

## APPENDIX D

### Narrative Summary – Mia

<b>Educational background</b> <p>Mia is a female student in her 40s with a 2:1 from a European University. Additionally she has a Master's degree relating to her previous career as well as a Diploma in teaching English as a foreign language. Although <i>'academically I was not the best, I was good at Languages and Humanities. I was less good at Maths and Science'</i>. She really <i>'liked the social side of being with my friends. I enjoyed certain subjects very much'</i>. As far as assessments were concerned, Mia <i>'prepared well for my exams'</i>. As she was <i>'from an educated family, it was expected that I would go to university'</i>, following her mother and brother into higher education. The support she had from her family was good – <i>'I did not need to contribute to our family life other than to study hard. My parents helped with my fees when I studied abroad'</i>. Mia worked hard whilst at university and was pleased with the grade she achieved, particularly in her Master's where she achieved a distinction for her dissertation.</p> <p>In categorising her into one of three types; engaged academic, willing/strategic complier or reluctant complier, Mia would fall into the group I define as an engaged academic (see 3.7.2)</p>	Q1 Q1 I1  I1 I1 E  E E
<b>Becoming a teacher</b> <p>Mia, in her first interview, thought that <i>'teaching is a very good career, because I know I love learning, and teaching is learning and teaching combined, I feel I will be very happy as a teacher'</i>.</p> <p>In her second interview when asked about how she felt about becoming a teacher, Mia said she <i>'loved it, I believe I have learnt so much. Before I started the course, I thought teaching is teaching, learning is learning, there isn't a big difference between where I come from and here, but during the second week, I was thinking "am I doing the right thing", the school was so different, the students were so different and what we learn here is much broader...it is about everything, the care, the knowledge, everything...its really amazing, I am so happy to be going back' [to my placement school]</i>.</p> <p><i>'It was a big challenge reconciling the difference between Eastern educational systems and those in the West...I was shocked by the behaviour side, how tolerant teachers are... the more I do it, the more I enjoy it, I feel I will be a good teacher'</i>. There have been times <i>'when I had to work very hard to work out things'</i> particularly with the language barrier.</p>	I1  I2  I2 I2
<b>First Teaching Placement</b> <p>Mia's first placement was in an urban comprehensive school that Ofsted (2010:3) described as <i>'very small in comparison with other secondary schools [with] fewer girls than boys...the vast majority of students are of White British heritage and the proportion of students who speak English as an additional language is much lower than is typically found. The number of students identified as having Special Educational Needs and/or disabilities...is very high. The school is a special Business</i></p>	O O  O O O

and Enterprise school' (ibid). The inspectors awarded the school grade 2 in most areas, including for overall effectiveness and for quality of teaching.

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**Second teaching Placement**

The second placement was 'in a medium sized general further education college [which] offers courses in 15 subject areas. Many more students study at advanced level than foundation or intermediate levels...the proportion of learners from minority ethnic backgrounds, at 16% is much higher than in the local population' (Ofsted 2010:2). The college was graded 3 for overall effectiveness of provision, grade 2 for capacity to make and sustain improvement, grade 3 for outcomes for learners and quality of provision, grade 2 for management. (Ofsted 2010)

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*'They are looking forward to having me back'*

I2

**Mia's conceptualisation of the Ideal teacher**

I asked Mia what she thought would make an ideal teacher, just before she commenced her first teaching placement, for her, *'the fundamental thing is the heart and how much you really care about your students, how well you know them and the high expectations'*. She continued *'I won't give up...you want to guide them...to help the student reach a higher stage'*.

I1

I1

During her second interview, Mia thought it important *'to have high expectations, I will always rank that first, not only academic, but behaviour too, the second thing is the understanding the teacher has of the students...and care'*.

I2

As part of the second interview, I introduced prompt cards (emboldened in the following paragraphs) for Mia to rank order, to disregard or to stimulate discussion about key characteristics of her ideal teacher. At the top, Mia placed **knowledge**, followed by **reflective practitioner**, then **skills**, next came **flexibility** then **social service** then **autonomy** next came **theoretical knowledge** followed by **standards**, then **regulation**, next came **making judgements** and finally **technician**.

I2

**Imagined future career path**

*'In the short term, I would like to have a full time teaching job...within the next three years I see myself as a teacher. For the future, I would like to be an excellent teacher and then to be an Advanced Skills Teacher. I like to challenge myself, so I would like to be a head teacher...I'd like to change the culture of a school to combine the best from the East and West'*.

I1

**M level study**

As Mia's first language is not English, on receiving the assignment briefing sheet, she *'read it many, many times, to see how I could get a pass'*. She thought it *'was such a lovely journey, I went very, very deep. At the beginning, I got the direction wrong...so many things confused me...but then I tried to find the links...and found the clues to how I learn...I rely a lot on external sources, I borrow books, I look at websites, I talk with people, that's how I learn'*. In her culture, *'parents and teachers are senior, and we are junior, we always listen, we don't challenge, so everything is different in the west than in the east'*. Mia *'spent a lot of time on research, a lot of time to think why I learn in this way'*. For her *'the key thing is the liberation of my mind...I am a bit*

I2

I2

I2

I2

*emotional when I think about it...it has completely changed me as a learner...I couldn't challenge, I was not allowed to do so before, here it is encouraged...when I was writing my assignment, I was in tears...this critical thinking skills really changed me as a person...I am more open and more creative, more objective, all the change happened for me'.*

For Mia, the difficulty in completing this assignment lay in *'working out what I am going to write...how to make everything cohesive...and to fit into the word count'*. What she really enjoyed was *'the journey, to see myself how I can take it forward, to help my students'*. She was very clear about there being a link between the assignment and her teaching *'it makes you think about who is your audience, what is their level and how you set the right task for your audience...it will be a great benefit really soon'*. She *'was very happy with the module, how we learn here...I really, really enjoyed it'*.

**Continuing onto Master's**

During her first interview, Mia thought that she *'always admired scholars and I don't mind hard work'* so she was keen to continue onto Master's level study. *'It would be something really good to do in the future, to improve my teaching and also to build up my knowledge'*.

*'The priority is doing my NQT year, and to have a full time job. Once I am settled, I will have the energy and time to think about doing a Master's. To me it is on my list...definitely it is worthwhile*

I2

I2

I2

I2

I1

I1

Q2

KEY

E –Email correspondence

I1 – Interview 1

I2 – Interview 2

O – Ofsted

Q1 – Questionnaire 1

Q2 – Questionnaire 2