

APPENDIX D

Narrative Summary – Evie

<p>Educational background</p>	
<p>Evie is a female student in her early 20s. She has a first class degree from a post 1992 University but no other qualifications. She found <i>'my own school very easy, I enjoyed school'</i> and found it to be <i>'a great experience'</i>. Evie admitted that she was <i>'not the most academic student, but subjects I enjoyed I did very well in'</i>. She also enjoyed <i>'all the extra curricula activities...I loved performing in school shows and winning talent competitions. I really enjoyed receiving praise and positive feedback'</i>. Evie <i>'enjoyed all the social aspects of school'</i> as well as liking <i>'the walk to and from school.'</i> Despite being <i>'never at all worried about exams'</i> during lower school age, she did find those she took at the end of sixth form <i>'very stressful as I had a lot of pressure from the success of my brother and sisters to do really well'</i>. All her family (apart from her mother) had attended university, so Evie always <i>'knew I was going to go to University, but I didn't get the right amount of points for the courses I had planned for'</i> which resulted in her being accepted on a course <i>'that was the lowest on my list'</i>. She realised <i>'that this was not for me. I had to leave the course and make a new decision about where I wanted to go. I chose a course that had lower points to get into but it was a lot more suited to my likes and interests'</i>. During this time, Evie has a lot of support from her family, with <i>'all my fees paid for me, free accommodation...help with assignments and exams'</i>. She did not <i>'work hard enough throughout the year'</i> at university, but <i>'did put in a lot of hours'</i> in the weeks leading up to her exams. She <i>'worked hard at running a dance society'</i>.</p>	<p>Q1 Q1 I1 I1 I1 I1 I1 I1 E E E E E E E E E</p>
<p>In categorising her into one of three types; engaged academic, willing/strategic complier or reluctant complier, Evie would fall into the group I define as a reluctant complier (see 3.7.2).</p>	
<p>Becoming a teacher</p>	
<p>Evie admitted in her first interview that <i>'becoming a teacher wasn't my life-long dream'</i> that she <i>'tried everything'</i>. In her first job since completing her degree she found that after <i>'about two months I realised that I hate this'</i>; however she <i>'stuck it out'</i> before deciding <i>'I wanted to be a teacher'</i>. Although this was not something she had first considered as a career she <i>'knew I was a people person...and I had a friend who was a teacher and that I was really envious of her holidays'</i>. Evie thought <i>'it looked a good option at the time...and that's how I started'</i>.</p>	<p>I1 I1 I1 I1 I1 I1</p>
<p>In her second interview when asked about how she felt about becoming a teacher, Evie was <i>'really good, really positive...I always bring it back to [her previous job] in the office, 9-5 and then compare it back to teaching and no matter what bad day you're having, it's always better. I still feel confident in my choice and every day I am improving as a teacher'</i>. She <i>'is enjoying it, I'm not miserable'</i>.</p>	<p>I2 I2</p>
<p><i>'So far, everything has been so new, so that it was all nearly a positive'</i>. She considered herself <i>fortunate 'not to have too many bad days whilst teaching'</i>. One aspect that Evie was conscious of was the fact that she <i>'is a long way from home, living on my own...which changes how I work compared to somebody that lives here all their life, that has their family and their home here. Since I decided to do this</i></p>	<p>I2 I2 I2</p>

<p><i>[PGCE] that's been an issue just to live with, not in a bad way, just that I've probably had more negative times outside of school...the placements and the university parts [of the course] have all been really positive'. She has mostly enjoyed 'teaching a really good class, having it go to plan and it worked out well. Putting a lot of effort into a class and it was a success that's always a really good feeling'</i></p>	<p>I2</p>
<p>First Teaching Placement Evie's first placement was in an 11-19 school situated in Bristol. It was opened in the mid 1990's as a Technology College, but became part of a local federation of Academies in 2007. The academy has specialisms in technology and science, with inclusion added in 2008. Ofsted (2009:3) describe the school as being 'heavily oversubscribed' with 'about four fifths of the students are of White British origin; the remainder come from a very wide range of ethnic backgrounds'. The proportion of students eligible for free school meals is 'below average' (ibid) and those with special educational needs and/or disabilities 'is broadly average'. The school results show that in 2009 two thirds of students gained five A*-C GCSE including English and Maths, and 94% gained five good passes including all subjects. (Ofsted 2009:5). The outcome of this Ofsted inspection was that the school was graded as outstanding.</p>	<p>W W O O O O O O O O</p>
<p>She considered this placement to be <i>'really good, all my observations went really well, I was really pleased'</i>. Evie was involved in extracurricular activities including <i>'a dance show that went really well, that was good as I worked with the year 7's and we had like crazy nights but it was nice to feel part of the team. It brought me together with all of the staff and I knew the students on a different, more personal level'</i>. She admitted that <i>'I loved my placement A, it was really good'</i>. Her last day at the school was <i>'really good, getting lots of hugs, getting cards from the students, getting a box of chocolates at the end of the year...so yes, a really nice time.'</i></p>	<p>I2 I2 I2 I2</p>
<p>Second teaching Placement Her second placement was at a semi rural school on the outskirts of a city in the South West of England. It became an academy in May 2011. The school has specialism in Arts and is also a training school. In its Ofsted report of 2008, the school is described as 'large and oversubscribed' with the 'majority of students are of White British heritage and only a small proportion are eligible for free school meals' (Ofsted 2008). The number of students with special needs is 'close to the national average' (ibid). Its inspection grade at this time was judged to be grade 1 (outstanding).</p>	<p>W W O O O</p>
<p>Evie admitted that <i>'this is definitely a more challenging school'</i> than her first placement, <i>'they are bigger classes and I am teaching so many different things that I haven't a clue of so it's a bigger challenge, but I think I am doing it well'</i>. She thought <i>'I am completely out of my little bubble that I was in during placement A'</i>.</p>	<p>I2 I2 I2</p>
<p>Evie's conceptualisation of the Ideal teacher During the first interview, Evie discussed her idea of a <i>'good teacher to me would be the overall effect that they have on the class when they walk in. It's how they walk in, command the class'</i>. She continued <i>'it's setting out a nice relationship, not coming across as a horrible person, but also not being a pushover'</i>. It was important that</p>	<p>I1 I1</p>

<p><i>'your class is learning from you in an effective way, not just copying things down'.</i></p> <p>By the time of the second interview, Evie thought that <i>'confidence, a people person – good with people, being able to relate to your students, likes being a teacher, wants to be there, wants to see their students do well...I don't want to say strict, but is not intimidated by students. I have a class with a lot of big 15, 16 year old boys who come flying into the room, they're all bigger than me, so you have to be bigger than them...to be able to hold your own ground...you have to be able to assert authority.'</i></p>	<p>I1</p> <p>I2</p>
<p>During the second interview, I introduced prompt cards (emboldened in the following paragraphs) for Evie to rank order, or discard to stimulate discussion about key characteristics of her ideal teacher. After some discussion about what a number of these terms might mean, Evie put skill first, followed by making judgements, then knowledge, next was technician, after this came standards followed by flexibility, regulation, social service, reflective practitioner, autonomy and finally theoretical knowledge. Evie did not want to discuss her reason for her choices, but was happy that these were the order in which they were important to her at this moment in her career. For her <i>'the best way to become a teacher is to practise, to teach in a school... It's been a very challenging year, but with a lot more positives than negatives'</i>.</p>	<p>I2</p> <p>I2</p>
<p>Imagined future career path</p> <p>Evie does <i>'know I want to be a teacher. I enjoy it'</i>. Previously, <i>'I used to get stomach pains all the time and got really stressed out. Here I don't get that. I don't get worried on a weekend that I am going to school the next day'</i>. Her short term plan <i>'is obviously to pass this year and then to get my NQT'</i>. However <i>'longer term I am wanting to move up and my impression is that you can move up very quick'</i>. She was <i>'looking forward to the day when I can do a day's work and know what I am doing'</i>.</p>	<p>I1</p> <p>I1</p> <p>I1</p> <p>I1</p> <p>I1</p>
<p>Evie, in her second interview <i>'still wants to go down the road of being a teacher once I've finished this year. For me there is a lot of uncertainty as I know I will be going back to Ireland and won't be spending another year in England which is tricky and I need to get around barriers in Ireland to be a teacher, but I think I will and I'll be a teacher in Ireland'</i>. In her second placement Evie was part of a group of trainees that had a lecture from a senior member of staff within the pastoral system at the school. <i>'She really sold it to me and so I am thinking about maybe going down that side of things rather than maybe higher in the department'</i>. Evie thought <i>'it sounded like a really nice job, a really nice role, but difficult and challenging'</i>. However, <i>'at the moment, I have so much going on that I just want to be a teacher'</i>.</p>	<p>I2</p> <p>I2</p> <p>I2</p> <p>I2</p>
<p>M level study</p> <p>Evie at the time of the first interview, was unsure about the link between M level study and her own professional development; <i>'I am supposed to be at a higher educational level than they [the students] are'</i>. Although she has a degree, she thought it <i>'always good to have more strings to your bow'</i>.</p>	<p>I1</p> <p>I1</p>
<p>Having been given the M level assignment brief in October, Evie started by <i>'looking at her journal [the trainees have to keep a record of what they do, how they do it and their thoughts about their own learning] then it got put off a while during December...'</i></p>	<p>I2</p>

<i>I started doing the write up part of it when I came back after Christmas.’ The worst part for her was ‘I am not good at referencing and engaging with the literature...and that’s where I struggled.’ She did use Google Scholar as ‘I did find it difficult to find journals [on line]...it took ages, time would just go by and I wouldn’t have found what I wanted, so I would go try to find it in a book. If you look at mine [references] they’re mostly books’. Evie ‘swapped books and stuff’ with other trainees ‘we told each other what was good, what was in it.’ She ‘works better when I know what everyone else is doing and then I get an idea of what I need to be doing...I like to have a look at someone else’s work and then do it my way...to see if we are on the same page’.</i>	I2 I2 I2 I2 I2
<i>In her second interview, ‘I don’t need to do an assignment about it because nearly everything I do, I teach, I learn anyway before I teach it, but the importance of the assignment is that not everyone learns the same way...so it will translate in my teaching’. She did consider the assignment ‘a bit vague there could be other ways of trying to improve me as a teacher other than reflecting on my learning’. She would prefer to ‘make a resource and try it out in the classroom, as at the end of the day, that’s where we are going to be’. The problem that Evie recognised here was ‘how would you relate that to theory?’ She also wondered ‘if the assignment was that beneficial to me for the future, in what I am going to be doing in the classroom, possibly not? It was something that I had to do, get it out of the way’. The major downside Evie has experienced was ‘not getting the M level’ at her first attempt’.</i>	I2 I2 I2 I2 I2
Continuing onto Master’s <i>‘If there was no credits [within the PGCE] I probably wouldn’t but because there is...it’s a push start into it’. Evie explained ‘it’s a bit like having a discount on something in a shop, without the discount, I might not get it, but because it does then I think I will’. At the time of the second questionnaire, Evie thought ‘I will, I definitely wouldn’t say no. I think after this year I won’t, I think I will take a nice break from the academic side of things, the NQT year is going to be hard enough...I have been stressed and studying’ for the past few years...I won’t rule it out, not in the near future’.</i>	I1 I1 Q2

KEY

E –Email correspondence

I1 – Interview 1

I2 – Interview 2

O – Ofsted

Q1 – Questionnaire 1

Q2 – Questionnaire 2

W – School/College web site