal work: Construct<u>ing</u> Grounded Theory. The use of the present participle suggests a reconceptualisation of Constructivist Grounded Theory, recognising the ongoing process of theory generation: constructing. I understand this to be Charmaz' intention to engage researchers in a complete grounded process into theory generation and theory building, reinforced by the inclusion of nine common strategies grounded theorists could utilise according to Charmaz (*ibid*, 2014, p.15). She suggests that most Grounded Theory researchers only engage in the first five; the methodological part of the approach. The latter four stages, focused on theory construction, theoretical sampling, variation analysis and category pursuit, are often omitted. Hood (2007) cites 'theoretical sampling' in particular as regularly excluded from theory development stages often through challenges with the construction of research. An extract from my personal research journal (09/02/18) echoes the anxiety around theoretical sampling, although it may be possible to mitigate through theoretical debate, as Thornberg's (2012) Informed Grounded Theory suggests.

Informed Grounded Theory essentially draws attention to the importance of continued theoretical deliberation. Thornberg's (2012) conclusions suggest that any form of research should seek theoretical

challenge, instead of an extant pursuit of a singular theory. He encourages researchers to engage in theoretical agnosticism, theoretical pluralism, theoretical sampling of literature, staying grounded, theoretical playfulness, noting extant knowledge associations, and constant reflexivity. *Theoretical agnosticism* refers to the position of not claiming to not know but to be purposefully cautious in claiming to know anything. Combined with *theoretical pluralism*, Thornberg suggests a researcher's positionality should be to appreciate the not knowing, and to accept and explore other ways of knowing, i.e. other theories, not to adopt another's viewpoint, but to craft a unique understanding. Through his own admission, Informed Grounded Theory is not substantially different from Constructivist Grounded Theory; it is an extension of it. I see Thornberg's work as a clarification of Charmaz and will use the principles, such as theoretical agnosticism and pluralism throughout the study to enhance the constant reflexivity that he, and Charmaz, impress on all grounded theorists. To this end, I remain close to Constructivist Grounded Theory and mindful of Informed Grounded Theory. Even Charmaz' book Constructing Grounded Theory (2006; 2014) emphasises the importance of being ever present, in the moment and staying close to original data: core tenets of this study.

## 4.7 Constructivist Grounded Theory Methodology

Having considered intentions and perceived limitations of Grounded Theory Methodology and Constructivist Grounded Theory approaches, and how Informed Grounded Theory addresses some criticisms of Grounded Theory, I realise the imperative to be as reflexive as possible and am determined to be theoretically agnostic and pluralistic (Thornberg, 2012). I have come to understand my belief in Constructivist Grounded Theory as both theory and methodology, and whilst I can appreciate critics such as Thomas and James (2006), the inclusion of the term *theory* is significant. The importance of recognising 'theory' not only as acknowledgment to Grounded Theory creators, but because I believe theory generation to be the ultimate goal of a grounded methodology. To make this clear, I have chosen to frame my approach as Constructivist Grounded Theory Methodology. With this in mind, and in an attempt to demonstrate the reflexive nature of Constructivist Grounded Theory and the theoretical sampling of literature of Informed Grounded Theory, the need for Constructivist Grounded Theory Methodology to have a distinct and clear process is very apparent. Buckley and Waring (2013, p.159) visualise Constructivist Grounded Theory as a spiral; Cho and Lee (2014, p.9) as interconnected loops, and Charmaz (2014, p.14) as a 'constellation of methods'. The commonality between all of these is the opportunity for iterative, revisiting of stages whilst maintaining a 'start' and 'end' point. Charmaz (2014) points out the importance of resisting the application of existing or emerging theories too early, but to use them combined with literature reviews (Thornberg, 2012) to inform theory construction in the latter part of the process as verification and validation tools. For this reason, I have decided to complete the three unstructured interviews (see Section 4.7.2) before coding data and engaging in literature reviews. As a result, I have created the *Methodology Spiral* (Diagram 4a), below, to represent my methodological approach visually.
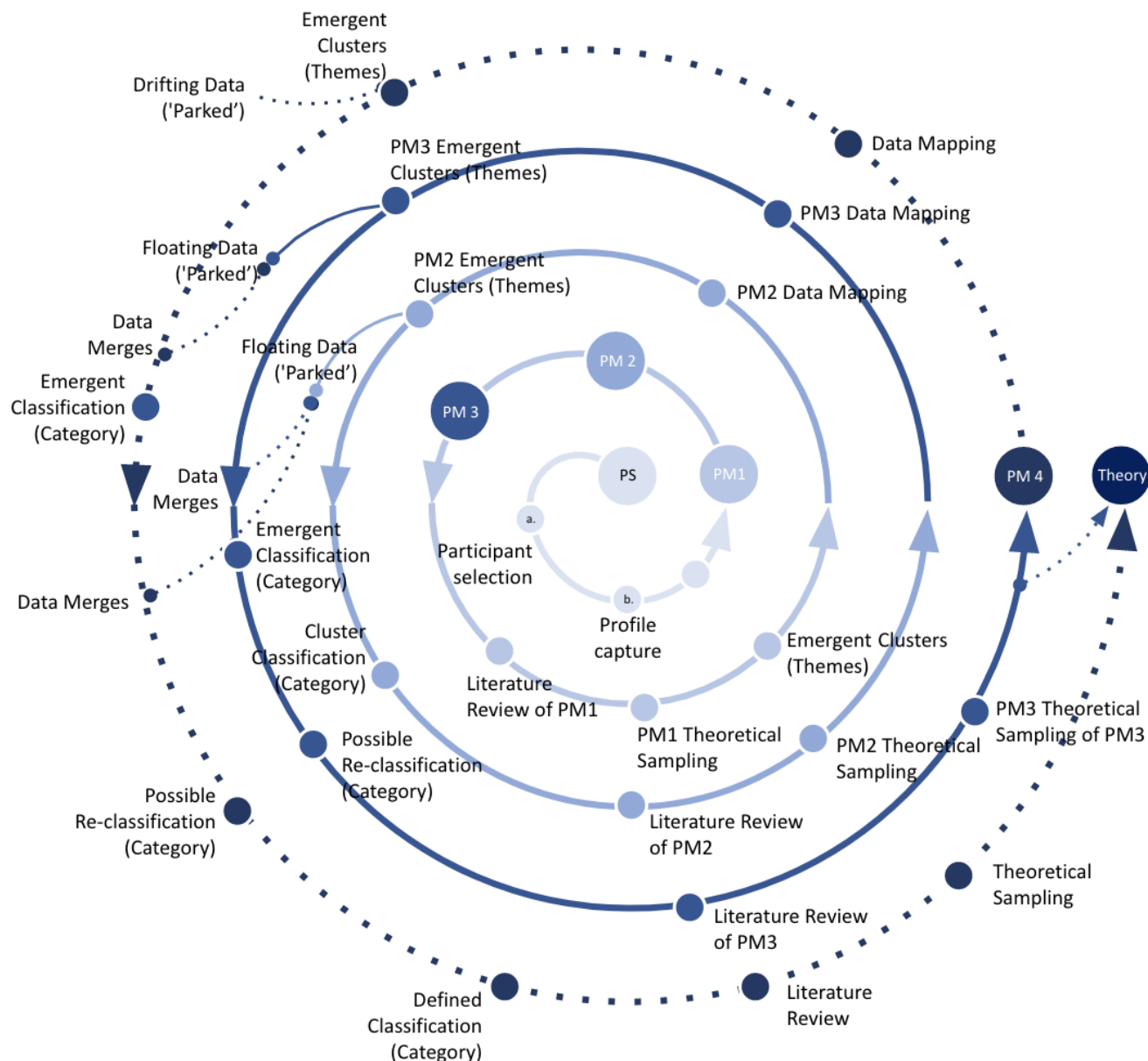
Diagram 4a: Methodology Spiral

**4.7.1 Participant Selection**

The *Methodology Spiral* above (Diagram 4a), starts with Participant Sampling (PS) in the centre with three stages: participant selection and a profile capture of each participant through semi-structured interviews. Eight participants are included from four different Initial Teacher Education programmes within two cities of the South West of England. The multiple course and dual location was designed to provide opportunities of variance. The recruitment process had three stages. Firstly, during a regional Initial Teacher Education provider meeting, I had an opportunity to explain the study and my researcher positionality. I sent the Participant Information and Consent Form (see Appendix C) to programme leaders who confirmed they had career changers on their courses, complete with link to an online version. I arranged with each programme leader a time that I could attend a training session on a specific date and time. This afforded potential participants an opportunity to ask questions and complete a hard copy of the Participant Information and Consent Form. Interestingly, two participants

returned soft copies via the online system before I visited settings. When visiting each setting, several participants made contact, mainly to enquire how barriers could be mitigated, such as confidentiality and anonymity. Most potential participants voluntarily completed the consent form during my visit and unexpectedly, four trainees on one programme started an email list so that I could send the consent form directly to them as they did not receive the original email. I also left paper copies in self-addressed envelopes with programme leaders.

As discussed in Section 4.5.3, and in line with values associated with Grounded Theory, each consent form was dated and time stamped as received whether hard or soft copy. Fortunately, thirty two consent forms, out of a potential sixty nine participants across the four programmes, were returned. The high return of consent forms demonstrates interest in the study and perhaps an opportunity at a later date to engage in theoretical sampling. After the reframing of purposive sampling, as discussed in Section 4.5.3, the first eight participants were accepted, and contacted to arrange initial meetings. As Hood (2007) recommends, the remaining twenty four were thanked for their interest and kept on file for potential theoretical sampling (see Section 4.8.1) should the need arise. The Participant Sampling of semi-structured interviews, discussed in the next section, took place in December 2017.

## 4.7.2 The Interviewing Process: From interview to prompted monologue

Following the Participant Sampling stage, three sets of unstructured interviews occurred over a period of one academic year (ten months) two to three months apart, with the aim of a fourth in the following academic year when trainees become Newly Qualified Teachers if possible. Charmaz (2014) refers to the unstructured interview within a Grounded Theory study as 'intensive interviewing… [a] gently-guided, one-sided conversation that explores research participants' perspective on their own personal experience with the research topic' (*ibid,* 2014, p.56). The role of the intensive interviewer is to encourage, listen and learn. In this sense, the parallels between my professional work as an Executive Coach and the role of the listening researcher are clear. Clean Language, as discussed in Chapter 3, Section 3.3, is a means of prompting the speaker - participant in this context - to explore their own thinking in their own words. To be successful, it requires a 'not knowing mindset' and being comfortable with not trying to interpret the participant's words for them in the moment, and enabling them to do this themselves (McNamee and Gergen, 1992). The not knowing mindset means 'that our understandings, explanations, and interpretations [in therapy] not be limited to prior experiences or theoretically formed truths, and knowledge' (*ibid,* 1992, p.28). Despite this study not being one of clinical therapy, McNamee and Gergen's interpretation mirrors my mindset of a 'not knowing' researcher. 'Not knowing' however does not relate to an absence of knowledge on my part as a researcher. To return to my epistemological perspective, I believe knowledge is a social construction (See Chapter 3, Section 3.2) and an iterative process. To be clear, I am not claiming objectivity as a researcher within the field of Initial Teacher Education, nor that I do not know anything about the programmes or people involved in this research. The not knowing mindset is relevant to the exploration

of this study. To explore is to accept uncertainty and engage with whatever emerges, and it is my intention to create 'clean spaces'.

*Clean spaces* connect to the process of gaining trust through the commitment to a safe, confidential environment. Managing distractions is key for both researcher and participant, particularly if an interview takes place within a participant's place of training or work. For the researcher, clean spaces include etiquettes such as silencing mobile phones and, where possible, positioning themself in the room enabling full concentration on the participant, out of direct sight of windows for instance. It also includes reducing participant distraction: staring at the sky through a window to think is often useful, it can help the mind drift away (Way, 2013), but if the window looks directly into a school's busiest corridor, glimpses of colleagues and students may break focus and/or affect what is said. Considering the environment may seem like a luxury, but in Clean Language terms it is important. Full eye contact, total concentration and managing distractions are all part of building rapport (Sullivan and Rees, 2008; Lawley and Tompkins, 2003). Within the context of this research, the offer was given to participants to meet within their teacher training training centre or in university seminar rooms available to me; both options meant I could guarantee a private space. Participants could choose to meet in a public space if it was more convenient. In most cases, the trainee and I met in teacher training training centres during, or at the end of, a training day. This was beneficial for a number of reasons, some obvious, others not. Explicit benefits included bookable, accessible rooms less susceptible to interruption. Implicit benefits included participants being on time and at ease within a familiar environment, and, the sound quality of interview recordings was usually good due to the rooms being designed for meetings (making transcription easier).

In summary, clean spaces encourage 'information to emerge' as intended from the participant (Lawley and Tompkins, 2004) and minimise re-presentation of abstract thought (Bohm, 2004) on behalf of the researcher. Charmaz' (2014) intensive interviewing gives space to enjoy the 'privilege of learning about the research participant's life' (*ibid*, 2014, p.82) with Hiller and DiLuzio (2004) emphasising the skill of encouraging reflexivity in the participant through choice interventions (questions). Through combining Clean Language prompts within an unstructured interview process, I intended to encourage participants to speak and reflect as much as possible with as little interference from me as feasible, and therefore the term *prompted monologue* feels congruous with a 'clean', grounded methodology, rather than content-loaded questions within a structured interview.

### 4.7.3 The Transcription Process: Separating into line-by-line

Each prompted monologue was audio recorded on two devices for security in case a device failed. Recordings were transcribed into a document then transferred into a spreadsheet, one sheet per prompted monologue (an example can be found in Appendix B). Each spoken sentence was transcribed onto a separate line so meaning can be established later on in the coding process (see next section). Each line was assigned a number and timestamp for referencing as exemplified below (Table 4b).

| Interview number | Time stamp | Line number | Transcript |
|---|---|---|---|
| 2 | 0:23 | 5 | We are all learning so much at the moment, that it feels like being thrown in the deep end. I like it. |

Table 4b: Example of a time stamped, line numbered extract from a transcript.

Spoken sentences within this process were transcribed verbatim; when participants paused, err'd, shifted thought or stopped, a new line was created. Transcribed lines were not treated as complete sentences or paragraphs as the purpose was to document the participants' thought patterns assisting with the coding of these thoughts later on (see next section). Once transcribed, the transcript was checked twice by cross referencing the audio recording to ensure an accurate reflection. All timestamps were hyperlinked to the original audio recordings to make future cross-referencing faster, if required. When extracts are used within the thesis, the extract is shown in *italics*, followed by the participant's name, 'interview' number and line number, separated by a colon. For information, the interview numbers are coded as follows Participant Profile being the first and the third prompted monologue being the fourth. For example, as the extract in Table 4b above comes from the first prompted monologue (the second 'interview') it would appear indented as below:

> *We are all learning so much at the moment, that it feels like being thrown in the deep end. I like it.*
> (Sophie, 2:5)

If several extracts are included, they are ordered by line number, whilst longer extracts from a single participant are presented in a box. It is also important to note that whilst spoken utterances - umm, like, err - were transcribed, they were not included in extracts within the thesis for ease of reading. Pauses were not transcribed unless they were extended and indicated that the participant was wrestling with something, which by including might add value to the data. Such observations tended to feature in the in-vivo coding process as a note or memo. Glaser and Strauss (1967), Strauss and Corbin (1998) and Charmaz (2014) all note that grounded researchers should make links and connections from *in-vivo coding* both during the participant meetings and whilst listening back to recordings and re-reading transcripts. In-vivo coding, translated from Latin as 'within the living', is an informal yet important step prior to the initial coding process. In-vivo coding echoes Clean Language of the previous section, in the sense that the tentative code generated originates from actual language used within the transcript (Eaves, 2001). Potential in-vivo codes might be noted during prompted monologues and might stem from what is being said feels more significant than the transcription would capture, i.e. non-verbal communication. In-the-moment in-vivo coding is tentative and acts as a reminder to the researcher to revisit the line-by-line coding of the transcript, as discussed below.

### 4.7.4 The Coding Process: From line-by-line to theory

Within a Grounded Theory study, coding is the process of making sense of empirical data. It is a process of summarising what has been said into smaller parts of meaning to help expose emergent themes both within a prompted monologue and between them. Coding helps shift from 'concrete events and descriptions of them to theoretical insight and theoretical possibilities' (Charmaz, 2014, p.137). The challenge with coding is to ensure that the process clearly enhances understanding of the research focus. In the case of this study, and in the absence of an explicit question, the coding process explores what participants perceive they are learning. As Grounded Theory coding is often criticised (James, 2017; see Section 4.4), the need to ensure robust coding to aid the theory generation process is an important part of the methodology.

Diagram 4b on the following page, demonstrates the four stage framework within this study. As with all Grounded Theory studies, the coding process is not linear but one that enables movement between stages to revisit original data as well as connect to previous stages. As seen in Diagram 4a: *Methodology Spiral*, the process develops as each prompted monologue ('PM' in Diagram 4b) occurs and builds on codes created from previous monologues, including: *Initial Coding*, *Focused Coding*, *Theoretical Comparison* and *Theory Generation*.
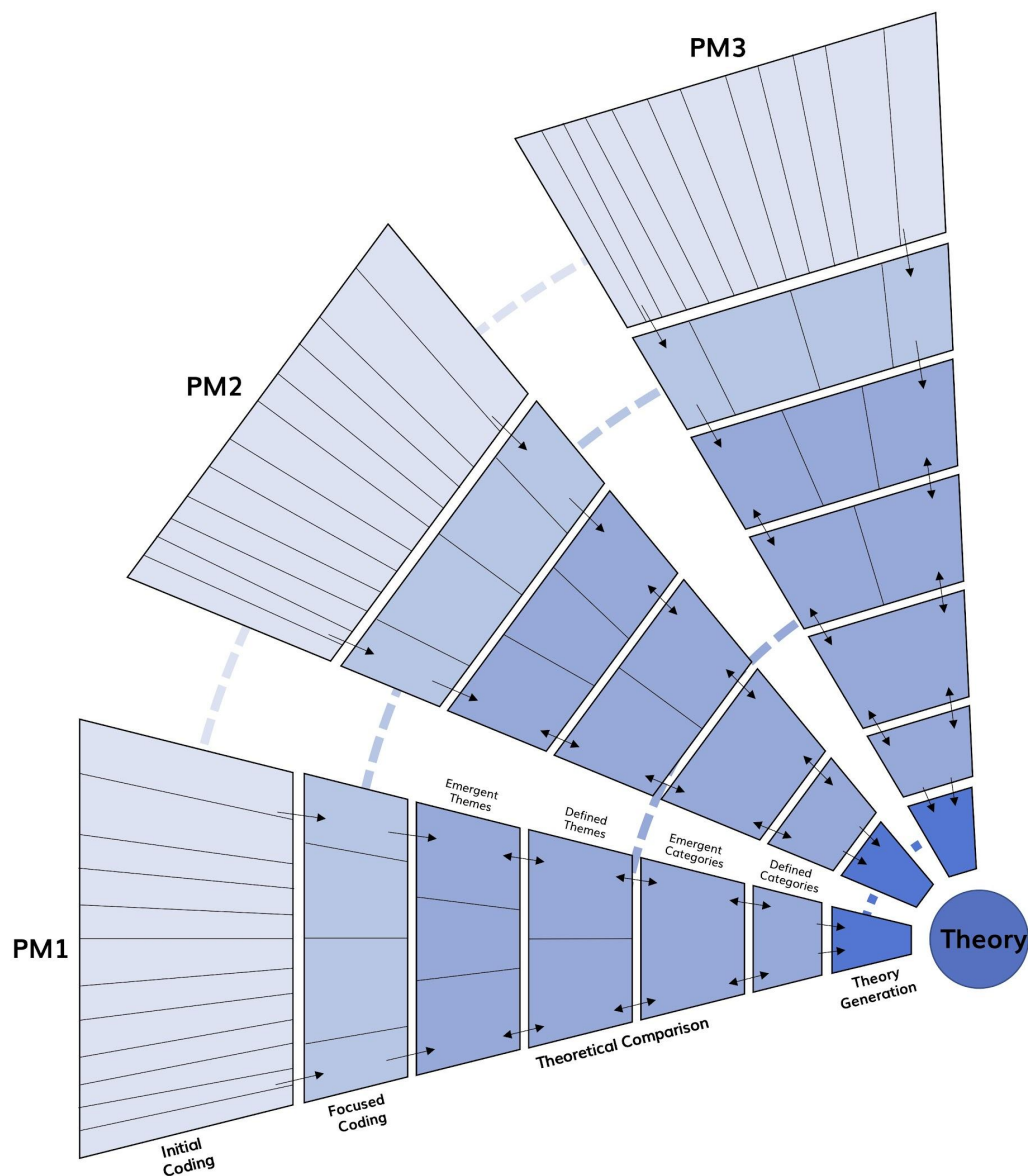
Diagram 4b: Coding Framework leading to Theory Generation

As *initial coding* appears in the early stages of research and suggests potential lines of enquiry, it is important to follow a robust process but not one that leads to data overload. Initial coding can be carried out in different ways, broadly categorised as *word-by-word*, *line-by-line* or *incident-to-incident* (Glaser, 1978; Stern 1980; Stern and Porr, 2011; Charmaz, 2006; 2014). Word-by-word coding is often used to analyse small, concentrated data sets and might be an appropriate approach if I were coding a single paragraph based on trainee teachers' recounts of their first day of a school placement for example. However, with 88,927 words (over eight and a half hours) in total collected in three prompted monologues from eight participants over nine months, a word-by-word approach would be too microanalytical (Strauss and Corbin, 1998). It would not yield a deeper understanding and would most likely result in *data overload* (McLennan et *al.*, 2003). Glaser (1992) warns researchers of data overload by resisting microanalysis through engaging in reflexive approaches to coding. He advises researchers to periodically pause the coding process, particularly when deep into a study, to revisit the intended coding framework and compare it to the process actually being carried out. I had experience of the

need to do exactly this whilst coding Prompted Monologue 3. I paused after coding the third transcript as my personal research journal documents, to note how overwhelmed I felt by the amount of coding generated. On reflection, I realised I had fallen into a 'nano-coding' trap, where I was actually generating more code than original data by '*seeking meaning where perhaps it is not there?*' (Personal Journal, 17/08/19). Glaser's (1992) hesitation around becoming so intimate with the data through line-by-line coding that researchers can start to generate numerous sub-codes. These 'flights of fancy' (Charmaz, 2014, p.125) potentially shift data from being significant to the participant towards the researcher, thus losing groundedness. Following singular lines of enquiry without understanding how it fits in the bigger picture may overinflate the importance of the fragment or add meaning that simply is not there. *Theoretical saturation* is one of the processes that can mitigate nano-coding, 'flights of fancy' and data overload, as discussed in Section 4.9. At the other end of the coding scale, incident-to-incident coding (Charmaz, 2014) compares similar contexts in order to generate theory, e.g. comparing participants' experiences of receiving feedback after being observed to teach from a mentor on different teacher training programmes. This form of comparison would look at the different experiences (incidents) of receiving feedback several times. Each incident would be coded, compared and contrasted. This approach is too generic for this study's application as an exploration does not define what I am expecting to see as discussed in Chapter 1, Section 1.4.

Within this study, line-by-line coding is the most appropriate due to the form and amount of data collected. Line-by-line coding fragments continuous speech into isolated clauses and separates them into a timestamped list. As initial coding is concerned with appropriating meaning to fragments of data, the line-by-line approach does not have a set rule of what constitutes a 'fragment', it is simply a small unit of meaning. Each line within this study might include whole sections of spoken text without pause through to individual words and utterances such as 'um', 'err' or 'so'. As mentioned in the previous section, significant pausing, e.g. prolonged silence, may be noted if the silence seems unusually long when compared to others may be included, however, it is important to note that the majority of pauses and utterances in themselves may not be coded. This is a different process entirely and lies within the field of applied linguistics focused on discourse markers (Fraser, 1999; Cuenca and Crible, 2019; Traugott, 2019). Essentially, initial coding provides possible avenues of theory generation and opens up possible pathways through association and connection to enable themes and categories to emerge as discussed later on in this section.

Initial coding within the context of this study has two stages: primary and secondary as seen in the extract below. This means that each transcript is coded twice using different types of code. *Primary initial coding* looks for data associated with 'learning', with *secondary initial coding* focused on logical semantics, such as similes, metaphors and idioms. An example can be seen in Table 4c on the following page.

| Time stamp | Line number | Transcript | Primary: Learning | Secondary: Language |
|---|---|---|---|---|
| 0:23 | 5 | *We are all learning so much at the moment, that it feels like being thrown in the deep end. I like it.* | Awareness of progress + | Swimming metaphor: *'thrown in the deep end'* |

Table 4c: Example of a coded line from a prompted monologue transcript

Charmaz (2006; 2014) discusses the importance of looking at and returning to original data in different ways, extracting different meanings using different lenses; primary and secondary coding are such lenses. She suggests using a range of flexible strategies, endorsed by Thornberg (2012), such as looking for tacit assumptions between fragments of data in order to explicate implicit meanings helping to 'crystallise significance' (Charmaz, 2014, p.124). The first stage of line-by-line initial coding was to look for clear references to learning albeit with a health warning (Gibbs, 2007). When coding, Gibbs reminds researchers to be mindful of 'reading into' what they think a participant meant and to code according to what they actually said, i.e. avoiding *tacit coding*. This is not the same as *tacit assumptions* above which refers to the linking of different fragments of data that seemingly on their own are not connected, but may be connected through a tacit association. Tacit coding refers to creating code that does not directly reflect the fragment of data but is the researcher's interpretation of what they think is being said. Whilst I appreciate qualitative coding is subjective, it is important to remain grounded in the data with Glaser (1978) encouraging researchers to reflexively ask "what is this data a study of?" (*ibid*, 1978, p.57) whilst coding. The test would be if a participant would agree with the coding used to represent what they were saying at that moment, such as in Wikins' (2017) study. With some fragments in prompted monologues, it was not obvious at times if the data was referring to learning or not, even through tacit assumption and so coding was avoided to prevent theme or category ambiguity later on in the process.

Secondary initial coding of each prompted monologue is focused on semantics and vernacular used by participants. This second wave of coding enabled me to look at how participants emphasise and associate certain learning they chose to share. Inevitably, secondary coding is a quicker process as it relates to fragments already primarily coded. Mitigation of 'over subjectivity' criticisms of Constructivist Grounded Theory are required here as secondary coding is not an exercise of 'what I think they meant was...', but more of a pattern spotting through *constant comparison* as discussed in Section 4.5.2. For instance, if a participant makes reference to learning as being 'thrown in the deep end' that could become a code that, through constant repetition within the prompted monologue, could become an *emergent theme*. It is important to note that it is unlikely that all codes are framed in the positive. Different participants may experience similar learning positively, negatively or neutrally. For example, two participants might use the same 'in the deep end' metaphor from different perspectives, one positive, the other negative. To help designate coding as positive or not, '+' (positive), or '-' (negative) will be used (see 'Primary: Learning' code in Table 4c, above). The sublevel coding might help establish

potential theoretical categories, where codes could be grouped and themed or contrasted and compared. Having noted the participant's positive use of the 'swimming metaphor', and how movement metaphor of 'being thrown in' also feature, it could be a potential *emergent theme*, I could revisit the other seven prompted monologues to see if this is a unique feature of a participant's vernacular or common across all. I discovered it featured several times in most prompted monologues and so became a *confirmed theme* (see Chapter 7, Section 7.1). The confirmed theme would justify further exploration by reflexively revisiting coding in previous prompted monologues and stored as a code to use in future prompted monologues. As a confirmed theme it would warrant theoretical comparison to compare and contrast findings through possible literature reviews, theoretical sampling and theoretical comparison as discussed in the next section.

## 4.8 Theoretical Comparison: Use of theoretical sampling and literature reviews

Once the initial and focused coding process is complete, theoretical comparison begins. Theoretical comparison leads to confirming possible theory by comparing, connecting and integrating themes and categories. The Constant Comparison Method used (see Section 4.5.2) throughout the coding process is also useful here at a theoretical level. Theoretical comparison is a suite of techniques used to interrogate emergent themes and categories leading towards theoretical sorting and integration, the final stage of theory generation. The techniques include *theoretical sampling* and *theoretical literature reviews*. Other techniques such as *memoing* and *diagramming* (Strauss and Corbin, 1998, 2008; Charmaz, 2006, 2014; Charmaz and Bryant, 2011; Thornberg, 2012) may be used however these will be discussed in Part 2, during data analysis.

### 4.8.1 Theoretical Sampling

Used as a verification tool, theoretical sampling can be used in different ways to add value to data. This may be because an emergent category, whilst evident, seems 'light' with links between themes tentative. Alternatively, the coding process may show a variety of interpretations of the same event or phenomena, which makes it unclear which line of enquiry is most useful. Theoretical sampling is the process of seeking additional data in order to assist in theoretical saturation, or at the very least, provide clarity of direction. Usually through additional semi-structured interviews with existing participants, or through contacting potential participants that showed interest in being involved (see Section 4.7.1), additional data is gathered specifically to focus on the 'light' category. A light category is one that may have multiple associated codes within but none that yield clear, strong direction. These shorter, intense interviews should yield small sets of micro-data, which when coded in initial and focused ways, may add weight. It is possible however, that theoretical sampling adds greater ambiguity, in which case the category would become 'floating' (see below). As mentioned, future coding of different data may illuminate this floating data. To elaborate, if a participant is the only one to raise a significant and powerful topic through their own identification, or constant reference throughout a prompted monologue, theoretical sampling may be used to legitimately raise this specific topic with other participants. The raising of the specific topic is designed to understand if the topic is unique to the

original participant, or if others equally have similar or contrasting views. As Charmaz (2014) and Hood (2007) discuss, theoretical sampling helps to narrow focus and act as a filter to data. In the same sense, theoretical sampling can also be used to validate or discard 'floating data'. This is data coded as 'not yet relevant' to the study does not have a theme or category to exist within; it is anomalous or 'floating'. Floating data may be seen as irregular and therefore irrelevant (a positivist view as discussed in Section 4.5.2) however by understanding it more critically through seeking pertinent data it may gain significance, and if not be discounted; both outcomes have equal validity.

Whilst theoretical sampling is a tool, it is an emergent one and cannot be planned for. It is available to the researcher should the need arise to interrogate thin or floating data further but it is not a guaranteed process, hence the movement between emergent themes through to confirmed categories in Diagram 4b. Theoretical sampling, like theoretical literature reviews, are part of the theoretical comparison stage as discussed in the next section.

**4.8.2 Theoretical Literature Reviews**

As mentioned in Chapter 2, Section 2.5, a systematic approach to literature reviews was used within the original scene setting of this study, however that is not the only time literature review appears within this Grounded Theory study. Used for theoretical comparison, literature reviews help seek clarity by exploring the category in question against peer-reviewed research, published literature or policy for example. Literature reviews within this stage were solely focused on a category in question, particularly those that required further exploration. They are used to add academic and theoretical analysis to evaluate and illuminate categories and with the aim of confirming, extending or challenging accepted thought. The process of a focused literature review is similar to the literature reviews in Chapter 2. Search terms emerged from coding that were cross-referenced with the same terms as previously, namely *career changers* and *teacher training*. Where possible literature reviews of specific categories focused within initial teacher education in the first instance, broadening out to education at large, even into clinical health if necessary, all again with peer-reviewed paper published within the last twenty years. Theoretical literature reviews help refine themes and categories which add value to the theoretical sorting process as discussed below.

**4.8.3 Theoretical Sorting and Integrating**

A common misunderstanding of a Grounded Theory approach is the blurring between theoretical comparison and constant comparison. Theoretical comparison adds value to an emergent theme or category within a research stage. Constant comparison occurs between emergent themes and categories as well as between stages. *Theoretical sorting* is the blending of these two activities. The process involves sorting confirmed categories, after theoretical sampling and literature reviews have taken place, and using constant comparison, reflexively comparing the confirmed categories to the original data; being grounded. Visually mapping of coding assists in the sorting and comparison process. Diagrammatic mapping (as seen below, Diagram 4c) assists in demonstrating the rigour

behind defining the progression of coding into themes that ultimately may lead to theory generation through constant comparison.



Confirmed

Emergent

Focused

Initial

Diagram 4c: Four layers of data mapping from initial coding to confirmed theme.

The first (lowest) layer in Diagram 4c above, represents initial coding with focused coding (layer two) demonstrating potential associations between initial coding. Focused codes may be grouped into emergent themes within layer three, with the fourth and uppermost layer in the diagram reserved for confirmed themes. Confirmed themes may or may not appear as a result of each prompted monologue and are a step toward theory generation; a feature within the conclusion of the research that brings all confirmed theories together.  Such comparisons can help sort or group the categories in different ways, viewing the original data from different perspectives until *theoretical saturation* takes place (Draucker *et al.*, 2007; Roderick, 2009; Xie, 2009; Aldiabat and Le Navenec, 2018). Theoretical saturation refers to the point where no new understanding is gained from further analysis or sorting, the theory is saturated. It may also apply to the stage prior to theoretical sorting, when further understanding through literature reviews for instance, takes understanding into a new territory unrelated to the original category being researched. Without reflexively recognising theoretical saturation, theory generation could become distorted. Diagrammatic mapping assists in theory generation and will feature in each phase of the research, with the constant comparison between phases visually demonstrated.

The combination of different techniques, such as 'theoretical sampling and literature reviews may be used to stimulate theoretical sensitivity and generate hypotheses' (Heath and Cowley, 2004, p.143). Theoretical sorting therefore is the final stage in comparing, combining and contrasting defined categories, closing the abductive process and leading to theory generation.

## 4.9 Methodology and Methods Summary

As described, and with this chapter being the longest and most complex of Part 1, this Constructivist Grounded Theory Methodology study is robust and well considered. Rooted in reflexive approaches, the methodology of moving from the transcripts of prompted monologues through to theoretical sorting with the aim of generating a Grounded Theory has been clearly mapped. If qualitative research is truly an act of discovery (Strauss and Corbin, 1998), one must be prepared to unearth theory as opposed to confirming theorems. As a qualitative researcher, I actively embrace the complexity of phenomena and people, and will purposefully resist urges for 'closure and avoidance of uncertainty' (Strauss and Corbin, 1998, p.6). The reframing of Constructivist Grounded Theory Methodology as a methodology to generate theory demonstrates how I strive to enact a grounded approach, enabling participants' voices to be a constant throughout the study. As mentioned, there are critics of Grounded Theory, namely proposing it as a vague and subjective process. I believe that the coding process as described is not only robust when it comes to analytical rigour, it allows me to be constantly in touch with the data and through different comparative approaches, reconnect with what the participants, the owners of the data, said. I hope to have demonstrated how the 'Troublesome Trinity' (Hood, 2007) of emergence, theoretical sampling and constant comparison are a core tenant of the chosen methodology. This, combined with the iterative 'methodological spiral' (see Section 4.7) illustrates how I intend to avoid the criticisms of being 'ambiguous' (Bryant, 2002, p.25) and 'obfuscating' (James, 2017, p.370), and ensure this Grounded Theory study is a careful, systematic mapping of rhizomatic data, leading to a generation of a Grounded Theory. This approach does not claim to find answers: to use the words of Strauss and Corbin (1998) '… even a small amount of understanding can make a difference' (*ibid*, 1998, p.56).

# Part 2

# Chapter 5: Profiling Participants

## Introduction

The purpose of this chapter is to provide contextual information about the participants involved in this study with the view of potentially aiding understanding later on. Being able to compare and contrast participant backgrounds as themes and categories that may emerge later on in the study may help to enhance theory generation. In line with Constructivist Grounded Theory principles, a summary of participants below (see Table 5a) are listed in the same order in which the initial meetings happened. Profiles of each participant, extracted from semi-structured interviews were designed to gain an understanding of each participant's journey into Initial Teacher Education, as seen in Appendix D. I have provided basic information to help understand the make-up of the participant group, namely: pseudonym (chosen by the participants themselves); gender; Initial Teacher Education (ITE) route; programme; phase and subject, and, general career sector occupied prior to teacher training. The summary of participants can be found below in Table 5a in alphabetical order by pseudonym.

| Pseudonym | Gender | ITE Route | Phase | Subject | Career Prior to Training |
|---|---|---|---|---|---|
| Alexa | Female | School Direct Salaried | Primary | General | Education |
| Alice | Female | School Direct Fee Paying | Secondary | Mathematics | Business |
| Esther | Female | School Direct Salaried | Primary | General | Education |
| Michaela | Female | School Direct Salaried | Primary | General | Education |
| Rich | Male | Researchers in Schools | Secondary | Science | Research |
| Seb | Male | School Direct Salaried | Secondary | Humanities and Social Sciences | Education |
| Sophie | Female | School Direct Fee Paying | Secondary | English | Food |
| Steven | Male | School Direct Salaried | Secondary | Mathematics | Insurance |

Table 5a, Basic profiles of participants

In summary, the eight participants in Table 5a represent:

- Five female and three males
- Four aged 20 - 29; two aged 30 - 39; two aged 40 - 49
- Three training within primary phase and five within secondary phase
- Four career careers from previous school-based roles and four from non-school careers

As mentioned, the original purpose of this chapter was to profile each participant to aid contextual understanding later on in the study if appropriate. What transpired is very different. During Alexa's semi-structured interview (the fourth of eight), links between what participants talk about started to emerge predominantly through in-vivo coding, reinforced later through initial and secondary coding procedures (see Chapter 4, Section 4.7.4). In-vivo coding is the process of noting key terms used by participants during the interview as the participant talks. The aim of in-vivo coding is to add value to the coding process of transcripts post-prompted monologue by using terms collected. As participant monologues progressed, further links and patterns began to emerge and so what was originally a familiarisation process turned into unexpected, unintentional data collection. I write this at the point of concluding the eighth interview, with clear links and patterns emerging. As this is an exploration it would be impertinent to ignore such realisations. Reflexivity is a core tenet of constructivism and whilst what is emerging is clearly embryonic in terms of claims to knowledge, the discoveries seem important as they may introduce, indicate or reinforce themes and categories that may appear later on in the study. To this end, this chapter has shifted in focus from profiling of participant backgrounds to one of exploring tentative and emergent themes. With this in mind, there is a need to explain how data is presented.

## 5.1 Towards a Potential Emergent Theme

The diagram on the following page demonstrates how the mapping of initial and focused coding can be grouped under a tentative emergent theme as explored in Chapter 4, Section 4.8.3. The diagram will evolve throughout this chapter as data is analysed and mapped. Featured extracts from transcripts are documented in the chronological order they appear within the interview. At this stage, a higher level confirmed theme has not been considered, and the level of analysis is not a precursor to the depth of analysis within subsequent defined data collection stages of the study according to my method.

### 5.1.1 Finance (focused code)
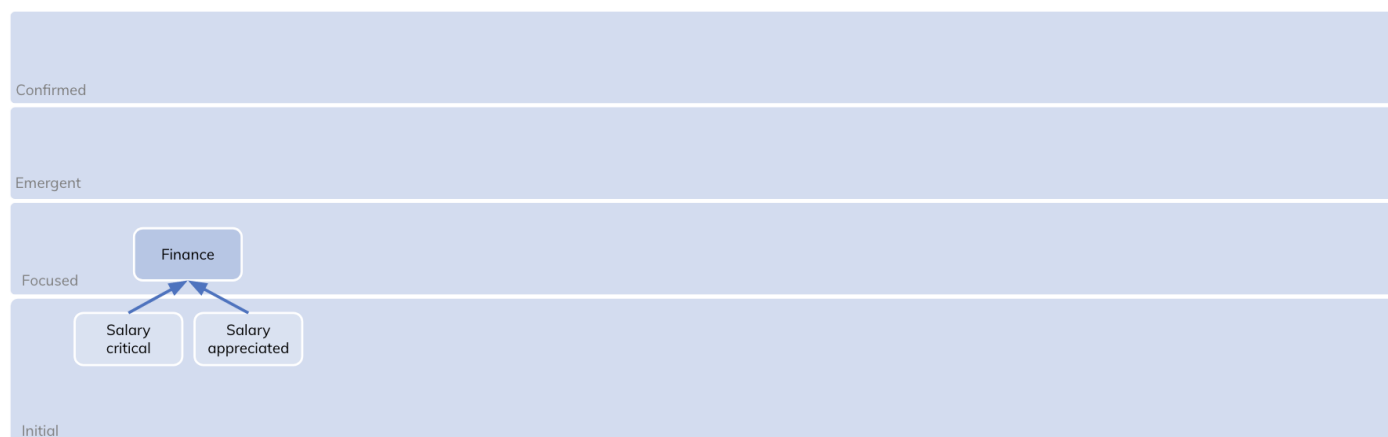


Diagram 5a: *Finance* as mapped focused code

The 'system of financial support for teacher trainees in England is complex' (Foster and Roberts, 2019, p.15). As all participants are career changers, they enjoyed a regular salary prior to retraining. From my professional experience as an Initial Teacher Education programme leader, it is not surprising to me that finance was mentioned by all participants early in the interviews. Six participants are in receipt of a training bursary due to being on a salaried route (see Appendix A for definitions of different teacher training routes). The total financial package for those on salaried, specialist subject routes can be substantial with a salary paid by the employing school (albeit 30% lower than the average wage in the UK (Office of National Statistics, 2019)), tuition fees paid by the government, and in some cases a top-up bursary for becoming a Mathematics, Sciences, Geography or Foreign Languages teacher. Seven of the eight participants mentioned finance as a contributing factor in considering training to become a teacher, four explicitly so, as shown below.

> *My [total savings] was a finite amount. Without a salary, couldn't even think about it.* (Seb, 1:9)

> *we were then putting ourselves in a financial position [from leaving previous career] for me to be able to, to do it this year.* (Steven, 1:41)

> *a salaried place was a priority... a funded route as I have a wife and daughter.* (Rich, 1:47)

> *mainly because of all my commitments at the moment, because I'm older in life, I can't afford to, I mean, the bottom line is I can't afford to go back to the university and pay for fees. I can't do that.* (Alexa, 1:71)

It is interesting to note that Seb, a self-identified politically focused person, discusses finance frequently. It seems that having 'enough' money has always been an issue for him and his partner. He explained,

> *money dictates... both of our upbringings were victims of that [previous reference to Thatcherite government] economic circumstance.* (Seb, 1:176)

Another participant, Esther, comments appreciatively on receiving additional finance by stating how 'useful to be paid whilst you are training' (Esther, 1:43). It could be suggested therefore that for six of the eight participants involved, funded routes and additional bursaries have enabled them to consider a career change. For some, additional bursaries may have steered them towards specific routes as Seb shares:

> *At the same time I saw that there was a very strong bursary attached to Geography.* (Seb, 1:123)

Richardson and Watt (2005) discovered that financial reward was one of four key factors in career changers making the decision to train, along with 'prior considerations, career fit, time for family' (*ibid*, 2005, p.480), which also emerged interestingly in the following section.

**5.1.2 Influence on Decision (focused code)**



Diagram 5b: *Influence on decision* as mapped focused code

All participants cited some form of influence of a person or people that provided an opportunity to consider changing careers. Influences can be separated into *implicit* (people or events that facilitate a different perspective) and ex*plicit* (people or events responsible for a different perspective). In most circumstances, participants cited explicit events that helped them consider teacher training as a viable career change.

**Implicit**

*It's expensive to put all three [children] in childcare... my role in life significantly changed because I was always their Mum.* (Alexa, 1:15)

*I think it gave me the opportunity to have in a career change, having children gave, getting time to think about that [teacher training].* (Esther, 1:20)

*I need to do something different... family illness and whatnot [mother dying] put things into perspective for me.* (Sophie, 1:63)

**Explicit**

*Oh, have you ever thought of a career in teaching [a colleague said]?* (Michaela, 1:9)

*I've got a few friends who are teachers, kind of had my open to it [teaching].* (Alice, 1:13)

*One thing was myself and my husband are both self employed and we have children of primary school age. And so we thought, do know what, it would be sensible, if one of us had a real job.* (Michaela, 1:29)

*He's [husband] been telling me for years now to leave [being an Higher Level Teaching Assistant].* (Alexa, 1:27)

*Met my partner who is also on this course; Let's just do it... let's just go for it.* (Seb, 1:45;126).

For six of the participants, significant life altering events, such as having children for four participants, or for two having a dependent family member die, reframed the way they thought about their careers within their broader lives. The statement above from Sophie (1:63), could also be linked to the notion of sacrifice in the sense of losing someone that 'put things into perspective', or in Steven's case giving something up for someone as discussed in Section 5.1.3 below.

**5.1.3 Sacrifice (focused code)**
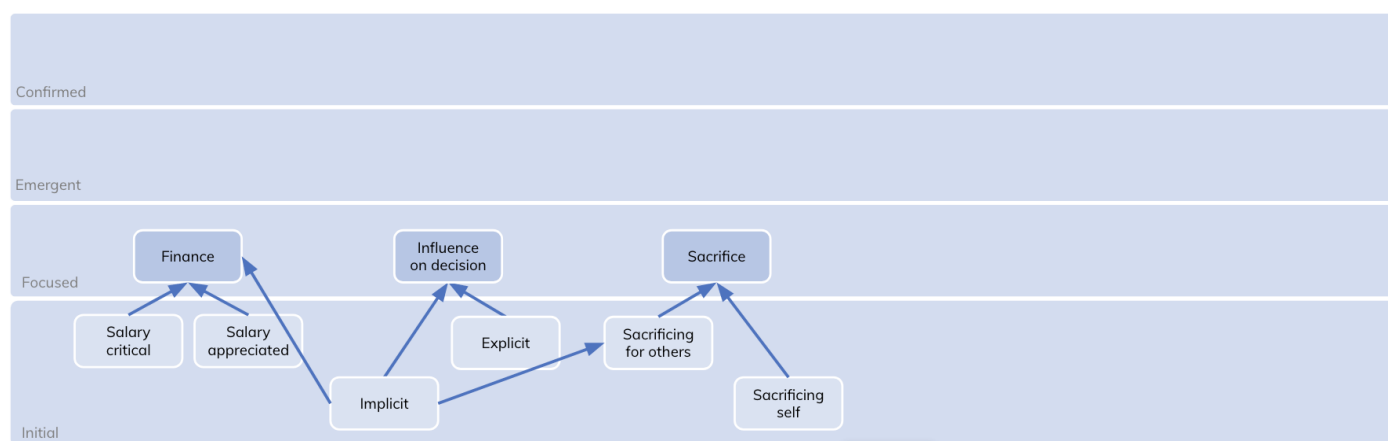


Diagram 5c: *Sacrifice* as mapped focused code

The notion of *sacrifice*, or giving something up, is noted in other studies of career changers. Tigchelaar et al.'s, (2010) meta analysis of studies that include career changes from 1990-2003, discusses the notion of 'expert to novice' and a challenge that some career changers face in the act of giving up the status of a previous career. Wilkins and Comber (2015) also note the 'giving up' of something as a potential catalyst for change, providing space and time to consider alternatives. Within this study, *sacrifice* appears to be discussed by participants in one of two ways. *Sacrifice for others*, i.e. not training earlier in order to support someone else, or *sacrificing self*, such as a part of them, giving up a job, a skill or knowledge from previous careers in order to train.

| **Sacrifice for others** | **Sacrificing self** |
|---|---|
| *moved directly from Japan to Canada, that was to support my wife, support my wife kind of in her career and my wife's... her qualifications haven't transferred over here.* (Rich, 1:34) | *I'm pretty much starting again. Being a teacher is nothing like being a Teaching Assistant. I would have time to be a teacher now so I could do the bits in the evening and training evening and not be letting anybody down.* (Alexa, 1:42) |
| *I've been trying to do it for the last three years; ... but she [his wife] was a driving force in what she was doing.* (Steven, 1:36; 62) | *I know I'm not going to be perfect at certain things, some knowledge is very specific.* (Sophie, 1:82) |

*Sacrifice for others*, seems to be a well researched area. Righetti and Impett (2017) and Visserman et al. (2018) discuss the importance of romantic or intimate family members being critical to a decision making processes, and how often people in relationships have to 'make a decision between pursuing their own self-interest and sacrificing for their partner or the relationship' (Righetti and Impett, 2017, p.1). *Sacrificing self*, e.g. 'giving up' a part of themselves, within this study seems to refer to skill sets or

knowledge gained from previous careers, now seemingly irrelevant. This is reflected in other career changers studies with Hargreaves (2005), Wilkins (2017) and Bauer *et al.* (2107) noting how career changers often feel misunderstood or undervalued by existing practitioners. It is interesting to note within the extracts above, participants tend to refer to *sacrificing self* as more accepting that they might need to let go of knowledge or skills and 'start again', as opposed to skill sets that are being ignored.

### 5.1.4 Time is Right (emergent theme)
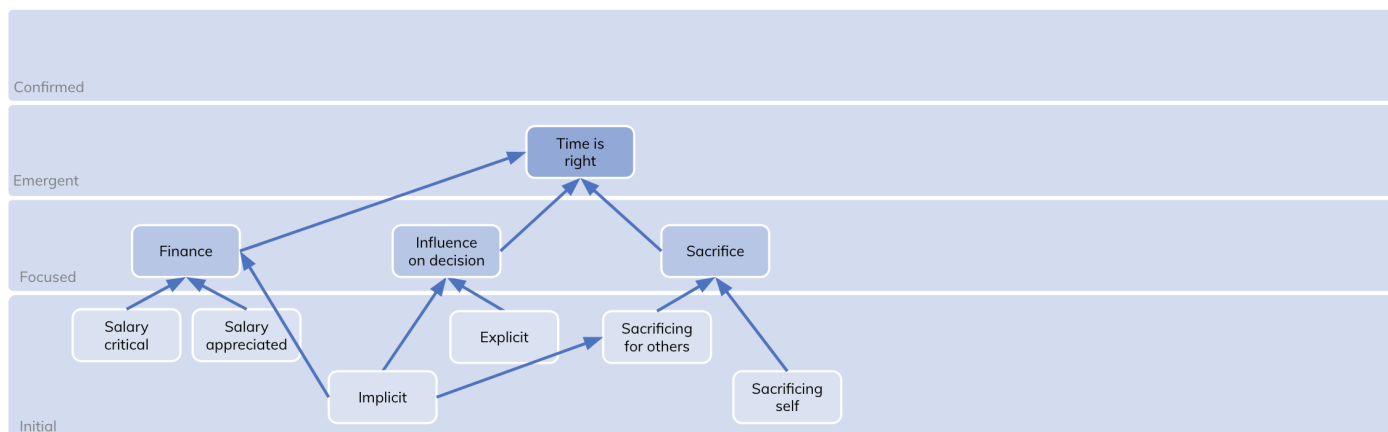


Diagram 5d: *Time is right* as mapped emergent theme

Whether participants talked about *finance* as being *critical* or *appreciated*, and taking into account *implicit* and *explicit influences* to train as teachers (combined with notions of *sacrifice*) seem to suggest that participants consider the *time is right* to change careers. Different factors for this career change are discussed in the next section.

### 5.2 Towards a Second Emergent Theme

### 5.2.1 Forces (focused code)
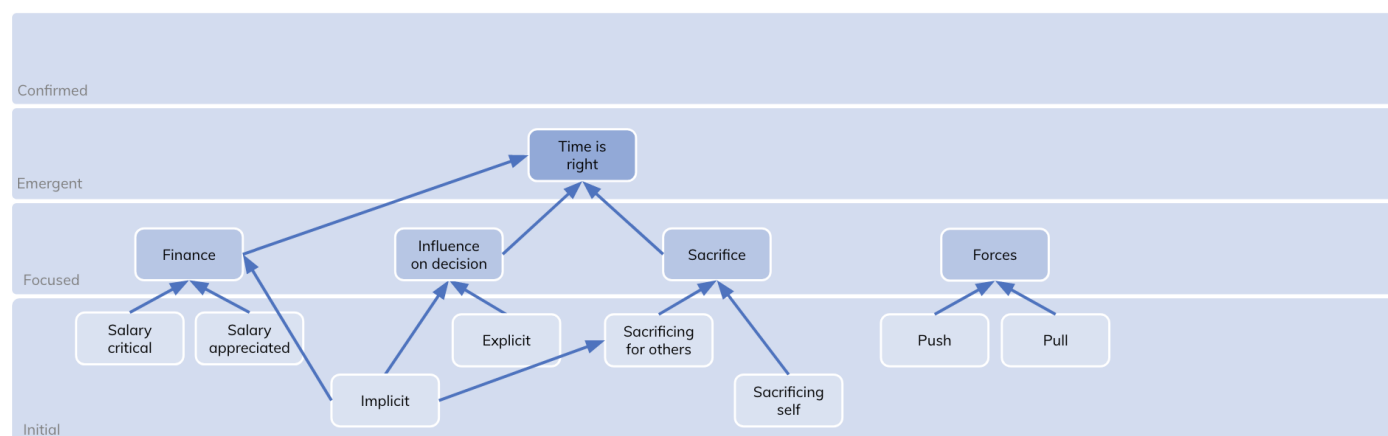


Diagram 5e: *Forces* as mapped focused code

Each participant confidently shares the trigger/s for a change in career from having children, realising an innate skill or an intrinsic belief in social justice. Each participant also seems to use a 'force'

metaphor for the motivation to change careers, including terms such as, 'direction', 'push' or 'pull'. Wilkins and Comber (2015) discuss similar findings where 'elite career changers' in their study described either a *pull factor*, such as the rewards of teaching, or a *push factor*, e.g. dissatisfaction of previous career or redundancy. In each case, it tended to be either a push or pull factor that enabled them to consider retraining as a teacher.

Richardson and Watt (2005) discovered four aspects that seem to affect a career changers' decision to retrain: 'prior considerations, career fit, time for family and financial reward' (*ibid*, 2005, p.480). Three of these findings are corroborated in this study with prior considerations taking the form of a *pull* factor by considering teaching as a possible career for a number of years. 'Time for family' is the exception in this study, with one participant seemingly expressing an opposite to Richardson and Watt's findings. Alexa states that '*the reason why I've changed to be a teacher now is because all of my children have now left school.*' (Alexa, 1:52). She continues to imply that because all her children have left home, she had time to consider being a teacher, not that becoming a teacher would give her more time for her family as suggested by Richardson and Watt (2005).

For seven out of the eight participants teaching had always been a career option. Having said this, participants appear equally divided into two groups: those that 'knew' they wanted to teach but were not sure when (*pull*), and those that seem to have skills associated with teaching and an event encouraged them to consider (*push*). Examples of these *pull* or *push* factors are included on the next page:

**Pull**

*it was in talking to them and I'd get really excited about what they were doing* (Alice, 1:14)

*But between every job change I assessed whether I was in a position to go and do my teaching.* (Steven, 1:28)

*… having children gave me time to think about that; I just need something else now* (Alexa, 1:38;46)

*It's been one of those things that I've toyed with, but I've always not been the right time or I'm doing the right place. So I perhaps not fully committed to doing it at that time. Whereas now it's a case of what I do.* (Seb, 1:141)

**Push**

*so I went on maternity leave and I kind of thought, well, the thought of going back to work, I knew I wanted to go back to work, but I didn't want to get back to what I was doing.* (Alice, 1:5)

*I was kind of pushed into teaching ... I really, really enjoyed the teaching aspect. Um, and so that, that's why I decided to pursue teaching as a career.* (Rich, 1:25-28)

*we used to have [accountancy] trainees come in, I really enjoyed teaching and then not getting any kind of, oh, maybe you should go into teaching.* (Esther, 1:26)

It would appear that all participants actively recognise or have experienced a *pull* or *push* factor, e.g. they were aware of being drawn into or propelled towards, teaching. Some reasons appear to exclusively belong to *push* or *pull*, whilst others could be associated to both categories. *Pull* factors almost exclusively include themes such as knowing existing teachers, wanting to make a difference, or being immersed in school life as a prior career in some form. Steven and Alice suggest that having lived vicariously through friends and family that teach, their decision to commit to the change of career was enhanced.

> *And my sister's also a teacher. She's a primary school teacher. Um, and I've got a few friends who are primary teachers; kind of had my eyes opened to it a bit* (Alice, 1:12;13)

> *it's helped massively actually having my wife go through the process because I'm a lot more aware of how it worked and it's that, she made it, motivated me to want to do it more in a way* (Steven, 1:78)

Alice is one of two participants that had not considered teaching at an earlier stage in her working life. For Alice it was her search for a career other than the one she was taking a break from (whilst on maternity), and the links she made with friends as teachers, that the attraction began. This is reflected in Wilkins (2017) research where eleven participants (more than half within his study) had a 'significant adult in their life who is a teacher' (*ibid*, 2017, p.180). Being immersed in school life was also a major *pull* factor for six participants in recent years leading up to the point of training. Four participants had prior school experience as Higher Level Teaching Assistants or Learning Mentors with two engaged in andragogic practice. These experiences seemingly whet appetites and through extended experiences within classrooms, participants started to imagine that they could make a shift towards being a teacher, it was just a matter of timing.

> *I was itching to do more of it* [volunteer as a Teaching Assistant in school] (Esther, 1:32)

> *It's been one of those things that I've toyed with, but I've always not been the right time or I'm doing the right place. So I perhaps not fully committed to doing it at that time. Whereas now it's a case of what I do.* (Seb, 1:141)

'Significant adults' could also be considered a *push*, as well as a *pull*, factor. The difference with significant adults as a *push* tends to involve colleagues or other professional people rather than people they know personally (Michaela, below). For Esther and Sophie below, repeated suggestions by people trained by them in previous careers became a trigger.

> *when I was doing my accountancy, the part I really enjoyed, doing the teaching part of that; So if we had new trainees come in, I'd really enjoy teaching and then getting a kind of, oh, maybe you should go into teaching.* (Esther, 1:25;26)

> *because it* [training to teach] *was suggested to me, it was like a light bulb moment. I thought, why have I not thought of that?* (Michaela, 1:48)

*I got approached when I was training* [as a chef] *then to consider becoming a teacher at the college of pastry if that's something I want to do.* (Sophie, 1:128)

Towards the end of each semi-structured interview, all participants express a readiness to become immersed in the training process; a 'nowness' that the choice to move into teaching was right with most participants talking about the decision in the present tense, i.e. something they are still experiencing even though they have already started training. Steven is a prime example of this, stating his decision to train to teach after three years of waiting felt '*justified*' because he 'sees' himself teaching (Steven, 1:53) even though he was actively involved in teaching young people at the time of the interview. Sophie is the only participant that seems to experience both external *push* and internal *pull* factors repeatedly throughout previous careers as shown in the separate extracts below:

*It's something I've considered for a very long time ever since I was younger and being told you make a really good teacher.* (Sophie, 1:65)

*I feel the time is right* (Sophie, 1:67)

*You should have done it a long time ago* (Sophie, 1:102)

*I want to get the most out of it* (Sophie, 1:109)

Whilst both Steven and Sophie describe the *nowness* of the career change, it is interesting to note that all participants (with the exception of Sophie), have a long-term life partner and actively reference them in the decision to change careers at some point in the interview. Sophie made no reference to discussing options with a significant person: familial, platonic or partner. Within dialogic theory, Bohm (2004) suggests that the need to engage in dialogic decision making is human nature and that generally people seek 'collective thought' particularly around challenging themes (i*bid,* 2004, p.52). Having significant, dependent and consistent people involved in decisions is noted by Bronfenbrenner (1979) too, through seeking the opinions of those within a person's microsystem of influence (see Chapter 3, Section 3.2). When reflecting on the nature of the talk of each participant, memoing ('the pivotal intermediate step between data collection and writing draft' (Charmaz, 2014, p.162)) revealed how Seb frequently referenced collective thought and dialogic decision making. His microsystem (see Chapter 3. Section 3.3) of immediate, daily influences appears small with the decision to train made <u>with</u> his life partner. Sophie is different from other participants in other ways too with her energy, enthusiasm and clarity that '*the time is right*' (Sophie, 1:67) palpable as she speaks. Her speech patterns differ from others: they are often seemingly erratic, she speaks quickly and often returns to points having diverged away from them into associated thinking. My personal research journal exposed how it felt to me as the listener like following someone around a maze, dead ends and backtracking; two steps forward, one step back. For the other seven participants, personal narratives seem more linear: they usually tell chronological stories, filtering salient events associated with the decision to train as a teacher, rarely looping back. These observations however seem more in the realm of applied

linguistics and so *theoretical saturation through divergence of theme* is a risk (discussed in Chapter 4, Section 4.8.3). Therefore further exploration of *Forces* as a theme will be suspended at this stage.

'Making a difference' (Wilkins and Comber, 2015, p.1019) and wanting to have an impact on young people's lives through joining the teaching profession is something all participants mention, with particular reference to *vulnerable* students mentioned by three participants. Similar findings appear in Tigchelaar *et al.*'s (2010) paper, where 'social imperatives' was a key finding of the studies featured within the metaanalysis. Social justice and vulnerability are regular themes in Seb's narrative, with him summarising: '*I want to be a valuable asset*' (Seb, 1:91). Alexa's desire to spread her passion for young people to have a good start in life, after raising three children of her own, means that she '*genuinely feel[s] as though you are making a difference in the relationships you make*' (Alexa, 1:31). Both Seb's and Alexa's desire to make a difference is echoed in Dos Santos' (2019) study where career changing teachers in secondary schools within rural communities wanted to 'make a difference… [as a] priority in the teaching profession' particularly as they recognised students as 'the leaders of tomorrow' (*ibid*, 2019, p.227).

### 5.2.2 Hands On (focused code)
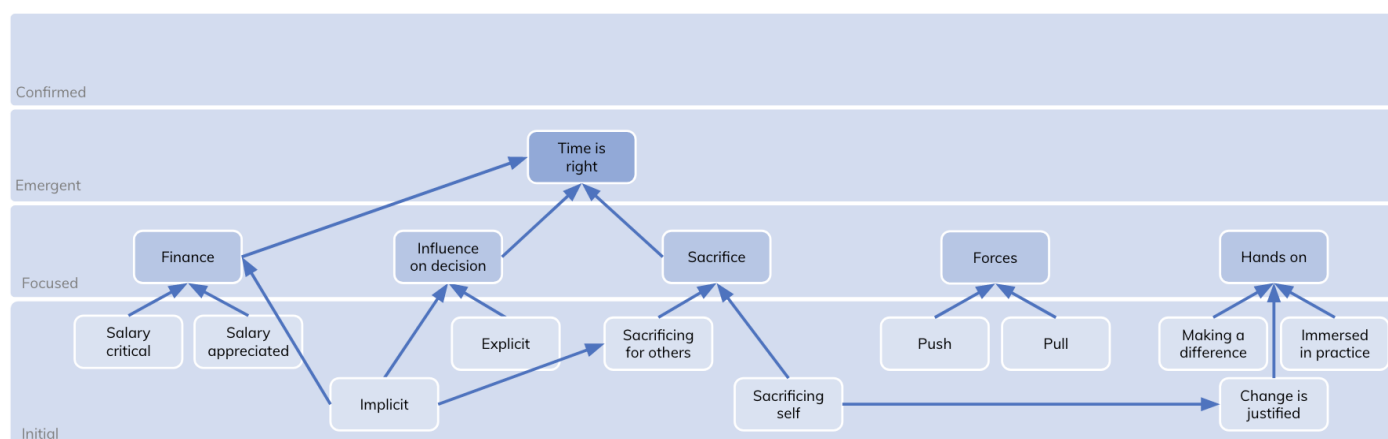


Diagram 5f: *Hands on* as mapped focused code

On choosing an Initial Teacher Education programme, all participants note the need for a school and/or classroom based route that is *hands on* in nature with some stating clearly how they did not want to go 'back' to university. Esther, Alexa and Alice discuss the need to be immersed in practical aspects of teaching, through being 'school based'.

> '*Surrounded by watching other people… monkey see, monkey do; If it looks like a teacher, it is a teacher. … definitely knew I wanted to do a school centred program because I learned it on the job. That's what suits me best*'. (Alice, 1:27;28)

> '*the more learning on the job in school, then you'll really benefit from that.*' (Esther, 1:43)

> '*but also because when one was a Teaching Assistant before, it would be difficult for me to go to university anyway.* (Alexa, 1:73)

Alice extended this thinking with hoping the practical, school-based approach would introduce her to other mature career changing parents within the same situation,

> *'I think the other thing I was hoping to get out of joining a SCITT rather than the university based course was, um, I was hoping there'd be other people in the same position to me; Other career changers, other people my age, other people with kids, which there are, there's obviously a real range of people in the group.* (Alice, 1:68;69)

Compared to the other four focused codes above (*finance, influences, sacrifice* and *forces*), *hands on* is the smallest cluster of data and yet seemingly integral to the exploration of career changers as all participants are coincidentally enrolled on school based programmes.

In summary, the combination of the two emergent in-vivo themes of '*time is right*' (Sophie, 1:67) and *nowness* (Sophie, 1:122) as two emergent themes, is exemplified below.

> *The nowness of it* [having to teach alongside experienced teachers] *is scary.* (Sophie, 1:122)

### 5.2.3 Nowness (emergent theme)
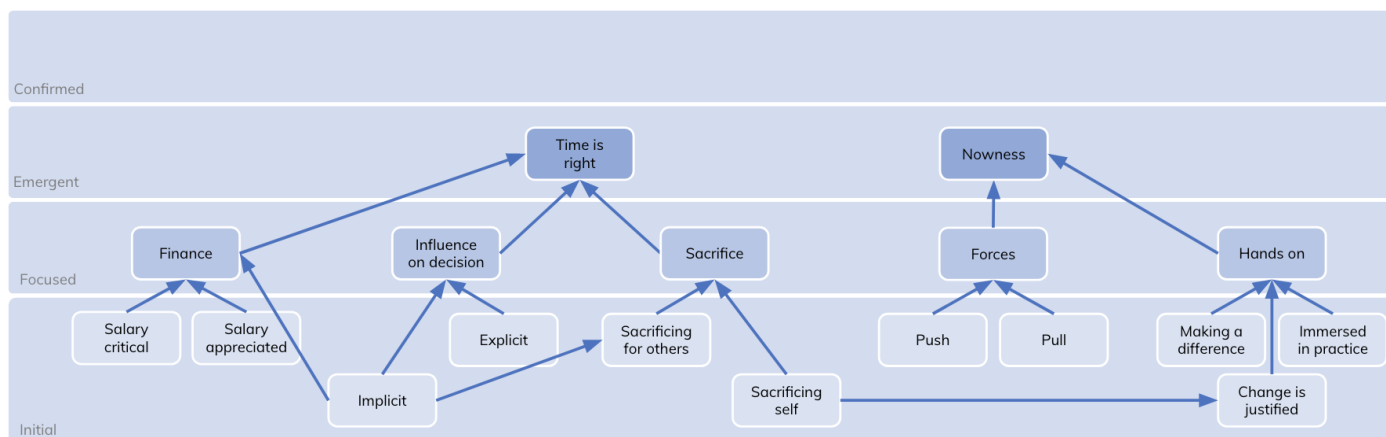


Diagram 5g: *Nowness as mapped emergent theme*

The notion of 'nowness' (an in-vivo code taken from Sophie's extract in the last section; 1:122) refers to the present day, and how participants decide that the transition into teacher training is the right time. Each participant talks about their decision as being a *force*, a *push* or *pull*, combined with a need of <u>being</u> *hands on* and <u>making</u> a difference (present tense). I distinguish *nowness* as different to the other emergent theme of *time is right,* as the latter seems to relate to the build up to the decision to train, whilst the codes below suggest the present.

### 5.3 Towards a Confirmed Theme

As mentioned previously, the aim of profiling participants was not to generate themes, categories or theory; it was a form of settling the research and setting the scene. I was not prepared for the commitment of the participants to the research process and have been struck at how much they divulged, how honest and open they have been. I have come to understand what Charmaz (2014)

meant, when she wrote: 'I emphasize the special character of the intensive interview in which the interviewer has the privilege of learning about the research participant's life. The conversations that ensue have extraordinary depth that is disallowed in everyday life' (Charmaz, 2014, p.82).

Tentatively, having read each transcript several times, engaging in initial and focused coding processes, I have documented two emergent themes: *time is right* and *nowness*. On reflection, and returning to the extracts included in this chapter, it seems like a *convergence* in people's lives has or is occuring. The notion of the *time is right*, suggesting that different *forces* and *influences* and *sacrifices* have aligned, combined with participants' eagerness to be *hands on* and revelling in the *nowness* of their position, their transition continues to suggest a process of coming together. Therefore I am tentatively naming the first confirmed theme of the study: *Convergence*.
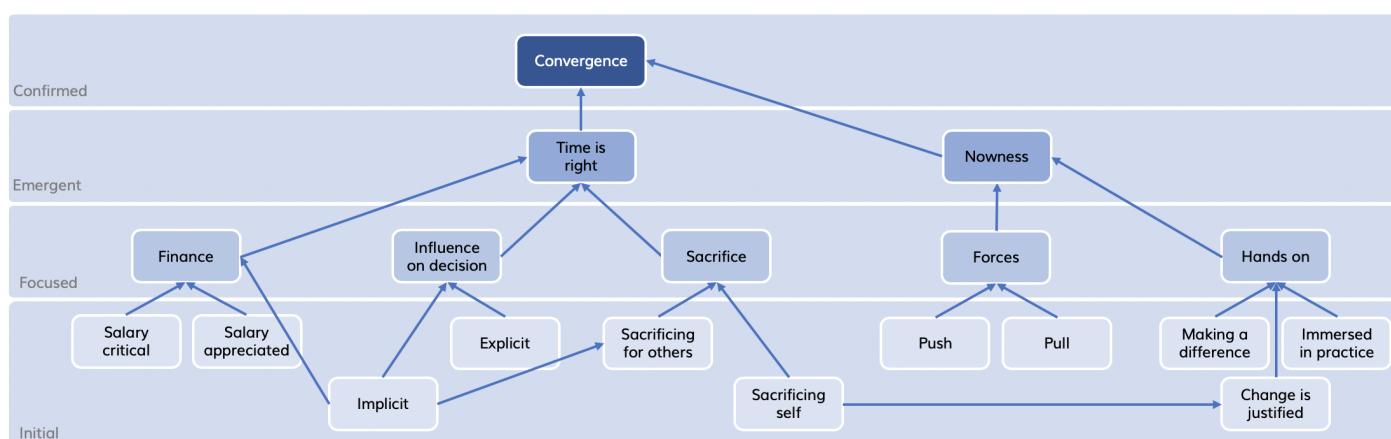


Diagram 5h: *Convergence* as mapped confirmed theme

## 5.4 Chapter Summary

As mentioned, the amount of rich data that has emerged through the initial, semi-structured interviews was unexpected and yet feels too important to ignore. Perhaps the rich data, exposed during the profiling process, could have been predicted, however to do so would not have been grounded and such biases, as explored in Chapter 3, Section 3.3, may have led me to search for confirmation of such theories. The process of being grounded, connected and true to the data as much as possible has given additional purpose and vigour to the methodology and to myself as researcher.

The next chapter follows a similar journey of exploration where the mapped Constructivist Grounded Theory Methodology process (see Chapter 4, Section 4.7) will be fully engaged as planned, although of course open to reflexivity in line with the methodology. The confirmed theme of *Convergence* will now be 'parked' whilst the first phase of prompted monologues takes place. Once the coding process has concluded with emergent themes and possible categories explored, all of the initial, focused and emergent themes of this stage will be returned to with the aim of comparing and contrasting the new data of the prompted monologue 1 with the existing data of this semi-structured Interview.

# Chapter 6: Prompted Monologue 1

## Introduction

This chapter explores the first of three prompted monologues. A prompted monologue, as mentioned in Chapter 4, Section 4.7.2), is an unstructured interview with an absence of predefined questions with the exception of one prompt: 'Learning, talk about your learning?'. The prompted monologues are designed to promote and provide space for reflection enabling participants to explore perceptions of 'learning' using their own words. Prompts include tools used within Clean Language, i.e. parroting and conjunction prompts ('*and*', '*so*') as explored in Chapter 3, Section 3.3. All participants chose for their prompted monologues to be carried out within training centres (where trainee teachers on the same programme attend one day per week) with an allocated thirty minute duration (with thirty minutes gaps between monologues to allow for extra time).

This chapter, like the previous chapter *Participant Profiles*, is written in the present tense as it follows an exploration and discovery of data presented in the order in which the research occurred. In addition to the separated extracts from different participants presented on separate lines, this chapter includes longer, continuous extracts from the same participant presented in a single box. What follows is an exploration of the emerging data, beginning with the first focused code of *Exploring Identity*.

## 6.1 Towards a Potential Emergent Theme

### 6.1.1 Exploring Identity (focused code)



Diagram 6a: *Exploring Identity* as mapped focused coding

With reference to *exploring identity*, Wilkins *et al.* (2012) discuss a liminality between trainees' personal and new found professional identities; a space in which present identities may be explored, compared and contrasted with previous identities. Young and Erickson's (2011) early stage of forming a teaching identity also refers to a 'space' where concepts of teaching are formed and tested with initial classroom

experiences within an *imagining* phase. The notion of liminality and imagining would seem to describe what Sophie and Steven refer to when identifying both trainee and teacher personas.

> *it's, it's* [teaching] *more from, yeah, it's just from, it's that element of me that's sort of like when I've done a lot of training, you know, I mean, the majority of it's been like sports coaching. You train and you get better.* (Steven, 2:92)

> *I'm not just coming across like I care* [as a teacher] *because I'm training and I want to be like a good trainee, I want to be both* (Sophie, 2:145)

The duality of being aware of both teacher and trainee identities is a feature throughout their prompted monologues. Unlike other trainees, they regularly move between reflecting on being a teacher and a trainee, relating experiences from one that influence the other. The novice stage with Taylor's (2007) Reflective Competence model, would place such explorations within the 'unconscious incompetence' (not being aware of what you do not know or cannot do yet); as explored in Chapter 3, Section 3.2. Steven appears to be more rooted in the past and spent most of his prompted monologue discussing his 'journey' into teaching, with little reference to present day teaching experiences. Sophie is similar, with a detailed journey of her past although in her prompted monologue she segues back and forth between what she perceives she is learning about teaching in relation to what she learnt before.

> '*... I'm one of the English trainees. So my background of publishing and literature and American Studies is very, very literature based, history based.*' (Sophie, 2:147)

At face value she appears aware of teaching and what it might entail, but rarely references perceptions of her own learning at this stage. As Sophie does not discuss what she needs to learn, might suggest that she sits within Taylor's 'conscious incompetence' stage (being aware of what you do not know or cannot do yet).

Etherington (2011) found in his study of 15 'mature, second-career' trainee teachers that 'older student-teachers can offer much to the classroom, but they expect to be treated as autonomous adults with past career experiences and successes' (*ibid*, 2011, p.275). This resonates with Sophie's and Steven's prompted monologue due to the significant emphasis, in comparison with other participants in this study, placed on previous career experiences and successes. Both share a varied path into teaching with at least five notable changes in career direction prior to training. Similar to Sophie and Steven, Seb's journey into teacher training echoes similar references to his past, although reflections on his perceived learning appear in a subsequent section due to extensive school experience.

**6.1.2 Transitioning Identity: Becoming a teacher (focused code)**
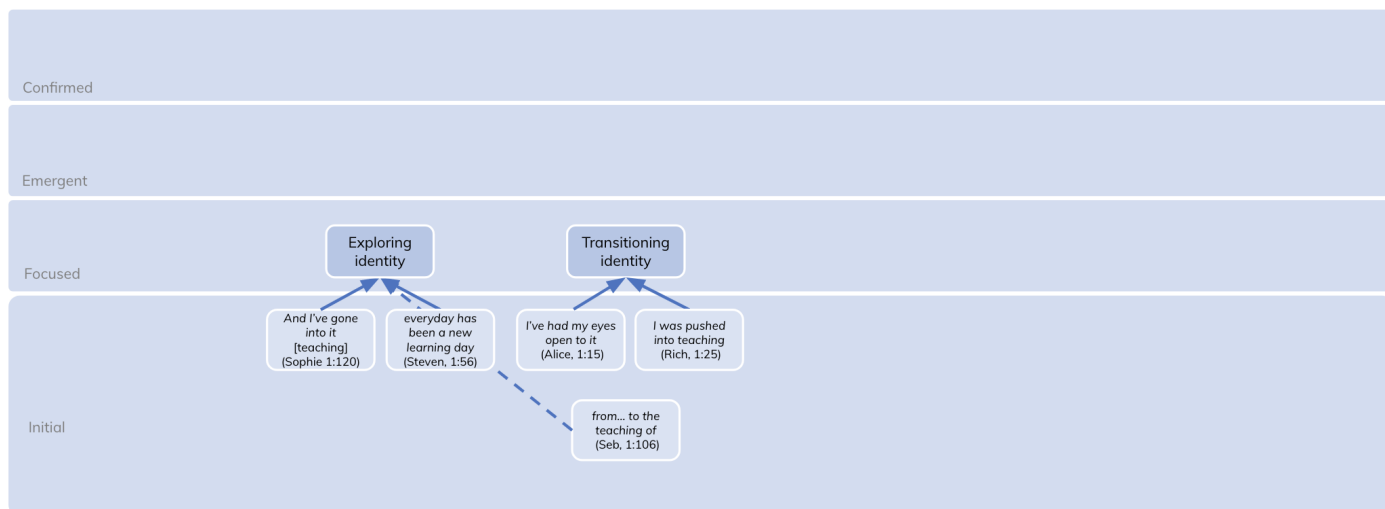


Diagram 6b: *Transitioning Identity* as mapped focused coding

Related to being aware of actively transitioning from novice to beginner is what Taylor (2007) would refer to as moving into 'conscious incompetence' (being aware that there are things to learn and that you are not competent as yet). Taylor's (2007) Reflective Competence model seems to correlate with what Alice and Rich describe in the separated extract below. Both participants refer to being a teacher in the present tense; they actively explore and claim their beginner status, but do so with the confidence of wanting to 'have a go' and engaging with the process of thinking as a teacher. They seem to be aware that their professional identity is in formation and they are transitioning:

| | |
|---|---|
| *I needed to be in it surrounded by watching other people kind of 'monkey see, monkey do'. That's, that's been my approach so far. If it looks like a teacher is a teacher.* (Alice, 2:27) | *I was pushed into teaching, because while I was doing it, I also had to help out with undergraduate classes and I loved that.* (Rich, 2:25, 26) |
| *I like to be able to get into the classroom and try it and see it working.* (Alice, 2:39) | *I find it difficult to kind of take on as much teaching as I want to because like, you know, I enjoy that part a lot that I want to take on lots of it* (Rich, 2:62) |
| *And if I've got a class of year sevens and they're going to be doing a task and say, well, how do you, how do you think you're going to do this? How you're going to go about doing this?* [participant is referencing to herself] (Alice, 2:43) | *But in terms of me wanting to develop, I'm a good teacher.* (Rich, 2:84) |

Hamilton and O'Dwyer's (2018) study of fifteen 'mature learners', found that the process of becoming a teacher was of greater importance than the qualification and seems to echo Alice and Rich's reflections. Both have experience of 'teaching' others in further or higher education settings. They seemed to enjoy the teaching aspects of their role so much that it pushed them to consider it as a career. They personally know or knew established teachers either as friends or colleagues, and made references to vicariously becoming aware of teaching through them.

> *I've got a few friends who are primary teachers, kind of had my eyes opened to it a bit.* (Alice, 2:15)

> *It was the first opportunity where I was kind of pushed into teaching because while I was doing it* [Doctorate]; *I also had to help out with undergraduate classes and I loved that.* (Rich, 2:25;26)

The extracts above suggest a need to push, to challenge, to move into a new career. They seem to focus on teaching as a career, something to achieve through extrinsic motivations. Kaldi's (2009) study of fifteen Greek mature trainee teachers found a link between those with explicit classroom based teaching experience and extrinsic motivation to become a teacher. Whilst it is too early in this study to claim that such a link exists, it is noted and may be returned to in later prompted monologues. Within this study there appears to be a link reinforcing or bolstering the *forces* focused code from the Participant Profiles of the previous chapter (see Chapter 5, Section 5.2.1).

Being aware of teaching prior to applying to the course is a feature, as mentioned, in Hamilton and O'Dwyer's (2018) study. They found that participants with explicit teaching experience were more able to articulate what type of teacher they wanted to be. Lampte and Engles (2010) discovered similar themes of 'students with work placement experience developed a more 'realistic' view of learning and teaching compared to students without this experience' (*ibid*, 2010, p.3). Alice and Rich seem developed in their conceptualisation of 'becoming' a teacher compared to Sophie and Steven, reinforcing findings of Kaldi (2009), Lamote and Engles (2010) and Hamilton and O'Dwyer (2018). However when comparing Alice and Rich to the remaining five participants they do not appear to be in a 'developing identity' phase yet as their tense used around developing professional identity is a mix of past, present and future; it is settling unlike those within *Developing Identity,* of the next section.

**6.1.3 Developing Identity (focused code)**
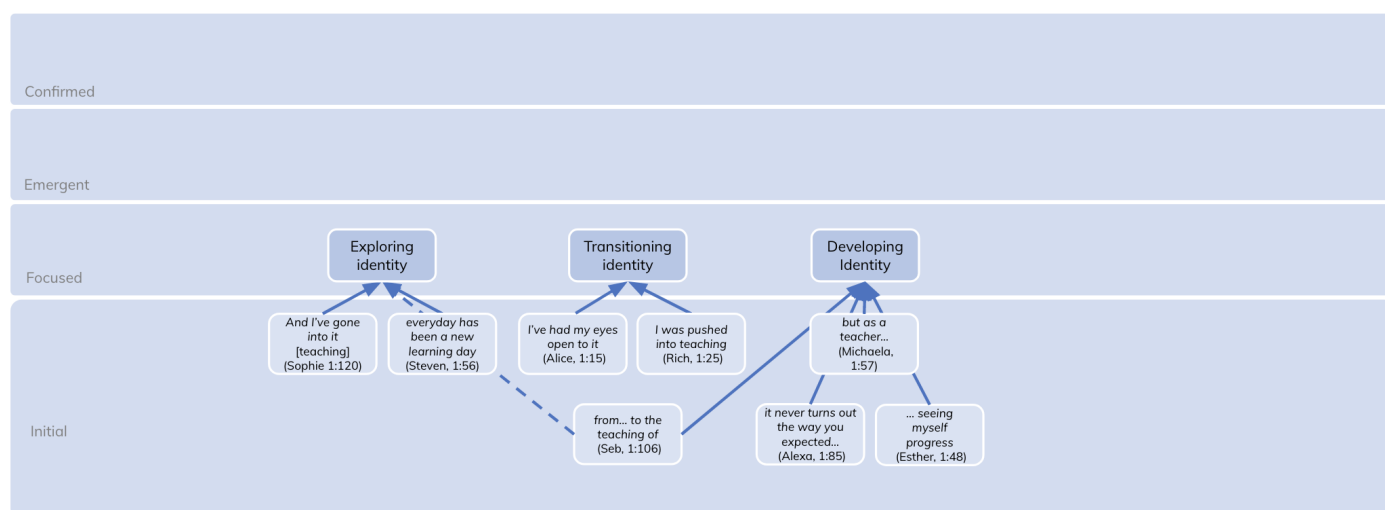


Diagram 6c: *Developing Identity* as mapped focused coding

When discussing ideas of adjusting identities from a previous career to one aligned with teaching, participants seem to be referring to a capacity to demonstrate and mimic behaviours seen in mentors and established classroom teachers. This reinforces Bourdieu's (1989) theory of practise (as discussed in Chapter 3, Section 3.2) whereby trainees reproduce an experience and make subtle, often unconscious, adaptations as they do so. The mimicking and adaptation of experience extends Taylor's (2007) Reflective Competence model referenced in the last section, by recognising a shift from 'conscious incompetence' to 'conscious competence'; where one becomes aware of what one is skilled in, feeling empowered to progress. Taylor's model seems to work alongside the second stage of the Five-stage Model of Adult Skill Acquisition (Dreyfus and Dreyfus, 1986; Dreyfus, 2004), *Advanced Beginner*. Previous sections (6.1.1 and 6.1.2) looked at *creating* and *developing* professional identity, which would mirror the first of Dreyfus' five stages, the *Novice*. Chudý and Andrysová (2019) describe the novice as being focused on 'content of lessons, short-term planning and immediate responses to various teaching situations. Most of their professional training is based on imitation and the advice of the others' (*ibid*, 2019, p.7). *Transitioning Identity* however is seemingly more aligned to the advanced beginner where 'they begin to form strategies for different teaching situations. Their focus shifts from their own performance to a more general perception of the teaching process' (Chudý and Andrysová, 2019, p.7). This aligns with the prompted monologues of Alexa, Michaela and Esther; participants with explicit prior experience of teaching.

> I'm enjoying seeing myself progress and develop as a teacher. Um, it's, it's, it's really motivating to see that in myself. (Esther, 2:47)

> I like it when they achieve things because it feels like you have too, which is a strange thing, isn't it? (Alexa, 2:63)

> I think already in my classroom I can see that I've had an impact on the creativity of it. (Michaela, 2:82)

The extracts above would suggest an epistemological approach to developing professional identity through 'being' a teacher (Young and Erickson, 2011). To expand, it is the practice of teaching that seems to assist participants in understanding what 'being' a teacher means. It is useful to return to notions of reflective practice (Schön, 1983; Kolb, 1984); see Chapter 3, Section 3.2. Alexa, Michaela, and Esther above regularly refer to the act of reflection, of returning to and using the affirmation of others to quality and quantify 'effective teaching' practice. 'It [the mentor relationship] challenges you to think, do you just think this because you think it's a nice way to do things or do you have evidence to back it up?' (Michaela, 2:111). Conversely, Uusimaki (2009) suggests that developing a teacher identity is more ontological than epistemological, as it has moved on from the practising of teaching and single event lesson evaluations and more towards developing a person's ideas and beliefs about teaching. With this in mind, it could be said that Alexa and Esther discuss developing a professional identity epistemologically as they are focussed on the impact of being a teacher over time. Michaela seems to frame her learning differently in more ontological terms; she regularly talks about values (such as creativity in the extract above) and how she wants to enhance childrens' lives: 'because we happen to also have a lot of children who don't grow up with that [singing] in their homes' (Michalea, 2:79).

The remaining participant, Seb, seems similar to both Sophie and Michaela, although in a different stage of identity formation. In one respect Seb seems to echo sentiments in Sophie's prompted monologue by references to multiple career development; using previous events and experiences to reinforce a decision to train, and regularly using the past tense. In this sense, it could be said that he is still *exploring* his teacher identity. However, like Michalea, Alexa and Esther, Seb has significant experience of being in schools and is confident when working with young people. Kaldi (2009) found similar outcomes: 'As almost all of them had had study and/or teaching experience, the theory which was taught in the current course could be put into practice without much difficulty' (*ibid*, 2009, p.43). When reflecting on the importance of pastoral provision, important to Michaela and Alexa also, Seb's ontological perspectives of education are more in line with a developing professional identity. He reflects (below) on joining the teaching profession by referencing a shift from a previous identity to the present. It is for this reason that it seems more appropriate to locate him within a *developing* identity phase.

> '*So yeah, it's been a really, really interesting sort of transition from, you know, from the pastoral element to the teaching of and one that is really good when you join it.*' (Seb, 2:106)

### 6.1.4 Changing Identity (emergent theme)

As discussed in Chapter 4, *Methodology*, in-vivo, primary and secondary coding of participant monologues will hopefully expose emergent or floating themes that may help generate theory later on. As explored specifically in Chapter 4, Section 4.7.4, an emergent theme is one where focused codes are grouped to form an overarching confirmed theme. In five of the eight prompted monologues, a theme seems to emerge in which the focused codes point toward a *Changing Identity*.
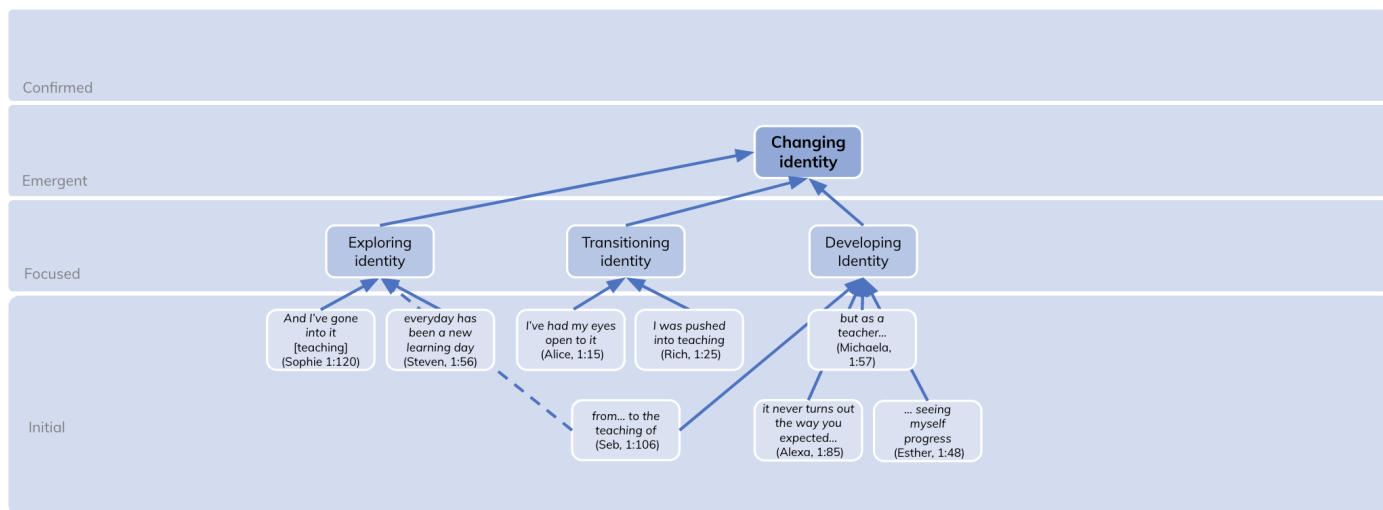
Diagram 6d: *Changing Identity* as a mapped emergent theme

As mentioned, for most participants, the early part of their prompted monologues seems to explore concepts of 'identity', with several participants sharing ideas of having to prepare for the 'process of becoming a teacher' (Steven, 2:112). Some participants are aware of the need (future tense) to prepare for a *change* of identity as part of their training, whilst others made references to 'enjoying seeing myself progress and develop as a teacher' (Esther, 2:47). At this point in the research, participants seem to discuss the changing of professional identity, differently. The reasoning behind the term *changing*, as opposed to a 'new' or 'emerging' identity, is that for all participants, having a professional identity is familiar. They all come from professional backgrounds and so, unlike recent graduates, an acquisition of a professional identity to one within the teaching profession is a given. Whilst the notion of *changing* is common between all participants, *identity* seems to be explored as either an aspiration, intention or realisation as exemplified by the initial codes: exploring, *transitioning* and *developing*. They seem to either reflect on the present and future tense need to develop a professional teaching identity (knowing what they are developing); aspire towards it in a mix of past, present and future tense as they seem aware of what an adapted identity might be like, or, they are exploring what being a teacher might mean in the future tense, often using previous experiences as references.

This awareness of different references appears as a result of methods of constant comparison within a Constructivist Grounded Theory approach (see Chapter 4, Section 4.5.2). An association has appeared between the different stages of identity that was not initially apparent through the initial coding process, but has emerged from focused coding. This is not unusual according to Charmaz (2014), as this reinforces the necessity of using methods of constant comparison between codes, searching for what makes them the same or different. As I map the focused codes and cross-reference these to participants, I can see a correlation with the stage of identity and their 'newness' to teaching, e.g. those with little or no connection or experience of schools and those with a personal connection (implicit school experience), and those with explicit in school experience with young people in classrooms. This resonates with Young and Erickson's (2011) reflections on the stages of 'being a teacher' in the USA. Their autoethnographic study suggests there may be three stages to adopting a professional teaching

identity: *imagining*, *becoming* and *being*. The first of the three is concerned with an ontological visualisation of what they believe teaching could be and how it might align with a personal ideology, whilst the latter 'being' stage is epistemologically focused on their capacity and developing one's own professional identity. Lamote & Engels' (2010) previous study conducted in Belgium would support the three stage identity continuum as well. They found that those with 'work experience' had a more 'realistic view' of teaching, i.e. they were already in the *becoming/being* stages. In their study they also note differences in gender and alternate views on what makes a 'good teacher'. Whilst my explorations do align with Lamote and Engel's three stage identity continuum, differences between gender are not apparent to date in this research.

Table 6a below aligns focused coding with Young and Erickson's (2011) three stages of identity and a participant's prior experience of teaching, alongside extracts of data to contextualise the emerging theme. I have included comparisons to Taylor's (2007) Reflective Competence model as regularly referenced in earlier sections so theoretical comparisons could be drawn. Readers may notice that Seb is included twice for reasons explained in Section 6.2.3, *Developing Identity*.

| Original coding | Exploring identity | Transitioning identity | Developing identity |
|---|---|---|---|
| **Young and Erickson's (2011) stages** | Imagining [teaching] | Becoming [a teacher] | Being [a teacher] |
| **Taylor's (2007) Reflective Competence** | Unconscious Incompetence | Conscious Incompetence | Conscious Competence |
| **Prior experience of teaching** | Little or no connection or experience of schools | Personal connection or experience of school | Explicit experience of school |
| **Participant** | Sophie Steven Seb | Alice Rich | Alexa Michaela Esther [Seb] |
| **Data extracts** | I've gone into it and you know when you just feel, yeah, this is me, this is, I'm really interested, slotted into the team at, at school and just going with it, getting my hands on children. (Sophie, 2:120) <br><br> It's all almost like sort of I'm working through a mental | I've got a few friends who I will say primary teachers kind of had my eyes opened to it a bit. (Alice, 2:15) <br><br> It was the first opportunity where I was kind of pushed into teaching because while I was doing it [PhD]; I also had to help out with undergraduate classes and I | even when you plan something, it never turns out the way you expected it to. (Alexa,2:85) <br><br> I think that having the career that I've had and having to juggle all those different things and everybody wanting to be your priority as, um, has armed me for |

| | checklist of Yup. Yup, Yup. You know, this is, this is what I'm doing to develop myself. Um, and yeah, just, yeah, just I've enjoyed, you know, every, every day has been a new learning day and I'm sure it will be for the next forever really. (Steven, 2:54-56) | loved that. (Rich, 2:25,26) | deciding what I think is most important in my own teaching. Definitely. (Micheala, 2:112) I'm enjoying seeing myself progress and develop as a teacher. Um, it's, it's, it's really motivating to see that in myself. (Esther, 2:48) it's been a really, really interesting sort of transition from, you know, from the pastoral element to the teaching of and one that is really good when you join it. (Seb, 2:106) |
|---|---|---|---|

Table 6a: Comparison between original coding, Young and Erickson's (2011) stages, Taylor's (2007) Reflective Competence model, and prior experience of teaching.

Within a Constructivist Grounded Theory approach, the differences of the *Changing Identity* theme above, i.e. *exploring, transitioning* and *developing,* would be considered a *subcategory* of an emerging theme by Strauss and Corbin (1998, p.119). Subcategories essentially add value to a theme, exposing how themes are constructed. They are useful in a grounded process, particularly if a theme is named differently to the codes from which it came. Subcategories assist with methods of constant comparison as discussed above, when connecting back from future focused coding, emergent themes or connect floating themes that may arise in subsequent prompted monologues. If a constructivist Grounded Theory researcher only presented a generated theory, without a clear and transparent process of documenting subcategories, they could be open to criticism as being overly subjective.

Subsidiaries, therefore, are critical in understanding the differences between themes. In this case, *Changing Identity* contains three subcategories from focused coding, as explored above. This process of subcategories emerging from initial and focused coding is repeated in the next section.

## 6.2 Towards a Second Emergent Theme

### 6.2.1 *Balance, Moving and Significant People* (initial codes)
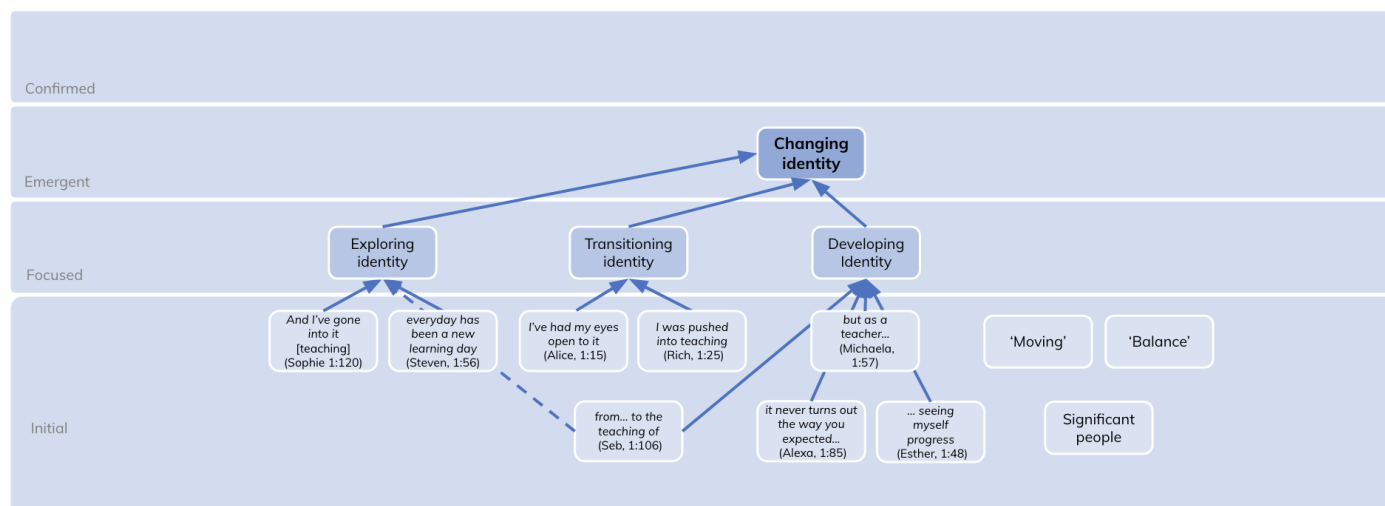


Diagram 6e: *Balance, Moving* and Significant People as mapped initial coding

Feeding into *Balance* as an initial code, participants refer to *Moving* and *Significant People* in different ways. Some participants use metaphors of *moving* to discuss perceptions of their learning. Others talk about *balance* in terms of a perceived work/life balance and its effect on potential learning, as well as how *Significant People* have, or have had, an effect on how they think they learn. References to all three are often an unclear mix of positive and not.

> *It* [work/life balance] *does obviously, like, you know, present a balancing challenge.* (Rich, 2:85)

For example, use of the term 'challenge' above is unclear; it could be a positive or one that he is struggling with. The link between the term challenge with both the *balance* and *moving* metaphors is frequent as explored below.

### Balance (and challenge)

Five participants discuss the need for *balance* and are linked to a 'challenge'. As exemplified above, use of the term 'challenge' is often ambiguous. Interestingly, of the five participants that discuss *balance* as a challenge, all are thirty years old or over and have dependents. This finding is echoed in Wilson and Deaney's study (2009) where career changing trainee teacher, Kim, 'had three active role identities; that of mother, wife and most recently beginning teacher. These roles were obligatory roles' (*ibid*, 2009, p.180). Thoits (1992) discusses obligatory roles in the sense of a person having multiple, fixed and uncompromisable perceived identities. This resonates with Rich's conscious awareness of the need for *balance*. Out of the five participants with children in this study, all actively discuss having children and of these five, three (Alice, Esther and Rich) discuss children as the need to have work/life balance:

*and then I had my son, so I went on maternity leave and I kind of thought, well, the thought of going back to work, I knew I wanted to go back to work, but I didn't want to get back to what I was doing.* (Alice, 2:5)

*I straight away [when starting as a Teaching Assistant] wanted to be a teacher. I was waiting. Right. Um, but it had to be right for my, my family and for that point in my life.* [Esther, 2:36]

*I already have a daughter as well. She's two years old. So a lot of what I feel about the course coming up, it's just how am I going to get kind of all sorted with a very young child house as well.* (Rich, 2:80)

Both Michaela and Alexa talk about having had children, that now is the right time to gain a different sort of *balance*. Echoed in Bauer, Thomas and Sim's (2017) study of 'mature age professionals' the 'desire for work/life balance and a search for meaning and personal fulfilment also strongly resonated' (*ibid,* 2017, p.9). In Michaela's case, the need for a new *balance* is to provide stability that her previous careers could not.

*One thing was myself and my husband are both self employed and we have children of primary school age. And so we thought, do you know what, it would be sensible, if one of us had a real job.* (Michaela, 2:29)

'Real' in the context of Michaela's, seems to refer to a permanency and constancy that a full time teaching career may provide compared to part-time freelance projects she held prior to training. In Alexa's prompted monologue, *balance* is about not having to worry about the negative effects that a new work/life balance would demand, now that her children are 'grown up'.

*So they're [her grown up children] all trying to escape and to leave and I thought, oh, I need, well one [a more demanding job; own words]. Being a teacher is nothing like being a TA [Teaching Assistant]. I would have time to be a teacher now so I could do the bits in the evening and training evening and not be letting anybody down.* (Alexa, 2:42)

The metaphor of *balance* continues, including participants without children. Through the secondary coding process, which focuses on use of language, *balancing* metaphors continue to be used. The metaphors are often in the form of 'juggling'.

*I find it hard to <u>juggle</u> the different responsibilities that I have in particular. It's a, it's, it's a lot to <u>juggle</u>; I kind of wish that it was possible for me just to do more teaching.* (Rich, 2:60;65)

*I think that having the career that I've had and having to <u>juggle</u> all those different things and everybody wanting to be your priority as, um, has armed me for deciding what I think is most important in my own teaching. Definitely.* (Esther, 2:112)

*so we're they're trying to just <u>juggle</u> everything at the same time.* (Seb, 2:186)

The notion of 'juggling' in these instances seems to refer to the need to *balance* personal and professional demands in motion as the demands of the teacher training programme intensify. The prompted monologues occur at a time when participants are preparing to enter a new school

placement, having settled in their first, and so it could be expected that 'juggling' may be associated with this transition.

> It will be interesting to see when I go to placement two, I'm going... cause I'm getting on so well at school I am in at the moment. (Alice, 2:73)

**Moving**

The *moving* metaphor, whilst linked to the *balance* metaphor, could be seen as a floating theme, as opposed to an initial code, in its own right. Firstly, several participants use *moving* metaphors throughout the prompted monologues but are infrequent, with the exception of Seb who uses them frequently. Seb's use of *moving* metaphors seem to relate to controlling a forward motion. To illustrate this, I have underlined the frequency of the metaphors in the continuous extract below:

> *I did that. We started the job... my partner's been pretty ill, which is really shit, it has really put a <u>stumbling block</u> on things. I've not been, or as a result, I've been exhausted so we're they're trying to just <u>juggle</u> everything at the same time. Who's cooking dinner tonight? Who's cleaning today. So it has been a challenge. Um, what I think now we've started to <u>level</u> out a bit. No, no. We'll be fine. We're <u>panning</u> out. So it has been a... a... a, you know, a challenge. A lot of change and things had to do more things outside of our control, which then when there's two of you dependent on that, it's quite...* [pauses and facial gesture changes to indicate stress] *It's not like one of us was doing it, you know, you could just sort of <u>steer the ship</u>. It's like we're both trying to <u>steer at the same time.</u>*
> (Seb, 2:184-195)

The pronoun 'we' (above) refers to Seb completing the course at the same time as his life partner; they are both training on the same course at the same time. His use of the *moving* metaphor, feels different to the *balancing* metaphor discussed previously. It seems to be related to a forward momentum, not circular or two handed usually associated with juggling. 'Stumbling block', 'level out of a bit', 'panning out', and, 'steer the ship' all suggest a desire to keep moving forward albeit with friction. Gorgon (2020) shares how journey metaphors were used by participants in her study. It is unclear if he is referring to his perceived learning or identity development. To this end, I include the *moving* metaphor as distinct from, and sitting alongside, the *balance* metaphor.

**Significant People**

All eight participants actively cite other people as key in their motivation or support structure that enables them to engage with the training. For Alice, *Significant People* relates to the motivation to train to be a teacher; she references several people in short succession on the following page:

> *Yeah, I'm going to go to work everyday if I'm not doing the same thing because my parents said that to me but never led by example. And my sister's also a teacher. She's a primary school teacher. Um, and I've got a few friends who I will say primary teachers kind of had my eyes opened to it a bit, but it was in talking to them and I'd get really excited about what they were doing. (Alice, 2:10-14)*

For all participants, *significant people* seem to play a key role in a decision to consider teaching as a viable career. As shown in the table below, references tend to fall into three subcategories: bereavement, family need or having a support network.

| Bereavement | Family need | Support network |
|---|---|---|
| *And um, we had some things going on in my family anyway, sort of, we lost my mum just before I was interviewing for this. So I think that was obviously discussed with her in advance. Um, and it sort of felt like it was all coming together at the right time. I think for my family and for me career wise and what I wanted (Michaela, 2:54;55)* <br><br> *So I'm now in 2018 and I'm like, no, I need to do something different. Some things happened back home [omitted for anonymity], um, family illness and whatnot put things into perspective for me. (Sophie, 2:63)* | *I straight away wanted to be a teacher. I was waiting. Right. Um, but it had to be right for my, my family and for that point in my life. (Esther, 2:36)* <br><br> *it's just simply the best supported, um, option I had, particularly because um, I already have a family and have a daughter as well. (Rich, 2:47)* | *and then it sort of all fell into place. My wife finished her PGCE, um, and then I was obviously then building up... because we were then able to put ourselves in a financial position for me to be able to, to do it this year (Steven, 2:41)* <br><br> *[partner on the same course] was working in the university [omitted for anonymity] and she sort of... we looked at it together. So we stumbled on it, and looked at it together and thought you know what, let's just do it, let's just go for it. (Seb, 2:126)* <br><br> *and I do realize that I'm really, really lucky to be surrounded by all these people that love and care for me. (Alexa, 2:137)* |

Table 6b: Participant references using coding 'Significant People'

'Challenge' is a common link used within initial codes of *moving, balance and significant people* appears as all participants talk about it either explicitly or implicitly. It is likely, based on the context of career changers moving from one profession through training into a new one, that references are

recognitions of conflict, or at least friction, the challenges may be causing. I have named the convergence of these initial codes, the focused code: *personal challenges.*

### 6.2.2 Personal Challenges (focused code)
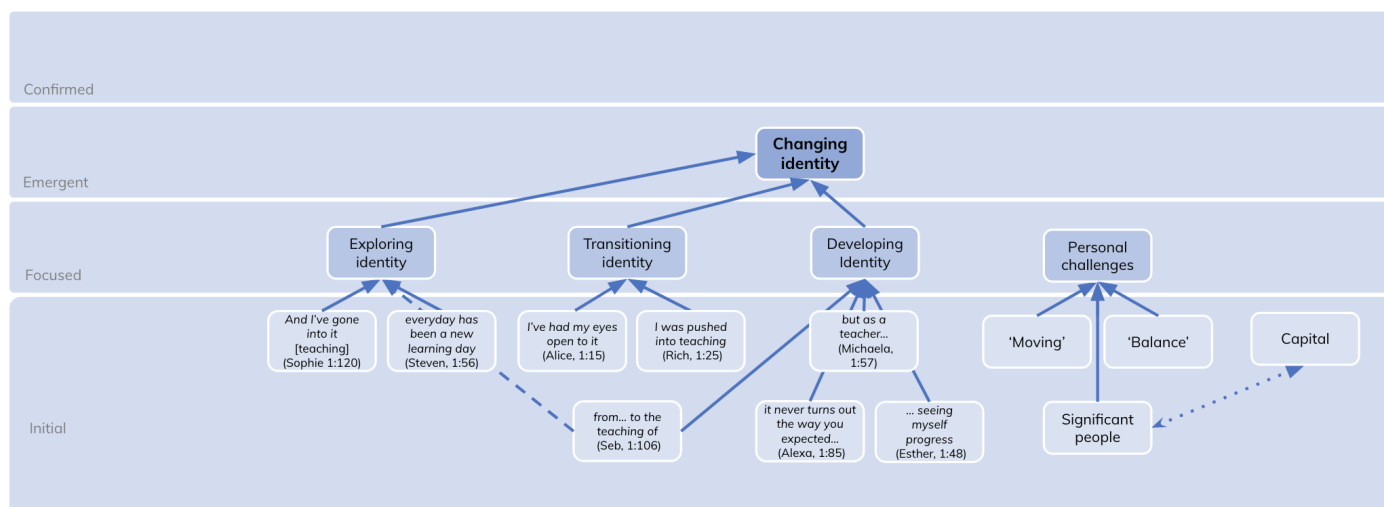


Diagram 6f: Connection between *Significant People* and *Capital* initial coding

To recognise the personal obstacles and decisions that participants share in their prompted monologues, be that bereavement, recognising needs of family or having the social and economic means to change careers, has led to (a focused code of) *personal challenges.* Several participants actively discuss *personal challenges* as having influenced their motivation or perceived ability to complete an Initial Teacher Education programme. Connected to *Significant People,* but not a feature of the focused code *Personal Challenges* (hence the dotted double arrow in the Diagram 6f) for reasons explained in the next section, is *capital*: a person's accumulation of values and beliefs through experiences.

**Capital**

Anthony and Ord's (2008) study of sixty eight career changers in New Zealand, found participants had a distinct awareness of building on learnt experiences, i.e. *capital*. Participants in this study also seem aware of their cultural *capital* and in particular what they bring with them as a 'second career' professional, both personally through family values. For instance, as in Anthony and Ord's (2008) paper, 'many of the teachers referred to their prior occupational experiences when talking about their perceptions of preparedness to teach' (*ibid*, 2008, p.369). Bourdieu's (1977) definition of cultural *capital* explores connections 'between the qualifications people obtain and the cultural capital they have inherited' (*ibid*, 1977, p.108). Grenfell and James (1998) expand on this suggesting it is the 'product of education... and exists in three forms: connected to individuals in their general educated character - accent, dispositions, learning, etc.; connected to objects - books, qualifications, machines, dictionaries, etc.; and connected to institutions - places of learning, universities, libraries, etc.' (*ibid*, 1998, p.21). When considering the extracts detailed above within this chapter, many relate to participants' cultural

*capital.* Therefore cultural *capital*, unsurprisingly perhaps given this study research prompts, seems to be a strong influence of participants' sense in how their teacher identity is forming. Extracts from Sophie's prompted monologue exemplify this:

> *you know, and it's, that's my passion really. And actually it comes across for me in my fascination with America and obviously that's my kind of skill* (Sophie, 2:153)

> *and we're doing the death penalty, nonfiction teaching death penalty to get them to get them to have an opinion on something* (Sophie, 2:154)

> *but that would be my challenge, reading one [a set text] that I haven't particularly enjoyed... then I've got a, and try and get across it's actually good and all of this stuff when I'm thinking this is terrible, why aren't I have not enjoyed it?* (Sophie, 2:161)

> *So I'm just, I'm, I'm embedding things like, well my non, cause I like nonfiction, like that kind of articles and speeches...  and they loved writing a speech when we did that a couple of weeks ago* (Sophie, 2:174*)*

> *And I think that's* [pupil's confidence in speech writing] *great. Okay. And I'm just saying like, yes, this is, this is what I want, this is what I need to do.* (Sophie, 2:185)

The link between *significant people* and *capital* as mentioned in the last section, is explored in a particular participant's prompted monologue, Seb. His prompted monologue reads as quite different from the others and is responsible for creation of the initial code, *capital.* Previous professional identities seem to empower Seb to consolidate his perception of a teacher identity. As Seb talks, his language regularly mixes past and present tense, punctuated with prior experience from earlier careers in politics, psychology or as a secondary school Learning Mentor. The majority of his prompted monologue is focused on discussing the 'hardships' he and his partner have 'endured' [participant's words]. Alongside Sophie, Seb's prompted monologue is one of the longest, ending at twenty minutes and six seconds; Sophie's is twenty eight seconds longer. Seb and Sophie, have a lot to say and speak incredibly quickly. Seb in particular frequently references a 'low' [participant's words, see below] social, economic or cultural capital of the past (Grenfell and James, 1998). He often prefaces a present or future tense statement about teaching using an anecdote of his past; exemplified below as a continuous extract.

> *If the students are involved, if you engage them enough, they could talk about some things that they wouldn't talk about at home perhaps. I was from quite a low working class family. I was really lucky that my granddad was a self-made man who came from homelessness in Newcastle. My Dad was always working. I can see it, but my grandmother pretty much brought me up, and being from Newcastle and Southwest Wales is as far as you going to get quite frankly. It's like, man, it's like a Geordie accent, um, but he really did extend the value of education. Uh, yeah, that was really important. Let's just say, well, yeah.* (Seb, 2:152-157)

The flow of the present reinforced by the past is common in Seb's prompted monologue. Perhaps unknowingly, he regularly draws on his self-identified social and economic status to contextualise his professional identity - his cultural *capital* - and seems to use this to reason why becoming a teacher is so important to him. Bourdieu (1989) explains that every society, and most communities, vary the importance placed on each capital and when people move from one community to another, they reassess these capitals. For Seb, cultural *capital* - predominantly formed of what we learn - seems important to him, not surprising considering the context of an Initial Teacher Education programme. To use Bourdieu's theory of *capital*, Seb may be using his social, economic and cultural capital, an accumulation of values, ideals and experience, to reason why his past had led him to choose to become a teacher.  Seb's social *capital,* as demonstrated by the last quote above, suggests that he feels a social obligation through inherited values, that education has notable worth. His experience of being from a '*low working class family*' (Seb, 1:153), suggests his awareness of the relationship between social and economic capital. Bourdieu (1989) discusses how a form of economic capital can be a product of social interactions, e.g. the influence of adults on young people. Economic capital may also refer to literal money and wealth, of which Seb is acutely aware.

> *Sadly, we love for, we live in a society where money dictates where, uh, both* [him and his partner] *of our upbringings we were to be victims of that economic circumstance* (Seb, 2:176)

In the quotations below, Seb is aware that the students he is currently in contact with may not have the same social interaction or exposure to the economic value of 'hard work' that he did, which is part of his 'vision' or cultural capital for them.

> *I know for a fact that lots of these kids don't have anything resembling that. So that's my ultimate vision and now is the right time* (Seb, 2:158, 159)

All participants discuss how someone and something gives them confidence in becoming a teacher. As described above, this may be their cultural capital (such as Sophie's American Studies supporting her ability to teach English or Rich's doctorate to help him teach Science), social capital (Seb's father's aspiration for his education or Alexa's strong family network), and/or economic capital (Steven's wife completing her Postgraduate Certificate in Education first or Michaela's decision with her partner to move from being self-employed). This combination of *capital*, influenced by the *significant people* initial code, leads me to consider *personal attributes* to be the focused code.
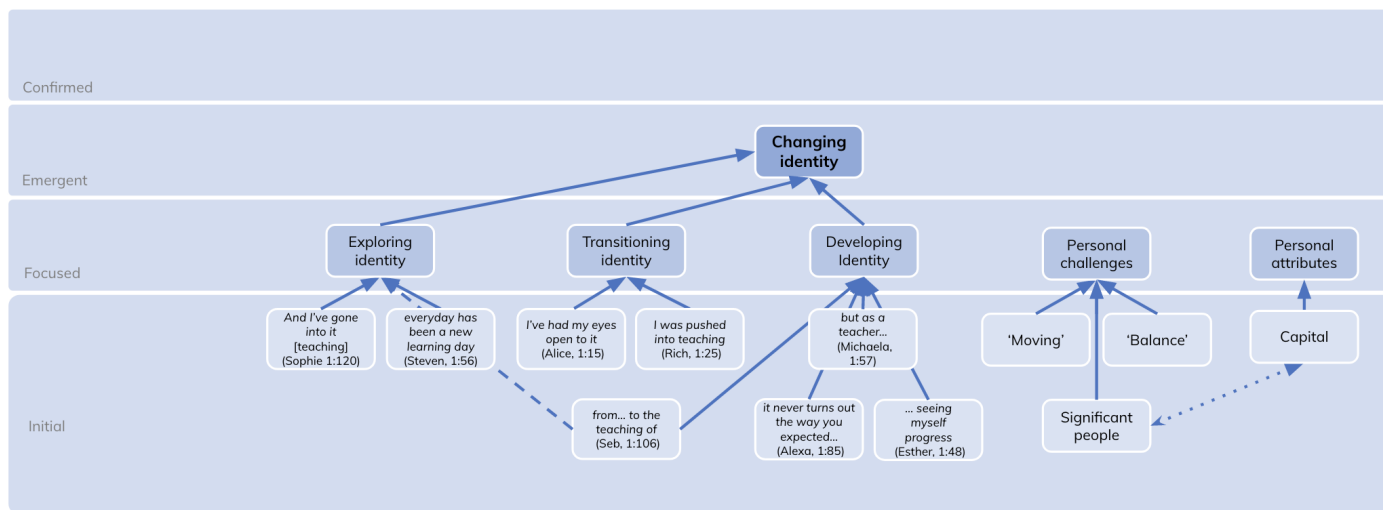
Diagram 6g: *Personal attributes* as mapped focused coding

## 6.2.4 Personal Influences (emergent theme)
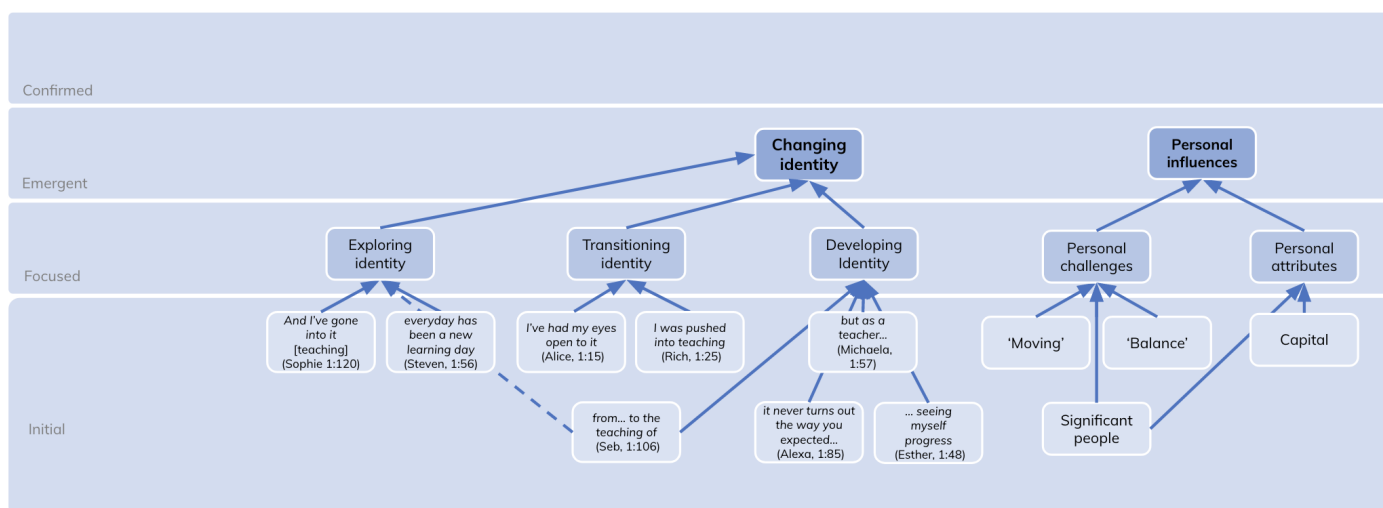


Diagram 6h: *Personal influences* as a mapped emergent theme

The influences within participants' prompted monologues are varied and range from specialist knowledge from further education and previous careers through to *significant people*, past and present. What is evident is how all participants make connections between *personal challenges* and *personal attributes* and how these influence their understanding and motivation to continue training. As a result, I have combined the personal nature of the *challenges* and *attributes* to form *personal influences* as a potential emergent theme. Anthony and Ord's (2008) study also found that participants considering 'that they could be a teacher appeared to be very much inter-woven with the life histories of our participants. Experiences within their prior occupations, combined with the influence of role models, either in the family, through school or as acquaintances, appeared influential in the formation of a strong sense that they could do the job' (*ibid*, 2008, p.367). Bauer, Thomas and Sim (2017) discuss how a range of personal 'factors' seem to affect career changing participants in their Australian study. These include the need for personal fulfilment, personal growth, personal qualities, personal need for

work/life balance, which would correlate to the focused codes of *personal challenge* and *personal attributes* within this study. Conversely, Bauer *et al.* (2017) report references to worklife/balance as positive in the sense that participants thought teaching would help them get a better balance. In this study the majority of references to work/life balance as negative or neutral.

When comparing this to the other emergent theme, *changing identity* seems to form an explicit and greater part of every participant's consciousness at this stage compared to *personal influences* which appear more implicit and subtle. To support the visual representation of this, the text of C*hanging identity* within Diagram 6i on the previous page is larger to show the significance of the 'size' of emergent themes.

## 6.2.5 Connections Between Codes
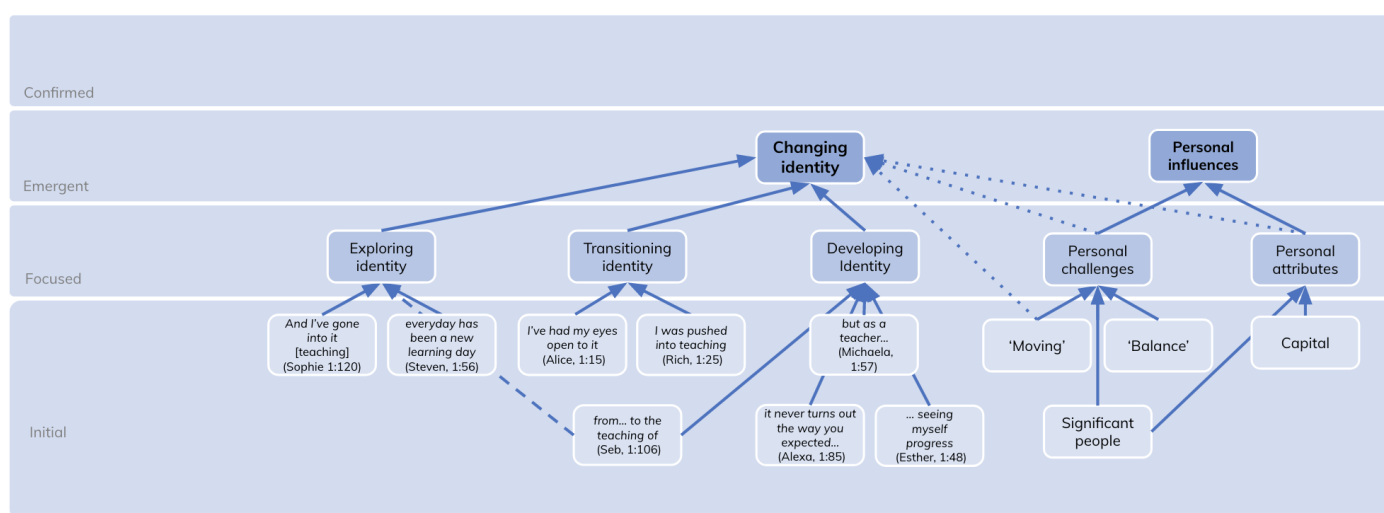


Diagram 6i: *Personal influences* as mapped emergent theme

Despite *changing identity* and *personal influences* being separate emerging themes, there are inevitably potential links between codes as the content of Participant Monologues could have multiple meanings. For instance, links between original coding of the *moving* metaphors, whilst discussed within the context of *personal challenges*, could also be considered part of a *changing identity*.

The same connections could be said for focused codes of *personal challenges* and *personal attributes*, i.e. they link towards the *changing identity* emergent theme. The direction of connection, i.e. from *personal challenges* towards *changing identity*, adds a greater significance that *changing identity* has over *personal influences* as discussed in the previous section. This observation seems to reinforce how most participants begin by talking about a *changing identity*, often flowing into reflections on *personal influences*. This method of comparing codes from different themes, in straight lines forming intersections or axes, is described as Axial Coding (Strauss and Corbin, 1998; Mills *et al.*, 2006; Charmaz, 2014). The next section explores how participants often return to professional reflections towards the closing of the prompted monologue, focusing on their growing awareness of *pedagogy*.

## 6.3 Pedagogical Awareness (floating theme)
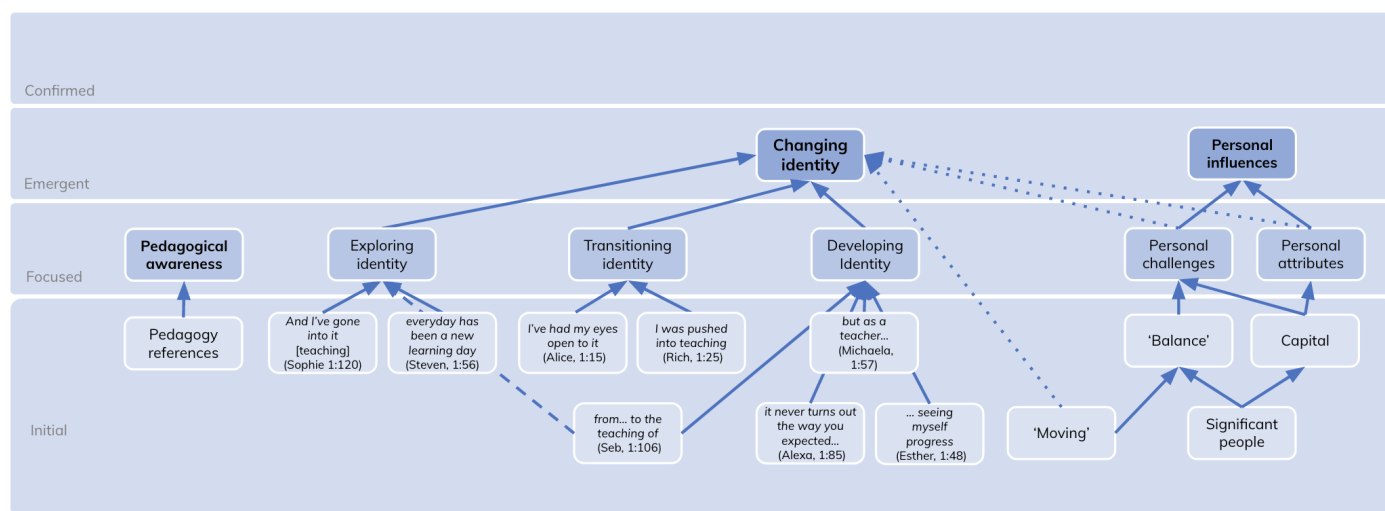


Diagram 6j: *Pedagogical awareness as mapped floating code*

A floating code is one that has significance defined at the time, but is not connected to other codes and therefore floats, in isolation. Charmaz (2014) suggests that floating data should be documented as explicit connections may appear in subsequent stages of research. The number of themes are not predetermined, nor is there a need to balance emerging themes with floating themes; they are how they appear from the data)

Within this initial prompted monologue, participants seem to refer to *Pedagogy as* a developing sense of the purpose of concept within a subject. *Pedagogy*, i.e. the method or practice of teaching, usually linked to the teaching of children, stems from an Ancient Greek term *paidagogos*, derived from *agogos*, meaning teacher of children. According to Alexander (2000), *Pedagogy*, within European culture tradition, 'is both the act and the idea of teaching' (*ibid*, 2000, p.542). Trainee teachers 'learn about pedagogy through both personal construction and socially mediated dialogue in authentic classrooms alongside expert teachers' (Garrick, 1999, p.170). With pedagogy as one component of a modern Initial Teacher Education programme (Murray and Kosnick, 2011), trainee teachers master content alongside pedagogy (Rasmussen and Bayer, 2014). In these definitions, *pedagogical awareness* relates to a 'how' of teaching and choices teachers make enabling content to be better understood. Participant reflections within this prompted monologue seem to resonate with Rasmussen and Bayer (2014) above, and often discuss pedagogy in relation to a specific subject, i.e. geography in Seb's case; Science in Rich's, or mathematics in Steven's. General reflections from participants are centered in getting to know what pedagogy is as a new term, linking back to Taylor's (2007) notion of 'conscious incompetence' although combined with an awareness that practice will push them into 'conscious competence'. This is exemplified in the two separate extracts from Sophie's prompted monologue below and on the following page:

> *and with the teaching is something I'm really keen to learn, like the pedagogy actually, how you do certain things.* (Sophie, 2:138)

*When* [the course leader; omitted for anonymity] *has been going on about the sort of the cognitive science, the pedagogy you know, that I found really interesting and that kind of psychological aspect and how we learn. Fascinating. Yeah, pedagogy. And that's something I want to explore a little bit more because now I can see it in practice.* (Sophie, 2:183,184)

Like Sophie, all five of the secondary phase participants actively discuss *pedagogy*, whilst participants within the primary phase discuss 'how to teach' but rarely use the specific term. Perry et *al.* (2019) discuss in a literature review of Initial Teacher Education curricula, how subject specific pedagogy is often related to secondary phases of teacher training more so than primary, with the exception of the teaching of reading as a subject. It is clear that all participants have a growing *pedagogical awareness* and as such this forms the focused code. Unlike the other clusters of focused codes, connections between them are becoming clear and potentially are leading towards a confirmed theme, whilst *pedagogical awareness* is not connected and therefore, floating.

*Pedagogical awareness* is the last of the focused codes and emergent themes discussed in this chapter. What follows is a consideration of what a confirmed theme might be through connecting emergent themes. Within the chapter conclusion, I will also revisit the emergent and confirmed themes from Chapter 5, *Participant Profiles* to see if any value can be added to existing themes or new connections discovered.

## 6.4 Towards a Confirmed Theme

It is interesting to reflect the commonality of emergent themes and sequence therefore. To a certain extent, the themes of *Changing Identity*, *Personal Influences* and focused code of *Pedagogical Awareness* are not surprising in part if one considers the stage of their training; '...you've done your first two terms, you're just getting to grips with it' (Michaela, 2:75). When asked initially, 'Learning: tell me about your learning', most trainees share personal stories of how what they are learning about themselves as well as the shift from a previous career to the present. Many refer to how much 'harder' teaching is than their previous career, seemingly down to an intentional act of creating a distinct professional 'teacher' identity. Reflecting on their own personal journeys and shifting away from classroom practice is common in most participants when the same prompt was repeated, particularly in relation to learning things about themselves that they had not necessarily discovered before. As was the case for every participant, when asked for the third time, 'Learning: is there anything else about learning', most return to the classroom and 'future gazing'; talking about what they need to get better at, and what they might need to work on moving into the second placement. It is clear that interpretations of 'learning' are varied and during monologues, participants seem concerned with notions of identity and 'being a teacher' in response to what they perceive they are learning. The two emergent themes and one floating code often appear in a similar order for the majority of participants (as explored in Section 6.2.4). With visual representations of *changing identity* within Diagram 6i above shown as 'larger', when compared to *Personal influences* (to show significance of the 'size' of emergent

themes), *pedagogical awareness* could be considered even 'smaller' due to it not being an emergent theme. It could be represented as:

Changing identity → Personal influences → Pedagogical awareness

The 'size' of the theme may also correlate with learning at the forefront of their mind and may explain why they seem to have more to say and speak for longer about *changing identity* than *pedagogical awareness* for instance. The duration of the prompted monologue is noteworthy too. The allocated time frame for each prompted monologue is thirty minutes and on average participants speak for twenty four minutes, an increase of 68% from the sixteen minute average of the Participant Profiles. This may be down to a number of factors such as greater rapport and trust in me as a researcher, having met me for the second time; familiarity of the research prompt: 'Learning… talk about your learning?'; more experience of the programme - and therefore a growing understanding of what they are being asked to talk about - as well as having a comparative context, i.e. 'Last time I think I talked about…'. Using my own memos and in-vivo coding, I notice that most participants seem more confident about the term 'learning' and seem to anticipate the prompt; they often start to talk within the first few seconds. This is different compared to Participant Profiles of Chapter 5, where they took time to 'warm up' and perhaps trust the research process. As explained in Chapter 4, Section 4.7.4, participant pausing and utterances - *'err', 'so', 'um'* - appear less frequently as though they have a greater confidence in sharing their thinking out loud. This is reflected in participants' confidence in claiming a developing identity and becoming more affirmed the more they talk. Sophie, Rich, Steven and Seb are examples of this as shown below in a table which compares earlier and later statements within the same prompted monologue concerning identity.

| | **Earlier** | **Later** |
|---|---|---|
| **Rich** | *I find it difficult to kind of take on as much teaching as I want to because like, you know, I enjoy that part a lot that I want to take on lots of it.* (Rich, 2:61) | *But in terms of me wanting to develop, I'm a good teacher.* (Rich, 2:84) |
| **Steven** | *For example, it's helped massively actually having my wife go through the process because I'm a lot more aware of how it worked and it's… made me motivated to want to do it more in a way.* (Steven, 2:78) | *so I have to be able to be in a position that I can prepare myself for the process of becoming a teacher.* (Steven, 2:112) |
| **Sophie** | *my confidence, I've kind of accepted it, yeah, this is definitely, this is my career path now?* (Sophie, 2:125) | *And I think that's [that she reports feeling like a teacher] great. Okay. And I'm just saying like, yes, this is, this is what I want, this is what I need to do.* (Sophie, 2:181) |

Table 6c: Comparing affirmative statements in earlier and later statements of participants

On reflection of both data and process, a confirmed theme of 'change' seems to connect both the *changing identity* and *personal influences* emergent categories as perhaps linking, although perhaps not connecting, to *pedagogical awareness*. All seem to centre around their awareness of change in relation to professional identity, be that exploring, transitioning or developing; change in their personal challenges, work/life balance or social, economic and cultural capital, and, change in how their pedagogical awareness is emerging. Beachamp and Thomas (2009) and Wilson and Deaney (2010) both draw conclusions of self-belief and the 'need to help novices develop an awareness of their on-going sense of identity should be embedded into teacher education programmes' (*ibid*, 2010, p.181). Whilst I am not at the theory generation stage yet, the confirmed theme of '*Change*' would suggest that being aware of it and being provided with explicit opportunities to reflect on *change* might be beneficial to career changing trainee teachers.
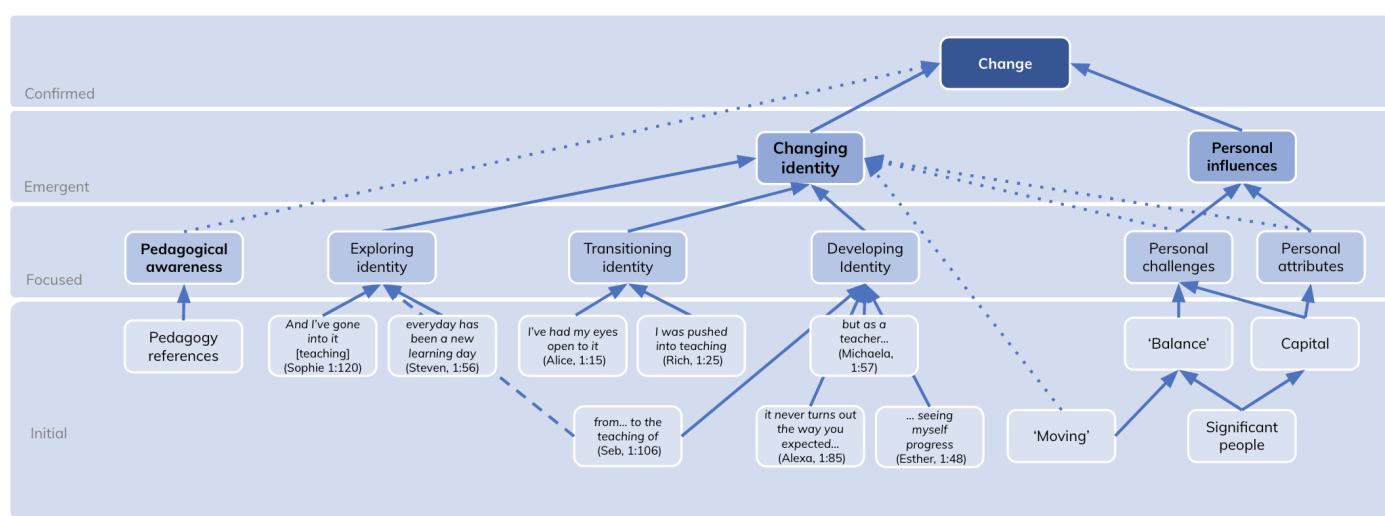


Diagram 6k: *Change* as a mapped confirmed theme

## 6.5 Constant Comparison Methods

As mentioned in Chapter 4, *Methodology*, data analysis within each phase is not in isolation. Each phase contributes to a picture slowly exposed as the research unfolds. As a researcher engrossed in Grounded Theory, I must be open to new or deeper connections between separate phases of the research. A floating focused code of one phase may be reinforced by another, or even confirmed theme, in subsequent phases. To that end, I briefly return to the rhizomatic data map of Participant Profiles, within Chapter 5, layered with the data map of this prompted monologue as seen below in Diagram 6m.
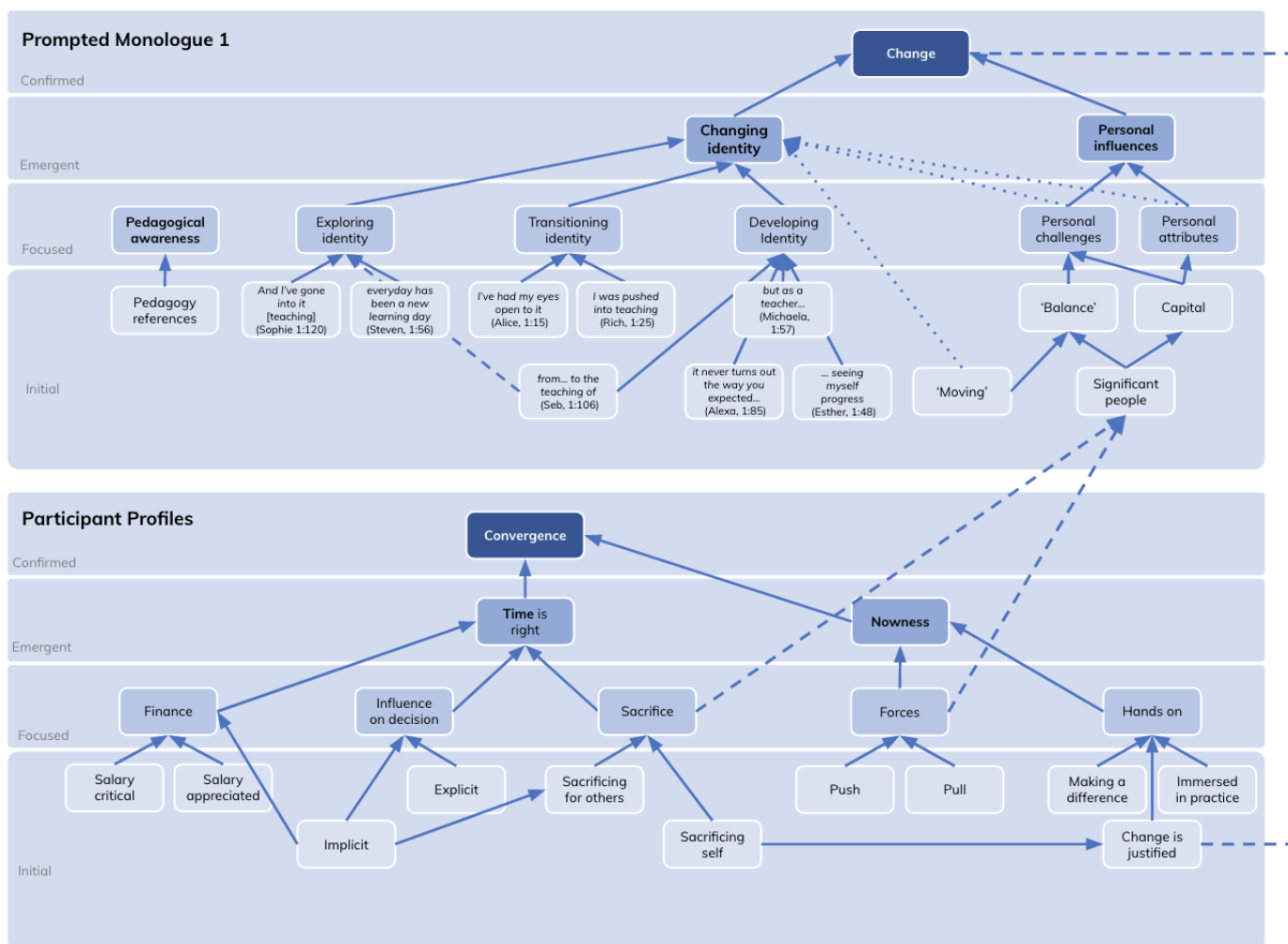
Diagram 6l: Layered data of *Participant Profiles* and *Prompted Monologue 1*

Through layering the diagrams of data, there appears to be little connection at this stage between Participant Profiles and the first prompted monologue. Implicit links between initial and focused codes of Participant Profiles could be seen to reinforce codes within Participant Monologue 1 but these are neither direct nor significant. The bolstering of *Change is justified* (see Participant Profiles, bottom right of Diagram 6l above) indicated by a blue dashed line to the confirmed theme of *Change* within *Participant Monologue 1* supports the confirmed theme. Having reached saturation (see Chapter 4, Section 4.5.2), I return to the research's original research prompts in the section to reflect on what might be drawn from the confirmed codes in a summary of this prompted monologue.

## 6.6 Summary of Prompted Monologue 1

To return to the research's prompts as laid out in Chapter 1, Section 1.4, the first of the prompted monologues leads me to the following interpretations.

In response to: 'What learning do career changing trainee teachers choose to privilege when articulating learning to others?', participants seem to connect their learning to *change* for many reasons: understanding of professional identity; understanding of teaching, particularly pedagogical knowledge, and, of work/life balance. The second research prompt, 'What are their experiences and

what do they perceive they are learning at different points of the Initial Teacher Education programme?', does not necessarily add any further insight at this stage due to the nature of this being the first prompted monologue without a previous point of an Initial Teacher Education programme to compare to, and, having not prompted in such a way in the Participant Profiles. Having said this, experiences across the first prompted monologue seem similar in the sense that all participants seem open to *change*, and are aware that they are engaging in a process which will, or is, challenging them as Rich exemplifies:

> 'So *that's my, that's* [work/life balance] *my biggest kind of concern, but I do want to continue kind of pushing myself into it as much as possible*' (Rich, 2:86).

'How do they identify learning and what they have learnt?', the third research prompt, does not expose anything significant at this stage. This might be as participants are not explicit within their prompted monologues in the content that they perceive to be learning; most participants discuss learning in general terms with Sophie being the only participant to explicitly reference a training element of her course (see extract Sophie, 2:183; Section 6.3).

I anticipate that the second prompted monologue may yield a deeper analysis of this prompt, due to it appearing two thirds of the way through each participant's Initial Teacher Education programme and that most trainees will have taught in at least two settings by that time. With regard to 'To what extent are the interpretations of learning unique to an individual or similar between participants?', interpretations of learning seem similar between participants as the emergent themes and confirmed theme would suggest. There is a commonality between them that they seem focused on changes occurring. To use my professional knowledge and experience of Initial Teacher Education programmes, this is not surprising at this stage of their training. In many programmes, content and pedagogical training as well as school experiences are general and not specific to individuals yet. The initial stages of teacher training programmes tend to be about familiarisation and transition of which the confirmed themes of *Change* would support.

This concludes the first data mapping and analysis within the cycle of this research. The next chapter explores the second of the prompted monologues using similar approaches.

# Chapter 7: Prompted Monologue 2

## Introduction

This chapter explores the second of three prompted monologues, and like other chapters in Part 2 is written in the present tense to authentically explore and discover data in the moment using a Constructivist Grounded Theory Methodology. Diagrammatic mapping assists in demonstrating how coding leads to theme creation with possible connections between prompted monologues, as exemplified in Chapter 6, Section 6.5. Prompted monologues within this stage occur within participant's training centres, with the exception of Sophie, which takes place within a university seminar room due to her wanting to meet during a school holiday. The chapter begins by exploring initial and focused coding that may lead towards an emergent theme.

## 7.1 Towards a Potential Emergent Theme

### 7.1.1 Technical Language (focused code)



Diagram 7a: *Technical Language* as mapped focused coding

As a result of the Carter Review (Department for Education, 2015), a revised 'framework of core content for initial teacher training' (Department for Education, 2016) was released, bolstering the already published 2011 Teachers' Standards. It discusses that 'Carter found that there were significant gaps in a range of courses in important areas such as subject knowledge development, subject specific pedagogy, assessment, behaviour management' (*ibid*, 2016, p.3). It is interesting to note three terms frequently used in participant monologues: *subject knowledge*, *behaviour management* and *pedagogy*, and as such have formed initial codes as seen in Diagram 7a above. *Subject knowledge* and *behaviour management* are two categories within the Teachers' Standards (Department for Education, 2011) and so it is understandable why participants might have them as part of their vernacular. For context, the Teachers' Standards are a set of standards that all teachers, from trainee to tenured, must uphold every year in order to achieve or maintain Qualified Teacher Status. Trainee teachers work towards achieving Qualified Teacher Status by evidencing progress against eight standards. 'Pedagogy'

however is not part of the Teachers' Standards (Department for Education, 2011), although it is a term which, since the revised framework was published, is seemingly used by all teacher training providers.

To look at each initial code, *subject knowledge* is discussed by all participants within prompted monologue 2. Rich, however, is the only participant to discuss *subject knowledge* in less than positive terms. Coming from a higher education mathematics background, he seems very confident in his subject knowledge and is more keen at this stage to explore subject pedagogy. It seems clear from the continuous extract in the box below that Rich recognises the complexity of finding a balance between the needs of his complete career changing peers (i.e those that have come from a non-education career) and those that have moved from education related fields. His reflections below explore the need for subject knowledge but also seem to suggest a friction in the tasks given to explore *subject knowledge* versus training sessions focused on subject pedagogy. As Rich speaks, he draws an imaginary line on the table in front of him and indicates with his hands the far left of the line as 'subject knowledge' and the far right being 'subject pedagogy'.

> *They* [course leaders] *are, they are working on subject pedagogy as well* [indicates to the right of an imaginary line], *but a lot more of the kind of tasks that were given as exercises to prove where our,* [indicating to the left side of the 'line'] *about our own subject knowledge and not all subject pedagogy. Yeah. So the time that we spend on these activities and this exercise is, it's a lot more that* [subject pedagogy] *side of things actually. What they talk about in the* [training] *sessions, we have, probably, are more oriented towards pedagogy. What we're given to do is more...* [indicating to the left knowledge side of the 'line' again], *so there's a difference between, yeah, what they talking about compared to...* [indicating to the right, *pedagogy* side of the 'line' again]. *I mean it's entirely possible that that is actually to do with the fact that it's easier to get someone to self teach themselves subject knowledge than the subject pedagogy.* (Rich, 3:77 - 3:82)

The 'subject pedagogy' that Rich refers to is likely to be more widely known as Pedagogical Content Knowledge, the combination of know what, and know how, to teach. Pedagogical Content Knowledge is explored in detail within Chapter 1, Section 1.3 in relation to the research parameters. Nilsson (2008) discusses in her study of Swedish 'pre-service' teachers (with two of the four as career changers) how the 'interface between Subject Matter Knowledge and Pedagogical Content Knowledge was critical in the process of transforming the physics content for teaching'. Lee Ming Sing (2014), building on Schulman's 1983 work (see Chapter 1, Section 1.3), illustrates a dichotomy between the understanding of subject matter understanding and pedagogical content knowledge; the knowledge of how. Hotaman's (2010) study of Turkish science trainee teachers notes how a blend of subject knowledge and subject pedagogy was a feature of successful trainee teachers within his study; 'a teacher should take up the role of a scientist while acting like an artist' (*ibid*, 2010, p.1421). This seems to be what Rich is exploring when he openly reflects on the balance needed in knowing the content of a specific subject and how to teach it (pedagogy). Within the same extract, he also seems to refer to a challenge of

training people to teach and what knowledge is privileged: subject knowledge that they may be able to acquire themselves or pedagogy that comes from the knowledge of others. Cajkler et *al.* (2013) refer to this as the 'pedagogical black box', a need to create a space in order for more experienced others to explore pedagogical approaches with less experienced others. *Pedagogical awareness*, a mix of implicit and explicit references, was a feature of the previous participant monologue as a focused theme and it is interesting how it continues to seem significant to participants. The difference in participant reflections between the last prompted monologue and this one is how the majority participants actively discuss pedagogy explicitly, exemplified below.

> *I feel like I've now got a strong grounding in that pedagogy that I'm now able to think what would I actually want to do with that information now.* (Michalea, 3:25)

> *It's all the other bits. I'm, I'm thinking more in terms of series of lessons now rather than isolated lessons. Yeah, the pedagogy, you know.* (Esther, 3:86)

> *But also though, I think in terms of being a trainee, yes, the pedagogy learning is like obviously at the forefront right now because that's why I'm here. I'm learning how to teach.* (Sophie, 3:223)

Through his own observations as a complete career changer, Steven seems less sure of his understanding of pedagogy as seen in the continuous extract box below.

> *And then, you know, we, we do all up pedagogical practice and we learned about the theories and obviously that helps towards our assignments. And you know, each sort of, don't get me wrong, I'm not, I'm not knee deep in lots of teaching theories and all that sort of stuff. I have some math specific books because I think, I think Maths is quite unique in a way for its pedagogy. Um, I think because of how specific, you know, it's very black and white, but there's so many different ways that you can teach it. You know, I feel as though you, you can't really be as creative in maths if you're bound by certain like syllabuses.* (Steven, 3:152-156)

Alice, a career changer from a non-education background, also appears to be establishing an understanding of pedagogy as she mentions it only once, although in a more confident manner than Steven.

> *That sort of, you know, I know now what kind of activity is going to see what bits of the curriculum a bit better, the pedagogy.* (Alice, 3:83)

With regard to *pedagogy*, there is little distinction between those that come from non-education careers (complete career changers) and those with school experience. However, like the comparison between original coding and experience of teaching in Table 6a (see Chapter 6, Section 6.1.4), Steven appears within the earlier stages of the continuum. One of the differences between Steven and Alice is

how, despite coming from a non-education career, a significant motivation to train to teach came from knowing teachers and discussing teaching.

Seven of the eight participants explicitly discussed *behaviour management* as being something they were developing. When considering the stage of their current training, most participants have started their final placements and are getting to know new classes or have a significantly increased teaching timetable. In a government led research report, 'Qualitative Research with Shortage Subject Teaching Candidates: The Journey to Teacher Training' (Matthius, 2014), *behaviour management* is cited as one of the main concerns of career changers. Whilst all participants within this study discuss *behaviour management*, none of them cite it as a concern, with Alice and Rich reporting below how their awareness of *behaviour management* is changing as they compare their understanding in the beginning stage of their training to now.

> So *behaviour management was never really an issue, but you've just have to use a system.* (Alice, 3:4)

> *I mean definitely at the very beginning. I think we were kind of told this, we were told to expect that the very beginning behaviour management would be the first thing that you feel like it really needs to get a grasp on as the biggest challenge you'd have.* (Rich, 3:23).

It would seem at this stage of their training that behaviour management is not a concern. The secondary phase participants seem to discuss how *managing behaviour* comes first, such as Alice:

> *If you can't manage that behaviour, it doesn't matter. If you can measure their progress, differentiate and assess their learning, great, but if they're not behaving, they're not going to get to do it.* (Alice, 3:108).

This implies that learning comes from behaviour, whilst primary participants tend to discuss how to adjust and adapt learning to the needs of students in order to reduce behaviour issues. Esther exemplifies this by suggesting how she is fitting in with '... the behaviour expectations and how they learn as a class for me.' (Esther, 3:44). To extend the differences between the primary and secondary participants further, it would seem that participants in the primary phase generally discuss behaviour in terms of learning and relationships, whilst secondary phase participants often use systems or expectations as explored in Table 7a below.

| Primary phase participants | Secondary phase participants |
|---|---|
| **Learning and Relationships** | **Systems and Expectations** |
| *And the feedback I'm getting from the people who observe me is that the lessons are a very relaxed, and it, it just creates an atmosphere where kids don't want to misbehave and they're, they're engaged, but they're also relaxed and they feel comfortable saying stuff and participating.* (Alexa, 3:38) | *I mean definitely at the very beginning. I think we were kind of told this, we were told to expect that the very beginning behaviour management would be the first thing that you feel like it really needs get grasp on as the biggest challenge you'd have.* (Rich, 3:25) |

| | |
|---|---|
| *fitting in with, um, the behaviour expectations and how they learn as a class for me. (Esther, 3:44)* | *If you can't manage that behaviour, it doesn't matter. If you can measure their progress, differentiate and assess their learning, great, but if they're not behaving, they're not going to get to do it. (Alice, 3:108)* |
| *because I think I've always run behaviour on a, well definitely mutual respect. (Michaela, 3:116)* | *Their life is in such chaos as you know, that their not going to be able to comply with the general expectations and their lives are so off the chart that their behaviour was going to be almost a reachable at times. (Seb, 3:136)* |
| | *There's an expectation of you. And I know that in the school I'm in, they, they're very, very close and follow behaviour procedures. They all teach quite differently, but they are singing from the same hymn sheet. (Steven, 3:184)* |

Table 7a: Comparing primary and second participants contextualisation of *behaviour management.*

There is a marked difference in the vernacular participants use to describe their perceived learning between prompted monologue 1 and 2. This is notably in line with the technical language within the Teachers' Standards (Department for Education, 2011) and the Initial Teacher Training: core content framework (Department for Education, 2016). As discussed in Chapter 2, *Policy*, the ubiquitous core content framework and Teachers' Standards state that trainee teachers must collect evidence through at least two teaching practices in different schools such as lesson plans, observations from mentors or copies of students' work. The language within the eight Teachers' Standards is specific with headings of different standards echoed in participants' reflections. Notwithstanding a shift towards *technical language*, other differences include a sense of learning and a change in metaphor as discussed in the next section.

## 7.1.2 Sense of Learning (focused code)
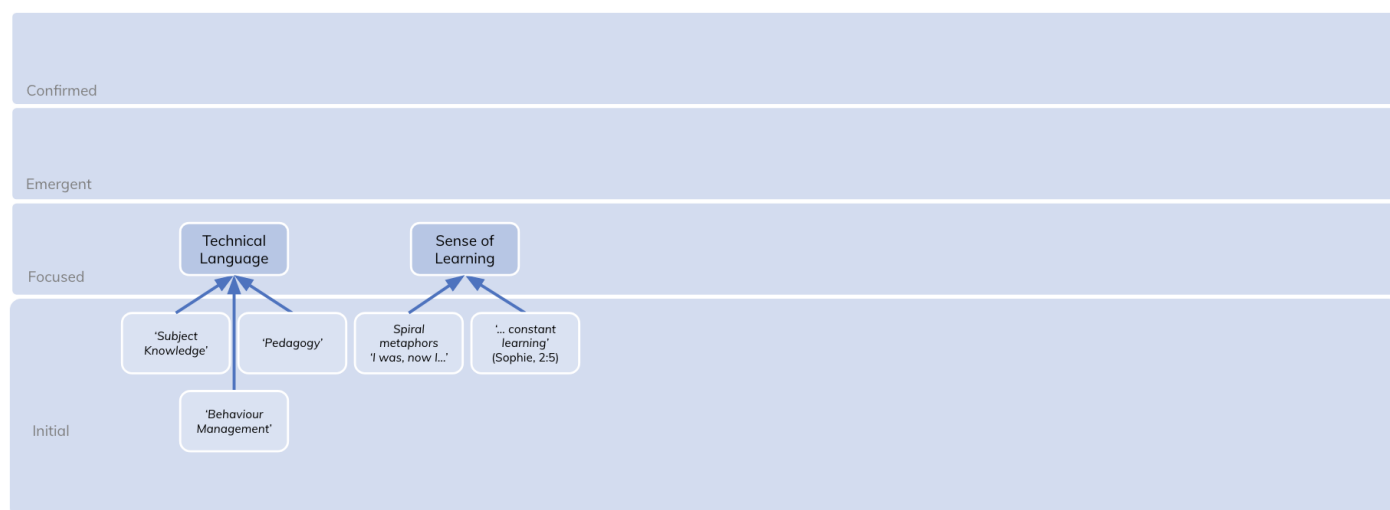


Diagram 7b: *Sense of Learning* as mapped focused coding

All participants, within the first few minutes of speaking, articulate an understanding of what they perceive they are learning without hesitation; they have a sense of learning.

> … and it's just <u>constantly</u>, <u>constant</u> learning and <u>constant</u>, <u>constant</u> learning, lots more CPD opportunities actually this time around. (Sophie, 3:5)

Perceptions of learning have an immediacy to them, as though participants have considered their learning prior to sharing it, and are often very specific, such as *subject knowledge* or *behaviour management* as discussed in the previous section. The pre-empting of the question may be down to being familiar with the research's key question: 'Learning… talk about your learning?' having experienced it in prompted monologue 1. It may also be down to a familiarity and trust in me as a researcher. They have experience of me intently listening and documenting their learning; they know that it is their monologue.

For many of the participants, comparison is used to contrast current learning with something they perceive they have improved on. Participants often preface statements of learning using temporal conjunctions, i.e. 'now' and 'before' to describe what they now know that they did not before as shown in the extracts below.

> … it's very much <u>now</u> I'm more conscious of about maths as a subject and how I am teaching certain topics effectively. (Steven, 3:9)

> And you know, when I'm thinking about what's important in teaching those subjects, whereas <u>before</u> I was just trying my best. Yeah, this is the objective. I'm going to try and deliver it. (Alexa, 3:73)

> but I have <u>now</u> learned that you need to ramp it [behaviour management] up a bit at the start and then turn it back down again afterwards (Michaela, 3:114)

Unlike the participants above, Alice has a different perception. Instead of suggesting that she is gradually improving, she notices how she is returning to aspects of her teaching that were previously judged as secure through lesson observations from her mentors, but now seem to require attention again:

> *It's weird now, my weaknesses are things that I was really strong in at the beginning, so my very first lessons, my strengths are now weaknesses* (Alice, 3:44).

Alice seems frustrated by the need to revisit areas of perceived areas of strength, and is effectively describing a metaphor used by other participants: a cycle, spiral or returning to something already experienced. This echoes Bruner's (1960) concept of a spiral curriculum in the sense that one revisits what is known to build, enhancing and extending it each time it is revisited. Similar to the use of the forward motion metaphors of prompted monologue 1 (see Chapter 6, Section 6.2.1), some participants discuss how their learning seems to be returning to themes from earlier in the training, which they assumed were secure. Using behaviour management as an example, Rich reflects on how he is reviewing his current learning and how it '... comes around again and say, only in the past few weeks, I've been focusing on my behaviour management again' (Rich, 3:30). The term 'around', 'coming back' and 'again' are in line with similar returning movement metaphors as seen underlined in extracts of Alice's, Esther's and Steven's below:

> *My focus is things like, it's tweaks now, <u>coming back</u> to things. So if I think like, my route around the classroom, it, so just going around people who do I go to first and instead of having the people that I would go to first closest to me actually being able to remember where they are.* (Alice, 3:92)

> *I suppose I, -- as you go through the year you learn more about yourself and just cause your weaknesses and strengths really become exposed <u>again and again,</u> I think during this process.* (Esther, 3:48)

> *you know, I sort of, this is more my awareness, but I need to ... <u>again, re-learn</u> where that fits in the process of 'is there anything apart about that situation that I need to know that will affect her* [a female student] *or me in the class?'* (Steven, 3:64)

This metaphor is interesting as it is both complementary and contrary to earlier metaphors of motion. In prompted monologue 1, some participants used forward movement metaphors whilst within this prompted monologue the movement metaphor tends to focus on returning and circular. Rich, a very articulate and animated speaker, is clear that it is not just a return to something, but that his learning is an upward spiral as intimated through him drawing an upward spiral with his forefinger in the air whilst stating:

> *And I think that's* [revisiting understanding of Teachers' Standards] *something that, you know, when I first had that, I was like, 'yeah, of course'. Of course they are, but that's become very apparent and that's the <u>spiral</u> that I was kind of kind of, um, yeah, aiming for, was there* (Rich, 3:124)

This suggests a level of reflection different to the others. Rich seems to see his learning as not just 'coming back' to something but that it has changed. Described by Tisdell and Swartz (2011) as a generative metaphor for development, this seems to echo how Rich is not just revisiting concepts previously discovered, but that his returning is of a higher level. Whether revisiting or developing, there seems clear links between the use of metaphor that illustrates a sense of learning and a form of affirmation as discussed in the next section.

### 7.1.3 Affirmation (focused code)
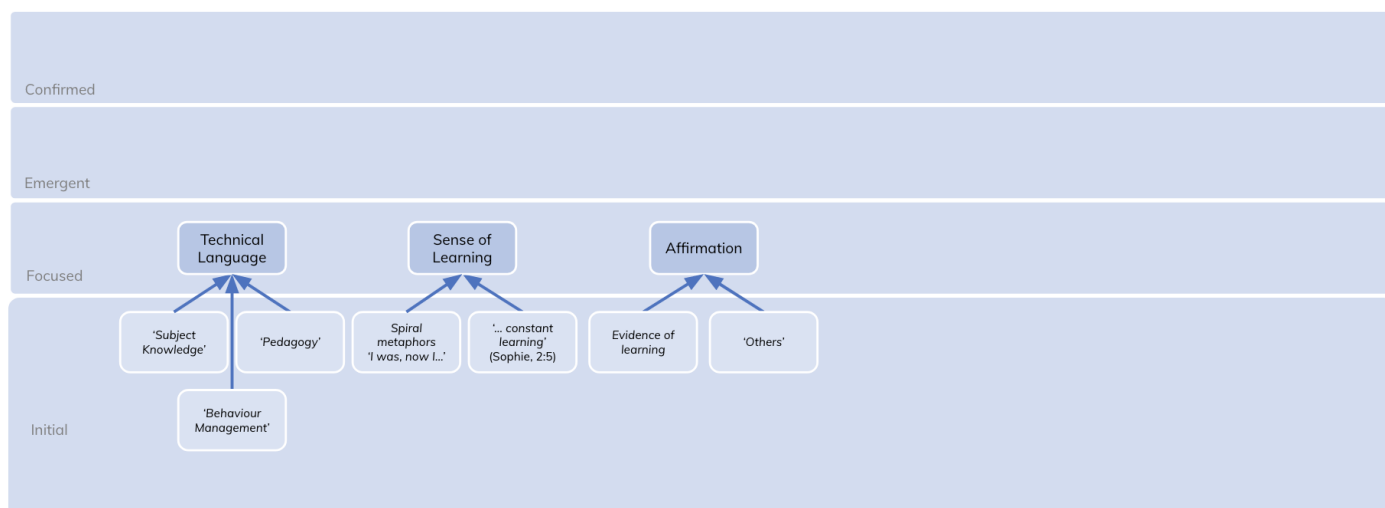


Diagram 7c: *Affirmation* as mapped focused coding

As discussed in the previous section, participants have developed a sense of learning. The notion of development and growth seems reinforced through the affirmation of their learning by it being affirmed externally by *'others'*, not just a reflection. Affirmation from *others* in this sense often refers to feedback from mainly mentors and students. Affirmation by experienced mentors seems to play a significant role in their sense of development, seemingly as a form of external validation of their development. As Murray, Czerniawski and Barber (2018) discuss how trainee teachers see high value in teaching experiences, providing them with knowledge not otherwise accessible. Whilst a trainee teacher is on a school placement, schools are required to name a 'mentor' to support progress through the giving of feedback, observing lessons taught, team teaching or facilitating additional learning experiences for them such as observing other teachers. Within primary schools, mentors are often the teacher of the class that the trainee is placed within. In secondary schools, it tends to be a subject or department lead related to the specialist area of the trainee. For instance, Sophie below, quotes an affirmation of her progress from the Head of the English Department.

> *and it's been coming across apparently again quoting, um,* [indicates quote with both forefingers] *'my enthusiasm and knowledge for the subject' is being imparted onto the kids and they're responding very, very well to that.* (Sophie, 3:157)

The relationship between trainee and mentor is cited in several studies as being pivotal in the positive progress of trainee teachers as well as 'desirable features of a curriculum for initial teacher education'

(Perry et *al.*, 2019). They continue to discuss how the teaching of new teachers by experienced others is critical. Goodwin and Kosnik's (2013) United States centered research concludes the need for 'teacher educators'; mentors within the British context), to have a collaborative approach with the trainee. When discussing their understanding of teaching, it is interesting how several of the participants cite mentors as a way of validating their confidence in their teaching. This resonates with Bronfenbrenner's (1979) notion of interpersonal structures within the contexts of the microsphere of human development (see Chapter 3, Section 3.2), specifically, 'observational dyads'. An observational dyad is where 'one member [of two people] is paying close and sustained attention to the activity of the other' (*ibid*, 1979, p.56). Within the context of this study, 'other' would be a mentor paying attention to the trainee teacher.  Participants tend to report that because a mentor said a lesson went 'well', they attribute this to growth in 'becoming a teacher', e.g. 'So that was something that my mentor noted and I worked on it' (Esther, 3:18). Sophie and Steven frequently report positives from the programme or school mentor - usually with deference - more so than other trainees. Seb is also complimentary about his mentor although disparaging about mentors of other trainees. He specifically talks below about how another mentor gave 'harsh' [Seb's words] feedback, publically to a peer.

> *It just felt that's a really hard place for him to be and that helped me reflect on my sort of mentor more whom I, from the beginning, knew would if I did something wrong, she would tell me privately.* (Seb, 3:63)

The five remaining participants share mixed opinions about their mentors and seem to have considered the capacity of their mentors to support them effectively, either due to lack of resources and time, experience or for being overly positive. It seems like the three primary phased participants, Esther, Michaela and Alexa, in particular have analysed the capability of their mentors, as seen below.

> *When you're being observed every week and commented on. And you see, okay, where am I strong, where am I weak, what do I need to work on? Then it's quite clear, not sure I agree all the time, but...* (Esther, 3:51)

> *I think that although I was with someone [Michaela's previous school mentor] who was, she's a good teacher and was happy to point out things and give me feedback but didn't yet know the year one curriculum cause she's only ever done reception, um, felt a bit out of her own depth anyway.* (Michaela, 3:73)

> *I was, I was given improvements but then she was a lot more positive than I was about my lessons and I always felt that that's probably their job as a mentor and they have to be positive.* (Alexa, 3:86)

It is too small a group of participants to suggest that there may be differences between what trainees in different phases think of their mentors. Although as shown, primary trainees within this study seem more analytical of the support or feedback they receive by an 'experienced' other. Feedback as a theme though does continue but from students as *others*. Sophie's association of teacher training in the two separate extracts below being the 'right career change' connect to student feedback and is a theme throughout her prompted monologue:

*In terms of what I'm learning so far, um, definitely feel like it's the right career change. (Sophie, 3:23)*

*Like you've just, um, it's just the response I'm getting from the kids as well. I feel like it's [confidence to teach] a bit of a, it's been like a natural kind of progression. (Sophie, 3:33)*

She places a great emphasis on her success being reflected by the engagement of students. Other participants, Rich, Alice and Seb, seem to use students as a measure of success although less definitively:

*Like I know, I don't know. Maybe it is more that students who see me around a lot and so they, they recognize me as being a teacher at the school as opposed to just a random stranger. (Rich, 3:8)*

*I think I've had a couple of lessons where I've had feedback from the students, well they enjoyed it, and the class teacher... well I acted on it [feedback] literally the next day and I get my... felt my progress start to get back up again. (Alice, 3:56)*

*so even the more challenging students across the school, I'll hear horror stories about them and how they're talked at, talked to, spoken to by teachers and how they behave and they come into my classrooms and it's like, yeah, they give a little; but you just let them know where they stand but you're not going to have that, but you work them. (Seb, 3:120;121)*

As well as affirmation coming from *others*, participants report a self-realisation of progress often in terms of having to articulate progress through evidencing the Teachers' Standards. Some discussed a tension in collecting evidence for the course, or in writing theory essays for the optional Post Graduate Certificate of Education. Michaela and Sophie below, both imply that it is not helpful to the act of teaching but a necessary part of the process.

*I think gathering the evidence, um, has been really helpful to have it kind of structured at the start and now it is because at first I was thinking, how am I going to fill this file with all of this evidence?; But it does happen as you're going along and now it feels more like, okay, how can I make this a bit richer or push this one a bit further and go a bit more in depth on that. (Michaela, 3:45;46)*

*But now I'm looking at thinking, yeah, I'd actually like to do a Masters. And a few times I forgot how much I enjoyed it. I forgot how much I enjoyed it. I got some excellent feedback from, um, my [university] Tutor for my first assignment. And yeah, I think I had just forgotten how much I actually enjoyed studying, just not sure how it is helping my teaching. (Sophie, 3:36)*

Both forms of *affirmation* seem to arise from a sense of performance, of having to demonstrate aptitude to mentors and students and technical understanding of teaching through evidencing; this leads into a potential emergent theme in the next section.

## 7.2 Towards an Emergent Theme

To return to Taylor's (2007) model, all participants discuss notions of moving between 'conscious competence' and 'unconscious competence', of being habitually good in something but then having to return to refine it 'again'. This suggests an element of rehearsal which may lead to a sense of agency. The dichotomy of being either unconsciously competent or consciously competent seems too crude to ascribe to the development of becoming a teacher to me. The need to rehearse and demonstrate to more experienced others what they know, seems more subtle and nuanced than going backwards. In fact, I would suggest that what the participants are describing is not a need to move into 'unconscious competence' but into performing their competence. Participants seem aware that they are improving, but are also aware of changing parameters and expectations as they become more competent and the need to practise, rehearse and ultimately demonstrate this. As mentioned in the previous chapter, Wilkins et al. (2012) discuss a liminal space that trainee teachers inhabit as they develop professional identities. I would suggest that the grey, liminal space between being 'consciously competent' or 'unconsciously competent' is a distinct phase and not related to a consciousness of learning, but an ability to demonstrate and perform what they are learning. Due to emphasis placed on a trainees' ability to demonstrate understanding of the Teachers' Standards (Department for Education, 2011), it could be said that teacher training is a criterion-based performative culture. To this end, I am suggesting that in order to be successful, trainees might aspire towards a *conscious performance* stage, before 'unconscious competence'. This new, tentative additional stage to Taylor's (2007) model is illustrated below.

1. Unconscious Incompetence
2. Conscious Incompetence
3. Conscious Competence
    ← **Conscious Performance**
4. Unconscious Competence
5. Reconscious Competence
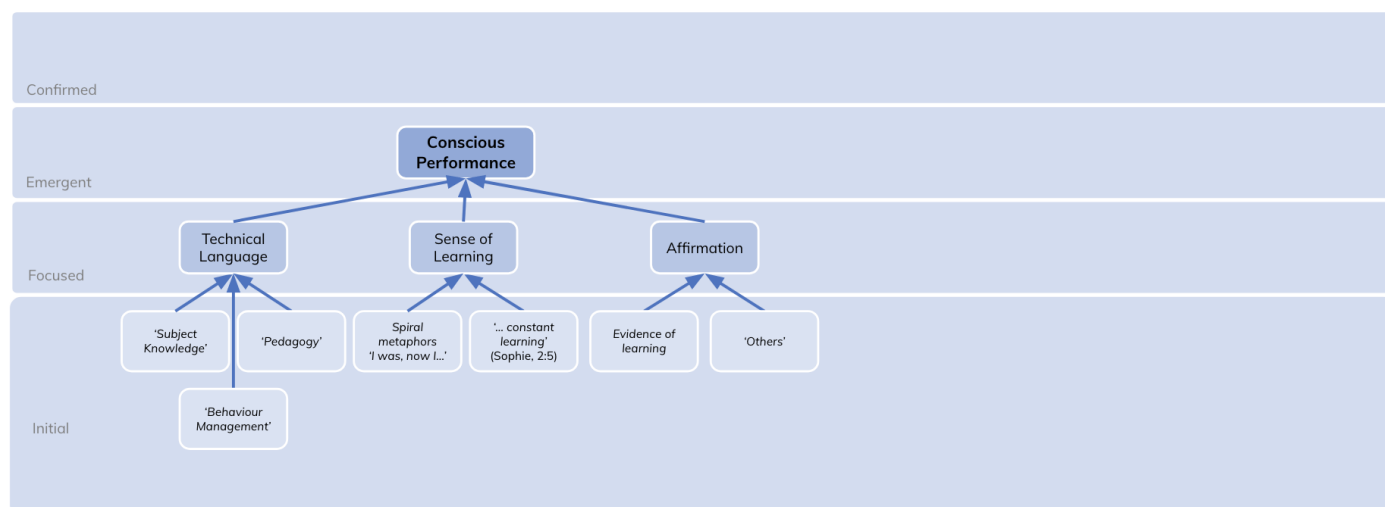


Diagram 7d: *Conscious Performance* as a mapped emergent theme

*Conscious Performance* at this stage of the research is a tentative theoretical line of enquiry which may or may not be useful as the exploration continues. To this end, I shall revisit notions of *conscious performance* in later stages of this research and for the time being will record it as an emergent theme. What follows is the exploration of a second potential emergent theme.

## 7.3 Towards a Second Potential Emergent Theme

### 7.3.1 Developing Identity (focused code)
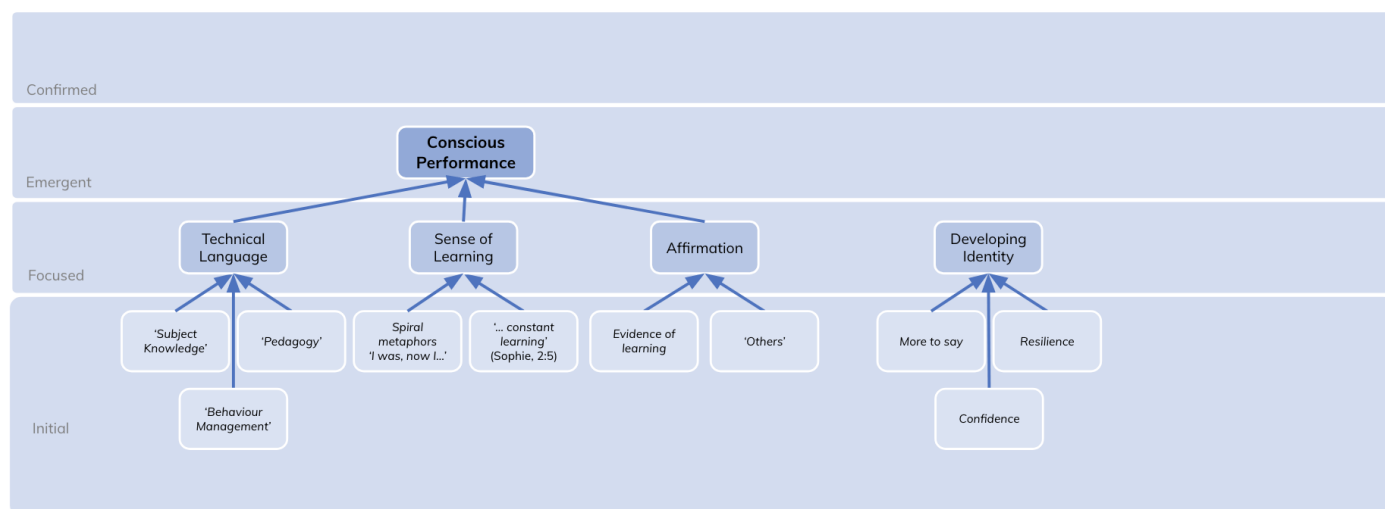


Diagram 7e: *Developing Identity* as a mapped focused code

The focused code of *Developing Identity* from prompted monologue 1, see Chapter 6, Section 6.1.3, seems to feature for most participants in this prompted monologue also, albeit in a slightly different way. In prompted monologue 1, the eight participants were divided into three forms of identity construction: *emerging*, *transitioning* and *developing* as seen in Diagram 6d, Chapter 6, Section 6.1.3. Linked to the emergent theme of *Conscious Performance*, and the three focused codes feeding into it, all participants seem to have moved on in their identity construction based on a series of observations: the amount of learning they share is greater when compared to the previous prompted monologue. The confidence they report of having an identity is higher, and notions of resilience have appeared within their vernacular which was not evident in the last prompted monologue. A continuous extract from Alexa in the box below exemplifies this:

> *It's been, um, about, at times it's acutely overwhelming. And then other times it's been enjoyable. But it's, it's really difficult because the leap from TA [Teaching Assistant] to teacher is that it's a lot bigger. It's, I, I've seen teachers, so I wasn't naive, I knew they'd been teaching, but actually what they're responsible for, what I am, and doing it all at the same time has been quite overwhelming. (Alexa, 3:79-82)*

One of the first initial codes explored in this section arises from in-vivo codes (key terms noted during the prompted monologue) that frequent most monologues. Within the first few minutes of starting, it is noticeable how each participant has *more to say* (initial code), when compared to prompted monologue 1. This is exemplified in part by looking at differences in duration between the first and second prompted monologues, with the latter being 68% longer; a median of twentyfive minutes instead of seventeen minutes (when rounded to the nearest minute).

|  | PM1 | PM2 | Difference |
|---|---|---|---|
| Esther | 10:15 | 13:43 | + 3:28 |
| Alice | 10:22 | 16:01 | + 5:39 |
| Rich | 12:29 | 17:58 | + 5:29 |
| Michaela | 15:00 | 19:45 | + 4:45 |
| Alexa | 18:10 | 21:57 | + 3:47 |
| Steven | 18:09 | 26:48 | + 8:39 |
| Seb | 24:06 | 37:37 | + 13:31 |
| Sophie | 24:34 | 43:25 | + 18:51 |
| Median | **16:38** | **24:39** |  |

Table 7b: Comparison between prompted monologue (PM) 1 and 2 and duration difference in minutes and seconds.

Esther and Alice continue to be the briefest, whilst Seb and Sophie continue to be the most expansive. The only minor change is that Alice spoke longer than Rich in this prompted monologue but the differential is marginal (+ ten seconds) with most participants remaining in the same order from prompted monologue 1 to prompted monologue 2. It is interesting to note how the last three participants above in Table 7b, are the same participants identified as *'Exploring Identity'* in the previous prompted monologue (See Chapter 6, Section 6.1.4, Table 6a), with the first five on the table above as either *transitioning* or *developing identity*.

To return to the initial code of *more to say*, the increase in duration and the mirrored order between prompted monologue 1 and 2, it is challenging to come to any specific conclusions as it could be due to a number of factors. Reasons for a duration increase could include: having a greater rapport and trust in me as a researcher; being more familiar with, and perhaps an anticipation of, the research question ('Learning, talk about your learning?'); an increased understanding of what they were being asked to talk about, as well as having prompted monologue 1 as a comparison ('last time...' is used often). Using my memos and in-vivo coding, participants utter ('err', 'so', 'um') less which may signify a greater confidence in speaking and/or reflecting about their perceived learning; perhaps they are more aware of learning at this stage in their training than three months ago. Some participants are more animated as they talk and gesticulate more; Rich is an example of this. In the first prompted monologue he sat still and was composed whilst he talked, pausing and looking away whilst thinking before he responded. Within this prompted monologue, his eagerness to share his thinking animates him. There is greater

eye contact, leaning forward and gesticulating, for example, an imaginary scale on the surface of the table in front of him to illustrate a point (see Section 7.2.1).

This enthusiasm to share learning is notable to different degrees in all participants, and is perhaps linked to a palpable change in *confidence* (initial code). The *confidence* permeates the way they discuss perceptions of learning, specifically in the use of *technical language as discussed in the previous section*. All participants refer, usually implicitly, to a level of *resilience* not shared in the previous prompted monologue. *Resilience* in terms of a determination, resolve or willpower to keep going is shared by several participants and often an implication to complete the course and become a teacher (the assumption being the achievement of Qualified Teacher Status). Phrases such as 'keep going', 'it's been hard but...' and 'it was tough' appear throughout prompted monologue 2 as exemplified in the extracts below:

> *It's going to sound really, really, really stupid, but sometimes it's hard to like remember or be aware that you're like learning or making progress.* (Rich, 3:2)

> *But for me personally, I think it's a, I mean... first of all, I mean my, my new placement, um, I think when I spoke to you about, so I was in* [name of school omitted for anonymity]*, which was hard as I was out of the* [name of trust omitted for anonymity] *and I did feel very much out the loop, but I kept going.* (Seb, 3:8)

> *it felt, yeah, it felt like a completely different job in a way. Um, and yeah, it was, it was tough but interesting.* (Michaela, 3:11)

> *But it's been really tough. There've been times when I thought, oh my God, this is, this is tough. Workload and work life balance. Um, and actually am I any good at this? Kind of that self doubt of... um, and then remind yourself, no, what does* [Programme Leader] *say? 'Don't focus on the black dot and try to focus on all the good things, the positives and not focusing on the things that haven't gone right'.* (Alice, 3:23-28)

> *So I find it very difficult sometimes when I find things difficult, I want to be so good at it that I fall a bit short sometimes, if that makes sense.* (Alexa, 3:92)

> *class discussions are pretty much... they are, they are tough. They are hard work and I really want them to be... um, it's like a... blood from a stone sometimes, but you just have to keep going.* (Sophie, 3:131)

Alongside notions of resilience, Alice discusses how she feels some acts of teaching were previously in development that have now become habituated.

> *I was doing it* [adapting questions for different students] *so consciously in the beginning that it's become automated. It's become a habit.* (Alice, 3:106)

Alice's observation would seem to correlate with the awareness of transitions into Taylor's (2007) 'unconscious competence' (see previous section), as well as Gibb's (1988) 'Learning By Doing' in that knowledge is created through the linking of an experience with reflection, as discussed in Chapter 3, Section 3.2, *Ontology and Epistemology*. Alice is essentially suggesting that her repeated 'learning by doing' enables her to reflect, assess and react to a situation in the moment. Lucas (2007) discusses

how success within Initial Teacher Education is 'where different types of knowledge and pedagogy are learnt and transformed' (*ibid*, 2007, p.93) with Serin *et al*.'s (2009) study of Cypriate trainee teachers, suggesting that trainee teachers make progress when a locus of control is internalised. Interestingly, they discovered a difference with gender, not unlike the Lamote & Engels' (2010) study in the previous chapter (see Chapter 6, section 6.1.4), where male trainee teachers showed greater internalised locus of control. I have not found a discernible gender difference in this study. It could be suggested that the five female participants seem to express internalised locus of control with two of the three male participants seemingly referencing external factors affecting progress but the difference is marginal and highly personalised. This correlates with Norden *et al*. (2014) study of one hundred and ninety one Malaysian trainee teachers and Atibuni *et al*. (2017) Ugandan study of two hundred and three secondary science trainee teachers, both found little correlation between gender and locus of control. To this end, I am returning to notions of *resilience* as an initial code opposed to locus of control.

Of the participants below, *resilience* through 'learning-by-doing' is implied through their recognition of the skills they have now compared to what they were working on before. It would be very challenging to carry the activities they describe below without being able to instinctively respond and adapt in the moment:

> *I'm sure, like a lot of it* [being a teacher] *is maybe just subconscious skills and sounds of things like behaviour management and just attitudes in class; Like, I mean thinking back on it, even just now, I'm sure now I is going to sound really stupid, but I can command a lot more respect in general from students.* (Rich, 3:6;7)

> *Whereas when you're just the teacher, you know, at the moment I'm going into their set* [classroom], *I can't, um, you know, I... ; I'm fitting in with them, at this point in the year, fitting in with, um, the behaviour expectations and how they learn as a class for me.* (Esther, 3:43;44)

> *And I think kids respond better to yourself. And once, once you relax, you're just more relaxed with the kids and you have just a different level of communication, you don't need to manage behaviour anymore.* (Alexa, 3:87)

> *If you can't manage that behaviour, it doesn't matter. If you can measure their progress, differentiate and assess their learning, great, but if they're not behaving, they're not going to get to do it.* (Alice, 3:108)

> *Um, so my first experience of teaching was in a very lively school. Um, which I loved, you know, and now my behaviour management is fine.* (Sophie, 3:113)

Lucas (2007) however warns against simply accepting 'learning by doing' as the central tenet of school-based training and suggests that it is not enough just to 'participate' in the act of teaching in order to become a teacher. He suggests that learning on the job should be seen as a learning zone 'where different types of knowledge and pedagogy are learnt and transformed.' (*ibid*, 2007, p.93). From what participants are reporting, I would suggest that resilience could be considered a state of learning, not unlike Vygotsky's (1978) Zone of Proximal Development (which explores the space of 'mastery,

through persistence and resilience, between comfort and stress). Murphy *et al.* (2015) study of ten Irish trainee teachers also suggests that a proximal space of co-teaching might help to develop greater resilience. They discovered that co-teaching, where the tenured class teacher is present and active in the room at the same time as the trainee teacher is practising, provides a scaffold to the trainee so that they are less risk averse and tend to work through areas of development. With this in mind, there appears to be a link between the focused code of *Resilience* and the emergent theme of *Conscious Performance*, trainee teachers have to 'keep going' in order to feel confidence in their teaching performance..
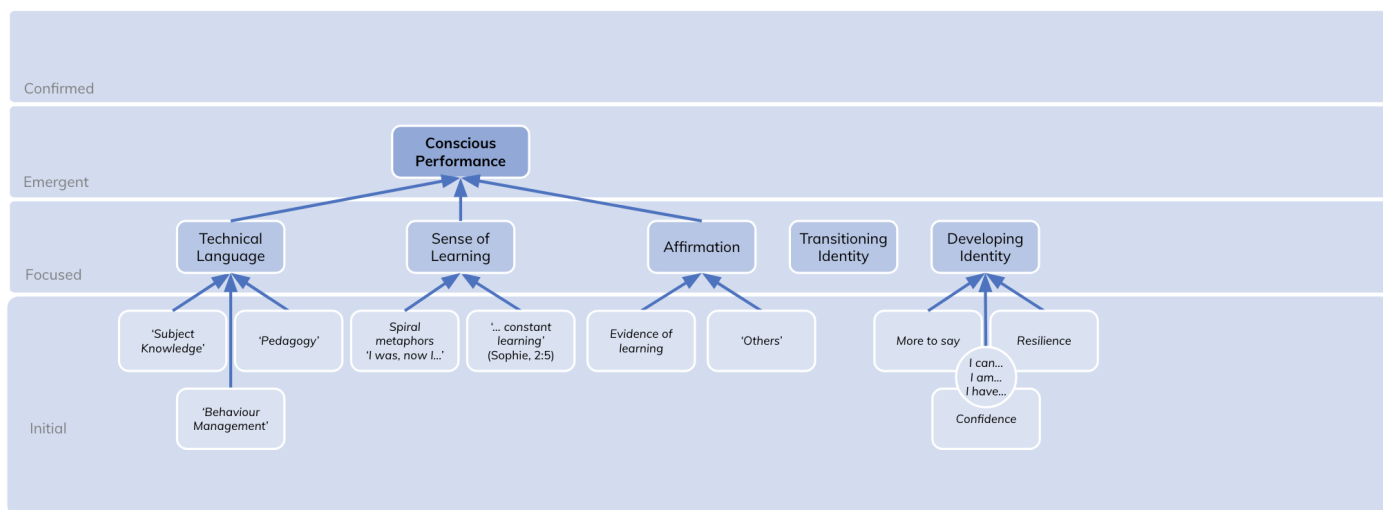


Diagram 7f: *I can, I am, I* have as a mapped initial code connecting other initial codes.

Reinforcing and linking initial codes of *more to say, confidence* and *resilience*, declarations of knowledge and skill appear in all of the participants prompted monologues at some point often expressed as definitive: *I can, I am* and *I have.* This is different to the first prompted monologue which saw most trainees being quite tentative in defining what they were learning. In fact, very few of the participants in prompted monologue 1 volunteered what they were confident in, compared to this prompted monologue where within the first two minutes, seven of the eight participants used a definitive as seen by the line numbers in Table 7c below.

| Time stamp | *Participant, line number* | *Extract* |
|---|---|---|
| 00:20 | Alexa, 3:3 | *I've gotten better at teaching and, and I'm not sure if it's to do with learning or confidence or both.* |
| 00:37 | Alice, 3:6 | *So all my behaviour management is built on the relationships I have with the kids, which eventually was great.* |
| 00:58 | Rich, 3:7 | *Like, I mean thinking back on it, even just now, I'm sure now it is going to sound really stupid, but I can command a lot more respect in general from students.* |

| 00:48, 00:54 | Steven, 3:8 | *and it's very much now I'm more conscious of about maths as a subject and how I'm teaching certain topics effectively.* |
|---|---|---|
| 01:59 | Sophie, 3:12 | *I'm pretty chuffed with my subject knowledge to be fair. Um, it's all come flooding back after years of not being in Uni.* |
| 01:23 | Michaela, 3:13 | *Yeah. But um, yeah I think just uh, I feel like I've got more of an idea of the wider life of the school, whereas the first few terms were just about, well, what am I doing right here? Right now.* |
| 01:40 | Esther, 3:13 | *I mean that's something I can transfer to other than teaching different age groups, just being a really clear communicator.* |

Table 7c: Definitive statements used by participants in order of timestamp

The eighth participant, Seb, was the exception. This is similar to the prompted monologue 1 where he stood apart from the rest in his references to social, economic and cultural *capital* (see Chapter 6, Section 6.2.2). Within this prompted monologue, he starts discussing differences in the schools that he has been placed in so far and it is not until twelve minutes into his prompted monologue that he states 'I can' and even then seems more implied confidence than statement due to the reference 'lucky', 'some' and 'sort of':

> *I'm lucky that I've got opportunities where I can surreptitiously put some things* [assessment questions to students] *and sort of say 'what, what is this, what is happening?'* (Seb, 3:81).

Very similar to Seb's first prompted monologue, he focuses on pastoral elements of the role, and regularly compares his background of politics and behaviour as a way of reasoning the present. Cultural *capital* seems to remain a strong facet of his teacher identity, and whilst other participants seem to have formed an identity in which they are aware they are developing, if not consolidating, he seems to be transitioning between his previous pastoral education roles; what he is learning and what this means to him as a 'teacher'. To refer back to the *subject knowledge* focused code of the previous section, he is the only participant to state that he is still acquiring his *subject knowledge* which appears to be having an impact on his confidence. The two, separate extracts below demonstrate this:

> *I mean I think for me planning takes hell a lot longer than it should do at this stage because I'm still grasping stuff that I did at A-level, that is hard* (Seb, 3:182)

> *I'm struggling with the highers* [more cognitively able students] *in terms of how to pitch it, what, what is a year eight student meant...* [to know] (Seb, 3:196)

Returning to Young and Erikson's (2011) stages of teacher identity formation in the previous chapter (see Chapter 6, Section 6.1.4, Table 6a), Seb is seemingly within the *transitioning* phase of 'becoming' a teacher, and using the extracts above as examples, appears consciously incompetent. Seb's movement from *Exploring Identity* (*see Chapter 6, Section 6.1.1*) into *Transitioning Identity* appears anomalous on

the surface as he is the only participant experiencing this. However to remove it from the mapping process is not in line with Constructivist Grounded Theory, therefore it has been included as a focused code below in Diagram, 7h below.
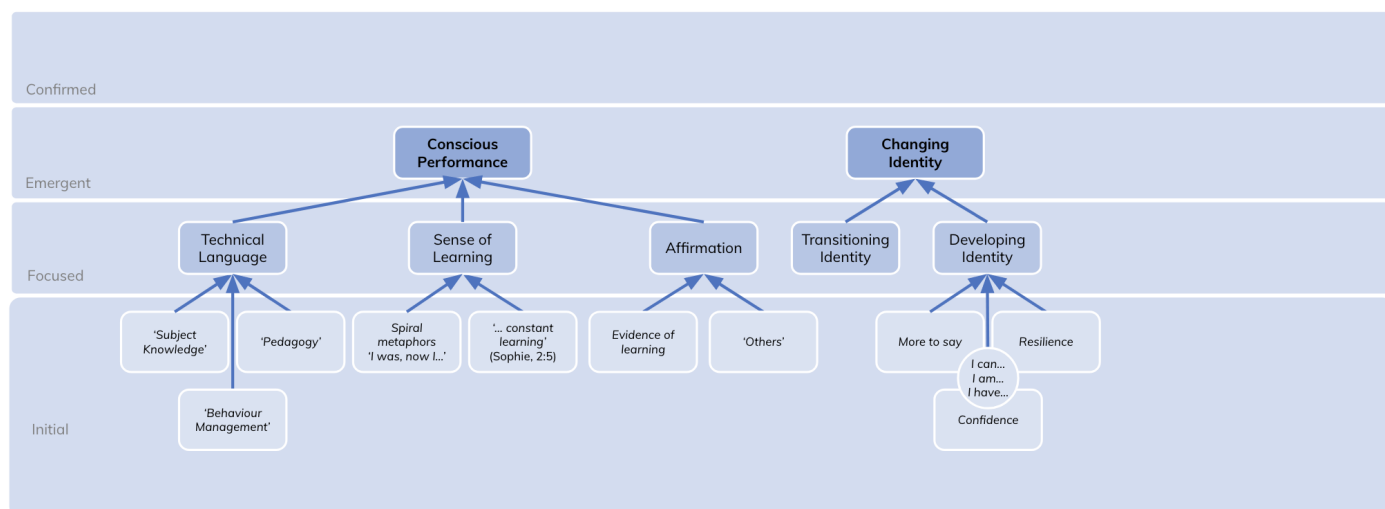


Diagram 7h: *Transitioning Identity* as a mapped focused code and *Changing Identity* as a mapped Emergent Theme.

Also in the Diagram 7h, a new emergent theme has appeared. As in the previous monologue, there appears to be a link between *Developing Identity and Transitioning Identity* focused codes and therefore seems pertinent to repeat an emergent theme: *Changing Identity* (see Chapter 6, Section 6.1.4).

## 7.4 Floating codes

Floating codes appear within prompted monologue 2 as participants seem occupied with their *Developing Identity* as discussed in the previous section. A broader look at the focused and emergent themes, as well as the seemingly unconnected floating initial codes within transcripts, seem to resonate with one of this study's ontological structures: Bronfenbrenner's (1979) *mesosystem*. As discussed in Chapter 3 (see Section 3.3), the *mesosystem* exists between a human's 'microsystem' (the most immediate and influential actors on a person's life) and the 'exosystem' (seemingly abstract but highly influential broader environmental factors such as economy, media, politics and religion). The *mesosystem* is effectively an interactive expanse where microsystems and exosystems interact. It could be said it is a space that contextualises microsystem actors with exosystem themes, such as school-based experiences with broader, national education policy agendas. Bronfenbrenner (1979) describes the mesosystem as a 'set of interrelations between two or more settings in which the developing person becomes an active participant.' (*ibid*, 1979, p.209). Within the context of this study, this might relate to the interactions between the microsystems of the Initial Teacher Education training centres, placement schools, different departments and classrooms they are teaching within and the wider, exosystems of the education system (such as the Department for Education expectation of Qualified Teacher Status) or even a religious denomination of a school. All of these interrelated settings

could affect what and how the participants in this study perceive their learning to be. If this is the case, Bronfenbrenner's (1979) complete model of the Ecology of Human Development could provide an interpretative framework for what seems to be an awakening of the *mesosystem* within participants as they connect their micro experiences to larger, national agendas. Within this prompted monologue they seem to be beginning to appreciate that they are joining a profession affected by national political agendas as exemplified in three participants: Rich, Sophie and Seb. Rich, explores his understanding how national agendas may be the reason why *subject knowledge* of trainee teachers appears to be privileged over *pedagogy* (as explored in Section 7.2.1):

> *But I think it's actually more to do with the current state of education and maths education in particular where there are lots of... look, not necessarily career changes but subject changes, if that makes sense. Lots of people coming into this* [teacher training] *might be quite specific for Maths but lots of people coming in aren't from Maths backgrounds and so that means trainers have to address the fact they don't necessarily have that subject knowledge, so overall the tendency to build that up in the teachers as opposed to the focus on pedagogy because in a way, I mean I can understand that when they're coming from and the subject knowledge has become their own person subject line, it has to come before subject pedagogy. (Rich, 3:66-69)*

Sophie equally seems to have a growing awareness of her *mesosystem* by engaging with professional development networks. As shown in the continuous extract below, such networks include teachers from other schools, blogs and social media (exosystem actors) with her own *subject knowledge* development:

> *I'm quite big on Twitter. Um, and that is like the biggest learning network just for hints and tips, especially with English based resources. Teachers are lovely, aren't they? Really! And like sharing resources and willing to help each other out. Cause I think if one knows how tough it is and how time restricted you are, so that's fantastic. But also, um, like blog posts, people are, people are really open I think in there when they write these blog posts, um, about what it's like to teach and different things that you've tried and the new, um, fads, maybe the currently in education. Um, but also just I use it as a bit of a, a springboard for all the different CPD that we attending at the minute. If there's something else I want to know, Twitter, generally has the answer generally has the answer. Just, you know, you search the Hashtag or you tag team English and someone somewhere will answer your call. (Sophie, 3:227-233)*

For Seb, a growing awareness of his *mesosystem* relates, again as discussed in Section 7.4.1, to the social and cultural *capital* of learners in different forms of schooling within the English education landscape. In the continuous extract below, he seem to use this as a way of exploring his view on equity of opportunity for learners from low socioeconomic backgrounds:

> *And we know that 7% of the country going to be going to privately educated schools, a huge proportion of the country students are going to go to very sort of small rural not huge but a good proportion to country the small rural schools where they might have more time or the students will be more engaged or they will go to afterschool clubs and do their homework and therefore that cultural social capital is by proxy creator. So if those, that those two groups of students that are in grammar schools as well, when we started filtering and all these other factors, the students we're dealing with their social cultural capital when it comes to education and learning so far down the spectrum that it is my duty to teach and pass the exam, that's hard.* (Seb, 3:238-241)

The extracts above from Rich, Sophie and Seb above demonstrate how there may be growing perception of interactions between *microsystems* and *exosystems*. Reinforced by other participants, this appears different from the previous prompted monologue. Participants seem preoccupied with the development of the microsystem as they become familiar with changes to peer groups, schools and the Initial Teacher Education programmes for example.
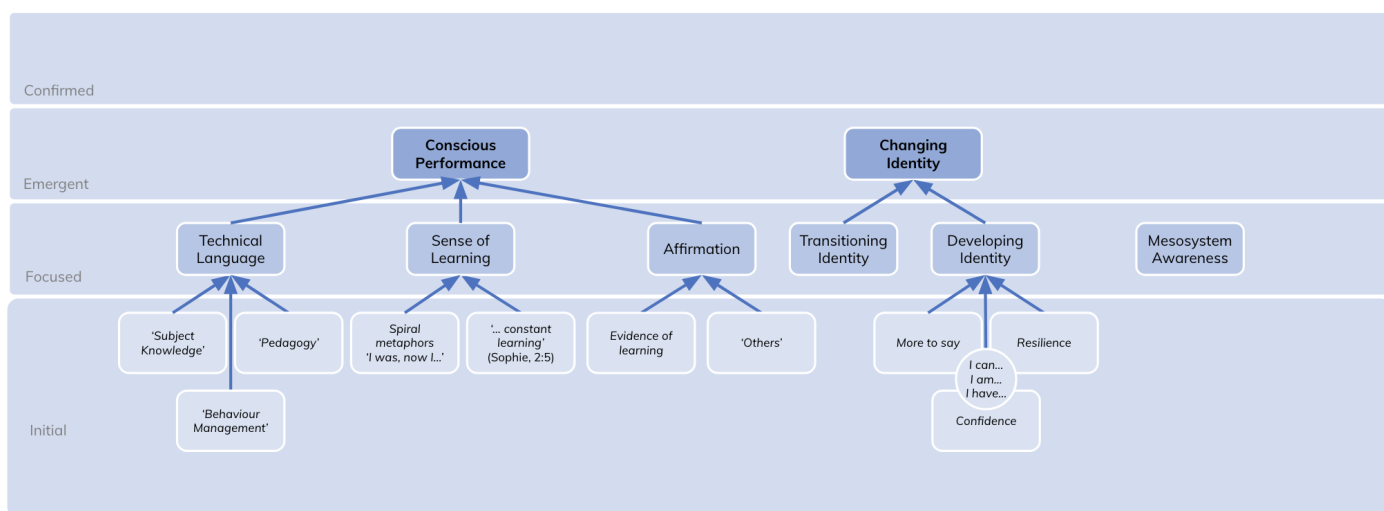


Diagram 7i: *Mesosystem Awareness* as a mapped focused code.

To this end, *Mesosystem Awareness* (far right in Diagram 7i above) appears distinct from previous prompted monologues. It appears as a floating focused code although there is a potential connection to the two mapped emergent themes within this prompted monologue: *Conscious Performance* and *Changing Identity*. If a participant has an active awareness of their mesosystem, then this could contribute to an awareness of *Conscious Performance* and *Changing Identity*. With this in mind, notions of being actively conscious of becoming a teaching professional seem possible.

## 7.5 Towards a Confirmed Theme

As discussed in the previous section, participants seem to have a growing awareness of themselves as teaching professionals. Through greater use of *technical language*, a developed *sense of learning* and

the use of *affirmation* to claim what they perceive they are learning, participants are aware of a need for *Conscious Performance*, to demonstrate to school mentors and their Initial Teacher Education programme leaders what they know and how they apply this to the practice of teaching. Connected with this is a continued sense of *Changing Identity*; participants seem aware that they are changing professionally and that they understand (in most cases), what 'being a teacher' (Young and Erickson, 2011; see Chapter 6, Section 6.1.4) is about. This is reinforced further by an associated understanding that as novice teachers entering the profession, they may be being affected by exosystem actors, such as national education policy. As their *mesosystem awareness* is developing, as is a need for professional *Conscious Performance* and a *Changing Identity,* I would suggest that what connects these three codes is a sense of *Professional Consciousness*; a confirmed theme as seen below in Diagram 7j.
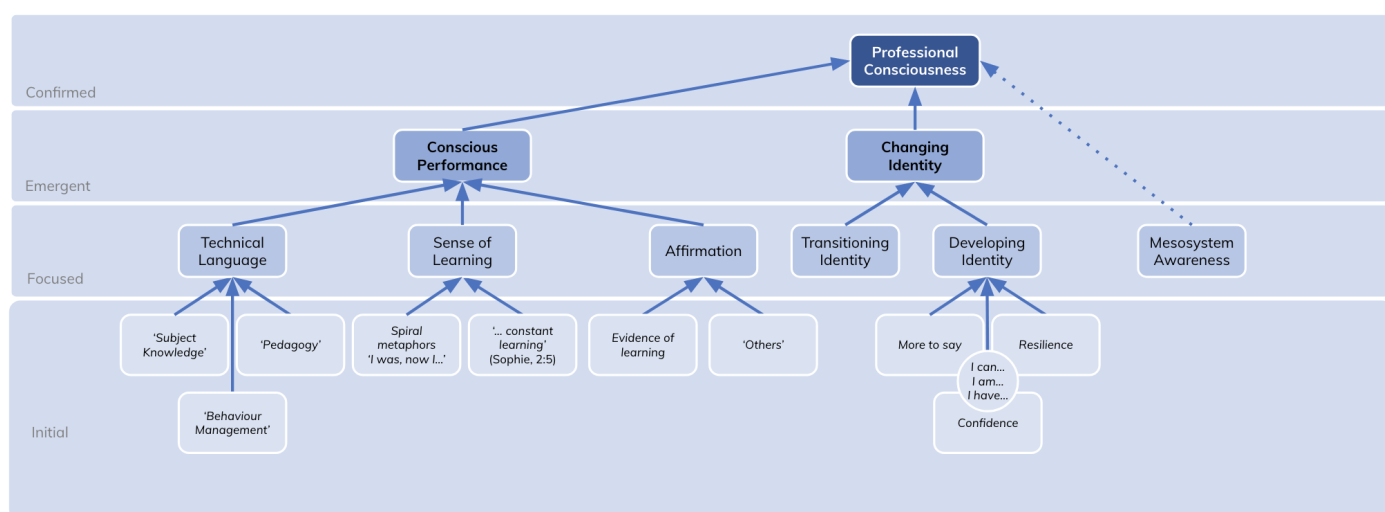


Diagram 7j: *Professional Consciousness* as a mapped confirmed theme.

## 7.6 Constant Comparison Methods

Similar to the previous chapter, constant comparison methods are used by returning to previous data sets to compare with current emergent data that may expose further connections between data sets. Again, I briefly return to the rhizomatic data maps of Chapter 5, *Participant Profiles* and Chapter 6, *Prompted Monologue 1* and compare themes with the completed data map of this prompted monologue as seen in Diagram 7k on the following page.
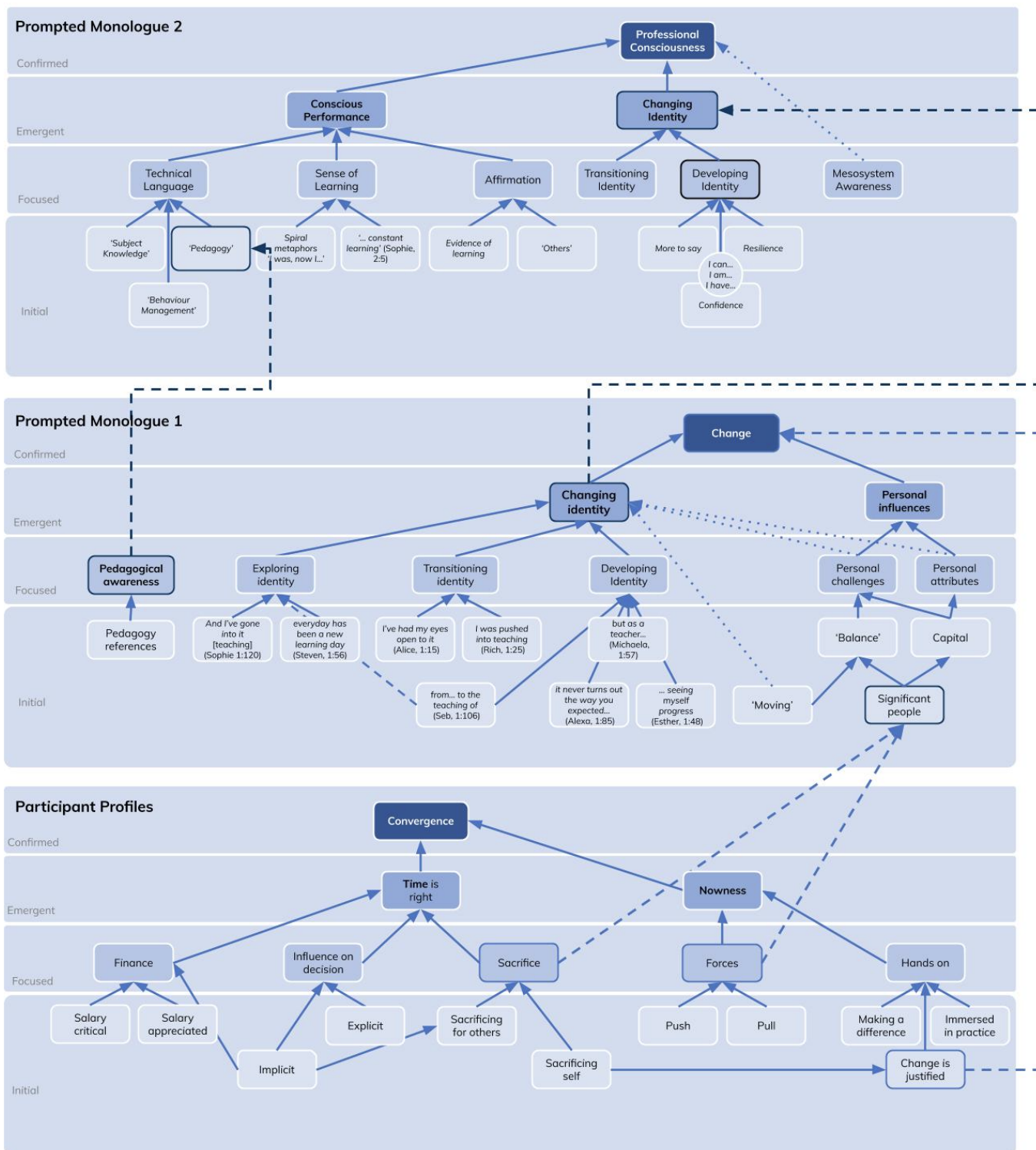
Diagram 7k: Layered data maps of Participant Profiles, Prompted Monologue 1 and Prompted Monologue 2.

Unlike the methods of constant comparison of the last chapter (see Chapter 6, Section 6.5), where there appeared little connection between Participant Profiles and the first prompted monologue, three links seem to appear between prompted monologue 1 and prompted monologue 2 as indicated by the dark blue dashed line in Diagram, 7k above. The first link extends *Pedagogical Awareness* in prompted monologue 1 (middle, far left of Diagram 7k) and connects to *Pedagogy* in prompted monologue 2. Whilst *Pedagogy* in prompted monologue 2 is a focused code as opposed to an emergent theme (in prompted monologue 1), it seems bolstered by participants connecting it to *subject knowledge*. Within prompted monologue 2, their understanding of *pedagogy* seems to have developed with participants

discussing how they understand it to be more than general teaching approaches, relating pedagogy to specific subject matter or disciplines. Steven provides an example of this as seen in Section 7.1.1 and highlighted below:

> *I have some math specific books because I think, I think Maths is quite unique in a way for its pedagogy.* (Steven, 3:154)

*Changing Identity,* the second link to emerge between data sets appears in both prompted monologues to date as an emergent theme. The repeated relevance might suggest that it could be elevated to a confirmed theme and as such may contribute to theory generation, but I await to see what the next and final prompted monologue will expose before exploring this. In the next section, I return to the original research prompts to reflect on what may be drawn from the confirmed codes in a summary of this prompted monologue.

## 7.7 Summary of Prompted Monologue 2

Following the second of the three prompted monologues within this research, the guiding questions of this research (see Chapter 1, Section 1.4) lead me to the following interpretations:

This prompted monologue occurs two thirds through a one year Initial Teacher Education programme. With regard to the first research prompt, 'What learning do career changing trainee teachers choose to privilege when articulating learning to others?', it would seem that they are aware of a developing level of professional consciousness, often through the need to 'perform' or actively demonstrate their professionalism to others of experience, and usually those linked to the assessment of the ability to be recommended for Qualified Teacher Status.

As for the second research prompt, 'What are their experiences and what do they perceive they are learning at different points of an Initial Teacher Education programme?', this second prompted monologue seems notably different to the first of the prompted monologues, and distinctly different to the profiling of participants. Participant Profiles appeared to be centred on the *convergence* of personal influences that led to a shift from one career to a new one. The first of the prompted monologues seemingly focused on notions of accepting *change* and suggested that participants within the transitioning and developing professional identities embrace changes asked of them. The latest prompted monologue sees transformations of participants from trainee to teaching professional with some discussing perceptions of learning as teachers not as trainees; there is a distinct absence of 'being trained' which seemed to feature in the first of the prompted monologues. The transition from *convergence* to *change* to *professional consciousness* addresses the second research prompt, comparing and contrasting perceived learning at different points of the Initial Teacher Education programme, and is something that Sophie recognises in the following extract:

*I feel like it's [confidence to teach] a bit of a, it's been like a natural kind of progression.* (Sophie, 3:33)

The transition from personal to professional is yet to be confirmed with the next chapter focusing on the third and last of the prompted monologues. Particularly as, similar to the summary of the last prompted monologue (see Chapter 6, Section 6.7), the third research prompt, 'How do they identify learning and what they have learnt?' continues to be elusive. Participant perceptions of learning could be identified by an increase in *Technical Language* being used, however this could be attributed to a greater understanding of the vernacular used within the national Teachers' Standards and the need to satisfy Qualified Teacher Status, not necessarily personal perceptions of what they are learning as individuals. Having said this, participants are seemingly more aware of a *Sense of Learning*, with understanding of what it takes to 'be a teacher' bearing out in successes of their practice through the affirmation of others, such as school mentors.

With regard to the fourth research prompt, 'To what extent are the interpretations of learning unique to an individual or similar between participants?', learning seems to be evidenced by participants empirically, not conceptually. To exemplify, Alice measures her success through the feedback from students: 'I've had a couple of lessons where I've had feedback from the students, well they enjoyed it...' (Alice, 3:56). The focus on the majority of participants on 'evidencing progress' is indicative of the stage of the training they are at. For all of the participants, they are approximately two thirds of the way through their teacher training programmes and have returned to the original school and classes they started the year with. Having spent time in different schools, participants seemed focused on areas that they need to develop which may be why the confirmed theme of 'professional consciousness' has arisen. Participants seem aware that they need to perform, to demonstrate their professionalism.

In terms of tentative theory generation, to date a *Convergence* (confirmed category of Participant Profiles) of personal circumstances led to participants deciding to train as teachers, prompted the *Change* of identity influenced by personal factors within prompted monologue 1. The change seems to have enabled participants to develop a *Professional Consciousness* in prompted monologue 2, extending a theme of *Changing Identity* (across both prompted monologues 1 and 2).

These observations conclude the second data mapping and analysis within this research, with the next chapter exploring the third and final of the prompted monologues using the same approaches.

# Chapter 8: Prompted Monologue 3

## Introduction

This chapter explores the third and last prompted monologue of this study, and continues to be written in the present tense to explore the perceptions of learning of career changing trainee teachers using a Constructivist Grounded Theory Methodology. Diagrammatic mapping continues throughout the chapter to assist in making connections between data and between prompted monologues towards the end. All participants chose to conduct prompted monologues within professional settings, with all secondary trainee teachers choosing their training centre (due to most being in the final assessment week of training) and all primary trainee teachers within their placement schools as they finish off the last few weeks of the final placement.

As the mapped coding from this prompted monologue shows, there seems to be a noticeable difference in the way in which the data can be clustered together when compared to previous prompted monologues. Within the second prompted monologue, initial and secondary coding formed different themes from a range of participants, and through comparing and contrasting themes, participant data could be clustered together in different ways. Within this third and final prompted monologue, it seems more similar to the first prompted monologue, specifically in how the *Changing Identity* emergent theme has reappeared (see Chapter 6, Section 6.1). Individual participants seem to have an overriding theme that they focus on, with consistent similarities between two or three other participants. Like previous prompted monologues, common themes emerge although fewer than in previous monologues. To this end, the chapter begins by exploring initial and focused coding of each participant's prompted monologue followed by additional themes that connect participants.

## 8.1 Towards a Potential Emergent Theme

### 8.1.1 Being Ready (focused code)

Seb, Alice and Esther all discuss notions of *being ready* by sharing how they feel they have changed. Voluntarily, they compare their learning from the beginning of their teacher training programme to now (ten months in total). Within the same week of the prompted monologue, Seb and Alice completed an end of course viva (an oral examination that encourages trainee teachers to share their understanding of the Teachers' Standards using evidence collected from teaching practices, contributing towards Qualified Teacher Status). One technique common in VIVAs is to compare and contrast understanding of a certain Teachers' Standard from an earlier stage of training with the present. It would seem that for Seb and Alice, the reflection is fresh in their mind whilst for Esther, who is in the penultimate week of her final teaching placement, is less succinct, perhaps because she is preparing for her viva in the coming weeks.
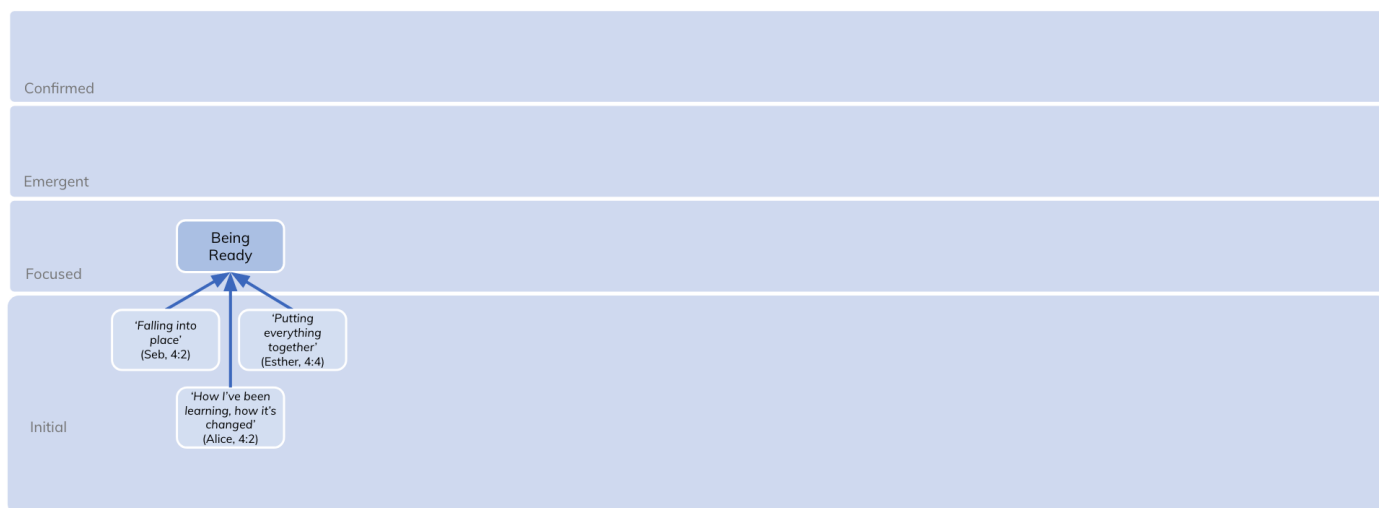
Diagram 8a: *Being Ready* as mapped focused coding

For Seb, *Being Ready* seems to centre around how different parts of his learning seemingly connect and how the time it takes for him to make connections, with less 'mental anxiety' [participant's own words] is lessening as seen in the extract below.

> *Even I think you sort of how everything at this point is just falling into place a lot quicker. Okay; So even though there's potentially more technical stuff I've taught in the last couple of months, which at the beginning of the year would have acquired a lot more um, mental anxiety over yeah.* (Seb, 4:2;3)

Seb continues his prompted monologue to explore how he feels he has changed and how his understanding of his subject knowledge is more 'technical', a word he uses several times. He attributes in part his ability to draw on additional external sources of support, particularly the discovery of professional organisations to develop his own subject knowledge, such as the Geographical Association as seen on the extract below:

> *That* [the Geographical Association Journal] *has been an immense sort of source of knowledge and just practice and melding those two subject pedagogies* [Sociology and Geography; Seb's two specialist areas] *into one quite succinctly and really well. But I think that's a good fit. If I was to tell my version* [of Seb today] *to talk to my previous where I said if I were do it sooner* [seek external sources of subject knowledge] *and that would've been a real help.* (Seb, 4:10-12)

Interestingly in the extract above, Seb compares 'this version' of himself to a previous version which seems to demonstrate an awareness of how he has changed. This is the first time in any of Seb's prompted monologues that he claims ownership to his developing confidence of his own subject knowledge; previously he attributed development to his pastoral skills or through the support of school

mentors. Seb expands in the separate extracts below by sharing his 'micro' understanding of teaching. He explains how he is prepared to engage individual students as they walk through his classroom door in the first example, through to thinking his lesson through 'microseconds', and, the 'tiny details' of a lesson. The separate extracts below demonstrate how Seb's attention to detail affects his confidence in *being ready:*

> *I walk into a class, they know exactly who to talk to as opposed to I've got a pen ready for the student who is looked after [students within the care system] as he tends to be completely disorganized and he doesn't say anything; It's like, here we go. Done. And it's just those microseconds that you're just picking up.* (Seb, 4:16;17)

> *I think those are sort of definitely the thing, my pacing and controlling for the micro seconds that you can, it's something I'm thinking quite aware of at the moment to try and improve.* (Seb: 4:65)

> *being selective and with my time and what I am spending my time on. So I know for a fact there's some things I glossed over. And then when it, cause I thought, how can I know about the actual tiny details and I get to the lesson core.* (Seb, 4: 122-124)

Like previous prompted monologues, Seb repeatedly identifies as 'someone from a behaviour background' and talks for over eleven minutes (just under 50% of the total prompted monologue) detailing different scenarios of students in various classes and how he has discovered that he can manage them effectively. The range of behaviour narratives might further exemplify how Seb considers himself as *Being Ready* by an awareness of how he has changed.

Similar to Seb, Alice seems acutely aware of 'how I've been learning, how it's [her teaching] changed' (Alice, 4:2). In prompted monologue 1 and 2 like Seb, Alice seems hesitant to claim her learning as her own; however within the first few seconds of the third monologue, she shares an awareness of change.

> *And then at some point it went from just doing what I had seen to understand why I was doing it. But I don't know when that changed. I didn't know when I started doing slightly more like nuanced things more consciously, but then they started to become more automatic and I couldn't tell you when that happened. I didn't even think I realized it was happening. It just did.* (Alice, 4:4-10)

The theme of confidence in her teaching abilities runs throughout Alice's monologue with reference to subject knowledge, behaviour management and assessment. Interestingly though she continuously states that she does not know when this happened, she is just aware that she has changed as exemplified in the extract below:

> *I taught a lesson the other day and they just weren't getting it, so I just scrapped it and changed it and it doesn't matter while you're in the middle of the lesson. And I knew how to do it and why there was a problem and I had the tools that could be like, right, let's get the mini whiteboards out as*

> *pinpoint what the problem is. I've asked the problem, okay, so we didn't look at this now because you think the hydrogen needs eight electrons and it's in a shell, which is totally wrong. So now we're literally going to get back to basics and do this. It will just, yeah, but I couldn't tell you when I gained or how I gained the ability to do that.* (Alice, 4:22-25)

She attributes a new found confidence to the 'last four weeks', meaning the last four weeks of the entire ten month Initial Teacher Education Programme. She seems to be suggesting, like Seb, that things are just *falling into place* within the last teaching practice and attributes this to a developed subject knowledge and pedagogy.

> '*And I think part of it is subject knowledge and understanding misconceptions. I think that is, I don't think I, I think I underestimated the importance of subject knowledge in terms of the pedagogy rather than the other stuff.* (Alice, 4:29)

What is interesting here is Alice's identification of 'misconceptions'. This arises from the notion that teachers with a knowledge of misconceptions have a deeper understanding of subject knowledge (Pine et al., 2001; Chian, 2020). If a teacher understands where a student might misunderstand a concept or make a mistake, and they incorporate this understanding into their teaching, they are more likely to be able to support students if and when they make such mistakes (Ryan and Williams, 2007; Chen et al., 2020).

The notion of 'putting everything together' is echoed in both Seb's and Alice's prompted monologue and is a key theme within Esther's similarly. Like Alice's reflections on becoming more confident, Esther seems to reference how she is becoming bolder and has more confidence in her current abilities, although hesitant with regard to assessment; an area she reports to have not had a lot of opportunity to engage with. She explains that she feels she has a strong technical understanding of assessment but has not 'seen the whole picture... [and is] a little bit anxious about going forward.' (Alice, 4:11). She talks about wanting support for assessment in her new school, having recently got a job in a school close to her home. 'Putting everything together' for Esther also seems to relate to her continued development needs as a teacher, moving forward in a new school with new colleagues. She explicitly discusses the need to adapt to others, adjusting her own styles to suit an established team. Esther's need to continually develop is seen through having access to experts as she moves from trainee to Newly Qualified Teacher.

To return to this cluster of participants, Seb, Alice and Esther all seem to suggest that their new found confidence in themselves and in *being ready*, is in part to do with the changes in teacher training placements. Esther summarises this in the extract below:

> *Just that, you know, I've been in different schools and seeing a lot great practice and seeing different ways, different children, different teachers, uh, and organise themselves.* (Esther, 4:21)

For Esther though there appears to be a contradiction. In one sense she is saying that she wants to be a part of a new team and is prepared to copy what other, more established teachers do, but on the other hand, she 'wants to be bolder'. She continues:

> *I don't necessarily want to follow what other teachers do or the school does as much as possible. Just try and do your best and believe in yourself because you know.* (Esther, 4:63-65).

However, as mentioned, Seb, Alice and Esther discuss actively adopting tools and techniques they observe in more experienced teachers, and it seems that through this trial and error process they are developing confidence in their abilities. I would suggest therefore that what connects Seb, Alice and Esther is more a developing confidence in their abilities than a belief, i.e. *being ready*. Alexa, Sophie and Rich however seem to have confidence in their abilities, as opposed to developing, and see themselves as *being teachers*, explored in the next section.

## 8.1.2 Being Teachers (focused code)
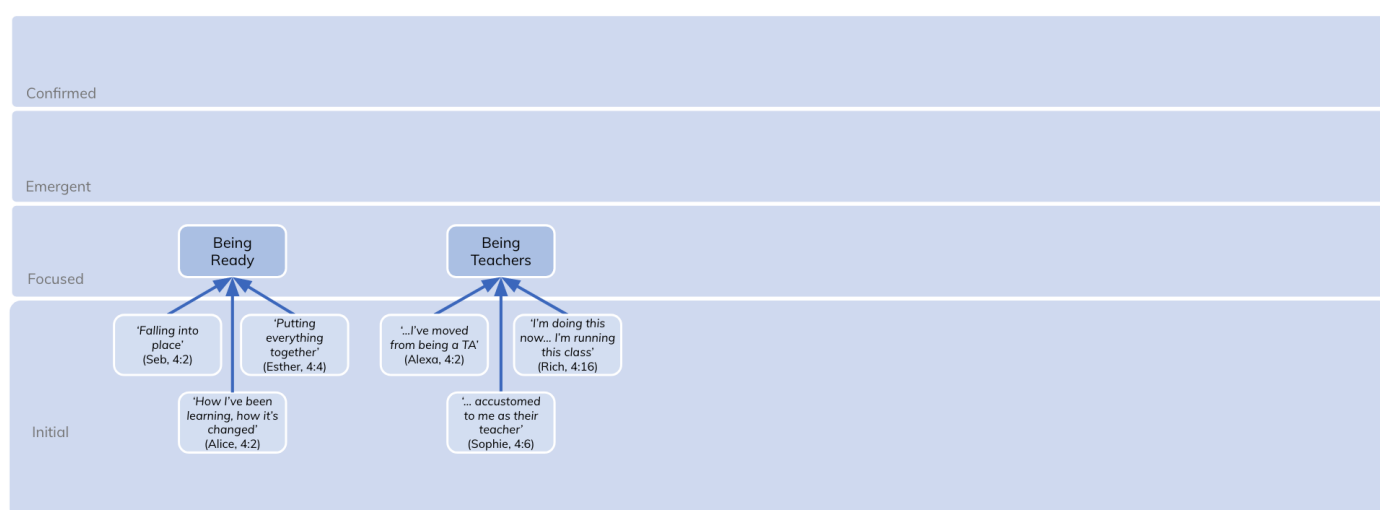


Diagram 8b: *Being Teachers* as mapped focused coding

Alexa, Sophie and Rich are active in their determination of *being teachers*, very much present tense and very confident in their abilities. It is interesting to note, again, like the previous cluster of participants, there is little that connects these three; they all have different previous careers, in different phases on different Initial Teacher Education programmes in geographically varied schools.

What connects these three participants is their response to the first prompt of the prompted monologue: 'Learning, talk about your learning'. Within the first few seconds they all consider how their abilities and understanding of teaching has 'moved' (participant's words, below).

> *It's been huge. At last, I have moved from being a TA to being a teacher.* (Alexa, 4:2)

> *... for me like this final placement, um, I feel like a real teacher, so I haven't felt like a trainee anymore.* (Sophie, 4:7)

> *I'm doing this now. You've never met me before, but I'm running this class.* (Rich, 4:16)

For Sophie particularly, she discusses how she has been made to feel like a part of the team in her placement school and expected to teach (as opposed to being treated like a trainee) and like Alexa, she opens her prompted monologue with a definitive statement of *being* a teacher as seen in the extract below:

> *If I reflect on the whole year, at this point now, I think where I look back and think, wow, I've come a long way, a really long way. Even just now talking about it where we were like placement one and I've been at the same school for placement two and three. So for me that's been really beneficial cause I've really seen as sort of **my** progress in **my**, um, pedagogical learning. Um, just **my** kind of presence in the classroom and everything. Like the kids very accustomed to **me** as their teacher them to at six months. Um, I think the, for **me** like this final placement, um, I feel like a real teacher, so I haven't felt like a trainee anymore.*
> (Sophie, 4:2-7)

Notions of *being a teacher* are evident in all three participants, particularly in Sophie's. The use of the possessive pronouns 'my' and 'me' are frequent (as highlighted in the extract above) and perhaps suggest an ownership in her ability and knowledge. All three participants seem to associate their belief with being proactive in their learning which is different to other participants. Nevgi's (2007) study of Turkish trainee teachers found that self-confidence and beliefs change slowly and that it takes at least one year of teacher training for positive effects to emerge on a person's belief. It is interesting to note that Er's (2020) study of Turkish trainee teachers found that those in the final stage of their training report a higher confidence in their abilities in terms of classroom practice and management. He also found that trainee teachers outside of the education department of a university, e.g. those training to teach with non-education degrees (which would apply to all participants in this study, being enrolled in School Centred Initial Teacher Training programmes) seemed to have greater confidence and tentatively suggested that this may be down to strong subject knowledge. That would reinforce what Alexa, Sophie and Rich say themselves:

> *Whereas because my subject knowledge now has grown, I can switch between things better now.*
> (Alexa, 4:38)

> *So let's sort of um, the high expectations, subject knowledge, um, planning and behaviour management have all maintained that kind of, they went in high and I've maintained that.* (Sophie, 4:96)

> *So that'll [assessment being an area of development] tie into things like differentiation a lot in terms of my, well strong subject pedagogy. All those kinds of things is all going to kind of come into their own.* (Rich, 4:51)

The difference between this focused code of *Being Teachers* and of *Being and Belonging* in the next section, is a shift from an internal focus to an external one.

### 8.1.3 Being and Belonging (focused code)
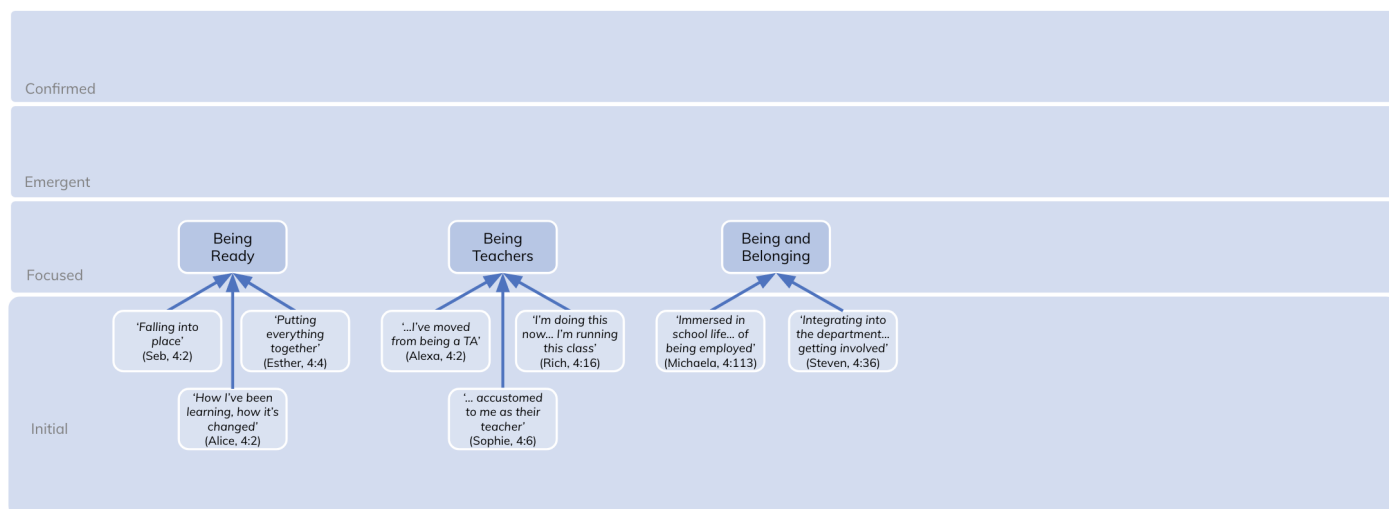


Diagram 8c: *Being and Belonging* as mapped focused coding

Whilst Michaela and Steven both discuss similar aspects to the previous six participants, they both seem to emphasise a different form of 'being'. *Being and Belonging* for these two participants seems to focus on their current relationships with teachers in their current settings or a confidence to form professional relationships leading to a sense of belonging.

For Michaela, these relationships are live as she is in the penultimate week of her final teacher training placement in the same school that she has been offered a permanent contract. It seems like she is acutely aware that she is going to start her career in the same school that she has trained in and is proactively forging relationships with different staff members. She discusses how she has made contact with the Special Educational Needs Coordinator to get to know specific children in her new class better (she is currently training in Year One - five and six year olds - and will be moving up with some of the same children into Year Two - six and seven year olds - as a Newly Qualified Teacher). She has also made links with the Arts Coordinator as that is her 'thing' [participant's own words]. Knowing that she has a role in the school seems to intensify the sense of belonging and being a part of the school community, particularly as she has accepted a specialist project for the Multi Academy Trust that the school is part of, which will involve her teaching other teachers; something she reports missing from her previous career as seen in the continuous extract on the following page.

> I'm involved in a project where I, once a month, will be out for an extra day doing a drama through the curriculum project for, um, we've got a grant for [name of Academy Trust removed for anonymity] to do that. So I'm looking forward to that because it will involve some kind of teaching of teachers. And that's the part of my career that I do miss, 'cause I used to teach adults. (Michaela, 4:111-114)

Michaela is the only participant to proactively talk about having plans to succeed as a Newly Qualified Teacher and how she is part of the teaching team. Stets and Burke (2014) discuss an interplay between trainee and early career teachers' 'bases of identity' and 'dimensions of self-esteem'. They explain how trainee teachers (*ibid*, 2014, pp.410-415) experience social/group identity, validated by the acceptance of others, reinforcing concepts of self-worth aspect of self-esteem. This moves into a sense of 'role identity' through the recognition of successful performance contributing to a greater sense of confidence and motivation. The third and final stage of Stets and Burke (2014) is 'person identity', in which a new teacher's values, belief and 'authenticity' enables individuals to be seen in their own right. Brown and Everson (2019) extend Stets and Burke's work with specific reference to trainee teachers and suggest three stages to identity and self-esteem development: belonging, becoming and owning (*ibid*, 2019, p.233). In relation to this study, Brown and Everson's categories could add value to the previous alignment of initial coding and developmental stages (see Chapter 6, Section 6.1.4) and as seen in Table 8a below.

| Initial coding | Exploring | Transitioning | Developing | |
|---|---|---|---|---|
| **Young and Erikson (2014)** | Imagining | Becoming | Being | |
| **Taylor (2009) Conscious Competence** | Unconscious Incompetence | Conscious Incompetence | Conscious Competence | Reconscious Competence |
| **Brown and Everson (2019)** | Belonging | | Becoming | Owning |

Table 8a: Realignment of initial coding and developmental stages

To return to the participants in this study, Michaela, as previously mentioned, seems to 'see' herself as a teacher and already knows how she will contribute to the life of the school. It is clear that she feels she is developing and is conscious of what she needs to develop further. She has a sense of *being and belonging,* and based on Brown and Everson (2019) work, is likely to be within a 'becoming' stage and is looking forward to 'owning' her competence as an Newly Qualified Teacher summarised by the sentence on the following page:

> *I definitely think being immersed in school life, having, I suppose the extra pressure of being employed I think is really helpful. I'm ready. I want it.* (Michaela, 4:113)

Perhaps because Michaela straddles the 'becoming' and 'owning' stages (Brown and Everson, 2019, p.233) she is the only participant to question the skill set of one of her mentors. It would seem that her school mentor changed half way through her teaching practice and the second, more experienced teacher not only accelerated her practice but enabled her to consider the skills a good mentor might need to have. She reflects in the continuous extract below:

> *I was going from somebody [previous mentor] who's taught for a couple of years exclusively in this school and only in Reception [4 to 5 year olds] til this year to somebody [new mentor] who's taught in three different schools for about nine years and she's phonics lead. So just a lot more outside knowledge to draw on. Um, that was really helpful 'cause the first report that I got back [from the previous mentor] I thought, oh, I could have written this about myself. Previously a lot of things were mirroring what I was seeing myself and what I felt like was my next step was sort of just agreed to by my [previous] mentor. Whereas now my thoughts were being challenged [with the new mentor] and it was more of a collaboration. (Michaela, 4:182-186)*

The term 'collaboration' above is interesting as it suggests an equality, a shared investment from herself and from her new mentor in Michaela as a teacher; something Steven also shared in his prompted monologue. Steven discusses now the efforts of his mentors and teachers within his 'home' department very much involve him. He feels included, an equal in having opinions validated by more experienced teachers, creating a confidence in his abilities that in previous prompted monologues he did not share. He also sees the involvement in curriculum planning for next year for instance, as an opportunity to continue his learning instead of just viewing it as irrelevant as he will not be teaching it (due to moving to a different school in a different country) as explored in the continuous extract below.

> *so it's just been a lot of like curriculum planning, next year planning. Um, as much as I'm not going to be involved in it, I've enjoyed getting involved with it because it's obviously something that I'll be doing in the future. So it's just been a lot of that, again, sort of integrating in the department and getting involved there. You know, they, they, they've wanted my input from this year. So especially when like key stage three, cause I've had a couple of year eight classes as to just how the current scheme of work feels and, um, whether it could be improved or how it could be improved. And it was actually quite nice to get my input as, you know, as, as a teacher for once rather than just sort of listing and sitting down and soaking it all in. (Steven, 4:34-39)*

The last line in Steven's continuous extract above seems significant in the sense that it is the first time in the three prompted monologues that he claims teacher - not trainee - status; 'as a teacher for once' suggests that he did not feel like a teacher before this. It seems like the validation of those around him has led to a confidence in making this statement. Steven continues with the theme of relationships by sharing what he shared in his viva (end of year assessment) and how he is most proud of his confidence in creating a learning environment. He states:

> *And I think like the things I was most proud of is how quickly I could develop relationships with students, set expectations, set my own routines and know what's expected of me and that; That goes a long way, especially if other things aren't going to plan. You've got control of a class as well. (Steven, 4:58;59)*

Steven also makes several comments about how he has a job in a different country in the United Kingdom and why the optional Postgraduate Certificate in Education was necessary for him (in order for an English teaching qualification to be valid outside of England, one must obtain a Postgraduate Certificate in Education). Whilst learning within an English education system has been useful, he suggests that in some respects he will have to 'start again' as a Newly Qualified Teacher; echoing observations from Kane et *al.* (2008), that certification does not necessarily relate to teacher effectiveness, simply that they have satisfied a minimum criteria. He is the only participant to actively talk about being 'anxious' [participant's own word] about the prospect of being a teacher as seen in the continuous extract below:

> *Yeah, yeah. I'm excited. But yeah, I'm, I'm anxious. New School and new setting I'm still coming out of my training year. I still feel still feel like a trainee, you know, even though I've had my classes and you know, I've taken sort of full responsibility of leading the classes for a while now it's, yeah, I still feel like a trainee, you know, I suppose you sort of in, I don't know. I think it's probably quite subjective as to how people feel going into their NQT year really. (Steven, 4:175-180)*

What is interesting is what precedes the statement above: he discusses how the curriculum in the country he is going to teach is different and how he feels unprepared for this. He reflects on how he wishes the core content of Initial Teacher Education programmes were more generic in terms of subject knowledge and not based around a specific syllabus the school or Multi Academy Trust has chosen to follow. *Stronger Subject Knowledge* for both Michalea and Steven, and indeed for most of the participants, seems an important reflection as explored in the next section, 8.3.

When considering the three focused codes *Being Ready, Being Teachers* and *Being and Belonging* there are two potential emergent themes which may be appropriate: *Being* or *Confident*. *Being* seems an obvious potential link between all three focused codes due its repetition. The act of *being* is present tense, a tense used in most of the prompted monologues and could be attributed to a participant's sense that they have the qualities of, and exist as, teachers instead of trainee teachers as Alexa articulates (see extract in Section 8.2.2). In the same previous section, it is clearly conceivable to Sophie that she feels '*like a real teacher*' and therefore that she feels capable of existing as a teacher. Several participants express similar sentiments. To return to an aforementioned paper, Young and Erickson's (2011) three stages of teacher training identity culminate in *Being* as the last of three stages. Young and Erickson note that narratives within the *being* stage often 'include accounts of "that" child' (*ibid*, 2011, p.125). This feature is common in several of the participants' final prompted monologues, with examples involving specific students seemingly as a means of exemplifying what they have/are perceived to be learning.

The second possible emergent theme is *confident*, something that seems to connect all three focused codes. Every participant in their prompted monologue expresses at some point that they feel more *confident,* or have greater confidence in their skills and knowledge, often relating this to the next step of

being a Newly Qualified Teacher. Interestingly both Young and Erickson (2011) and Bullough (2012) discuss being confident as related to 'a sense of calling' and yet only one participant in this study, Esther, shared a sense of being 'suited' as seen in the extract below.

> *Um, the thing with the teaching is I think I can tell I'm suited to it. 'Cause I really like going and reading* [related to a topic she is teaching] *a play and I really like listening to podcasts and I really like going to the TeachMeets* [a collaborative sharing of practice] *and hearing about new ways of teaching.* (Esther, 4:99)

Notwithstanding whether participants reported a 'calling' to teaching or not, a combination of the two potential emergent themes of *being* and *confident* seems logical and so the emergent theme is named: *Being Confident* as shown in Diagram 8d below.
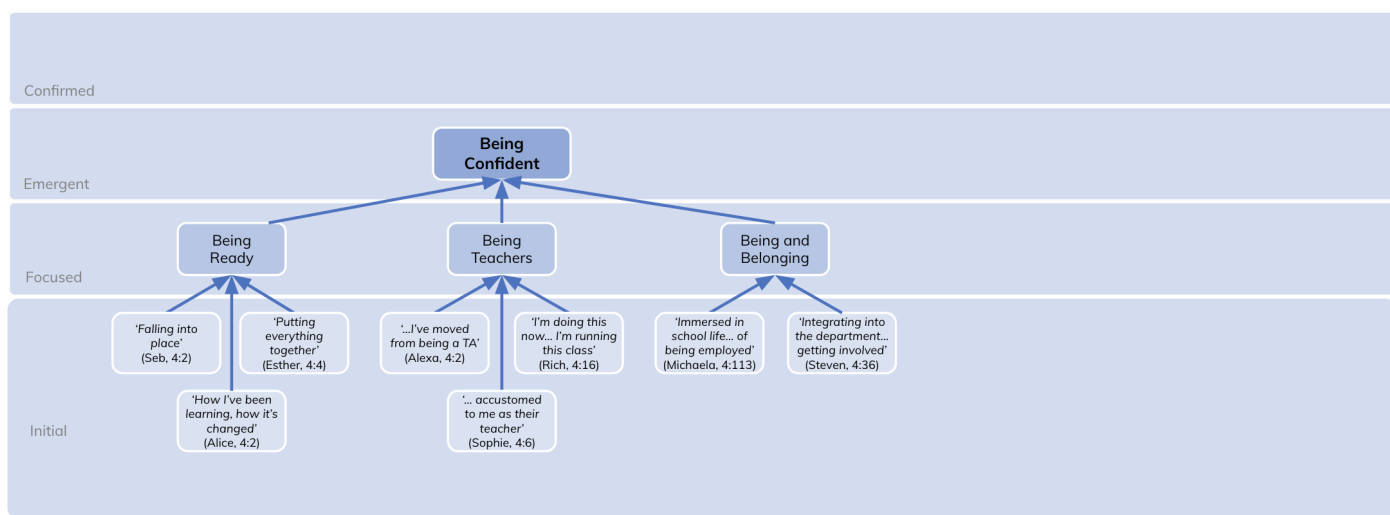


Diagram 8d: *Being Confident* as a mapped emergent theme

What follows in the next section relates to an emergent theme of *Being Confident*, although initial and focused coding seem to relate to confidence in a different way than discussed in this section.

## 8.2 Towards a Second Emergent Theme

### 8.2.1 Building Confidence (focused code)
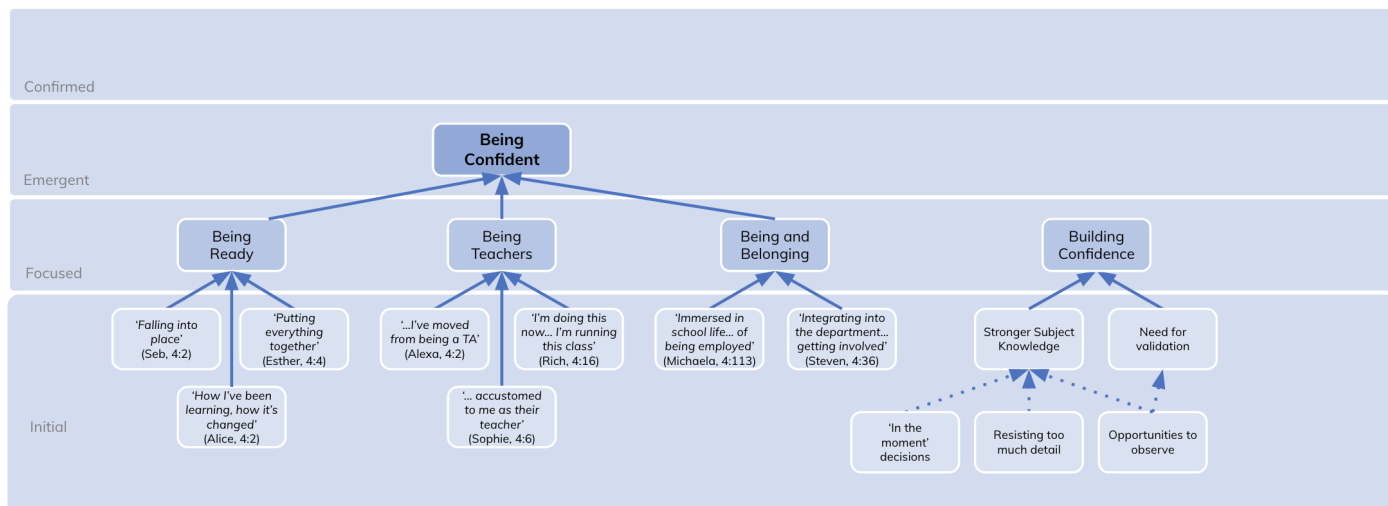


Diagram 8e: *Building Confidence* as mapped focused coding

The cluster of initial coding feeding into *Building Confidence* is seemingly different to the emergent theme of *Being Confident* as discussed in the previous section. *Building Confidence* as a focused code is probably one of the more tentative codes that appears within this study due to infrequent and contextually varied references and may appear 'thin' compared to other coding. Despite its apparent 'thinness', *Building Confidence* still has merit as it demonstrates that not all participants, or not everything participants say at this stage, is about *Being Confident*; notions of 'developing' (see Chapter 7, Section 7.4.1) remain evident hence the following coding not contributing to the previous section.

Clark and Newbury (2019) cross-cultural study of confidence within trainee teachers, explores how three variables might contribute to self-confidence, namely mastery experiences, vicarious experiences and verbal persuasion. 'Mastery experiences' within the context of trainee teachers could relate to becoming more skilled in Pedagogical Content Knowledge, e.g. choosing through experience the most appropriate method for the subject matter at hand. 'Vicarious experiences' could describe the observation process, where trainee teachers develop concepts of success through the modelling and deconstructing of practice of more experienced others (Johnson, 2010). 'Verbal persuasion', a central core of the modern Initial Teacher Education programme according to Yada *et al.* (2019), could revolve around the trainee/mentor relationship or 'socially mediated dialogue in authentic classrooms alongside expert teachers' (Garrick, 1999, p.170), as explored in Chapter 6, Section 6.4. Clark and Newbury (2019) divide verbal persuasion into two categories: from teacher educators (programme leaders within the context of this study), and, of cooperating teachers (e.g. school mentors) thus making four variables. Clark and Newbury's (2019) four variables seem to echo initial codes as seen in Diagram 8e, explored below in the following pages.

'Mastery experiences' could equate to a desire for *stronger subject knowledge*. All participants recognise the need to develop their subject knowledge as they move into their first year as a teacher as exemplified by Alexa and Seb below:

> *because my subject knowledge now has grown; I can switch between things [lesson topics] better now.* (Alexa, 4:37;38)

> *Just feeling a lot more confidence with that subject knowledge* (Seb, 4:38)

Steven's reflection below seems to reflect on the potential differences between subject knowledge and pedagogical content knowledge:

> *in terms of development, I've always thought I was quite weak with my subject knowledge in terms of teaching maths rather than, you knowing Maths; I mean there's still a lot of topics which have yet to come up. You know, I haven't come across fully. That's just about being prepared to keep learning, really.* (Steven, 4:60;61)

For Steven, he seems acutely aware of the need for continued 'mastery experiences' related to subject knowledge as explored in the continuous extract below, where he relates his understanding of the need to understand the 'product', i.e, subject knowledge, and 'selling something', i.e. teach confidently:

> *Subject knowledge. Definitely. Just 'cause I think that's, I, you know, I'm going to have to, cause I'm also, I sort of mentioned my sort of previous employment. Being in sales and I'm really, you know, I hate it, like hate comparing teaching to sales, but you always feel most confident selling something when you firstly believe in the product. And secondly, you know a lot about the product because you ready to, you ready to tackle any situation. So that's sort of how I feel with math.* (Steven, 4:84-88)

He continues to specifically link secure subject knowledge with being a confident teacher:

> *So the more confident I am with maths, the more confident I become in the classroom. And I've had feedback where they say, you know, like that you were definitely more confident in that lesson then you could tell because the board was full of stuff, full of nice modelled maths things and the kids had really good work in their books and stuff. And, um, it's because I was confident doing it. It was ever something that I was, uh, I was comfortable doing.*
> (Steven, 4:95-97)

To return to Clark and Newbury (2019), *in the moment decisions* and *resisting too much detail* could also relate to 'mastery experiences' in the sense that both refer to trusting decisions and having to trust their Pedagogical Content Knowledge (see Chapter 1, Section 1.3) and resist over preparing lessons or 'sticking to the script' [Seb's own words] when lessons are not going to plan. The initial code of

opportunities to observe could relate to mastery experiences in the sense that some participants express a desire for additional or greater opportunities to observe more experienced others throughout the training programme and into their Newly Qualified Teaching year now that they 'know what I should be looking for' (Steven, 4:93). Opportunities to observe however could also relate to the focused code of need for validation as explored for Michaela and Steven in the extracts below.

> So I feel like maybe some more either modelling observations in itself perhaps or maybe more chance for peer discussions on what we have observed in order to fully understand the reasons behind the choices. (Michaela, 4:40)

> I would still choose just to stay in maths lessons and learned as much about that, the subject knowledge, the topics and the teaching of them rather than teaching method. (Steven, 4:106)

It seems that Michalea and Steven are expressing a need for self-validation, e.g. confirmation through comparison of what they see relates to their practice. However for Alexa (below), the need for validation seems to refer to external sources, such as verbal confirmation from school mentors. This would align more with observations of Clark and Newbury (2019) of verbal persuasion of cooperating teachers and is something that Alexa is very clear about having a significant impact on her confidence as seen in the continuous extract below.

> I think the best thing was experienced though is your mentors. If you have a good mentor, you're a very lucky person because you, it's like a rollercoaster. You get some days where you think, oh, that lesson went really well and then you can crash quite as quickly as you, but if you've got a really good mentor that puts things in perspective, that really helps because I don't think anyone is as critical of yourself as you are. And if you've got somebody that says, actually nobody died, it was fine. It was only 5 people didn't understand fractions. That's all it is. You kind of, and then you can pick those up tomorrow. I think having a great mentor is really, really important because you can feel completely at sea, completely lost.
> (Alexa, 4:69-77)

Linked to building confidence is also the notion of learning as a continuum as most participants discuss continuing to develop and refine their practice into their Newly Qualified Teacher year. For example in the extract below, Steven seems to wish his development to continue:

> [he wishes he was] more confident with the maths I teach as well. So that would be my continued focus now throughout the next, the coming year or two rather than one because I'll, you know, I'm not locked in the fact that I'm not, I'm not going to get it all right within the next year either. (Steven, 4:147)

In the continuous extract from Sam below, also seems acutely aware of building confidence in certain areas:

> *So that's kind of an ongoing kind of feeding into that. I found it very hard in this year to, to create like a -- almost, I guess you could call it like my scheme of work. I don't mean that, I mean like the resources which are a collection of the resources which I want to use moving forward. And a lot of them were just kind of grabbed from whatever place and then just hastily made into a lesson. I do have kind of a patchy stuff covering that, but I think it's really a big, big thing for me is going to be the beginning to create that, that like banks of resources, which is the stuff that I know works and that I've, I'm continually honing down in order to use in all of my lessons going forward. That's going to be like my big project. (Rich, 4:47-50)*

There seem to be similarities in what participants want to continue to develop and be more confident in. For secondary trainees, subject knowledge and how it is connected to other areas of teaching seems to be the focus for continual development. To a certain extent this could be expected as teachers within secondary schools tend to be subject specialists and therefore perhaps being defined by how confident they are in a subject is important. For primary, which tends to be less about a subject specialism and more general knowledge in order to teach a variety of subjects, the areas of continual development seem more varied as exemplified below:

| Primary trainees | Secondary trainees |
|---|---|
| *that's the weakest is my assessment because I think it's the last thing teachers let go of and there's paid links* [i.e. teachers performance management can be tied to student outcomes]; *It was just, I haven't seen the whole picture there I know. And so that's something that I'm a little bit anxious about going forward. Hopefully they'll support me in my new school. (Esther, 4:8;11)*<br><br>*It's all the other bits in between. The spelling tests, getting everything ready, it's the routine and the organization that is the hugest learning curve, it's the confidence to organise of everything not just the lessons (Alexa, 4:17)*<br><br>*[Special Educational Needs and Disabilities] is where I think I definitely need more development just because in a year you may not get exposure to all sorts of different cases. (Michaela, 4:80)* | *then I think I'm never gonna stop developing, like differentiation and the assessment of the knowledge. I think everyone's always working on subject knowledge forever. (Alice, 4:52)*<br><br>*I would like, to build up a bank of strategies to try and deploy and they don't work for some and not for others, work for some classes, not others, different individuals; Um, and for me to be in another school setting [as an Newly Qualified Teacher], it's like, it's a continuous kind of learning of these, um, like attitudes as well I think towards certain subjects, even the topics of the subjects themselves, in having enough knowledge to be prepared for any conversation. (Sophie, 4:105;106)* |

Table 8b Differences in subject knowledge references between primary and secondary trainees

Whilst for Rich and Steven, they tend to refer to pedagogical content knowledge of the subject, i.e. knowing the topic, and the pedagogical subject knowledge, i.e. the knowing how to teach it, which connects more with Alice's reflections on pedagogy (see Chapter 7, Section 7.2.1) than with Alexa and Seb above:

> *my, well, strong subject pedagogy, all those kinds of things are all going to kind of come into their own [next year].* (Rich, 4:51)

> *that's been the learning experience to me has been that my knowledge gap versus that versus the teachers about pedagogical gap in knowing math and teaching math; So that was one thing I've always battled with throughout the year as well.* (Steven, 4: 103;104)

Discovering a second emergent theme is challenging as the remaining initial codes within participant transcripts are so varied and seemingly unique to each individual that the most significant connections have been explored above. With this in mind, and with the absence of additional focused codes, it seems more appropriate to look at how the focused code might contribute to the existing emergent theme, thus bolstering it. However, *Building Confidence* does seem different to *Being Confident*, one is definitive, the other tentative. Therefore instead of the focused code discussed in this section reinforcing the previous emergent theme, I am suggesting that it contributes to a confirmed theme of *Confidence*, as discussed in the next section.

## 8.3 Towards a Confirmed Theme
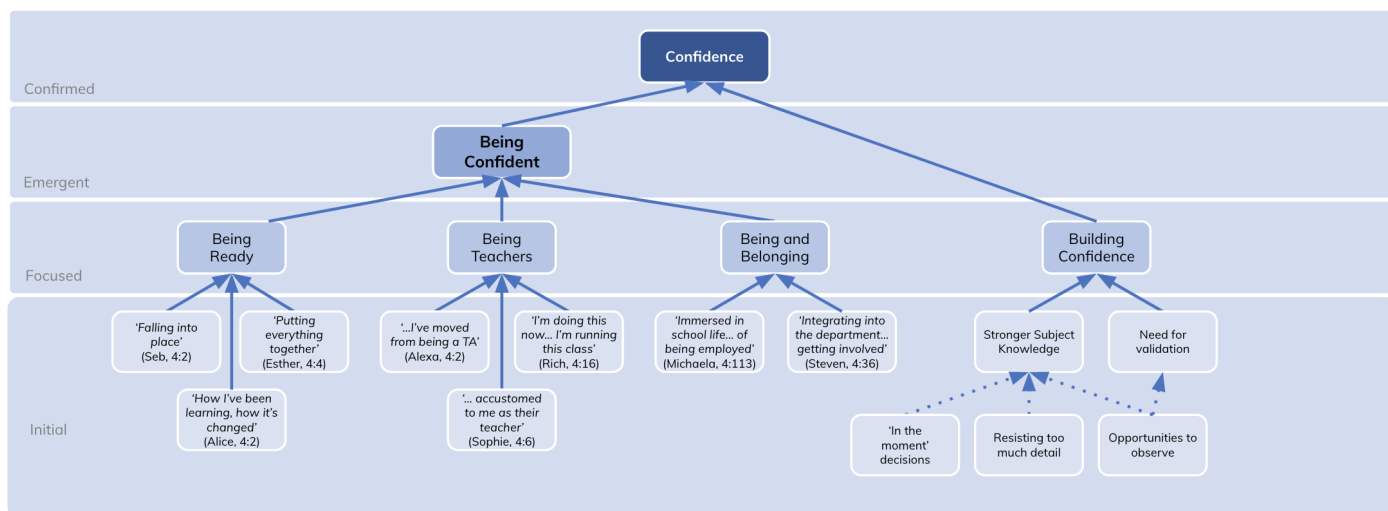


Diagram 8f: *Confidence* as confirmed theme

*Confidence* is a repeated phrase and seems to weave through most of the participants prompted monologues albeit used in different forms. The confirmed theme recognises that a person can be confident in one aspect and yet simultaneously be *building confidence* in another area. The nature of *building confidence* can be seen as constructive and knowing what one needs to develop and having belief to embrace it. As a confirmed theme, Confidence is explored in greater detail in the subsequent Chapter 9, Discussion.

## 8.4 Constant Comparison Methods

As seen in Diagram 8g on the following page, and as featured in Chapter 6 and 7, constant comparative methods (Glaser and Strauss, 1967; Charmaz, 2014) are used to compare emergent data to previous prompted monologues in order to establish analytical distinctions between prompted monologues.

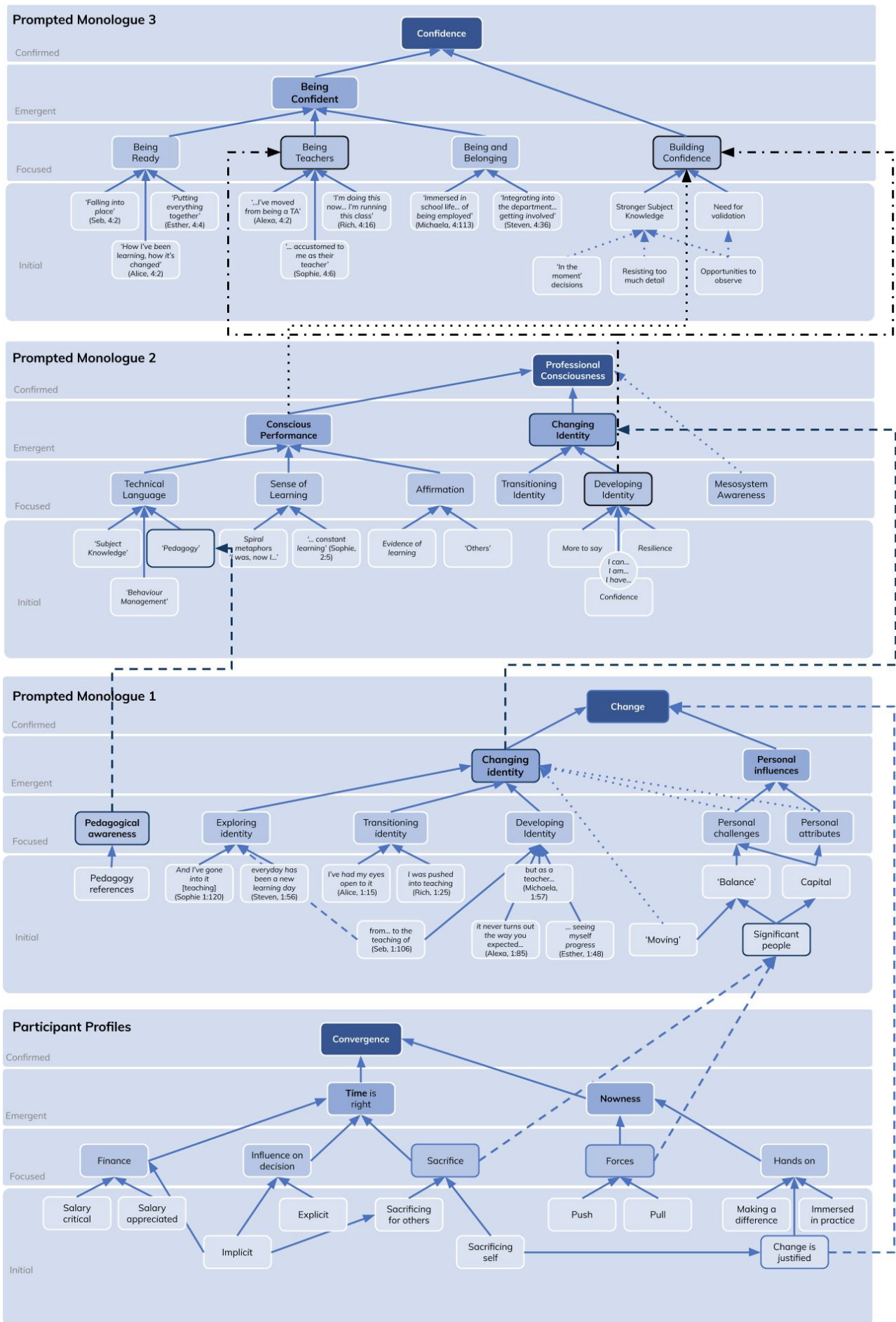
Diagram 8g: Layered data maps of Participant Profiles, Prompted Monologue 1, 2 and 3.

Three links denoted by black lines in Diagram 8g above, seem to expose connections between codes and themes from prompted monologue 2 with those in prompted monologue 3. As mentioned in Chapter 7, Section 7.6, the repeated relevance of *Changing Identity* seemed to suggest that it could be significant when considering theory generation. Again, within prompted monologue 3, the *Developing Identify* focused code (part of *Changing Identity*) seems to have links to *Being Teachers* and *Building Confidence* codes within prompted monologue 3, thus reinforcing the significance. This suggests that identity construction, a key repeating theme throughout the monologues, is a significant part of the theory of this research, as discussed in the next chapter.

*Conscious Performance* emerged as a theme of prompted monologue 3, and might  indicate a need to secure positive mentor/experienced verbal persuasion of cooperating others to continue (Clark and Newbury, 2019) in order to continue to *build confidence* into participants' Newly Qualified Teacher year; discussed further in Chapter 9. When making sequential comparisons from prompted monologue 1 and participant profiles, there does not seem to be significant links or connections to prompted monologue 3 that have not already been made between prompted monologue 1 and 2. There does seem to be a building sequential theme of *subject knowledge* which features in all three promoted monologues; explicitly in prompted monologue 2 and 3, and implicitly within prompted monologue 1. This sequential emergent theme, illustrated by dotted lines and white boxes in diagram 8h on the following page, begins within prompted monologue 1 as a focused code: *pedagogical awareness.* This seems to shift from pedagogical associations of subject knowledge to more specific and technical subject knowledge as participants move from prompted monologue 2 and 3, i.e. the middle and last third of their teacher training programme. It would seem from prompted monologue 3, that stronger subject knowledge is one of the factors that participants cite to a *building confidence.* This is discussed further in Chapter 9.
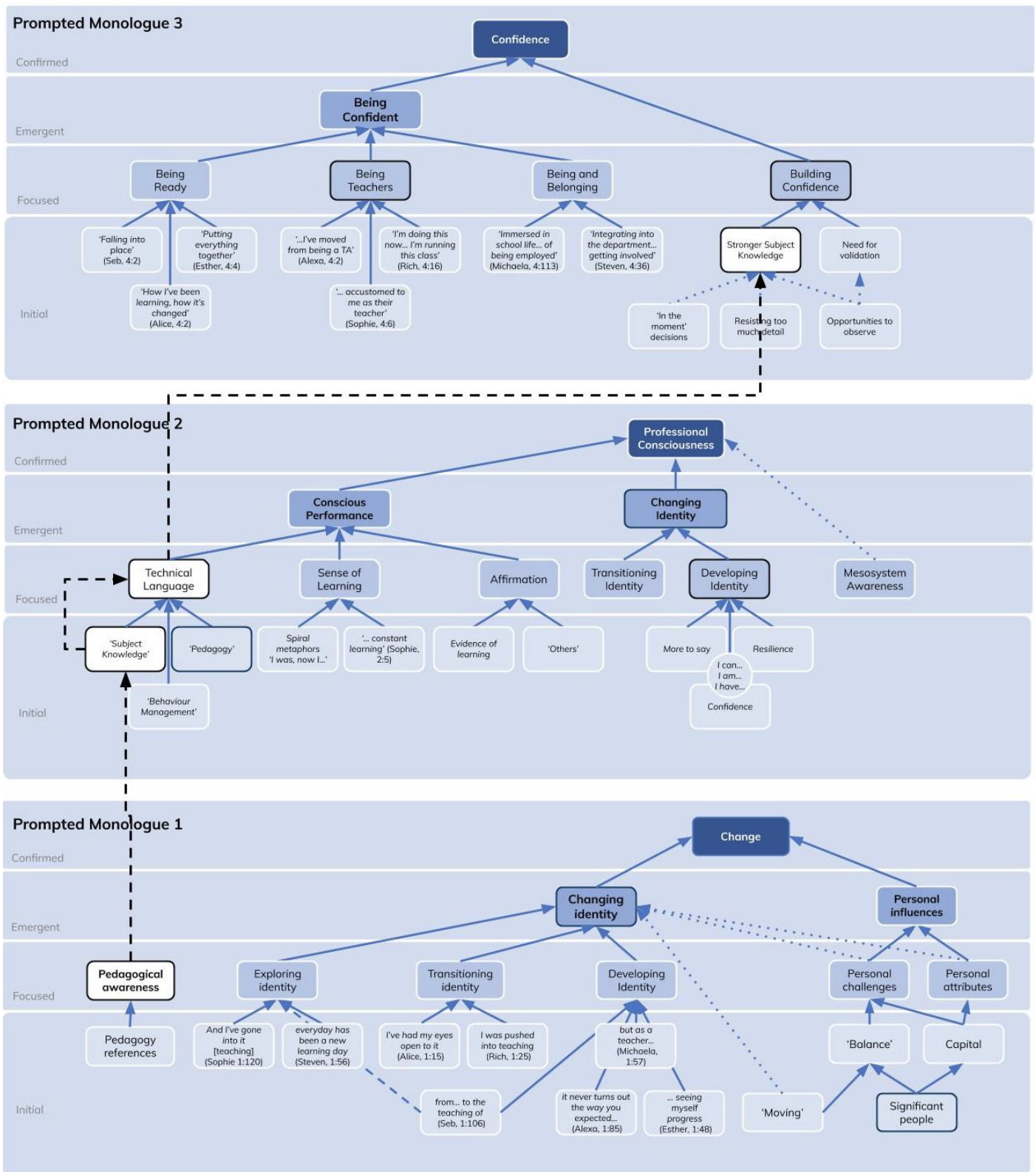
Diagram 8h: Connected data maps of Participant Profiles, Prompted Monologue 1, 2 and 3.

## 8.5 Summary of Prompted Monologue 3

Following the second of the three prompted monologues within this research, I return to the four research prompts; see Chapter 1, Section 1.4.

When considering: 'What learning do career changing trainee teachers choose to privilege when articulating learning to others?', it would seem from this prompted monologue that career changing

trainee teachers seem acutely aware of their strengths, areas of development and have a clear sense of what being a teacher might be. The confirmed theme of *confidence*, suggests a response to the second research prompt: 'What are their experiences and what do they perceive they are learning at different points of the Initial Teacher Education programme?' which when combined with the third prompt: 'How do they identify learning and what they have learnt?' leads me to suggest that the extent they are achieving their vision of being a teacher varies with no discernible pattern of phase, age or gender. Within the final stages of their training of prompted monologue 3, all participants voluntarily offered reflections on their longitudinal journey through their training and have a clear sense of how they have changed throughout the training, as explored in Section 8.2.1. The final and fourth research prompt: 'To what extent are the interpretations of learning unique to an individual or similar between participants?' seems complex. All participants explore a 'different version' of themselves, usually comparing an aspect of their development, such as subject knowledge or relationships with others, from the beginning of the Initial Teacher Education programme to the end. For several trainees it would appear that the initial observation period, common at the start of most programmes, is where they lived vicariously through the teaching of others, reducing significantly towards the end. Some trainees actively discussed this as a pejorative and how they would like to engage in regular observations of more experienced others throughout the training now that they 'know what I should be looking for' (Steven, 4:93). Unlike prompted monologues 1 and 2, all participants spoke with a sense of confidence, or knowing what they have achieved and what they need to continue to develop. Consistently, for those without prior school experience, they seem most confident in what they now 'know'. This is explored further in Chapter 9.

As noted in Chapter 7, Section 7.4.1, there was a difference between the length of time that participants talked within promoted monologue 1 and 2, the latter being longer in duration for all participants. Within prompted monologue 3, the duration participants discuss perceived learning varies from prompted monologue 2 as shown in Table 8a below.

| | PM2 | PM3 | Difference |
|---|---|---|---|
| Esther | 13:43 | 17:33 | + 3:50 |
| Alice | 16:01 | 18:48 | + 2:47 |
| Rich | 17:58 | 18:12 | + 0:14 |
| Michaela | 19:45 | 27:10 | + 7:25 |
| Alexa | 21:57 | 26:22 | - 0:26 |
| Steven | 26:48 | 12:50 | - 9:07 |
| Seb | 37:37 | 26:26 | - 11:21 |
| Sophie | 43:25 | 17:24 | - 26:01 |
| **Median** | **24:39** | **20:34** | |

Table 8c: Comparison between prompted monologue 2 and 3 and duration difference in minutes.

With regard to the duration of prompted monologue 3, several observations can be made. Firstly, the average duration that participants spoke for was less than prompted monologue 2 as seen in Table 8a above. Generally, participants seem more focused and for many, due to having had their end of year viva (spoken assessments), seemed at ease clearly discussing what they consider their learning to be. Secondly, Steven and Sophie, who in prompted monologue 1 were deemed to be in the 'exploring identity' stage (see Chapter 6, Section 6.1.4), seemed to have a lot to say in prompted monologue 2 and yet in the final monologue this reduced significantly. Sophie's prompted monologue 3 more than halved in duration with her reflections revolving around one or two themes only. Michaela and Esther on the other hand, who throughout have been relatively succinct in previous monologues, and who in prompted monologue 1 were deemed to be in a 'developing identity' stage, spoke for longer and on a range of topics. With such a small participant group, it is challenging to create a generalisability, however it would be interesting to explore in future studies if those at a  perceived earlier stage in their identity development enter as a Newly Qualified Teacher with a more succinct and secure sense of what 'being a teacher' might be, compared to those that seemingly are further in their professional identity formation earlier in the training. It should be said however, that a trainee with a broad range of development areas does not make a lesser teacher; it could be down to a heightened perception of the role and a clearer sense of 'being a teacher', but that is for another thesis.

To conclude the last of the prompted monologues, the next chapter draws learning from the prompted monologues together and leads towards the conclusion and recommendations.

# Chapter 9: Discussion

**Introduction**

The aim of this chapter is to discuss themes emerging from the data through analysis and synthesis in two ways. Firstly, I shall explore findings in relation to the four research prompts (discussed in Chapter 1, Section 1.4) as detailed below. Secondly, I will discuss confirmed themes from each of the prompted monologues; *convergence*, *change*, *consciousness* and *confidence*. Methodological reflections, limitations and recommendations feature in the following Chapter 10. This chapter continues with the present tense exploration as I analyse and synthesise coding from the four research phases.

## 9.1 Discussing the Research Prompts

With respect to the original four research prompts, it is useful to compare reflections of the research prompts chronologically, across the research phases. The constant comparison process (using visual diagrammatic mapping in the summary of each chapter), captures connections between research phases although only focused on the themes emerging from data. By cross-referencing the four research phases (and confirmed theme related to the phase) with the four research prompts on the left hand column of Table 9a (below), different perspectives are exposed by comparing research prompt reflections, highlighted and discussed below.

| Phase with confirmed theme → <br><br> ↓Research prompts | Participant Profiling confirmed theme: **Convergence** | Prompted monologue 1 confirmed theme: **Change** | Prompted monologue 2 confirmed theme: **Consciousness** | Prompted monologue 3 confirmed theme: **Confidence** |
|---|---|---|---|---|
| **What learning do career changing trainee teachers choose to privilege when articulating learning to others?** | ● Past careers are used to explore what participants anticipate learning, suggesting skills and interests potentially useful based on current skill sets. | ● Difference in participant descriptions of what being a teacher 'means'. <br> ● Pedagogical awareness apparent in all participants; may be a product of teacher training programme content with training seminars directing attention of trainees towards pedagogy. | ● Participants seem aware of a developing level of professional consciousness through need to 'perform'/actively demonstrate abilities to others with experience or judgement, i.e. mentors and programme leaders. | ● Difference in what participants share. <br> ● All are aware of strengths, areas of development and have a clear sense of what being a teacher might be based on experience of the year. Could be based on completing of, or near completion, VIVA (end of year defence of progress); reached a natural hiatus. |
| **What are their experiences and what do they perceive they are learning at different points of an Initial Teacher Education programme?** | ● First part of the prompt: varied; <u>could</u> be grouped by age, teaching experience or those with significant others, i.e. children, partners. <br><br> Second part: not relevant at this stage. | ● Experiences seem similar; familiarisation with groups and some whole class teaching. <br> ● Emerging understanding of professional identity; understanding of teaching, particularly pedagogical knowledge, and, of work/life balance. | ● Notably different to first prompted monologue and distinctly different to Participant Profiling. <br> ● Participant Profiles appear to centre on convergence of personal influences that led to a shift from one career to a new one. Most trainees recently returned from alternative teaching placement which consolidated skills and seemingly developed confidence. | ● Connecting, putting things together with developing notions of *being*, i.e. present, active, contributing, having a voice as teachers. <br> ● Realisation of the importance of external validation and support and need for this to continue into Newly Qualified Teacher year. |

| How do they identify learning and what they have learnt? | • Not applicable at this stage as 'Learning... tell me about learning' was not asked at this stage. | • Identification of learning not explicit within prompted monologues in the content that they perceive to be learning; most participants discuss learning in general terms. | • Perceptions of learning could be identified with an increase in *Technical Language* used, however could be attributed to a greater understanding of the vernacular used within Teachers' Standards and need to satisfy Qualified Teacher Status, not necessarily personal perceptions of what they are learning as individuals.<br>• Spiral metaphors, not going round in circles but returning and improving.<br>• Affirmation from others and through enforced reflection. | • No discernible pattern of phase, age or gender<br>• Through others: mentors, co teachers, VIVA, need to evidence. |
|---|---|---|---|---|
| To what extent are the interpretations of learning unique to an individual or similar between participants? | | • Interpretations of learning seem similar between participants as the emergent themes and confirmed theme would suggest. There is a commonality between them that they seem focused on changes occurring. | • Greater similarity at this stage, perhaps down to how most have returned to their 'home' school after a different placement and are all in a similar position of 'getting into swing of things'. | • Very unique, so much so that PM was written against each participant with some light touch themes, not under themes as the structure unlike other PMs.<br>• Participants were grouped in distinct ways which has not happened in previous PMs, although similarities with PM1. |

Table 9a: Pivot table demonstrating relationship between research prompt and phase of research

With regard to the blue highlighted section of the first research prompt, career changing trainee teachers seem to privilege similar reflections when articulating their learning, particularly through the first three stages of the research. This may be a result of trainees being exposed to the same training content of an Initial Teacher Education programme. However, it seems important to note that the eight participants are divided across four different teacher training programmes. It is likely however, based on my insider knowledge of Initial Teacher Education programmes (as claimed in Chapter 1, Section 1.1) that subject knowledge is often gradually developed throughout a teacher training programme. Whilst influences that might affect a trainee's ability to practise teaching, such as the Teachers' Standards 'set high expectations which inspire, motivate and challenge pupils' or 'manage behaviour effectively to ensure a good and safe learning environment' (Department for Education, 2011), the significant difference seems to be the latter stage where participants (although loosely clustered into three groups) share different perspectives on their learning as described in Chapter 8, Section 8.6.

The second (green) highlighted section in the table above, explores a difference between the first and third prompted monologue with reference to the second research prompt: 'What are their experiences and what do they perceive they are learning at different points of an Initial Teacher Education programme?'. Prompted monologue 1 and 3 showed differences in what individuals, or groups of participants, perceived they understood they were learning through developing ontological notions of

being a teacher, in line with what Uusimaki (2009) describes (see Chapter 6, Section 6.2.3). Prompted monologue 2 was seemingly different with perceived learning for most participants focused on an epistemology of teaching. Such epistemologies seem to include a deeper need to understand knowledge needed in order to teach, with specific references to technical and subject knowledge and how to interpret knowledge learnt for different audiences simultaneously, i.e. teaching a knowledge accurate lesson ensuring progress of students as well as demonstrating skills in teaching to those involved in judging the quality of their teaching (mentors and teacher training programme leaders for example). This difference in perceptions of learning is visually represented in Diagram 9a below, which seeks to compare and contrast learning journeys of the eight participants.
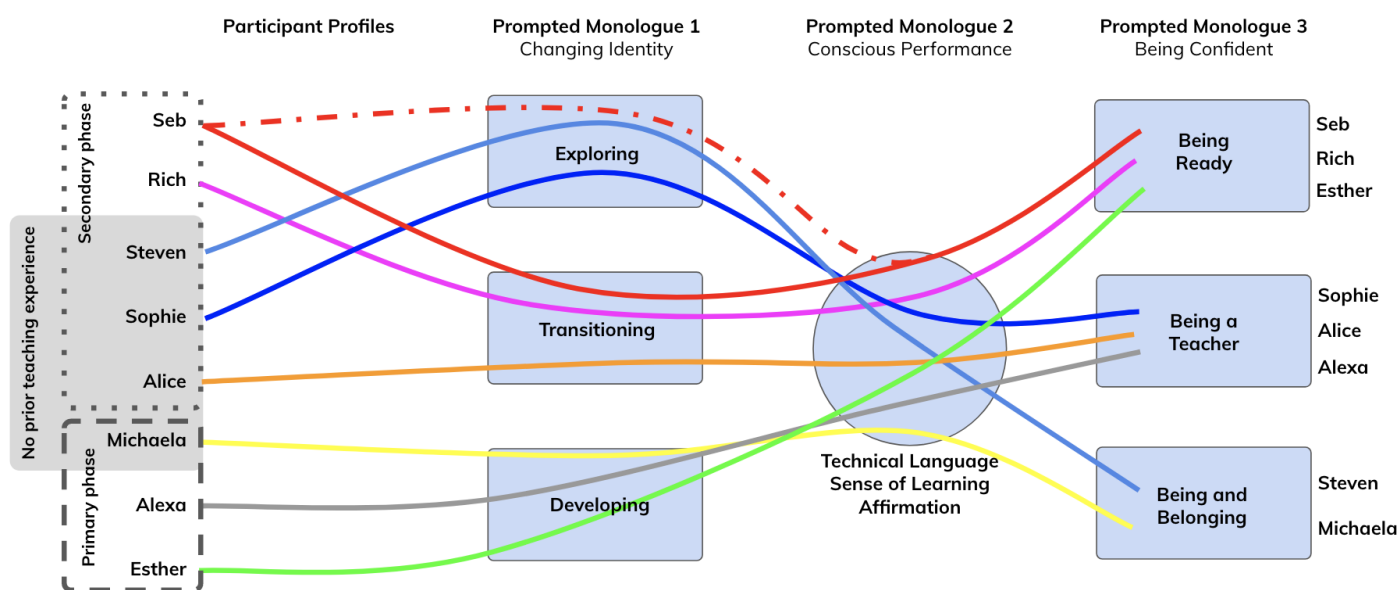


Diagram 9a: Visual mapping of participant journeys through four phases of research mapped with associated focused codes.

Diagram 9a is a visual illustration of the qualitative process of how participants were grouped together; it is not intended as a quantitative statistically informed representation. The diagram demonstrates concurrent and overlapping journeys of individual participants with the aim of demonstrating how journeys align to the confirmed themes of each prompted monologue. It is important to revisit why Seb has two mapped journeys, one solid red line and one red dashed. As explored in Table 6a (see Chapter 6, Section 6.1.4), Seb's reflections on his learning within Prompted Monologue 1 were more aligned to a 'transitioning' identity, however his reflections could also be compared to Steven's and Sophie learning at that point, as a result both trajectories have been mapped.

### 9.1.1 Prior Experience and Confidence

Those with no, or very little, prior teaching experience seem to have a more highly developed sense of teacher identity at the end of the teacher training programme than those with experience. Steven, Sophie, Alice and Michaela, whilst having had experiences of training other people in previous careers, have not spent significant time in education settings in either volunteer or professional capacities. At the earlier stages of the Initial Teacher Education programme, they seemed distributed across Young

and Erikson's (2011) three stages of professional teacher identity (see Chapter 6, Section 6.1.4, Table 6a) and tend to cluster together. What seems to connect the journeys of career changing trainee teachers at the end of four different Initial Teacher education programmes, is prior experiences of teaching with no difference noticed between primary and secondary phases. As discussed, studies that actively include career changers are few, with none included within this research making similar 'prior experience' observations. This suggests that prior experience of teaching may not necessarily predetermine confidence as pertinent, however with eight participants claims to knowledge are limited as discussed in Section 9.3, below.

Seb's and Rich's journeys are similar and yet their previous career paths are different. Seb's career journey is more vocational and experiential, moving from one career to the next as his skills and knowledge developed. Rich's career path is academic, moving from undergraduate to postgraduate research. What connects them is having responsibility for the learning of individual students albeit in different educational contexts; Seb as a secondary school pastoral leader and Rich as a university tutor. The feeling of responsibility for individual students seems to align with a similar trajectory through their transitioning teacher identity phase within prompted monologue 1 to the *being ready* stage within prompted monologue 3. As secondary trainee teachers they are specialising in a subject, very close to their personal passions. Whilst for Steven and Sophie, also secondary specialist trainee teachers, they have no prior teaching experience nor are specialising in subjects directly related to previous careers. Steven and Sophie seem conscious of their lack of experience within prompted monologue 1, and are self proclaimed 'sponges' [Sophie's own word] 'soaking everything up' [Sophie, 2:163]. Perhaps this openness to what they may not know, without prior experience, enables them to more easily adopt an *exploring* stance of a teacher identity and more than this, their professional experiences are varied as opposed to singular in career. Perhaps this variety or regular joining of different professional contexts has created a professional adaptability benefiting them in the earlier stages of training. Alice, the fifth secondary trainee, seems to start her journey similar to Seb and Rich. Whilst she has not been responsible for the learning of others, Alice does have some in-school experience as a volunteer (although not teaching) and knows several teachers; a factor in her choosing teaching as a career. Perhaps this middle ground of 'some' school experience combined with a greater awareness of what teaching might entail is beneficial. Seb, Rich and Alice's journey would seem to counter what Lamote and Engle (2010) discuss in their study (see Chapter 6, Section 6.1.4) where they note those with 'work experience' had a more 'realistic view' of teaching, however perhaps an experience of teaching creates a hesitancy in claiming learning. Most interesting perhaps is Steven and Micheala's journey: whilst they have seemingly different understanding of their professional teacher identity in prompted monologue 1, and both have none or little in-school experience, they both seem to end their teacher trainee journey with a clearer sense of not just *being* a teacher but of *belonging* and of how they will contribute to their new settings as Newly Qualified Teachers. This supports Young and Erickson's (2011) later stage of *Being* equally, and could be suggested that adopting a teacher identity, albeit emergent, early on in an

Initial Teacher Education programme may not be a determiner for where a trainee teacher might end their training journey.

### 9.1.2 Alternative Placement and Consciousness

Notably in Diagram 9a the journeys of all eight participants cross a similar point (indicated by the circle). The concurrent awakening of *professional consciousness,* highlighted in yellow in Table 9a above, may have been triggered for several reasons with one common factor emerging: participants returning to their 'home' school (where they spend most of the year training) after an alternative placement in a different setting (a condition of Qualified Teacher Status award). At this point, it is important to distinguish that the three teacher training programmes featured within this study coincidentally include an 'ABA' approach to placements. To expand, 'A' is the long-term placement within the home school and B, the alternative setting. Different Initial Teacher Education programmes offer different approaches, such as AB, BA or may offer more than two placements, e.g. ABC. The returning to familiarity having experienced difference for some participants, seemed to assist in consolidating skills, or at least making them aware of alternative approaches to teaching. The awakening of *professional consciousness* may also be a result of a heightened emphasis on 'quality' (not quantity) evidence and putting 'it into practice' through more frequent observations with greater importance from mentors and programme leaders as they enter the last third of the course. Having confidence in one's mentor therefore is critical, particularly at a stage where one's own professional consciousness is awakened. Deeper contextualisation (Hargreaves and Fullan, 2000) when selecting experienced in-school mentors, particularly when pairing with career changers as this study has exposed (but not discussed in detail), seems important if 'judgementoring' (Hobson and Malderez, 2013) is to be avoided. If the skills, dispositions or mindsets of mentors were more closely matched to career changers, this might lead to a closer, personalised collaboration (Gorgon, 2020) and could be an area for further research.

Observations of the alternative placement and timing within the programme seem reinforced by the *spiral metaphor* used by some participants: not 'going round in circles', but returning to something with a deeper understanding of it. The spiralling of learning may also contribute to what appears to be a steep learning curve from prompted monologue 1 to 2, where the change in *technical language* is noticeable in the extracts within Chapter 7 when compared to Chapter 6. The step change from general language to more technical is notable and for potential reasons discussed above, seems to signal a consolidation of what teaching 'means' to participants. The continued development of how they describe what and how they are learning becomes more nuanced between prompted monologue 2 and 3. With *professional consciousness* awakened in all participants at prompted monologue 2, just before or after the Easter period for most participants, it would seem that the return to the home school from a 'mid-year' alternative placement is an important stage for career changers on a one year, postgraduate Initial Teacher Education programme.

**9.1.3 Identity Formation and Change**

The suggestion that an alternative placement seems an important part of the trainee teachers' journey, could also be reinforced by the divergence of feeling in 'being a teacher' within the third and final prompted monologue (as shown in Diagram 9a). Echoed by the orange section Table 9a above, what follows the convergence of journeys in prompted monologue 2, is a divergence of identity construction when considering the fourth research prompt 'To what extent are the interpretations of learning unique to an individual or similar between participants?'. The stages of identity development within the third prompted monologue seem to diverge into individual paths, loosely grouped into three. The interpretations of learning at this stage seem less about what they perceive to be learning, or have learnt, but a perception of learning as a continuum, beyond that of the training. In this respect, prompted monologue 3 was the first indication that saw a self-proclaimed professional teacher identity extending beyond the training, namely into becoming a Newly Qualified teacher. To return to Diagram 9a, it is interesting to note where participants start and 'end' their learning journeys with regard to an Initial Teacher Education programme and how the sense of a learning as a continuum is clear for some. With this in mind, Diagram 9a could be misleading as the '*being ready*' of prompted monologue 3 seems to be 'in line with' with '*exploring*' of prompted monologue 1. This is not the case and could unfairly represent Seb and Rich, suggesting that they have not moved in their understanding of professional identity, or in Esther's case, a possible regression. If the focused codes of prompted monologue 1, *Exploring, Transitioning* and *Developing* (related to the stages of professional identity formation) were used to consistently group participant learning across all research stages, participant journeys might look more like Diagram 9b below.



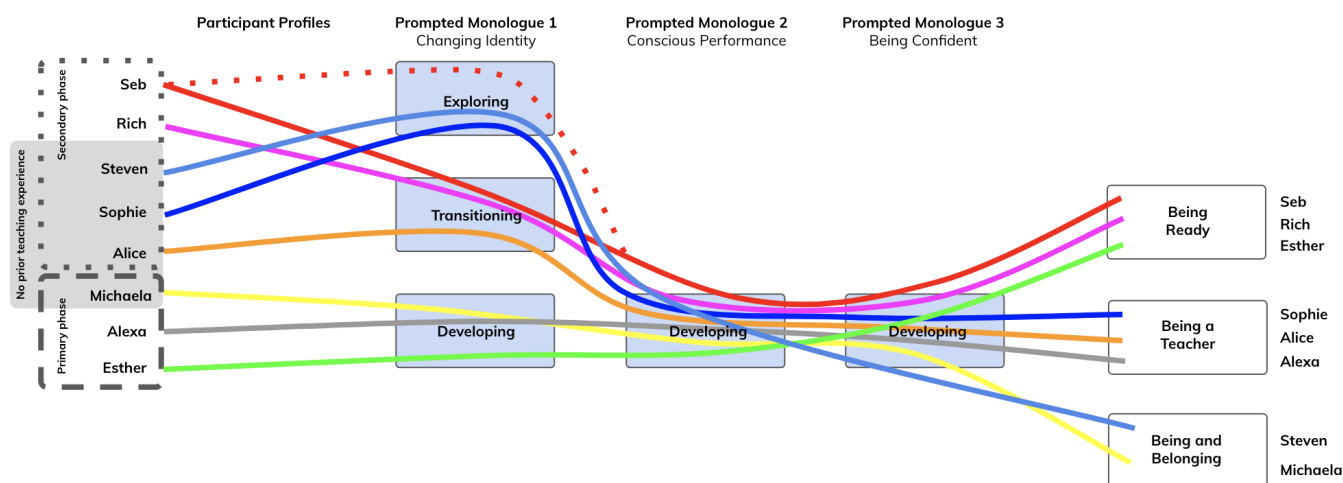Diagram 9b: Visual mapping of participant journeys through four phases of research mapped using formation of professional identity consistency.

Diagram 9b continues to demonstrate differences in emerging identities within prompted monologue 1 and an alignment of a developing awareness of the need for *conscious performance* in prompted monologue 2. However, prompted monologue 3 is represented differently. Whilst participants

seemingly maintain a 'developing' sense of identity in prompted monologue 2 and 3, there is a possible separation into three sub-stages of '*being confident*' at the end of their teacher training. What connects all three stages is a demonstration of 'being confident' albeit to different degrees. Young and Erickson (2011) would probably recognise all three sub stages as belonging to the 'Being' stage of their model, or Taylor (2007) might suggest that participants are moving between being 'conscious competence' and 'reconscious competence'. Whilst I agree with both, I think participants claim more subtle distinctions of a developing professional identity. To expand: Seb, Rich and Esther explore how they feel *ready* and more *confident* to take up the position of becoming a teacher, whilst Steve and Michaela not only believe they are *being* teachers now, they also share a sense of *belonging* that extends beyond the teacher training programme and into their newly acquired teaching positions. I recognise that there may be other factors that may determine a trainee teacher's journey into becoming teachers, such as Richardson and Watt's (2005) multiple influences to train to teach (as discussed in Chapter 5, Section 5.1.1). It is interesting to note none of the codes which appeared in the initial *Participant Profile* were revisited or repeated within Prompted Monologue 3, such as *finance*, *significant influences* or *push and pull forces*. Wilkins and Comber's (2015) observations of career changers noted how they felt they were 'giving something up', again did not appear in the last prompted monologue, nor did the weighting placed on *'capital' or 'personal challenge'*, previous personal and professional experiences (Bourdieu, 1977, 1986; Grenfell and James, 1998; Anthony and Ord, 2008) as discussed in Chapter 6. This reinforces how the change in 'developing' from prompted monologue 2 is seemingly different, more subtle in prompted monologue 3. According to Wilson and Deaney (2010), a lack of understanding of career changers' prior experience and skills might contribute to why so 'many career changers find the transition [into teaching] difficult and even leave teaching during initial teacher education or after only a few years in post' (*ibid*, 2010, p.170).

*Personal challenge,* as discussed in Chapter 6, (Section 6.3.2), appeared in both prompted monologue 1 and 2, although the metaphor and context used to describe it changed. In prompted monologue 1, participants used *moving* and *balancing* metaphors to describe the personal challenge they were experiencing, such as work life challenges reinforced by Bauer, Thomas and Sim (2017) and often used 'juggling' metaphors. Within prompted monologue 2 (see Chapter 7, Section 7.2.1) this changes to *spiral* metaphors used to describe developments in participants' perceived learning. Sullivan and Rees (2014) relate metaphors to clean questioning - the approach used within this study (see Chapter 3, Section 3.3) - and discuss how a change in metaphor often represents a change in perspective. They continue to discuss how if a metaphor changes *shape* it may suggest a mindset may have also changed (*ibid*, 2014, p.99); Tisdell and Swartz (2011) refer to this as a generative metaphor. Generative metaphors therefore may suggest that participants' understanding of their learning and notions of control, changed. I associate the generative metaphor with awareness of change which would align to reflective theories of learning, such as Kolb's (1984) Experiential Learning, 'whereby knowledge is created through the transformation of experience' (*ibid*, 1984, p.38), or, Dewey's (1933) Reflective Action where 'active, persistent, and careful consideration of any belief or supposed form of knowledge

in the light of the grounds that support it and the further conclusions to which it tends' (*ibid*, 1933, p.118). As discussed in Chapter 7 (see Section 7.4.1), trainee teachers within this study seem to make progress when a locus of control is internalised. A shift to an internalized locus of control (Serin et *al.*, 2009) seemed to continue from prompted monologue 2 into prompted monologue 3 although, unlike Lamote & Engels' (2010), there were no differences in gender (see Chapter 6, Section 6.2.4), age or phase of training and therefore this research's contribution aligns more to Norden et *al.* (2014) and Atibuni et *al.*'s (2017) findings. The shift to an internal locus of control contributes to the subtle distinction of the three forms of 'developing' within prompted monologue 3. It is important however to note that with only eight participants notions of generalisability cannot be made, as discussed in 'limitations' below.

## 9.2 Methodological Limitations

Limitations of this study are divided into observations of the research's design, unanticipated obstacles (and benefits) and perhaps the most significant, methodological choices (with specific reference to 'theoretical sampling') that emerged during the research process.

In terms of research design, the sample size was intentionally restricted to eight participants in order to reduce the potential of being overwhelmed with data within a tight timeframe (ten months of a postgraduate Initial Teacher Education programme) in mind. Despite thirty two transcripts, amounting to over eight and half hours of grounded data, the small sample size limits the research's generalisability. As opposed to claims of generalisability, this research's claims to knowledge act as more provocation, a lens for others to look through and analyse their findings or experiences with those captured here. Noting the sample size however does not diminish the importance, as observations made are new contributions to the field. This is particularly the case when considering how few studies have identified potential stages of perceived learning that may influence what and how Initial Teacher Education programmes might respond to career changers, as explored in the recommendations within Chapter 10.

In terms of unexpected obstacles, it was expected that carrying out prompted monologues in participants' places of training may have an impact on what was shared. Hesitations of being overheard or interrupted were evident, and at times, experienced although interruption happened to such a minor degree - to one or two of the participants in all four data collection points - that they could be considered as insignificant. In fact, it could be argued that using a private meeting space, with the risk of being interrupted was more beneficial than meeting in a public space where distractions would inevitably occur, and feelings of being overheard would likely have prevailed, affecting the openness participants displayed. Locating monologues within the same building as participants' training may also have provided an unanticipated benefit by capitalizing on the 'learning' and/or 'reflective' mindset expected of trainee teachers during training sessions. Maximising the opportunity that training spaces provided not only meant that participants did not have to 'go far', thus reducing

time and transport barriers that may have arisen, but perhaps created a subconscious endorsement of participating in the research by the Initial Teacher Education provider in hosting the research.

The largest limitation of this study could be of 'theoretical sampling' as visualised in Diagram 4a: Methodology Spiral and discussed in Chapter 4, Section 4.8.1. To review, theoretical sampling is the process of returning to the empirical field in order to gain additional grounded data focused on gaining a deeper understanding of an emergent theme. It was intended that after each prompted monologue and subsequent literature review, theoretical sampling would 'elaborate and refine categories' (Charmaz, 2014, p.193). Due to a change in methodology, as discussed in Chapter 4, Section 4.5.3, theoretical sampling became challenging to execute as too much time passed between analysing transcripts to constructing an emerging theory in order to make additional theoretical samples relevant to the time of capturing the original data. To expand, if I returned to either the core group of eight participants, their perceptions of learning within the Initial Teacher Education course may have changed between the original data collection and the theoretical sample, potentially changing the validity of the original data collected. Within the ethical parameters of this study (see Appendix C for Consent Form), I did not explicitly ask consent of those expressing interest in being included but not chosen, that they may be included at a later stage of the study to provide theoretical depth. This limited options of theoretical sampling to the group of eight participants. Returning to the group to 'saturate' categories may have led participants into thinking that line of theoretical sampling was what I was 'actually' interested in. As a result, when engaging participants in the next phase of prompted monologues, the process of theoretical sampling may have affected what they chose to share. From my perspective of being as grounded as possible, the notion of pursuing lines of enquiry through theoretical sampling with existing participants, made me uncomfortable. It might suggest that I was privileging particular lines of enquiry over others as opposed to working with the data that emerged. It is for these reasons that I decided to transcribe data between phases but defer analysing until the third and last monologue was complete. As a result, I may not be able to claim theoretical saturation within this study however this does not lessen the validity of the claims to knowledge, nor the reliability of this study's data, as it does not significantly impact on the research's aim, i.e. exploring perceptions of learning of career changing trainee teachers. The grounded process engaged within this study of the eight participants, has yielded a new perspective on what it might mean to be a career changing trainee teacher. Perhaps, theoretical saturation of a number of participants would add an in depth understanding of the confirmed themes as a potential follow up study, mirroring the times that the phases in this study appeared within a one-year Initial Teacher Education programme.

# Chapter 10: Conclusion and Recommendations

## Introduction

Through exploring perceptions of learning of career changing trainee teachers using a Constructivist Grounded Theory approach during one-year postgraduate Initial Teacher Education programmes in England, the outcome of this research suggests that there are several golden threads that 'weave the fractured story' (Glaser, 1978, p.72) together, and that essentially, the current 'one size fits all' training might benefit from adaptation to better suit, and ultimately attract, career changers into 'being' teachers.

The recommendations that follow are organised under three different categories in the table below.

| Category | Summary of recommendations |
|---|---|
| 10. 1 Initial Teacher Education training programme | • Prior experience of working within non education-related backgrounds may be an advantage and might enable faster assimilation to, and greater confidence in, teaching compared to those from prior education-related backgrounds.<br>• Potential significance of an alternative placement mid training in creating consciousness of 'being a teacher' rather than training being a process of 'becoming a teacher'.<br>• Initial Teacher Education programmes might consider actively adopt a clinical practice approach throughout a postgraduate programme, combined with regular 'windows of observation' of more experienced others, could intellectualise a change in professional identity |
| 10. 2 Methodology in response to limitations | • Sample size may need to be larger to suggest generalisability.<br>• Extending the study across two academic years, and repeating the data collection process, would enable theoretical sampling. |
| 10. 3 Policy and the career changer | • Change in policy definition around career changers as a specific group of 'early career teachers' clarifies that they are a novice only with regard to teaching, not to being a professional and therefore may have qualities of leadership as an early career teacher. |

Table 10a: Summary of recommendations

Prior to expanding on the recommendations above, I would like to reflect on how the outcomes of this research add value to the field, such as extending Wilkins (2017) study of 'elite' career changers (see

Chapter 2, Section 2.6.1), which I would deem to be close in intention and purpose to this study. I believe the exposure of common phases of teacher identity formation enhances Wilkins' (2017) study of 'elite' career changers by broadening the participant base to any career changer, and, extending perceived learning with four stages of professional identity deconstruction and reconstruction: *convergence, change, consciousness* and *confidence*. Whilst notions of reconstructing professional identities are echoed in Wilkins (2017), it also challenges earlier research by Wilkins and Comber (2015) by suggesting that career changers, irrespective of the motivation to train, complete their training; Wilkins and Comber (2015) suggested that career changers are less likely to complete than recent graduates. The outcome of this research suggests that career changers enter the teaching profession as engaged professionals, with some exceeding a possible preconception of what it means to be a Newly Qualified Teacher - e.g. qualified but lacking experience.

## 10.1 Initial Teacher Education Training Programme: Recommendations

### 10.1.1. Prior Experience and Confidence

Outcomes of the research would suggest that having prior professional education related roles, i.e. Teaching Assistant or Learning Mentor, may not be a precursor to success in *being a teacher*. An outcome of this study suggests that those without prior education experience may form a professional teacher identity more quickly, and gain more confidence in subject and pedagogical knowledge than those that were Teaching Assistants prior to training for example. To take this further, the three trainee teachers included in this study, grouped as 'being ready' in prompted monologue 3 (see Chapter 9, Section 9.1.3, Diagram 9b), all had considerable prior experience of teaching and classrooms and yet were the least confident in expressing their perceptions of learning in respect to being a Newly Qualified Teacher, or perhaps more hesitant based on their past experiences. Those within a growing confidence stage of '*being teachers*' are a mix of those with, and without, experience of being in the classroom prior to training (with those in the '*being and belonging*' group with little or no experience). It is recommended therefore that leaders of one year school-based postgraduate Initial Teacher Education programmes, do not privilege those with educational experience to interview as prospective trainee teachers above those that do not. Also, as a result of the outcomes of this study, I tentatively suggest that career changers with a range of previous careers may be quicker in adapting and adopting new professional identities, and furthermore take enjoyment from being involved and contributing, more so than those of a single career. Of course such statements are tentative and more provocations for future studies.

### 10.1.2 Potential significance of an alternative placement

Broadly, this study has shown how career changing trainee teachers might go through a process of *convergence, change, consciousness* and *confidence*, with a significant change in *technical language* and perceived learning occurring after the alternative placement. It would seem that the change in

context enabled participants to reflect on what they had learnt and now know, and in applying this to a different context, challenge or reinforce such learning. To what extent the change in perceived understanding can be separated from an alternative placement (which often occurs mid-year) or the heightened emphasis on participants articulating their learning to others as a requirement of an Initial Teacher Education programme (hence: *conscious performance*) warrants further exploration. It would seem that for some participants, most notably those within the 'being ready' group within prompted monologue 3, the alternative placement occurred too early. Perhaps this suggests a personalisation of when alternative placements might occur, although to what extent this is practical in terms of arranging alternative placements with additional settings outside of the trainee's 'home' school might yield additional challenges.

Related to the need for greater placement flexibility, some participants (namely those within the *being and belonging* group of prompted monologue 3), suggest a more flexible approach to the immersion and observation stage of Initial Teacher Education needs to be reviewed. Of the two that actively mentioned this, it is important to note that they are from contrasting phases of training (primary and secondary), different programmes (School Direct Salaried and School Direct Fee Paying) and separate locations (different cities with varying demographics). Yet similarly, both discussed how the observation of effective teaching should be a feature <u>throughout</u> a training programme, not weighted to the start of a year. This opinion is consistent with recent policy changes. For example, the revised ITT Core Content Framework (Department for Education, 2019f), states how trainee teachers might demonstrate an understanding of 'How Pupils Learn' through 'observing how expert colleagues plan regular review and practice of key ideas and concepts over time' (*ibid*, 2019, p12). This suggests that the observation of an 'expert colleague' should be repeated throughout a teacher training year to understand how such skills develop over time, perhaps in line with a deepening understanding of the profession. It stands to reason that, as a trainee teacher develops, what is 'seen' in the first third of a teacher training programme will be different to the last; their own understanding has become more complex, particularly after the alternative placement it would seem. I would agree with Varadharajan *et al.* (2019), in that the lack of apparent flexibility within teacher training courses, whether perceived or actual, needs to be addressed. I would recommend therefore that when participants return from an alternative placement, and move into a *conscious performance* phase, they are encouraged to return to observe more experienced others to further enhance their technical understanding linked to personalised areas of development. Associated to this, is perhaps a need to draw trainees' attention to the possibility of learning 'spirals', revisiting concepts previously thought to be 'secure', as a new understanding of the area challenges preconceived ideas.

### 10.1.3 Identity and Change Recommendations

I would agree with Beauchamp and Thomas (2009) in suggesting that Initial Teacher Education programmes should actively seek to develop awareness of a changing professional identity in career changing trainees in the early stages of a postgraduate Initial Teacher Education programme. That is

not to say that they do not currently, but if the four stages of *convergence*, *change*, *consciousness* and *confidence* are born out to be consistent (through further studies with a greater sample sizes perhaps) then this might suggest that this experienced group of professionals might benefit from framing their learning as an iterative, developing process from the onset. This might reduce notions of *sacrifice* (see Chapter 5, Section 5.1.3) experienced in the early stages of a programme, as Tigchelaar *et al.* (2010) discussed, and this study identified thus accelerating the *convergence* of past and present professional identities.

Of particular note, and in the context of identity formation, *professional consciousness* seems to emerge simultaneously in all participants. Using participants' self-proclaimed emerging teacher identities, most discussed a correlation between the technical understanding <u>of</u> teaching (theory) and notions of a growing confidence <u>in</u> teaching (practice). This alignment of theory and practice is what Burn and Mutton (2013) refer to as a 'research-informed clinical practice' approach. Such an approach recognises how 'beginning teachers working within an established community of practice, with access to the practical wisdom of experts, 'clinical practice' allows them to engage in a process of enquiry (*ibid*, 2013, p.3). Essentially, connecting theory with practice encourages reflection and application into their own practice, as Taylor (2007) would refer to as 'reconscious competence'. I would suggest that if Initial Teacher Education programmes actively adopted clinical practice approaches throughout a postgraduate programme, combined with the recommendation of 'windows of observation', it would intellectualise a change in professional identity. This might make *convergence* and *change* more conscious and familiar, particularly to career changing trainee teachers who are bringing a wealth of life and professional experience.

## 10.2 Methodological Change in Response to Limitations: Recommendations

Sample size and theoretical sampling are two limitations discussed in the previous chapter. I shared how the sample size was purposeful and specific, although limited in terms of generalizability as future studies could increase the number of participants with a larger research team. If the sample size were to increase however, the research team would have to expand similarly in order to conduct not only a greater number of prompted monologues, but timely theoretical sampling between monologues. There are caveats to this however, as research assistants would have to adhere to strict 'Clean Language' principles to avoid contamination of data through unconscious leading of questions. Having said this, a larger research team would provide opportunities to explore the seemingly, 'unconnected' floating data through theoretical sampling processes, something that Strauss and Corbin (1998), Breckenridge and Jones (2009), and, Charmaz (2009; 2014) advocate.

Theoretical sampling was discussed in the previous chapter (see Chapter 9, Section 9.2) as a limitation of this research in the sense that the categories could not be theoretically saturated. It is important to note that theoretical sampling is a process of enhancing understanding, adding depth to theory generation (Flick, 2018; Morse and Clark, 2019). Aldiabat and le Navenec (2018) - distinctly Glaserian or 'traditionalist' in their interpretation of Grounded Theory - place more emphasis on a procedural

approach to data saturation, including theoretical sampling. Conversely, Charmaz (2006) suggests that constructivist grounded researchers should be "open to what is happening in the field and be willing to grapple with it… use Grounded Theory guidelines to give you a handle on the material, not a machine that does the work for you" (*ibid*, 2006, p.115). It would seem that the words of Hood (2007) (see Chapter 4, Section 4.6) resonate here, when he discussed how theoretical sampling was commonly excluded through challenges with the construction of grounded research studies. Having said this, there is no doubt that the data within this study is 'rich, empirical, original, and trustworthy data that reflect in depth the psychosocial process' (Aldiabat and le Navenec, 2018, p.247), and therefore contributes new, original emergent theory to the field to be tried, tested and enhanced further. I would therefore recommend, with sample size and theoretical sampling in mind, extending the study across two academic years, and repeating the data collection process would enable theoretical sampling highlighted within the first cycle, to be carried out in the second cycle, maintaining authenticity to the phase of data collection.

## 10.3 Policy and the Career Changer: Recommendations

It would seem that the policy of career changers into education is a positive one, ultimately contributing confident practitioners into the profession. The outcomes of this research reinforce the need for the Early Career Framework (Department for Education, 2019f) to be statutory and embedded within schools, with specific attention paid to the skills and experience mentors possess. Within the Early Career Framework it is expected that mentors must have 'experience' of working with others in order to support teaching 'novices'. With career changers in mind however, I would suggest this group of 'early career teachers' are novices only with regard to teaching, not to being a professional and find myself agreeing with Freedman *et al*. (2008) proposal 'Teach Next'; a specialised route for senior managers and professionals who might apply their talents to teaching. On joining a school they could be seconded to the senior leadership team (SLT) while training to teach.' Freedman *et al*. (2008, p.8). The lack of reference to career changers as experienced professionals within DfE policy as potentially being different to recent graduates is not helpful as this research has explored. Michaela exemplifies this is how an experienced other with less life and professional experience, does not necessarily equal an experienced mentor (see Chapter 8, Section 8.2.3).

I believe the outcomes of this study will contribute a clearer knowledge of how career changers perceive learning, as well as how to engage them. What has also been exposed is what might be important to them in the beginning of the training and how this might change during a programme. This new understanding could be used in understanding how career changers discuss and construct new professional identities, navigating and enhancing the skills they have accumulated from previous careers. It is beyond the scope of this study to suggest 'what' career changing trainee teachers perceive as learning, more that there are 'long-lasting changes in perception that result from practice or experience… [and] that leads to changes in understanding' (Connolly, 2017, p.1). It is unlikely that any Initial Teacher Education programme, however carefully designed, is able to meet the individual needs

of all trainee teachers, recent graduates or career changers alike. Policy discussions within Chapter 2, exposed how there is considerable focus on the secondary phase, particularly in addressing shortages of teachers in specific subjects. The outcomes of this research however are not phase specific, and given attrition rates of the profession in general, the recommendations in this study may assist Initial Teacher Education programme designers of both phases to better consider the needs of career changers and not assume that one size [of training] fits all.

## 10.4 Summary of Conclusion

To conclude, as an exploration of career changing trainee teachers, this research has shown that they are a complex group of trainee teachers and in recognition of previous personal and professional experiences, may need greater flexibility with respect to retraining as teachers. Training to teach, unlike other careers which are dependent on a set body of knowledge (e.g. engineering, medicine, law), means that the social, economic and cultural capital of those choosing to train is diverse and complex. With this in mind, privileging career changers with education experience over those without may not, when recruiting candidates, necessarily yield a more confident Newly Qualified Teacher. In addition, the seeming importance of a mid-year alternative placement, and the impact an experienced in-school mentor may have, should be considerations for Initial teacher Education programme leaders particularly for career changers. It would be beneficial for those involved in teacher training to explore how engaging in a process of *convergence, change, consciousness* and *confidence* may provide a framework for addressing the needs of this group of trainee teachers throughout postgraduate Initial Teacher Education programmes in England, and perhaps further afield.

# References

Adams, M. (2015) Coaching Psychology in Schools: Enhancing Performance, Development and Wellbeing. London: Routledge.

Aldiabat, K. and Le Navenec, C. (2018) Data Saturation: The Mysterious Step In Grounded Theory Method. *The Qualitative Report*. 23(1), pp. 245-261. Available online: https://nsuworks.nova.edu/tqr/vol23/iss1/18 [Accessed: 07/01/20].

Alexander, R. (2000) Culture and Pedagogy: International Comparisons in primary education. Oxford: Blackwell Publishing.

Allen, R., Belfield, C., Greaves, E., Sharp, C. and Walker, M. (2016) The longer-term costs and benefits of different initial teacher training routes. *Institute of Fiscal Studies* [online]. Available online: https://www.ifs.org.uk/uploads/publications/comms/R118.pdf. [Accessed: 28/11/20].

Alvesson, M. and Sköldberg, K. (2000) Reflexive Methodology: New Vistas for Qualitative Research. London: SAGE.

Alvesson, M. and Sköldberg, K. (2017) Reflexive Methodology: New Vistas for Qualitative Research. [Third Ed.]. London: SAGE.

Andrews, M., Squire, C. and Tamboukou, M. (2011) Doing Narrative Research. London: SAGE.

Anthony, G. and Ord, K. (2008) Change-of-career secondary teachers: motivations, expectations and intentions. *Asia-Pacific Journal of Teacher Education*, 36(4), pp.359-376. Available online: https://www.tandfonline.com/doi/abs/10.1080/13598660802395865?src=recsys&journalCode=capj20. [Accessed: 16/05/19; 29/11/20].

Atkinson, P. (1988) Ethnomethodology: A Critical Review Author(s). *Annual Review of Sociology*. 14, pp. 441-465. Available online: https://www.annualreviews.org/doi/abs/10.1146/annurev.so.14.080188.002301. [Accessed: 13/11/18; 29/11/20].

Atibuni, D., Ssenyonga, J., Olema, D. and Kemeza, I. (2017) Locus of control as a predictor of academic attitudes among university students. *International Journal of Educational Policy Research and Review*, 4(6), pp.125-137. Available online: https://journalissues.org/ijeprr/wp-content/uploads/sites/7/2017/06/Atibuni-et-al..pdf. [Accessed: 27/11/20].

Ball, S. (2015) Education, governance and the tyranny of numbers. *Journal of Education Policy*. 30(3), p. 299 - 301. Available online: https://www.tandfonline.com/doi/abs/10.1080/02680939.2015.1013271. [Accessed 13/11/18; 29/11/20].

Barbour, R. (2001) Checklists for improving rigour in qualitative research: a case of the tail wagging the dog?. *BMJ*, 322(7294), pp.1115-1117. Available online: https://www.bmj.com/content/322/7294/1115/rapid-responses. [Accessed: 29/11/20].

Bauer, C., Thomas, S. and Sim, C. (2017) Mature age professionals: Factors influencing their decision to make a career change into teaching. *Issues in Educational Research.* 27(2), pp. 185-197. Available online: http://www.iier.org.au/iier27/bauer.pdf. [Accessed: 13/11/18].

Bell, J. and Opie, C. (2002) Learning from Research. Buckingham: Open University Press.

Beauchamp, C. and Thomas, L. (2009) Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education.* 39(2) pp.175–189.

Beauchamp, G., Clarke, L., Hulme, M. and Murray, J. (2015) Teacher education in the United Kingdom post devolution: convergences and divergences. *Oxford Review of Education*, 41(2), pp.154-170. Available online: https://www.tandfonline.com/doi/abs/10.1080/03054985.2015.1017403. [Accessed: 01/12/20].

Bohm, D. (2004) On Dialogue. London: Routledge.

Bourdieu, P. (1977) Outline Of A Theory Of Practice. Cambridge: Cambridge University Press.

Bourdieu, P. (1989) Social space and symbolic power. *Sociological Theory.* 7, pp.14-25.

Breckenridge, J. and Jones, D. (2009) Demystifying Theoretical Sampling in Grounded Theory Research. *The Grounded Theory Review*, 8(2), pp.113-126. [online]. Available online: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Paper-4-Research-informed-clinical-practice.pdf. [Accessed 27/11/20].

Brentano, F. (1973) Psychology from an Empirical Standpoint (trans. Rancurrello, A., Turrell, D. and McAlister, L.). London: Routledge and Kegan Paul.

Bronfenbrenner, U. (1979) The Ecology of Human Development. London: Harvard University Press.

Bronfenbrenner, U. (1992) Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (p.187–249). Jessica Kingsley Publishers.

Bronfenbrenner, U. (2005) On the nature of bioecological theory and research. In U. Bronfenbrenner (Ed.), Making human beings human, pp.1–21. Thousand Oaks, CA: Sage.

Brown, S. and Everson, J. (2019) Belonging, becoming, owning: the interplay between identity and self-esteem in trainee teachers in post-compulsory education and training. *Research in Post-Compulsory Education.* 24(2-3), pp.231-250. Available online: https://www.tandfonline.com/doi/abs/10.1080/13596748.2019.1596419. [Accessed: 29/11/20].

Bruner, J. (1960) The Process of Education. MA: The President and Fellows of Harvard University Press.

Bryant, A. (2002) Re-Grounding Grounded Theory. *Journal of Information Technology Theory and Application.* 4:1(7). Available online: https://aisel.aisnet.org/jitta/vol4/iss1/7. [Accessed: 24/11/20].

Bryant, A. and Charmaz, K. (2007). Grounded theory in historical perspective: An epistemological account. In Bryant, A. and Charmaz, K. (Eds.), *The SAGE handbook of Grounded Theory* (pp.31-57). Thousand Oaks, CA: SAGE.

Buckley, C. and Waring, M. (2013) Using diagrams to support the research process: Examples from Grounded Theory. *Qualitative Research*, 13(2), pp. 148-172. Available online: https://journals.sagepub.com/doi/abs/10.1177/1468794112472280. [Accessed 17/04/18].

Bullough, R. and Hall-Kenyon, M. (2012) On Teacher Hope, Sense of Calling, and Commitment to Teaching. *Teacher Education Quarterly.* 39(2), pp.7-27.

Burn, K., and Mutton, T. (2013) Review of research informed clinical practice' in initial teacher education. British Education Research Association (BERA) [online]. Available online: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Paper-4-Research-informed-clinical-practice.pdf. [Accessed: 27/11/20].

Cain, D. (2010). *Theories of psychotherapy series. Person-centered psychotherapies.* American Psychological Association. Available online: https://psycnet.apa.org/record/2009-18997-000 [Accessed: 12/12/19].

Cajkler, W., Wood, P., Norton, J. and Pedder, D. (2013) Lesson Study: towards a collaborative approach to learning in Initial Teacher Education? *Cambridge Journal of Education.* 43(4), pp.537-554.

Carey, J., Churches, R., Hutchinson, G,. Jones, J. and Tosey, P. (2010) Neuro-linguistic programming and learning: teacher case studies on the impact of NLP in education. *CFBT* [online]. Available online: https://files.eric.ed.gov/fulltext/ED508368.pdf. [Accessed: 04/01/20].

Carson, D., Gilmore, A., Perry, C., and Gronhaug, K. (2001). *Qualitative Marketing Research.* London: Sage.

Charmaz, K. (1996) The search for meaning - Grounded Theory, In. Smith, J., Harré, R. and Langenhove, L. (Eds.), Rethinking Methods in Psychology (pp.27-49). London: SAGE.

Charmaz, K. (2006) Grounded Theory. In Ritzer, G. (2006) *Encyclopaedia of sociology.* Cambridge: Blackwell.

Charmaz, K. (2014) Constructing Grounded Theory. London: SAGE.

Charmaz, K. and Bryant, A. (2011) Grounded theory and credibility. In Silverman, D. (2011) *Qualitative research: Issues of theory, method and practice.* London: SAGE.

Charmaz, K., and Henwood, K. (2016) Grounded theory in psychology. In Willig, C. and Stainton-Rogers, W. (Eds.), (2016) Handbook of qualitative research in psychology. London: SAGE.

Chen, C., Sonnert,G., Sadler, P. and Sunbury, S. (2020) The Impact of High School Life Science Teachers' Subject Matter Knowledge and Knowledge of Student Misconceptions on Students' Learning. *CBE—Life Sciences Education.* 19(1) [online]. Available online: https://www.lifescied.org/doi/full/10.1187/cbe.19-08-0164. [Accessed: 24/11/20].

Chian, M. (2020) Targeting Misconceptions Using Socratic Questioning. International Journal for Cross-Disciplinary Subjects in Education. 11(1) [online]. Available online: https://infonomics-society.org/wp-content/uploads/Targeting-Misconceptions-Using-Socratic-Questioning.pdf. [Accessed: 28/11/20].

Cho, J. and Lee, E. (2014) Reducing Confusion about Grounded Theory and Qualitative Content Analysis: Similarities and Differences. The Qualitative Report, 19 (32), pp.1-20. Available online: http://nsuworks.nova.edu/tqr/vol19/iss32/2. [Accessed: 11/01/19].

Chudý, S. and Andrysová, P. (2019) Comparative Analysis of Teacher Education Programmes in Selected Countries. *The Turkish Online Journal of Educational Technology.* 18(4), pp, 7-15. Available online: https://www.idealonline.com.tr/IdealOnline/pdfViewer/index.xhtml?uId=100982&ioM=Paper&preview=true&isViewer=true#pagemode=bookmarks. [Accessed: 27/11/20].

Clark, S. and Newberry, M. (2019) Are we building preservice teacher self-efficacy? A large-scale study examining teacher education experiences. *Asia-Pacific Journal of Teacher Education,* 47(1), pp.32-47. Available online: https://www.tandfonline.com/doi/abs/10.1080/1359866X.2018.1497772. [Accessed: 27/11/20].

Cohen, L., Manion, L. and Morrison, K. (2000) Research Methods in Education. London: Routledge.

Connolly, K. (2017) Perceptual Learning. *The Stanford Encyclopedia of Philosophy* (Summer 2017 Edition). Available online: https://plato.stanford.edu/archives/sum2017/entries/perceptual-learning/>. [Accessed 18/04/20].

Cousin, G. (2005). Case Study research. *Journal of Geography in Higher Education,* 29(3), pp.421-427.

Craig, C. (2017) International teacher attrition: multiperspective views. *Teachers and Teaching*, 23(8), pp. 859-862.

Crenshaw, K. (1989) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum,* 1 (8). Available online:

https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf.

Creswell, J. (2013) Qualitative inquiry and research design: Choosing among five approaches. Thousand Oaks, CA: Sage.

Creswell, J. and Poth, C. (2018) Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Thousand Oaks: SAGE.

Cuddapah, J., Beaty-O'Ferrall, M., Masci, F. and Hetrick, M. (2011) Exploring Why Career Changers Leave Teaching. *The New Educator,* 7(2), pp.114-130.

Cuenca, M. and Crible, L. (2019) Co-occurrence of discourse markers in English: From juxtaposition to composition.  *Journal of Pragmatics.* 140, pp.171-184.

Department for Education (2010) The importance of teaching: the schools white paper 2010 [online]. Available online:

https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-20 10. [Accessed: 13/11/20].

Department for Education (2011) Teachers' Standards [online]. Available online:

https://www.gov.uk/government/publications/teachers-standards. [Accessed 20/06/20].

Department for Education (2012) New school-led teacher training programme announced [online]. Available online:

https://www.gov.uk/government/news/new-school-led-teacher-training-programme-announced. [Accessed: 13/11/20].

Department for Education (2015) Carter Review of Initial Teacher Education [online]. Available online: https://www.gov.uk/government/publications/carter-review-of-initial-teacher-training. [Accessed 27/11/20].

Department for Education (2016) A framework of core content for initial teacher training (ITT) [online]. Available online:

https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework. [Accessed 29/06/20].

Department for Education (2017) Initial Teacher Training (ITT) Census for the academic year 2017 to 2018, England [online]. Available online:

https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2017-to-201 8. [Accessed 17/03/19].

Department for Education (2018a) Initial Teacher Training (ITT) Census for the academic year 2017 to 2018, England [online]. Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7597 16/ITT_Census_2018_to_2019_main_text.pdf. [Accessed 17/03/19].

Department for Education (2018b) National Pupil Projections – future trends in pupil numbers: July 2018 [online]. Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/7238 51/2018Release_Projections_Text.pdf. [Accessed 17/03/18].

Department for Education (2019a) Specialist Leaders of Education: a guide for potential applicants. Available online: https://www.gov.uk/guidance/specialist-leaders-of-education-a-guide-for-potential-applicants. [Accessed 13/11/20].

Department for Education (2019b) Teacher Retention and Recruitment Strategy [online]. Available online: https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy. [Accessed 20/03/19].

Department for Education (2019c) Initial Teacher Training (ITT) Census for the academic year 2019 to 2020, England online]. Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/8488 51/ITT_Census_201920_Main_Text_final.pdf. [Accessed 14/11/20].

Department for Education (2019d) Exploring the Career Change Conundrum [online]. Available at: https://getintoteaching.education.gov.uk/sites/default/files/CAREER%20CONUNDRUMS%20RESEARCH %20REPORT%20_VFINAL%20WEBSITE%204%20SEPT%202019.pdf. [Accessed: 14/11/20].

Department for Education (2019e) Propensity for Switching Careers: a survey on behalf of Get Into Teaching [online]. Available at: https://getintoteaching.education.gov.uk/sites/default/files/pdfs/Career%20change%20research%20repo rt%20_0.pdf. [Accessed 14/11/20].

Department for Education (2019f) A framework of core content for initial teacher training (ITT) [online]. Available online: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework. [Accessed 28/11/20].

Department for Education (2020a) Teacher training programmes for career changers [online]. Available online:

https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/specialist-training-options/teacher-training-programmes-for-career-changers. [Accessed 19/04/17; 13/11/20].

Department for Education (2020b) Get Into Teaching: Get into teaching with support and advice from the Department for Education [online]. Available online: https://getintoteaching.education.gov.uk/. [Accessed 14/11/20].

Department for Education (2020c) The Millennial Career Crossroads [online]. Available at: https://getintoteaching.education.gov.uk/sites/default/files/Millenial%20Career%20Crossroads%20Jan%202020.pdf. [Accessed 14/11/20].

Department for Education and Employment (1998) Teachers: meeting the challenge of change [online]. London: Her Majesty's Stationery Office. Available from: http://www.educationengland.org.uk/documents/gp1998/teachers-change.html#04. [Accessed: 13/11/20].

Denzin, N. (2018) The SAGE handbook of qualitative research. Los Angeles: SAGE.

Dewey, J. (1933) How We Think. New York: D. C. Heath.

Didau, D. (2016) What If Everything YOu Knew About Education Was Wrong? Carmarthen: Crown Publishing House.

Dos Santos, L. (2019). Mid-life career changing to teaching profession: a study of secondary school teachers in a rural community. *Journal of Education for Teaching*. 45, pp.225-227. Available online: https://www.semanticscholar.org/paper/Mid-life-career-changing-to-teaching-profession%3A-a-Santos/e47c90cbd0b3caa27b593644943b593a1d531f8e. [Accessed 17/03/18].

Drake, P. and Heath, L. (2011) Practitioner Research at Doctoral Level: Developing Coherent Research Methodologies [online]. London: Routledge.

Draucker, C., Martsolf, D., Ross, R. and Rusk, T. (2007) Theoretical Sampling and Category Development in Grounded Theory. *Qualitative Health Research*. 17(8), pp.1137-1148.

Dreyfus, S. (2004) 'The Five-Stage Model of Adult Skill Acquisition', *Bulletin of Science, Technology & Society*, 24(3), pp.177–181. Available online: https://journals.sagepub.com/doi/abs/10.1177/0270467604264992. [Accessed: 27/11/20].

Dreyfus, S. & Dreyfus, H. (1986) Mind Over Machine: The Power of Human Intuition and Expertise in the Era of the Computer. New York: Free Press.

Dunne, M. (2005) Beyond Mentoring? School-based tutors' perceptions of the Graduate Teacher Programme. Paper presented at the British Educational Research Association Annual Conference,

University of Glamorgan, 14-17 September 2005. Available online: http://www.leeds.ac.uk/educol/documents/144077.htm. [Accessed 13/11/20].

Earthy, S. and Cronin, A. (2008) Narrative Analysis, In: Researching social life. Sage, London. Available online: https://epubs.surrey.ac.uk/805876/9/narrative%20analysis.pdf. [Accessed 23/11/20].

Eaves, Y. (2001) A synthesis technique for Grounded Theory data analysis. *Journal of Advanced Nursing*. 35(5), pp. 654-663.

Er, K. (2020) The Relationship between Teacher Self-Efficacy Beliefs and Educational Beliefs of Pre-Service Teachers. *Educational Research and Reviews*, 15(1), pp.8-18. Available online: https://eric.ed.gov/?id=EJ1238407. [Accessed 01/12/20].

Erickson, L., Young, J. and Pinnegar, S. (2011) Teacher Educator Identity: Emerging understandings of person, positioning, roles, and collaborations. *Studying Teacher Education*, 7(2), pp.105-107. Available online: https://www.tandfonline.com/doi/full/10.1080/17425964.2011.591123. [Accessed: 12/08/20]

Etherington, M. (2011) A Study of the Perceptions and Worldviews of Mature Age Pre-Service Teachers Aged Between 31 and 53. *Journal of Adult Development*. 18, pp.37-49. Available online: https://www.researchgate.net/publication/225164777_A_Study_of_the_Perceptions_and_Worldviews_of_Mature_Age_Pre-Service_Teachers_Aged_Between_31_and_53. [Accessed 17/03/19]

Flick, U. (2018) Doing Grounded Theory. London: SAGE.

Foster, D. (2018) Teacher recruitment and retention in England. House of Commons Briefing Paper. 7222 [online]. Available online: http://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf. [Accessed:07/07/18].

Foster, D. (2019) Teacher recruitment and retention in England. House of Commons Briefing Paper: 7222. Available online: http://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf. [Accessed 17/03/19; 29/11/20].

Foster, D. and Roberts, N. (2019) Initial teacher training in England. *House of Commons Library Briefing Paper*, 6710, 25 February 2019. Available online: https://commonslibrary.parliament.uk/research-briefings/sn06710/. [Accessed 17/03/19; 29/11/20].

Fraser, B. (1999) What are discourse markers? *Journal of Pragmatics*. 31(7), pp. 931-952. Available online: https://www.sciencedirect.com/journal/journal-of-pragmatics/vol/31/issue/7. [Accessed 29/11/20].

Freedman, S., Lipson, B. and Hargreaves, D. (2008) More Good Teachers. London: Policy Exchange. Available online:

https://policyexchange.org.uk/wp-content/uploads/2016/09/more-good-teachers-apr-08.pdf. [Accessed 29/11/20].

Garrick J. (1999) Flexible learning, work and the management of intellectual capital. In: Jakupec V., Garrick J. (eds) Flexible Learning, Human resource and Organisational Development: Putting theory to work. London: Routledge.

George, R. and Maguire, M. (2019) Choice and diversity in English initial teacher education (ITE): trainees' perspectives. *European Journal of Teacher Education*. 42(1), pp.19-35.

Gibson, E. (1963) Perceptual Learning. *Annual Review of Psychology*, 14, pp.29-56. Available online: https://www.annualreviews.org/doi/abs/10.1146/annurev.ps.14.020163.000333. [Accessed 29/11/20].

Gibbs, G. (1988) Learning by Doing: a guide to teaching and learning methods. London: Further Education Unit.

Gibbs, R. (2007) Thematic Coding and Categorizing. London: SAGE.

Glaser, B. (1978) Theoretical Sensitivity: Advances in the Methodology of Grounded Theory. California: Sociology Press.

Glaser, B. (1992) Basics of Grounded Theory analysis. California: Sociology Press.

Glaser, B. and Strauss, C. (1967) The Discovery of Grounded Theory: Strategies for Qualitative Research. New York: Aldine de Gruyter.

Glaser, B. and Holton, J. (2004) Remodeling Grounded Theory. *Forum: Qualitative Research*, 5(2). Available online: http://www.qualitative-research.net/index.php/fqs/article/view/607/1316. [Accessed 23/11/20].

Godfrey, D. and Brown, C. (2019) An Ecosystem for Research-Engaged Schools: Reforming Education Through Research. Abingdon: Routledge.

Goldstone, R. (1998) Perceptual Learning. *Annual Review Of Psychology*. 49(1), pp.585-612. Available online: https://www.annualreviews.Org/Doi/Abs/10.1146/Annurev.Psych.49.1.585. [Accessed: 01/12/20].

Goodwin, A., and Kosnik, C. (2013) Quality Teacher Educators = Quality Teachers? Conceptualizing essential domains of knowledge for those who teach teachers. In P. Aubusson & S. Schuck (Eds). Teacher Development: Teacher education futures, 17(3), pp.334-346.

Gorgon, L. (2020) Creative Approaches To Nurturing Resilience Of Trainee Teachers [online]. *Impact*. Available online:

https://impact.chartered.college/article/creative-approaches-nurturing-resilience-trainee-teachers/. [Accessed: 08/11/20].

Grove, D. (1996) And, what kind of a man is David Grove?" Interview by Penny Tompkins and James Lawley. *Rapport: Journal of the Association of NLP* (UK) [online]. Available from: https://cleanlanguage.co.uk/articles/articles/37/1/And-what-kind-of-a-man-is-David-Grove/Page1.html. [Accessed: 30/12/19].

Guetterman, T., Babchuck, W., Howel-Smith, M. and Stevens, J. (2017) Contemporary approaches to mixed methods - Grounded Theory Research: A field-based analysis [online]. *Journal of Mixed Methods Research.* Pp.1-17. Available online: https://journals.sagepub.com/doi/abs/10.1177/1558689817710877. [Accessed: 29/11/20].

Gynnild, A., and Martin, V. (2011). Introduction: Mentoring a method. In *Grounded theory: The philosophy, method, and work of Barney Glaser.* Boca Raton: BrownWalker Press.

Hamilton, M & O'Dwyer, A. (2018). Exploring student learning approaches on an initial teacher education programme: A comparison of mature learners and direct entry third-level students. *Teaching and Teacher Education.* 71, pp.251-261. Available online: https://www.researchgate.net/publication/322931848_Exploring_student_learning_approaches_on_an_initial_teacher_education_programme_A_comparison_of_mature_learners_and_direct_entry_third-level_students. [Accessed: 12/08/19].

Hammarberg, K., Kirkman, M. and de Lacey, S. (2016) Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3), pp. 498–501.

Hammersley, M. (1989) The Dilemma of Quantitative method: Herbert Blumer and The Chicago Tradition. London: Routledge.

Hammersley, M. (2018) The radicalism of ethnomethodology. Manchester: Manchester University Press.

Hammersley, M. and Atkinson, P. (1983) Ethnography: Principles in Practice. London: Tavistock.

Hargreaves, A. (2005) Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teaching and Teacher Education.* 21(8), pp.967-983.

Hargreaves, A. and Fullan, M. (2000) Mentoring in the New Millennium. *Theory Into Practice*, 39 (1), pp.50-56. Available online: https://www.tandfonline.com/doi/abs/10.1207/s15430421tip3901_8. [Accessed: 29/11/20].

Heath, H. and Cowley, S. (2004) Developing a Grounded Theory approach: a comparison of Glaser and Strauss. *International Journal of Nursing Studies* 41, pp.141–150. Available online: https://pubmed.ncbi.nlm.nih.gov/14725778/. [Accessed: 29/11/20].

Heikkinen, H. Tynjälä, P. and Kiviniemi, U. (2011) Integrative Pedagogy in Practicum, in Mattsson, M., Eilertsen, T. and Rorrison, D. (Eds) (2011) A Practicum Turn in Teacher Education. Rotterdam: SENSE Publishers.

Heritage, J. (1984) Garfinkel and Ethnomethodology. Cambridge: Policy Press.

Heuer, R. (1999) Psychology of Intelligence Analysis. Washington: Central Intelligence Agency. Available online: https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf. [Accessed: 17/03/19].

Hiller, H. and DiLuzio, L. (2004) The interviewee and the research interview: Analysing a neglected dimension. Canadian Review of Sociology and Anthropology. 41(1), pp.1-26.

Hitchcock, G. and Hughes, D. (1995) Research and the Teacher: a Qualitative Introduction to School-based Research. London: Routledge Farmer.

Hobson, A. and Malderez, A. (2013) Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education. International Journal of Mentoring and Coaching in Education 2(2), pp.89–108. Available online: https://shura.shu.ac.uk/7224/1/Hobson_and_Malderez_2013_Judgementoring_IJMCE_Post-print_draft.pdf. [Accessed:29/11/20].

Holloway, W. and Jefferson, T. (2013) Doing Qualitative Research Differently. London: SAGE.

Holton, J. (2017) The Discovery Power of Staying Open. The Grounded Theory review. 16(1), pp.46-49.

Hood, J. (2007) Orthodoxy versus power: The defining traits of Grounded Theory. In Bryant, A. and Charmaz, K. (Eds) (2007) The Sage Handbook of Grounded Theory. London: SAGE.

Hotaman, D. (2010) The teaching profession: knowledge of subject matter, teaching skills and personality traits. Procedia - Social and Behavioral Sciences. 2(2) pp.1416-1420. Available online: https://www.sciencedirect.com/science/article/pii/S187704281000251X. [Accessed: 29/11/20].

House of Commons Education Committee (HCEC) (2012) Great teachers: attracting, training and retaining the best [online]. Available online: https://publications.parliament.uk/pa/cm201012/cmselect/cmeduc/1515/1515vw.pdf [Accessed: 12/12/19].

House of Commons Education Committee (HCEC) (2014) Great teachers Follow-up [online]. Available online: https://publications.parliament.uk/pa/cm201314/cmselect/cmeduc/371/371.pdf. [Accessed: 12/12/19].

House of Commons Public Accounts Committee (2018) Retaining and developing the teaching workforce: Seventeenth Report of Session 2017–19 [online]. Available online: https://www.parliament.uk/business/committees/committees-a-z/commons-select/public-accounts-committee/inquiries/parliament-2017/sustaining-developing-teaching-workforce-17-19/. [Accessed: 07/0718].

Huat See, B. and Gorard, S. (2019): Why don't we have enough teachers?: A reconsideration of the available evidence. *Research Papers in Education*. Available online: https://www.tandfonline.com/doi/pdf/10.1080/02671522.2019.1568535?needAccess=true. [Accessed: 17/03/19].

Hudson, L., and Ozanne, J. (1988) Alternative Ways of Seeking Knowledge in Consumer Research. *Journal of Consumer Research*, 14(4), pp. 508–521.

Husserl, E. (1913) Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy – First Book: General Introduction to a Pure Phenomenology, 1982 [1913]. Kersten, F., trans. The Hague: Nijhoff.

James, D. (1998) "Higher Education field-work" The Interdependence of Teaching, Research and Student Experience. In: James, D. and Grenfell, M, ed., (1998) *Bourdieu and Education: Acts of Practical Theory*. London: Falmer Press, p.109.

James, F. (2017) Where are the grounds for Grounded Theory? A troubled empirical methodology meets Wittgenstein. *Educational Philosophy and Theory*. 50(4)., pp.369-379. Available online: https://www.tandfonline.com/doi/abs/10.1080/00131857.2017.1365704. [Accessed: 29/11/20].

Johnson, D. (2010) Learning to teach: The influence of a university-school partnership project on pre-service elementary teachers' efficacy for literacy instruction. *Reading Horizons*, 50(1). Article 4.

Jupp, V. (2006) The Sage Dictionary of Social Research Methods. London: SAGE.

Kahneman, D. (2011) Thinking, Fast and Slow. *Talks at Google*. Available online: https://www.youtube.com/watch?v=CjVQJdIrDJ0. [Accessed: 17/12/19].

Kahneman, D. (2012) Thinking, Fast and Slow. London: Penguin.

Kaldi, S. (2009) Mature student teachers in initial teacher education in Greece: personal and academic identities. *European Journal of Teacher Education*. 32, pp.35-49. Available online: https://www.semanticscholar.org/paper/Mature-student-teachers-in-initial-teacher-in-and-Kaldi/dde8c9721659b7ea54aa06fb69b4c171bb554895. [Accessed: 17/12/19].

Kane, T., Rockoff, J. and Staiger, D. (2008) What Does Certification Tell Us about Teacher Effectiveness? Evidence from New York City. *Economics of Education Review* 27 (6), pp.615–631. https://www0.gsb.columbia.edu/faculty/jrockoff/certification-final.pdf. [Accessed: 29/11/20].

Kenny, M. & Fourie, R. (2015) Contrasting classic, straussian, and constructivist Grounded Theory: Methodological and philosophical conflicts. *Qualitative Report*. 20, pp.1270-1289.

Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., and Baumert, J. (2013) Pedagogical content knowledge and content knowledge: The role of structural differences in teacher education. *Journal of teacher education*. 64, pp.90-106. Available online: https://journals.sagepub.com/doi/abs/10.1177/0022487112460398. [Accessed: 23/11/20].

Knowles, M. (1977) The modern practice of adult education: Andragogy vs. pedagogy. New York, NY: Association Press.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice Hall.

Kolb, S. (2012). Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3, pp. 83-86. Available online: https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1536747. [Accessed: 24/1120].

Kolb, D. and Fry, R. (1975). "Towards an applied theory of experiential learning". In Cooper, Cary L. *Theories of group processes*. Wiley series on individuals, groups, and organizations. London; New York: Wiley. pp. 33–58.

Labov, W. (1982) "Speech Actions and Reactions in Personal Narrative." In *Analyzing Discourse: Text and Talk*, Tannen, D [Ed]. Washington D.C.: Georgetown University Press.

Lamote, C. and Engels, N. (2010) The development of student teachers' professional identity. *European Journal of Teacher Education*. 33(1), pp.3-18. Available online: https://www.tandfonline.com/doi/abs/10.1080/02619760903457735. [Accessed: 19/11/20].

Lawley, J. and Tompkins, P. (1997) Less is More… The Art of Clean Language. Available online: http://www.academia.edu/download/25631617/less_is_more-_grove-cleanlanguage.doc [Accessed: 29/12/19].

Lawley, J. and Tompkins, P. (2000) Metaphors in Mind: Transformation through Symbolic Modelling. The Developing Press Company. Available online:

https://www.academia.edu/2327106/Metaphors_in_Mind_Transformation_through_Symbolic_Modelling [Accessed: 12/12/19].

Lawley, J. and Tompkins, P. (2003) Clean Space: Modeling Human Perception through Emergence. Available online: https://cleanlanguage.co.uk/articles/articles/24/1/Clean-Space-Modeling-Human-Perception-through-Emergence/Page1.html. [Accessed: 29/12/19].

Lawley, J. and Tompkins, P. (2004) Clean Language Revisited: the evolution of a model. Available online: https://www.cleanlanguage.co.uk/articles/articles/28/1/Clean-Language-Revisited-The-evolution-of-a-model/Page1.html. [Accessed: 30/12/19].

Lee Ming Sing, N. (2014) Mentoring and Developing Pedagogical Content Knowledge in Beginning Teachers. *Procedia - Social and Behavioral Sciences*. 123, pp.53-62.

Levant, R., and Shlien, J. (1984) Client-centered therapy and the person-centered approach: New directions in theory, research, and practice. Praeger Publishers/Greenwood Publishing Group. Available online: https://psycnet.apa.org/record/1985-97132-000. [Accessed: 12/12/19].

Lin, P., Childs, R. and Zhang, J. (2016) It takes a toll on pre-service teachers and programs: Case studies of teacher candidates from a teacher education program. *Cogent Education*. 3(1). Available online: https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1160524. [Accessed: 29/11/20].

Liu, C. & Chen, I. (2010) Evolution of constructivism. *Contemporary issues in education research*, 3(4), pp.63-66. Available online: https://eric.ed.gov/?id=EJ1072608. [Accessed: 29/11/20].

Lucas, N. (2007) Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach. *Teaching Education*, 18(2), pp. 93-106. Available online: https://www.tandfonline.com/doi/abs/10.1080/10476210701325077. [Accessed: 29/11/20].

Lynch, M. and Boden, D. (1984) 'Harvey Sack's primitive natural science'. *Theory, Culture and Society*, 11, pp.65-104. Available online: https://journals.sagepub.com/doi/10.1177/026327694011004003. [Accessed: 29/11/20].

Maguire, M. (2008) 'End of term': teacher identities in a post-work context. *Pedagogy, Culture & Society,* 16 (1), pp.43-55.

Manning, J. and Kunkel, A. (2014) Researching Interpersonal Relationships: Qualitative Methods, Studies, and Analysis. Thousand Oaks: SAGE.

Mathew, P., Matthew Pb. and Peechattu, P. (2017) Reflective Practices: A Means To Teacher Development. *Asia Pacific Journal Of Contemporary Education And Communication Technology*. 3(1). Available online:

https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf.
[Accessed: 28/03/19].

Matthius, C. (2014) Qualitative Research with Shortage Subject Teaching Candidates: The Journey to
Teacher Training. Available online:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/3658
38/journey-to-teacher-training-research-report.pdf. [Accessed 16/08/19; 30/06/20].

Mattsson, M., Eilertsen, T. and Rorrison, D. (2011) A Practicum Turn in Teacher Education. Rotterdam:
SENSE Publishers.

McLannan, E., MacQueen, K. and Neidig, J. (2003) Beyond the Qualitative Interview: Data Preparation
and Transcription. *Field Methods*. 15 (1), pp.63–84. Available online:
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.527.1905&rep=rep1&type=pdf. [Accessed:
29/11/20].

McNamee, S. and Gergen, K. (1992) Therapy as Social Construction. London: SAGE.

Menter, I. (2014) cited in Philpott, C. (2014) Theories of Professional Learning: a critical guide for
teacher educators. Northwich: Critical Publishing.

Mercer, J. (2007) The challenges of insider research in educational institutions: wielding a double-edged
sword and resolving delicate dilemmas. *Oxford Review of Education*, 33(1), pp.1-17. Available online:
https://www.tandfonline.com/doi/abs/10.1080/03054980601094651. [Accessed: 29/11/20].

Merriam (2010) Power and positionality/ negotiating insider/ outsider status within and across cultures.
*International Journal of Lifelong Education*. 20(5), pp.405-416. Available online:
https://www.tandfonline.com/doi/abs/10.1080/02601370120490. [Accessed: 29/11/20].

Miles, M. (1990) New methods for qualitative data collections and vignettes and pre-structured cases.
*International Journal of Qualitative Studies in Education*. 2006, pp.37-51. Available:
https://www.tandfonline.com/doi/abs/10.1080/0951839900030104. [Accessed: 29/11/20].

Miles, M. and Huberman, A. (1994) Qualitative Data Analysis [2nd Ed.]. California: SAGE.Mills, J.,
Bonner, A. and Francis, K. (2006) The Development of Constructivist Grounded Theory. *International
Journal of Qualitative Methods*. 5 (1) pp.25-35. Available online:
https://journals.sagepub.com/doi/10.1177/160940690600500103. [Accessed: 15/05/20].

Miles, M., Huberman, A. and Saldana, J. (2014) Qualitative data analysis: a methods sourcebook (3rd
Ed.) London: SAGE.

Morse, J. and Clark, L. (2019) The nuances of Grounded Theory sampling and the pivotal role of
theoretical sampling. In, The SAGE handbook of current developments in Grounded Theory. London:
SAGE.

Murphy, C., Scantlebury, Kathryn. and Milne, C . (2015) Using Vygotsky's zone of proximal development to propose and test an explanatory model for conceptualising coteaching in pre-service science teacher education. *Asia-Pacific Journal of Teacher Education*, 43(4), pp.281-295. Available online: https://www.tandfonline.com/doi/abs/10.1080/1359866X.2015.1060291. [Accessed: 07/11/20].

Murray, J., Czerniawski, G. and Barber, Patti. (2018) Who Is Teaching Me and What Do They Know? Student Teachers' Perceptions of Their Teacher Educators and Mentors. *International Research, Policy and Practice in Teacher Education*, pp.139-153. Available online: https://link.springer.com/chapter/10.1007/978-3-030-01612-8_10 [Accessed: 07/11/20]

Murray, J. and Kosnik, C. (2011). Academic work and identities in teacher education. *Journal of Education for Teaching*., 37(3), pp.243-246. Available online: https://www.tandfonline.com/doi/abs/10.1080/02607476.2011.587982?scroll=top&needAccess=true&journalCode=cjet20. [Accessed: 17/03/19; 29/11/20].

National Audit Office (2017) Retaining and developing the teaching workforce. Available online: https://www.nao.org.uk/wp-content/uploads/2017/09/Retaining-and-developing-the-teaching-workforce.pdf. [Accessed: 07/07/18].

National Office for Statistics (2014) Births in England and Wales: 2013. Available online: https://goo.gl/8rJ516. [Accessed: 17/03/19].

National Education Union (2018) Schools forced to cut teachers and teaching assistants posts to make ends meet. Available online: https://neu.org.uk/schools-forced-cut-teachers-and-teaching-assistants-posts-make-ends-meet. [Accessed: 28/03/19].

Nesje, K., Canrinus, E. and Strype, J. (2018) "Trying on teaching for fit" - Development of professional identity among professionals with multiple career opportunities. *Teaching and Teacher Education*. 69, pp,131-141.

Nilsson, P. (2008) Teaching for Understanding: The complex nature of pedagogical content knowledge in pre-service education. *International Journal of Science Education*. 30(10), pp.1281-1299. Available online: https://www.tandfonline.com/doi/abs/10.1080/09500690802186993. Accessed: 17/03/19; 07/11/20].

Nordin, N., Yusof, M., Zakaria, A. and Siti Dalim, F. (2014) A Study on Trainee Teachers' Locus of Control: A Case of Universiti Teknologi Mara. *7th International Conference on University Learning and Teaching (InCULT 2014) Proceedings*, pp.579-588. Available online: https://link.springer.com/book/10.1007/978-981-287-664-5. [Accessed 14/07/20].

Office of National Statistics (2019) Employee earnings in the UK: 2019. Available online: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletin s/annualsurveyofhoursandearnings/2019. [Accessed: 08/01/20] .

OfSTED (2005) The Annual Report of Her Majesty's Chief Inspector of Schools 2003/04 [online]. Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/2354 67/0195.pdf. [Accessed: 13/11/20].

OfSTED (2008) Rising to the challenge: a review of the Teach First initial teacher training programme. Available online: https://dera.ioe.ac.uk/8170/2/Rising%20to%20the%20challenge%20a%20review%20of%20the%20Teac h%20First%20initial%20teacher%20training%20programme%20%28PDF%20format%29.pdf [Accessed: 12/12/19].

Organisation for Economic Co-operation and Development (OECD) (2005) Teachers Matter: Attracting, Developing and Retaining Effective Teachers. Paris: OECD.

Organisation for Economic Co-operation and Development (OECD) (2011) Building a High-Quality Teaching Profession: Lessons from around the World. Paris: OECD.

Organisation for Economic Co-operation and Development (OECD) (2018) Education at a glance. Available online: https://www.oecd-ilibrary.org/education/education-at-a-glance-2018_eag-2018-en. [Accessed: 10/12/19].

Organisation for Economic Co-operation and Development (OECD) (2019) Teachers by age (indicator). doi: 10.1787/93af1f9d-en. [Accessed: 17/02/19].

Oxford Living Dictionaries (2019) Definition of exploration in English. Available online: https://en.oxforddictionaries.com/definition/exploration. [Accessed: 29/03/19].

Padilla-Díaz, M. (2015). Phenomenology in educational qualitative research: Philosophy as science or philosophical science. *International Journal of Educational Excellence*, 1(2), pp.101-110. Available online: http://www.anagmendez.net/cupey/pdf/ijee_1_2.pdf#page=102. [Accessed: 24/11/20].

Palinkas, L., Horwitz, S., Green, C., Wisdom, J., Duan, N., & Hoagwood, K. (2015) Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health and mental health services research*, 42(5), pp.533-544. Available online: https://pubmed.ncbi.nlm.nih.gov/24193818/. [Accessed: 19/02/20].

Patterson, W. (2002) Strategic Narrative: new perspectives on the power of stories. Oxford: Lexington.

Patton, K. and Parker M. (2017) Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education*. 67, pp.351-360. Available online:

https://www.researchgate.net/publication/318450075_Teacher_education_communities_of_practice_More_than_a_culture_of_collaboration. [Accessed: 19/02/20].

Peltier, B. (2010) The Psychology of Executive Coaching: Theory and application. New York: Routledge.

Perry, E., Booth, J., Owen, D. and Bower, K. (2019) The Curriculum for Initial Teacher Education: Literature Review. *Sheffield Institute of Education*. Available online: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839656/Literature_Review_of_Initial_Teacher_Education_Curriculum_-_final.pdf. [Accessed: 06/07/20].

Perry, J., Lundie, D. and Golder, G. (2019) Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools? *Educational Review*, 71(4), pp.483-500. Available online: https://www.tandfonline.com/doi/abs/10.1080/00131911.2018.1441127?scroll=top&needAccess=true&journalCode=cedr20. [Accessed: 01/12/20].

Pillow, W. (2003) Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), pp. 175-196.

Pine, K., Messer, D. and St. John, K. (2001) Children's Misconceptions in Primary Science: A Survey of teachers' Views. *Research in Science & Technological Education*. 19:1, pp.79-96. Available online: https://www.tandfonline.com/doi/abs/10.1080/02635140120046240. [Accessed: 28/11/20].

Power, E. (1999) An Introduction to Pierre Bourdieu's Key Theoretical Concepts. J*ournal for the Study of Food and Society*. 3(1), pp 48-52.

Rasmussen, J. and Bayer, M. (2014) Comparative study of teaching content in teacher education programmes in Canada, Denmark, Finland and Singapore. *Journal of Curriculum Studies*, 46(6), pp.798-818. Available online: https://www.tandfonline.com/doi/abs/10.1080/00220272.2014.927530. [Accessed: 29/11/20].

Rees, J. (2010) Why use the 2 Lazy Jedi questions? [online]. Available online: https://judyrees.co.uk/why-use-the-2-lazy-jedi-questions-2/. [Accessed 29/12/19].

Richardson, P. and Watt, H. (2005). "I've decided to become a teacher": Influences on career change. *Teaching and Teacher Education*, 21(5), pp.475–489. Available online: https://www.researchgate.net/publication/223762699_'I've_decided_to_become_a_teacher'_Influences_on_career_change. [Accessed: 27/11/20].

Righetti, F. and Impett, E. (2017) Sacrifice in close relationships: Motives, emotions,and relationship outcomes. *Social and Personality Psychology Compass*. 11(10), p.1-11. Available online: https://onlinelibrary.wiley.com/doi/abs/10.1111/spc3.12342. [Accessed: 29/11/20].

Roderick, C. (2009) Learning Classic Grounded Theory: An Account of the Journey and Advice for New Researchers. *The Grounded Theory Review*. 8 (2) p.49-63. Available online: http://groundedtheoryreview.com/wp-content/uploads/2012/06/GT-Review-Vol8-no2.pdf. [Accessed: 04/01/20].

Rollock, N., Gillborn, D,. Vincent, C, and Ball, S.J. (2015) The Colour of Class: The educational strategies of the Black middle classes. London: Routledge.

Ryan, J. and Williams, J., (2007) Children's mathematics 4-15: learning from errors and misconceptions. Maidenhead: McGraw-Hill Education (UK).

Saxe, J. (1872) The Blind Men and the Elephant {online]. Available online: https://en.wikisource.org/wiki/The_poems_of_John_Godfrey_Saxe/The_Blind_Men_and_the_Elephant. [Accessed: 04/01/20].

Schirato, T. and Webb, J. (2010) Bourdieu's Notion of Reflexive Knowledge. *Social Semiotics*. 12(3), pp. 255-268. Available online: https://www.tandfonline.com/doi/abs/10.1080/10350330216373. [Accessed: 13/11/20].

Schön, D. (1983) The Reflective Practitioner: how professionals think in action. New York: Basic Books.

Serin, O., Serin, N. and Şahin, S. (2009) Factors affecting the learning and studying strategies, and locus of control of the trainee teachers. Social and Behavioral Sciences. 1 (1), pp.1127–1136. Available online: https://www.sciencedirect.com/science/article/pii/S1877042809002067. [Accessed: 27/11/20].

Shah, S. and Corley, K. (2006) Building Better Theory by Bridging the Quantitative–Qualitative Divide. Journal of Management Studies. 43(8), pp.1821-1835. Available online: https://onlinelibrary.wiley.com/toc/14676486/2006/43/8. [Accessed: 24/11/20].

Sharrock, W. (1989) Ethnomethodology. The British Journal of Sociology. 40(4) pp.657-677. Available online: https://www.jstor.org/stable/590893?seq=1. [Accessed: 27/11/20].

Schulman, L. (1986) Those Who Understand: Knowledge Growth in Teaching. Available online: https://journals.sagepub.com/doi/abs/10.3102/0013189x015002004?journalCode=edra. [Accessed: 13/11/20].

Simmons, E. (2011) Book Review: Essentials of Accessible Grounded Theory (Stern and Porr, 2011). The *Grounded Theory Review*, 10(3), p.67-80. Available online:

http://groundedtheoryreview.com/2011/12/20/book-review-essentials-of-accessible-grounded-theory-stern-porr-2011-2//. [Accessed: 29/11/20].

Snyder, C., Oliveira, A. and Paska, L. (2013) STEM Career Changers' Transformation into Science Teachers. *Journal of Science Teacher Education.* 24, pp.617–644. Available online: https://link.springer.com/article/10.1007/s10972-012-9325-9?shared-article-renderer#citeas. [Accessed: 01/12/20].

Spalding, E. and Wilson, A. (2002) 'Demystifying reflection: A study of pedagogical strategies that encourage reflective journal writing.' *Teachers College Record.* 104, pp. 1393-1421. Available online: https://eric.ed.gov/?id=EJ656618. [Accessed: 01/12/18].

Stets, J. and Burke, P. (2014) Self-Esteem and Identities. *Sociological Perspectives.* 57(4), pp.409–433. Available online: https://journals.sagepub.com/doi/full/10.1177/0731121414536141. [Accessed: 29/11/20].

Squire, C. (2008a) 'Experience-centred and culturally-oriented approaches to narrative', in Andrews, Molly and Squire, Corinne and Tamboukou, Maria (eds.) *Doing Narrative Research.* London: SAGE.

Squire, C. (2008b) Approaches to Narrative Research. *ESRC National Centre for Research Methods.* NCRM/009. Available online: http://eprints.ncrm.ac.uk/419/1/MethodsReviewPaperNCRM-009.pdf. [Accessed: 01/12/18].

Strauss, A. and Corbin, J. (1998) Basics of Qualitative Research: Grounded Theory Procedures and Techniques [2nd Ed]. London: SAGE

Strauss, A. and Corbin, J. (2008) Basics of Qualitative Research [3rd Ed]. London: SAGE

Stern, P. (1980) Grounded theory methodology: Its uses and processes. *Image.* 12, pp.20-23.

Stern, P. and Porr, C. (2011) Essentials of Accessible Grounded Theory. Walnut Creek: Left Coast Press.

Suddaby, R. (2006) From the Editors: What Grounded Theory is Not. *Academy of Management Journal* 49, (4). (Available online: https://journals.aom.org/doi/full/10.5465/amj.2006.22083020). [Accessed: 23/11/20].

Sullivan, W. and Rees, J. (2008) Clean Language: Revealing Metaphors and Opening Minds. Carmarthen: Crown Publishing House Ltd.

Swartz, G. and Dori, Y. (2020) Transition into Teaching: Second Career Teachers' Professional Identity. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(11). Available online: https://www.ejmste.com/download/transition-into-teaching-second-career-teachers-professional-identity-8502.pdf. [Accessed: 13/11/20].

Tamir, (1988) Subject matter and related pedagogical knowledge in teacher education. *Teaching and Teacher Education.* 4(2), pp.99-110. Available online: https://www.sciencedirect.com/science/article/abs/pii/0742051X8890011X. [Accessed: 27/11/20].

Tang, S., Wong, A., Li, D. and Cheng, M. (2020) Millennial generation preservice teachers' intrinsic motivation to become a teacher, professional learning and professional competence. *Teaching and Teacher Education,* 96. Available online: https://www.sciencedirect.com/science/article/abs/pii/S0742051X20313718. [Accessed: 13/11/20].

Traugott, E. (2019) The development of "digressive" discourse-topic shift markers in English. *Journal of Pragmatics.* Available online: https://www.sciencedirect.com/science/article/abs/pii/S0378216618303692. [Accessed: 04/01/20].

Taylor, C. (1989) Sources of the Self: The Making of the Modern Identity. Cambridge, England: Cambridge University Press.

Taylor, W. (2007) Reflective Competence model. Department of Homeopathic Medicine, National College of Natural Medicine, Portland, Oregon, USA, March 2007.

Thomas, G. (1997) What's the use of theory? *Harvard Educational Review.* 67, pp.75–105. Available online: https://meridian.allenpress.com/her/article-abstract/67/1/75/31678/What-s-the-Use-of-Theory?redirectedFrom=fulltext. [Accessed: 29/11/20].

Thomas, G. (2002) Theory's spell on qualitative inquiry and educational research. *British Educational Research Journal.* 28(3), pp.419–434.

Thomas, G. (2009) How to do your Research Project. London: Sage**.**

Thomas, G. and James, D. (2006) Reinventing Grounded Theory: some questions about theory, ground and discovery. *British Educational Research Journal.* 32(6), pp.767–795.

Thoits, P. (1992) Identity structures and psychological well-being: Gender and marital status comparisons. *Social Psychology Quarterly.* 55(3), pp.236–256. Available online: https://psycnet.apa.org/record/1993-09417-001. [Accessed: 01/12/20].

Thornberg, R. (2012) Informed Grounded Theory. *Scandinavian Journal of Education Research.* 55(1), pp.1-17.

Tigchelaar, A., Brouwer, N. and  Vermunt, D. (2010) Tailor-made: Towards a pedagogy for educating second-career teachers. *Educational Research Review* 5(2), pp.164-183.

Tisdell, E. and Swartz, A. (2011) Adult Education and the Pursuit of Wisdom. *New Directions for Adult and Continuing Education.* 131. HOBOKEN: John Wiley & Sons.

Tolhurst, E. (2012) Grounded Theory Method: Sociology's Quest for Exclusive Items of Inquiry. *Forum: Qualitative Social Research*. 13(3), article 26. Available online: https://www.qualitative-research.net/index.php/fqs/article/view/1860/3432. [Accessed: 09/03/19].

Troesch, L. and Bauer, C. (2020) Is Teaching Less Challenging for Career Switchers? First and Second Career Teachers' Appraisal of Professional Challenges and Their Intention to Leave Teaching. *Frontiers in Psychology*, 10. Available online: https://www.frontiersin.org/articles/10.3389/fpsyg.2019.03067/full. [Accessed: 13/11/20].

TTA (2003) DRB Information Bulletin 2003 – Number Four. Teacher Training Agency. Available online: https://en.wikipedia.org/wiki/Graduate_Teacher_Programme#cite_note-10. [Accessed: 10/03/19].

Turner, F. (2017) Social Work Treatment: Interlocking Theoretical Approaches. New York: Oxford University Press.

University and College Admission Service (UCAS) (2019) Postgraduate Teaching Apprenticeship [online]. Available online: https://www.ucas.com/teaching-option/postgraduate-teaching-apprenticeship.

University and College Admission Service (UCAS) (2020a) Post Graduate Teacher Training in England: School Direct (salaried) programmes. Available online: https://www.ucas.com/postgraduate/teacher-training/train-teach-england/postgraduate-teacher-training-england#school-direct-tuition-fee-programmes. [Accessed: 10/11/20].

University and College Admission Service (UCAS) (2020b) School Centered Initial Teacher Training (SCITT) [online]. Available online: https://www.ucas.com/teaching-option/school-centred-initial-teacher-training-scitt. [Accessed 14/11/20].

Uusimaki, S. (2009) Pre-service teacher education and the development of middle school teacher identity: an exploratory study. *PhD thesis, Queensland University of Technology*. Available online: https://eprints.qut.edu.au/34438/1/Sirkka-Liisa_Uusimaki_Thesis.pdf. [Accessed: 13/03/20].

Van Maanen, J. (1988) Tales of the Field: On Writing Ethnography. Chicago: University of Chicago Press.

Varadharajan, M., Buchanan, J. and Schuck, S. (2020) Navigating and negotiating: Career changers in teacher education programmes. *Asia-Pacific Journal of Teacher Education*, 48(5), pp.477-490. Available online: https://doi.org/10.1080/1359866X.2019.1669136. [Accessed: 24/11/20].

Visserman, M., Righetti, F., Impett, E., Keltner, D. and Van Lange, P. (2018) It's the motive that counts: Perceived sacrifice motives and gratitude in romantic relationships. *Emotion*. 18(5), pp.625– 637.

Vygotsky, L. (1978) Interaction between learning and development. In, Gauvain, M. and Cole, M. (1997) *Mind and Society*, pp.79-91. Cambridge, MA: Harvard University Press.

Walliman, N (2001) Your Research Project: a step-by-step guide for the first-time researcher. London: SAGE.

Watson, A. (2014) The Clean Approach To Leadership: Essential Skills For Transforming Conversations. (no place).

Watson, A. (2016) The Clean Approach To Leadership: Essential Skills For Transforming Conversations [Ed.2]. Available online: https://starfishnlp.files.wordpress.com/2016/06/the-clean-approach-to-leadership-2016.pdf. [Accessed: 29/12/19].

Watt, H. and Richardon, P. (2012) An introduction to teaching motivations in different countries: comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education.* 40, pp.185-197. Available online: https://www.researchgate.net/publication/254223035_An_introduction_to_teaching_motivations_in_different_countries_Comparisons_using_the_FIT-Choice_scale. [Accessed: 27/11/20].

Way, A. (2013) Clean Approaches for Coaches: How to Create the Conditions for Change Using Clean Language and Symbolic Modelling. Fareham: Clean Publishing.

Wenger, E. (1998) Communities of Practice: Learning, Meaning, and Identity. Cambridge: Cambridge University Press.

Wenger-Trayner, E., Fenton-O'Creevy, M., Hutchinson, S., Kubiak, C. and Wenger-Trayner, B. (2015) Learning in Landscapes of Practice: Boundaries, identity, and knowledgeability in practice-based learning. London: Routledge.

Wilkins, C. (2017) 'Elite' career-changers and their experience of initial teacher education. *Journal of Education for Teaching.* 43:2, p.171-190. Available online: https://www.tandfonline.com/doi/abs/10.1080/02607476.2017.1286775. [Accessed: 13/03/20].

Wilkins, C., Busher, H., Kakos, M., Mohamed, C. and Smith, J. (2012) Crossing borders: new teachers co-constructing professional identity in performative times. *Professional Development in Education.* 38(1), pp.65–77. Available online: https://www.tandfonline.com/doi/abs/10.1080/19415257.2011.587883/. [Accessed: 29/11/20].

Wilkins, C. and Comber, C. (2015) 'Elite' career-changers in the teaching profession. *British Educational Research Journal.* 41 6), pp,1010-1030. Available online: https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3183. [Accessed: 13/03/20; 29/11/20].

Williams, J. (2013) Constructing new professional identities; career changers in teacher education. Portland: Ringgold Inc.

Wilson, C. (2017) *The Work and Life of David Grove: Clean Language and Emergent Knowledge.* Troubador Publishing Ltd.

Wilson, E. and Deaney, R. (2009) Changing career and changing identity: how do teacher career changers exercise agency in identity construction? *Social Psychology of Education.* 13, pp.169–183. Available online: https://link.springer.com/article/10.1007/s11218-010-9119-x. [Accessed: 13/03/20; 29/11/20].

Wu, C. and Beaunae, C. (2014) Personal reflections on cautions and considerations for navigating the path of Grounded Theory doctoral theses and dissertations: a long walk through a dark forest. *International Journal of Social Research Methodology,* 17(3), pp.249-265. Available online: https://www.tandfonline.com/doi/abs/10.1080/13645579.2012.729392?scroll=top&needAccess=true&journalCode=tsrm20. [Accessed: 16/03/19].

Xie, S. (2009) Striking a Balance between Program Requirements and GT Principles: Writing a compromised GT proposal. *The Grounded Theory Review.* 8 (2), p.35-47. Available online: http://groundedtheoryreview.com/author/jillian/page/14/. [Accessed: 16/03/10].

Yada, A., Tolvanen, A., Malinen, O.P., Imai-Matsumura, K., Shimada, H., Koike, R. and Savolainen, H. (2019) Teachers' self-efficacy and the sources of efficacy: A cross-cultural investigation in Japan and Finland. Teaching and Teacher Education, 81, pp.13-24. Available online: https://www.sciencedirect.com/science/article/abs/pii/S0742051X1831610X. [Accessed: 27/11/20].

Yin, R. (1984) Case Study Research: Design Study Methods. California: SAGE.

Young, J. and Erickson, L. (2011) Imagining, Becoming, and Being a Teacher: How professional history mediates teacher educator identity. Studying Teacher Education. 7(2), pp.121-129. Available online: https://www.tandfonline.com/doi/abs/10.1080/17425964.2011.591133. [Accessed: 29/11/20].

Zwicky, A. (2006) Why are we so illuded? [online]. Available online: https://web.stanford.edu/~zwicky/LSA07illude.abst.pdf. [Accessed 16/03/19].

# Appendix

**Appendix A: Glossary of Initial Teacher Education Routes and Associated Terms**

The following table contains brief descriptions, as defined by the Department for Education (2019), of the Initial Teacher Education routes in the UK, referenced in this thesis and uses.

| Route | Abbreviation | Brief description |
|---|---|---|
| Bachelor of Education | BEd | University based degree, specific to Education Studies. Generally, a three-year degree with QTS award (see below). |
| Graduate Teacher Programme | GTP | The Graduate Teacher Programme was introduced in 1999 as the first on-the-job training targeting career changers to qualify as teachers. It was replaced in 2013 with the *School Direct programmes* (see below). |
| Initial Teacher Education | ITE | The phase of training that usually leads to Qualified Teacher Status (see below) and leads into Newly Qualified Teacher status (see below). |
| Newly Qualified Teacher | NQT | Teachers that have successfully completed ITE and have been awarded probational Qualified Teacher Status (see below). They have up to three years to complete a successful 40 weeks as a teacher in order for QTS to have permanency. |
| Postgraduate Certificate in Education | PGCE | PGCE programmes are a popular graduate route into teaching in England, combining academic study on campus with a minimum of 24 weeks on school placements, while they train towards Qualified Teacher Status (see below) recommendation. |
| School Direct (Fee) Programme | SDF | School Direct (tuition fee) programmes allow anyone to learn on the job as they work towards your Qualified Teacher Status (QTS). The training tends to be school-based for four days per week, with one day for training. While the majority of School Direct training programmes lead to a PGCE qualification, not all do. The trainee is responsible for providing their tuition fee. |
| Salaried School Direct Programme | SSD | School Direct (salaried) is an employment-based route for high quality graduates, typically with at least three years' experience of transferable work history. They earn a salary |

| | | while they train towards Qualified Teacher Status (QTS) recommendation; the Government pays the tuition fees direct to the training provider. While the majority of School Direct training programmes lead to a Postgraduate Certificate in Education (PGCE) qualification, not all do. Where this is an option, there may be an additional cost required for completion of the PGCE. |
|---|---|---|
| Assessment Only Route | AOR | For those people who work as unqualified teachers in schools, they could achieve Qualified Teacher Status (QTS) via this route. If they have a degree and substantial experience of working in a school, early years (0-5 years), or further education setting, this option allows them to gain QTS without undergoing a teacher training programme. |
| Researchers in Schools | RIS | Researchers in Schools, is a tailored, salaried teacher training course for 'high-calibre' (Department for Education, 2019) candidates that have completed, or are finishing, their PhD. It offers a combination of classroom teaching and research opportunities, as they work towards gaining Qualified Teacher Status (QTS). |
| Qualified Teacher Status | QTS | Mandatory qualification that all trainee teachers, irrespective of training route chosen, must achieve in order to be work and be paid as a qualified teacher within the UK. |

**Appendix B: Chapter 2 Literature Search with Excluded Terms**

| Included Terms | Excluded Terms |
|---|---|
| <ul><li>Career Changers; Mature; Second Career</li><li>Trainee Teachers; Pre-Service</li><li>Teacher Training; Teaching ?</li><li>Primary; Elementary</li><li>Secondary; High School</li><li>Teachers of 5-18 year old students</li><li>Formal or Compulsory Education</li></ul> | <ul><li>Higher Education</li><li>Further Education</li><li>Special Education</li><li>Early Childhood Studies; EYFS; Below 5 years of age</li><li>Graduates</li><li>Informal; home; alternative education</li><li>Newly Qualified Teachers; Tenured; Teachers in Service</li><li>Mentoring; Mentors;</li><li>Placements; Under Placements; Experience Placements; International Placements</li><li>Subject Knowledge; PCK; Subject specific foci, i.e. phonics teaching, teaching of gender in Social and Moral Education</li><li>Self-efficacy</li></ul> |

## Appendix C: Participant Information and Consent Form

**An exploration of the significance of professional learning of career changers during initial teacher training courses**

**Participant Research Question and Answer Information**

**What is the research all about?**

This research seeks to discover what professional learning occurs for career changers through a teacher training course. The aim of the research is to understand how career changers learn and what significant learning might happen.

**Who is the researcher?**

Nicholas Garrick is a Doctoral Researcher of Education at the University of the West of England. He is also Director of Lighting up Learning and an Associate Headteacher to schools in Bristol. He used to be programme leader for SCITT teacher training courses in Bristol, but due to this researcher identity he has decided to stop this so that the research is not complicated by unnecessary ethical boundaries.

His company runs a Salaried School Direct Teaching Training course but neither his staff, team members or trainees are involved in the research in any way and they will not know who participants are. If Nicholas meets participants in a different professional capacity, he will not acknowledge to others how he knows them. It is also important to state that Nicholas' company will not gain any direct financial benefit from material provided by you.

**What will I be expected to do, for how long and often?**

The research uses an approach called Grounded Theory which simply aims to document the learning of others. Nicholas is not trying to prove a theory, nor does he have a hypothesis. He is simply interested to 'learn from' by 'listening to' people over a series of short sessions throughout the year.

You will meet Nicholas for 30 - 45 minutes at a mutually convenient and quiet space once every 8-10 weeks. Usually this would take place in a confidential space at either your learning institute, at Nicholas' work or another neutral learning organisation. He will simply ask you to talk about your professional learning in a space where you will be enabled to talk freely.

The first time you meet, he will have a series of questions to get to know you better, i.e. background, choices for becoming a teacher, expectations etc. At the end of the session you will find a mutually convenient date for the second session and will continue to set dates in this way. For the second to fourth session, he will simply ask you to tell him about your professional learning to date.

**What will I get out of it?**

After every session, you will receive a copy of your transcript via email within two weeks which you could use for your own professional learning to reflect on your attainment of the Teachers' Standards. By talking about your learning to an external person it can help solidify the reflective process.

You will be encouraged to keep a brief weekly reflective journal to help with the sessions, but this is not part of the research and is for your purposes only.

**Will anyone else know what I say?**

The simplest answer is 'No': everything you say will be anonymised in the published outcomes including your programme and institution either directly, by context or by association. No-one will know that <u>you</u> have said anything, however it is important to understand the process of data collection:

- Nicholas intends to audio and video record each session using a dictaphone and iPad <u>purely</u> to help him make precise transcripts and reflect on sessions. The recordings will be stored on a password protected cloud, accessible only by Nicholas, and will not be shared with other participants, Programme Leaders, mentors or anyone else for that matter. You do have an option not to be video recorded if you prefer, in which case Nicholas will use two dictaphones just in case one fails to work.

- There may be amazing things and great learning that you share with Nicholas that he would like to use in his research accurately. If this is the case then he will use anonymous extracts within the research; your name, programme and institution will not be used.
- There may be a time though during a session when Nicholas pauses due to something you may have said that indicates that you or someone else's health or wellbeing may be at risk or required to by law. Data collection will stop, and he will discuss this with you and help identify who might be able to help. If your wellbeing is at immediate risk, he will let you know that he will contact your Programme Leader to raise the concern but will not disclose what has been said in any way shape or form.

**What happens at the end of the research?**

All video and audio recordings will be deleted once the research has been completed and Nicholas has confirmed that his final submission has been accepted and the course is complete. This is in case he has to make adjustments which require revisiting some of the original data.

You will be invited to a dissemination event to hear the outcomes of the research and will receive a copy of the research should you wish.

Nicholas would of course like to share his research with the education sector and may write articles or give presentations on his findings. As above, your name, programme and institution will be anonymised.

**What happens if I want to withdraw?**

If at any time you wish to withdraw from participating in the research, you will need to get in touch with Nicholas. Once you have engaged in the second interview, and any subsequent interview, your responses may still be used and destroyed as described above. Your anonymity will not be affected in any way if you decide to withdraw.

**What's next?**

If you are happy to be part of this research, please complete the Participant Informed and Active Consent form overleaf and return this to Nicholas by post or scan to email. If you would like a digital version of this form to complete, you can do this by visiting:

nnqwertyuiopasdfghjklzxcvbnm

If you have any more questions, please feel free to ask Nicholas yourself by contacting him via email: nicholas.garrick@live.uwe.ac.uk,

**Participant Informed and Active Consent**

**Title: An exploration of the significance of professional learning of career changers during initial teacher training courses**

Researcher: Nicholas Garrick

Please read the statements below and indicate your agreement or not by circling yes or no.

| | | | |
|---|---|---|---|
| 1. | I agree to voluntarily take part in the research project: Exploring moments of professional learning in post graduate career changing trainee teachers. | Yes | No |
| 2. | I agree and understand that anything I share with the researcher will be reported anonymously and neither my name, programme or institution will be used in the research or public record. | Yes | No |
| 3. | I agree to participate in four 30-45 minute interviews throughout the 2018 – 2019 academic year at a mutually convenient time, date and location where I will be asked to share moments of professional learning. | Yes | No |
| 4. | I agree to the interviews being filmed for the sole purpose of representing what I share accurately. | Yes | No |
| 5. | I understand that the audio and video recordings will not be shared beyond the researcher and myself without a new consent process being undertaken. | Yes | No |
| 6. | I understand that the audio and video recording will not be used in any other way or for any other use, other than to help the researcher in data collection within the context of his study. | Yes | No |
| 7. | I understand that the data will be destroyed once the researcher has completed the research for this study or before December 2019 unless I am notified, and further permission is sought. | Yes | No |
| 8. | I understand that should my wellbeing be of concern to the researcher, or that the law has been compromised, he will pause the data collection and discuss his concerns with me, and that we will agree a course of action that will protect what I have shared and addresses how I can be supported. | Yes | No |
| 9. | I understand that I can withdraw from participating in the interviews prior to their start point with no consequences by contacting the researcher Nicholas Garrick (nicholas.garrick@live.uwe.ac.uk). | Yes | No |
| 10. | I understand that I can withdraw from participating in the interviews at any point with no consequences by contacting the researcher Nicholas Garrick (nicholas.garrick@live.uwe.ac.uk), and understand that once I have engaged in the second interview, and in any other interview subsequently, my data may still be used during the lifespan of the research as mentioned above. | Yes | No |
| 11. | I confirm I have read and understood the Participant Question and Answer Sheet and have raised any additional questions with Nicholas prior to signing this. | Yes | No |

| Signed: | Printed name: | Email address: |
|---|---|---|
| Date: | | Mobile #: |

All questions regarding the project should be directed to the sole researcher Nicholas Garrick nicholas.garrick@live.uwe.ac.uk or 1234567890789 Any concerns you may have about this project can be addressed to researchethics@uwe.ac.uk

## Appendix D: Participant Profiles

### 5.1.1 Michaela, female, late 20s

**Salaried School Direct, PGCE: General, primary**

Self-employed since graduating in 2010, she enjoyed freelance creative roles over eight years working with all different age ranges predominantly through leading workshops with aged two to eighty. Most recently, as a freelance Choral Director and Drama Facilitator she worked with lung health patients that needed to work on breathing and associated muscles as well as weekly drama workshops for children in schools. Whilst looking through her paperwork, lesson reflections and evaluations with the Teaching and Learning lead for the school suggested she think of a career in primary teaching. The leader also worked within a local Teaching School as the Initial Teacher Education training manager and so was able to give her some more details. Michaela had thought about it previously, however most of her university cohort went straight into a PGCE drama specialism with the secondary phase. She left with joint honors in Musical Theater and Drama, and felt her degree did not translate into the primary phase, the age range she was more interested in.

Through regular drama workshops in the school, she noticed the rate progress young children make as well as recognising the amount of stress one can see in young people. She came to the conclusion that the role of teachers is not only imparting knowledge but to take some of the strain without passing it onto the children and to engage them creatively. Until speaking with the training manager, she hadn't realised that there was a salaried route into teaching. She couldn't afford to take a year out of work and self-fund study with children entering school age, and having just lost her Mum, the stability of earning whilst learning on the job was welcomed. *'It felt like it was all coming together at the right time. I think for my family and for me career wise and what I wanted.'* (Michaela, 1: 55)

### 5.1.2 Esther, female, early 40s

**School Direct (non-salaried) PGCE: General, primary phase**

After graduating with a Pharmacology degree in 2001, Esther didn't want to go down the science research avenue as many of her contemporaries were. After taking a year out to travel the world, she knew she wanted a job involving people, communication skills and was challenging. As a self-identified 'all-rounder' she considered careers in teaching, medicine or accountancy. Always attracted to teaching, she decided to do something outside of education first and use her strengths of mathematics and problem solving, and chose accountancy. After completing the Association of Chartered Accountants (ACA) qualification, she spent three years in auditing and another three in corporate tax. After her first child started school in 2010, she gave up accountancy and started volunteering in a school which led to her completing her Higher Level Teaching Assistant training and got a job in her children's school. After five years of being an HLTA, and being motivated by supporting trainee teachers in her school, Esther felt ready for the challenge of teaching.

After advice from several teacher friends not to do the PGCE, and with two young children, the salaried school-based route seemed a more natural progression from the whole class cover she had been doing. '... *learning on the job in school... and obviously it's useful to be paid whilst you are training'*. (Esther, 1: 43)

### 5.1.3 Seb, male, early 30s

**School Direct (non-salaried), PGCE: Humanities and Social Sciences, secondary phase**

As a self-identified strong socialist dedicated to the public sector, and with a degree in politics, Seb started his working life in Westminster working for an MP eager to enter the world of politics. Soon realising '... *that it was not what I expected it to be'*. (Seb, 1:38) he moved back to his hometown, where his attention turned to sports: he worked in a gym, played professional rugby and coached young people in the local rugby club.

He started his journey to becoming a teacher when he was approached to join the Special Educational Needs Department (SEND) in a newly merged, local school by his old Geography teacher. As a full-time, SEND Teaching Assistant, he worked with six students who were at risk of exclusion and consequently helped set up a Pupil Referral Unit. Soon realising the draw of psychology and education, he started an Open University degree in psychology, which quickly moved to a full-time Masters at a red brick university. Transforming the way he thought about education, he became a Learning Mentor specialising in challenging children and became an Inclusion Team Leader in a large, inner-city secondary school in Bristol. Feeling like he was dealing with the fallout of many teachers that were not trained to work with complex children, he decided to train as a teacher, alongwith his partner who is also training on the same course at the same time.

### 5.1.4 Rich, male, late 20s

**Researcher in Schools (RIS) [Salaried]: Science, secondary phase**

Without a clear career path in mind, Rich took a year out before completing a combined master's degree in Maths. Exposed to research approaches, he worked closely with professors which led to a PhD. Still unsure what career he wanted, the PhD 'pushed' him into teaching as part of the experience. '*I also had to help out with undergraduate classes and I loved that. I really, really enjoyed the teaching aspect. Um, and so that, that's why I decided to pursue teaching as a career.*' (Rich, 1: 27)

After completing his PhD, Rich travelled overseas and ended up in Japan, teaching English, maths and science. After two years, he moved directly from Japan to Canada to support his wife's career. However, teaching in Canada was saturated which made finding a job, and resulting work permits, too challenging. Applying to a programme aimed at getting academics and researchers into teaching, Researchers in School (RIS) whilst overseas, he returned to the South West, where his wife's family resides and took up a two-year position, with a guaranteed teaching job.

**5.1.5 Alexa, female, early 40s**

**Salaried School Direct: General, primary phase**

After a 'false start' [participant's own words] of an education degree with QTS in the 1990s, Alexa tried numerous jobs, from working in a pub, office and accountancy firm. She met her husband, had three children in three years which meant childcare would have been expensive. When her youngest child started school, Alexa started as a Teaching Assistant at the same school but by working alongside teachers, she didn't think she was good enough to be a teacher. Then, one of her children was diagnosed with an acute illness which was very time consuming. Some years later, massively encouraged by her husband, and with advances in technology meaning her children can lead more of an independent life, Alexa needed greater fulfillment. As an older person, who's family relies on a guaranteed income, a salaried route was the only option, with the QTS only school based route even better. As a Higher Level Teaching Assistant (HLTA) of thirteen years, she wanted to be able to do the job she could see others doing and now knew she could do it. '*... the reason I became an HLTA is originally back in the day when I went to do my degree, I wanted to be a secondary school history teacher*'. (Alexa, 1: 8).

**5.1.6 Alice, female, late 20s**

**School Direct (non-salaried), PGCE: Maths, secondary phase**

Straight out of university, Alice ended up in a technical report writing role within financial financial services for five years. When she had her child, she knew she wanted to go back to work, but not to what she was doing. She used her maternity leave to look for other options, and teaching had always at the back of her mind, the trigger to apply was having her child, '*I thought I can't tell him to go and do something that he loves and wants to do and ... I'm not doing the same thing because my parents always said that to me but never led by example. I finally felt like I wanted to break the cycle.*' (Alice, 1: 9)

Alice's sister and friends are primary school teachers, and so she had a strong concept of what the career entailed and in talking to them got excited about what they were doing; she wished she could do that. She knew however that more university based learning was not for her, and as she was 'thrown in the deep end' in the job she recently left, she knew that learning by doing through 'a lot of making mistakes' was more appealing to her. '*I needed to be in it, surrounded, by watching other people, kind of 'monkey see, monkey do'. That's, that's been my approach so far. If it looks like a teacher is a teacher.*' (Alice, 1: 26).

**5.1.7 Steven, male, late 20s**

**Salaried School Direct, PGCE: Maths, secondary phase**

From the outset of finishing a sports and business with hospitality degree, Steven knew he wanted to be a teacher, so much so that he had a conditional offer for a PGCE. However, as a result of the placement year of his degree which involved working for a major hotel and golf complex, he was offered a full time job in junior management; he could make some money to train to become a teacher later on. Nonetheless, since 2013, he moved from hospitality into sales, then insurance and finally, marketing. *'I never liked it [marketing], but I knew I could do it. I was proficient at it, so I just, I just went to that. But between every job change I assessed whether I was in a position to go and do my teaching.'* (Steven, 1: 27).

With a wife as a teacher qualifying last year, it is now Steven's time to train as a teacher, however he knew, unlike his wife, going back to university for a PGCE was not an option. Describing himself as an on-the-job learner, the school-based route provided a financially secure way of training. Originally wanting to train in Wales, where they live, the dearth of places meant that Bristol was his best option for his specialism.

### 5.1.8 Sophie, female, mid 30s

**School Direct (non-salaried), PGCE: secondary phase**

After finishing a gap year, Sophie left university not knowing what direction she wanted to take after obtaining a degree in American studies. She fell into unpaid work experience at a famous London publishing company, before becoming a bookseller at a large high street bookshop; a Christmas temping job, turned into a year and a half. With a newfound passion as Lead Children's book seller, she received a call from the original publishing company as a position had come up in a new area, ebooks. Sadly, despite capitalising on her degree by working with the American literary market, the capital city, commutes and world of publishing 'sucked my soul'. So, satiating her passion for all things sweet, she retrained as a pastry chef, became a manager at a patissiere and surprisingly ended up as a teacher at the college of pastry. *'And I was, and I was be like 'oh, no I don't think so you guys ... I've come to do this to, to be the pastry chef, not to be the teacher'.* (Sophie, 1: 29)

After a few years, Sophie returned to the Southwest of England with the aim of working for a particular bakery. After a series of roles in different bakeries she became a manager; the only female in a male dominated world. In her thirties, having moved as far up as she could go, family illness put things into perspective. *'And, and I was like, you know what, now it kind of felt like it was now or never to do my final career change. And that's what brought me into teaching.'* (Sophie, 1: 64)

**Appendix E: Extract from a Prompted Monologue 2 Transcript with Coding**

Features to note:

- Extract is the first five minutes of a Timestamps in the spreadsheet are hyperlinks to take me to the original recording (links removed for anonymity)
- Yellow are my interjections.
- Black redactions abc maintain anonymity

| Time stamp | Line number | Transcript | Coding: Learning | Coding: Language |
|---|---|---|---|---|
| 0:09 | 1 | Thank you. So since last time, tell me about learning? | - | |
| 0:18 | 2 | Okay. So I'm, it's **propelled rapidly**. Definitely. Um, I feel like this, some of my just finished my second placement, which I'm going to be doing my long placement in some of that for two placements later. | Self awareness; sense of learning | propelled rapidly |
| 0:40 | 3 | Um, this term three/four has been a **big shift** and my timetable would like **jumped up massively**. So it went from, I think I was on eight hours before to fifteen, and I was like, that's fine. Great, great. **Hit the ground running.** | Embracing greater external expectation | big shift |
| 0:57 | 4 | But in terms of my like, knowledge, um, it's just, it's just been boosted and my thinking | confidence grown | boosted |
| | 5 | and it's just constantly, constant learning and constant, constant learning, lots more CPD opportunities actually this time around. | sense of learning | constant |
| 1:11 | 6 | Um, which maybe being the keen trainee that I am, I'm going to all of them. | Self awareness | being |
| 1:17 | 7 | It might not be sustainable in the future, who knows? But right now it's a fantastic, massively... | Awareness of workload + | Size |
| 1:23 | 8 | Um, is there anything in particular you wanted to, in terms of my just learning, every day. | - | - |
| 1:29 | 9 | Whatever you think your learning is... | | |
| 1:36 | 10 | Yeah. So in terms of there's like pedagogy side of teaching like how to teach. That's obviously, it's still relatively new. | Pedagogy = | - |
| 1:45 | 11 | I mean I've really only been teaching for a few weeks, a few weeks now. So that's my, my biggest um, area where I want to rapidly develop and that's where I'm constantly asking people questions like my subject knowledge, | Subject Knowledge + | rapidly, constantly |
| 1:59 | 12 | I'm pretty chuffed with my subject knowledge to be fair. Um, it's all come flooding back after years of not being in Uni. | Subject Knowledge + | flooding back |
| 2:05 | 13 | It's come flooding back and we have dedicated time with the, the SKE sort of subject knowledge with Jane and Jane and the institute, which is incredible. Is that just for English specific, and we've had to this term, so yes. So I'm trying to be an English teacher. Um, so that's incredible for subject knowledge side of it. | Subject Knowledge + | flooding back |
| 2:26 | 14 | And just being with all the different teachers I'm at now is a massive department, there's like 12 of us in the department and the minute and everyone has | More experienced others + | massive |

| | | | | |
|---|---|---|---|---|
| | | their own kind of, | | |
| 2:34 | 15 | you know, someone loves Shakespeare, language is someone else's speciality. So for me, that's great. Um, and it's the hub of being able to ask people for advice on how to teach something. | More experienced others + | - |
| 2:45 | 16 | So like next term for example, I'm teaching Shakespeare for the first time rather than going midway through eternity to there. So it's quite easy to pick up midway through because someone's already got it going. | More experienced others + | Midway to eternity; pick up |
| 2:56 | 17 | Um, or it's from me, I'm like, how do I even start teaching Shakespeare? That's, I think for me that's always been the, um, that the tough thing is Shakespeare. I think it was my own mental block of it, right? | Subject Knowledge - | mental block |
| 3:10 | 18 | That's why I did my first assignment for UWE. My assignment was, um, subject knowledge and that was Shakespeare. It was my choice of what I need to just feel more confident in Shakespeare. | Subject Knowledge + | choice |
| 3:19 | 19 | Um, and I do, it's great. Um, so be teaching that for the first time with everybody else who's taught it many times before. So, and it's a play that I've not studied. So my Easter holidays, very much reading The Tempest stuff in there and, um, yeah, | Subject Knowledge + | Motivation + |
| 3:32 | 20 | well I, I've never read it, but I saw it open their production actually last summer. I was like, well, look at that. It's like I knew the story, so I'm quite excited. | Previous experiences + | - |
| 3:40 | 21 | I'm excited for that. Um, because for me that's like my next biggest challenge is teaching that specific, um, this specific play itself because I've never read it. Right. You know, I'm reading it for the first time that the moment and just Shakespeare in general is definitely for me, that kind of... | Challenge + | 'Mimics repeatedly grasping at different things in the air' |
| 3:57 | 22 | it's really difficult because I found it very difficult to school, really, really difficult. Um, but actually it's not as difficult. The stories are actually great. It's fantastic. | Difficult -, leading to = | Difficult repeated |
| 4:09 | 23 | Um, yeah, in terms of like the pedagogy side, so learning how to teach, um, | Ped + | Four second pause before starting; gazing out of window |
| 4:16 | 24 | I've done a lot more work with like my mentor this time round. Um, very feel. We're very, very comfortable with that. We're friends already. It's great. | More experienced others + | 'A lot more work' |
| 4:26 | 26 | And my school based mentor and we have our weekly meeting. I did in my previous placement as well. | More experienced others + | |
| 4:32 | 27 | Um, but it's just, we're very different in terms of uh, how we teach and it's, I would never be able to emulate somebody you couldn't keep it up. Um, and it's quite interesting to observe and see how she teaches and what I can sort of magpie from her, | Learning from others + | Different, Emulate, Observe, Magpie |

| 4:51 | 28 | but then also very much just have my own way of doing it because I was big enough and lucky enough to know that you can't copy people, it's not to going to work. | Confidence +, Teacher Identity + | My own way Can't copy people |
|---|---|---|---|---|

- Extract ends -