TEACHER TRAINING IN ENGLAND:

EXPLORING VIEWS OF TRAINEE TEACHERS, FROM TWO DIFFERENT TRAINING ROUTES, ON THE FORMATION OF THEIR PROFESSIONAL IDENTITY

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Abstract

This thesis explores the views of trainee teachers on two different training routes to a PGCE Primary qualification (School Direct and Core) on the formation of a professional identity. This thesis is set within the context of continuously developing policy concerning the training of teachers and the subsequent impact on the development of a professional identity. The introduction of new training routes aimed to develop opportunities for applicants to become a teacher and this thesis explored whether there were differences in the experiences of trainees on these routes and the impact on their professional identity formation.

This thesis offers an original and substantial contribution to the current body of work in professional identity formation. This thesis offers a unique contribution to this knowledge due to the participant sample (trainees across two routes to teaching) and the method of data collection (interviews at four points throughout training period).

This thesis suggests a number of recommendations for teacher training providers in relation to supporting trainees form their professional identity regardless of the route they have selected to teaching as well as recommendations for future research.

This thesis concludes that the route trainees chose was not central to professional identity formation. Findings show that secure professional relationships; effective mentoring and feeling valued in their role had the most impact on the formation of a trainee's professional identity.

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Chapter 1 : Introduction

1.0 Introduction

This introductory chapter aims to provide an overview of this thesis and its contents, to signpost the reader through the study.

I have been in education my whole career, starting out as a nursery nurse before training as a primary school teacher. After a 15-year career as a teacher, deputy head and acting head teacher I moved into the higher education sector to train teachers. Although I have remained within education, I have moved through different contexts in different roles which has impacted on my professional identity. This experience, and subsequent reflection, led to my interest in the field of study for my thesis. Reflecting on the similarities and contrasts between the experiences of my participants and relating this to my own experiences, allowed me to learn about myself as an education professional, as well as navigate the formation of my new professional identity as a researcher.

1.1 Introduction to changes in teacher education

This introduction aims to set the scene for my study in relation to the educational and political landscape in which my research was conducted. My interest lies in understanding how trainee teachers negotiate the complexities of developing an autonomous professional identity, when there are policies to be adhered to. Conroy et al (2013) highlighted that when major change is instituted in teacher education, the maintenance of professional identity emerges as a concern. Twiselton (2016) explored how changes in teacher education resulted in a lack of parity across the United Kingdom: in Scotland, Wales and Northern Ireland initial teacher education (ITE) is solely or primarily led by higher education institutions (HEIs) whereas the

range of approaches in England is much more complex, with multiple providers and entry routes including university-led, school-led, and employment-based programs. The reconfiguration of how teacher training is distributed between university and school training routes in England has altered how the composition of that training is decided. It is not clear whether there is a difference between experiences and expectations on School Direct (SD) and Core Post Graduate Certificate of Education (PGCE) routes and this an aspect I aimed to explore. Local market conditions, rather than educational principles, determine the design of training models and how the composition of teacher preparation is shared across sites. This has resulted in a variance in content and structure of SD courses in different partnership arrangements across the country, leading to fragmentation within the system as a whole. Thus, there is increased diversification in terms of the type of training route, as well as diversification of experience within each route. Changes in teacher education have altered the balance of power between universities and schools, and their relationship with one another. Although teacher training has long been composed through a partnership model between universities and schools, the ascendance of school-led training has altered how responsibilities are decided. Loughran and Menter (2019) described the shift to school-led training as putting the emphasis on 'doing the teaching' and 'being classroom ready' rather than developing a deep understanding of professional conceptions and pedagogical expertise. These shifts impact on the relationship between university and school-based personnel and how the categories 'teacher educator', 'teacher' and 'trainee' are defined. In particular, the function of 'teacher educator' has been split across the university and school sites, displacing traditional notions of what it means to be a 'teacher' and 'teacher educator' (Brown et al, 2016) and align more with an apprenticeship model of teacher education that presents easy to measure outcomes of classroom readiness (Loughran and Menter, 2019).

1.1.1 Teacher education and policy reform

The Education Reform Act in 1988 was a moment for change in teacher education; it put in to place the steering forms of marketisation and led to the introduction of performance related funding and accountability. Educationalists fell more in line with the private sector and cultures and institutional regulations were introduced which informed and led to the culture of performativity in education (Ball, 1997). Gale (2003) discusses the theoretical boundaries between those who *produce* policy and those who *implement* policy and the hegemonic implications of this. The gap between education policy makers and policy users widened, with a question over whether the political nature of policy severs formulation from implementation. McLaughin (1991 cited in Ball, 1997) discusses two types of change in education:

- Colonisation change: fundamental core values are changed; practitioners have absolutely bought in to the messages, have embedded them and changed their practice.
- Reorientation change: terminology is changed but values remain; practitioners may be going through the motions, performing expected tasks and behaviours but their ideology of education and their belief system is static.

It is difficult for teachers to find their place within a shifting educational context and for a national shift in behaviours and attitudes to teaching and professionalism; changes in policy are often rapid but a change in attitudes occurs much more slowly. Menter (2020) identified the fact that the complexity of education policy is often represented through a rather simplistic view that, the quality of education is determined by the quality of teachers, which is directly linked to quality teacher education. Whiting et al (2018) and Mutton et al (2017)

highlighted that the introduction of diversity in training routes, many offered by small providers, means that it is difficult to assure quality effectively. Menter (2020) suggests that the ongoing debate around teacher education reflects the wider debates, tensions and conflicts around society as a whole.

With many incarnations of the national curriculum (NC) and standardised assessment for pupils, came standardised assessment for teachers. The Teachers' Standards (2012) are now in their fourth incarnation and each version demonstrates advancement in regulation and enforcement of professional standards. The first version identified skills and subject knowledge; next came broader professional values and practice; the third required teachers to demonstrate skills beyond entry to the profession whilst the fourth focuses not only on skills and attributes but is used as a tool for professionalism and conduct within and beyond the workplace. Standardised assessment of new teachers for the award of qualified teacher status (QTS) was introduced in 1998 (Wilkins, 2011) meaning that educationalists now have to judge trainee teachers against these criteria on entry to the profession at 18, with the word 'professional' being frequent terminology for both teacher educators and trainee teachers. O'Connor (2006) highlights that the policy climate judges professional standards and fails to recognise the emotional and empathic skills that are essential for effective teaching. Whilst the Teachers' Standards tell practitioners to teach effective lessons, make accurate assessments and meet the needs of all learners, they do not support practitioners in addressing the complexities of modern teaching. Day (2002) believed policies that aimed to give schools more power over budget, staffing and curriculum conflict with centrally managed accountability procedures led to feelings of liability for teachers; leading to a system that rewards compliance with government initiatives rather than a teacher's professional

judgement (Day, 2002). The intrusiveness of policy requirements, regulation and accountability restrict levels of professional engagement with training and creates a culture of compliance (Menter et al. 2006).

1.1.2 Policy and professional identity

Helsby (1995) believes there is a distinct difference between 'being professional' and 'being *a* professional' and that teachers are judged not only on what they do but on who they are; a judgement is made about a teacher's values and beliefs as well as their skills, attitudes and knowledge (Wilkins, 2011). A shift in expectations of teacher professionalism leads to a high level of challenge in identifying "self" and developing security (Giddens, 1991 p.36) particularly in trainee teachers, who often have to reconsider their beliefs, values and ambitions. Woods and Jeffrey (2002) link this insecurity to the rapid reconstruction of the education system since the 1970s, primarily linked to criticism of ideologies such as autonomy, trust and a child-centred approach. They link this to the findings of the Plowden report (1967) and state that prior to this report's publication, teachers had a sense of 'ontological security' (Giddens, 1991 p.36) and a consistent self-identity. Change is identified as the norm in teacher education with, Menter (2020), highlighting that although the impact on teacher education varies according to historical and cultural contexts, communication between policymakers and professionals, and the importance paid to research, the one commonality is the constant need for change.

Trying to negotiate the minefield of policy, procedure and practice can be difficult; trainees spend nine months on a PGCE course being encouraged to develop their own 'professional identity' yet they are judged finally on a rigid set of standards. The implication is that being a teacher is a matter of ticking boxes rather than developing an understanding of the

complexities of forming a professional identity. Trainees may have the personal qualities but not recognise the importance of their own experiences on the construction of their identity. Kerby (1991) discusses the concept of 'self' and an unintended outcome of policy which could mean that potentially good teachers are leaving the profession early due to not being given sufficient time to develop their perception of self before constructing a professional identity. Although, it could be argued, that teachers' professional identities are *always* growing and evolving and trainee teachers are only beginning their professional identity journey. The roots lie in the definition of the term 'professional'; teacher educators and educational researchers see professionalism as integral to the role but this is not necessarily how teachers view themselves, particularly trainee teachers (MacMath, 2009). The world of the self may appear to the outsider to be subjective and hypothetical but to the individual experiencing it, it has a feeling of absolute reality (Purkey, 1970). How society views teachers and teaching may not always be level with other professions; a colleague recounted to me how distraught her family were when she moved from the law profession to becoming 'just a teacher'. Both law and teaching are professions, but can be viewed differently in society which may have a bearing on trainees' formation of identity within their role. Knowles (1992) and Nias, (1989) argue that this is indeed the case and how teachers are viewed and their idea of self has an impact on their teaching, professional development and how they adapt to educational change. Beijaard, Meijer and Verloop's (2003) model of professional identity formation outlines the complex process that trainees must go through from the perspective of building knowledge and discusses the idea of evolving as a professional through combining collective, private, public and individual knowledge. Day (2002 p.689) explains that professionalism needs to be built through "sustained, critical dialogue, mutual trust and respect" rather than "provoking feelings of anxiety and insecurity" (Tschannen-Moran and Hoy, 2000 p.550).

Barbar (2005) suggested that there had been an easing of direct central control, and that teachers were being given the opportunity to be what he called 'local professionals' but over 15 years later, the issue still exists, with professional wisdom being handed to schools, and university led wisdom, based on research, not being regarded as having a contribution to the professional formation of the teaching profession. Furlong (2013) believes that schools, and therefore teachers, do not have to aspire to one model of education and raises the extent to which the profession should be built on professional judgements. Abbott, Rathbone and Whitehead (2013) highlight the rapidity of the change in current education policy with a number of initiatives being introduced; they describe it as a 'revolution' taking place in the world of education with nothing being able to stop the momentum of educational reform. Discussing professional identity or an individual's ability to behave professionally requires an understanding of how emotions guide our professional practices and decisions, (Zembylas, 2003) however, current policy does not account for emotion. Moore and Hofman (1988) found that striving for quality in a school demonstrated a highly developed professional identity and that teachers' positive perception of self, negated any poor working conditions or stress associated with their role; highlighting the impact of a positive sense of self in effective teaching.

This introduction has aimed to set the scene for my study and highlighted changes in teacher education, policy reform and the subsequent impact on professional identity formation, that informed and prompted my research. The next section will detail the research focus, the proposed aims and outline the main and subsidiary research questions.

1.2 Research focus

Alvesson and Sandberg (2013) suggest research needs clear questions to direct the study as well as precise aims to determine and frame the questions. This study, through views and voices of seven trainee teachers on a PGCE programme at a university in the South West of England, aims to:

1. **Seek** the views of trainees on both PGCE core and PGCE SD training routes to identify any perceived differences in the quality or content of the training with relation to a trainee's professional identity formation.
2. **Identify** aspects of professional identity formation on two different routes of training; settings and contexts alongside the ideologies and ethos gathered from school experience.
3. **Consider** any possible implications for developments in training within the current and constantly shifting political climate of teacher education.

1.3 Research questions

Jackson and Mazzei (2012) suggest that research questions enable the researcher to make the familiar strange; this is important for a researcher like me who has chosen to conduct research in an area they know well. The main research questions are:

1. What do trainee teachers say about what impacts the development of their professional identity?
2. To what extent do two different training routes offer challenges and opportunities for trainee teachers in the development of their professional identity?

1.4 Subsidiary research questions

Main question 1:

What do trainee teachers say about what impacts the development of their professional identity?

Subsidiary question for main research question 1:

a) How have past experiences in a trainee's personal and professional life shaped their values and beliefs?

Main question 2:

To what extent do two different training routes offer challenges and opportunities for trainee teachers in the development of their professional identity?

Subsidiary questions for main research question 2:

a) What do trainees say about the challenges and opportunities of SD and Core PGCE routes to teaching?
b) What experiences in placement schools have shaped trainee teachers' professional identity?
c) Does policy have an impact on a trainee's day-to-day work as a primary school teacher?

1.5 Personal rationale for research study

Perhaps the reason why researchers have looked at the phenomenon of professional identity is due to the contribution it has to a teacher's sense of pride in their work; their motivation, commitment and job satisfaction (Day et al, 2006). My reasons for studying the phenomena

of professional identity brings me back to the concept of reflection and the consideration of my own journey through professional identity. When discussing the issue of reflection within research it is useful to consider the terms reflexivity and subjectivity. Pillow (2010 p.179) refers to the fundamental nature of reflexivity within research and highlights that it is important for a researcher to "be critically conscious through personal accounting of how the researcher's self-location…position and interests influence all stages of the research process." This research was conceived from my own reflections, considerations and position: I was a teacher and worked in a number of settings in various roles from class teacher to Acting Head teacher. In my role at university, I am responsible for monitoring students' attainment, mentoring and quality assuring the programme. It is recognised by Braun and Clarke (2013) and Silverman (2000) that qualitative researchers bring their subjectivity to the research process and that this is a positive element. Subjectivity is defined by Silverman (2000 p.8) as being a researcher's "views; perspectives; frameworks for making sense of the world; their politics and their passions". I bring subjectivity to my research as I am part of the social and professional world in which it is situated. There is a recognition that the ability to obtain non-biased data when researching qualitatively is unrealistic and therefore subjectivity refers to the acknowledgement that the way we see and understand our world is shaped by our past experiences, our personal identities and the contexts we are familiar, and perhaps more comfortable, with. Kvale (1996 p.212) refers to this as "perspectival subjectivity" – qualitative researchers recognise that their research data analysis will be impacted by how they see things and their understanding of knowledge construction. Within a qualitative approach the idea of bias is explored as a factor that may influence the research and is in fact a tool to support analysis (Fine, 1992) through acknowledging the presence of my position. Research demands that the researcher puts aside what they think they know to allow new ideas and

thinking to develop however, although this is an aim, this is difficult to achieve as I have spent my whole life working in education.

1.6 Setting and methodology: an introduction

My personal and professional background will inform the theoretical underpinning of my study. My research will use a case study methodology with interviews being used as my method of data collection. Using Crotty's (1998) overview of methodological positions I have located my epistemological position as social constructionist, in relation to the building of knowledge, and my understanding of reality as a construction based on experiences and perspectives of this knowledge, and this is set within an interpretivist paradigm. By choosing a case study as my approach to research, I am selecting a methodological approach that provides rich pictures and multiple perspectives (Hamilton and Corbett-Whitier, 2013, whilst preserving the "wholeness and integrity of the case" (Punch, 1998 p.153).

The use of case study as a methodological approach allowed me the flexibility to answer my research questions, in line with my epistemological and ontological positions. As Silverman (2010) highlights, a case study is attractive as there are specific purposes and questions but the general objective is to develop as full an understanding of the case as possible. As a qualitative researcher, the case study held appeal and was 'fit for purpose' which Menter (2011) highlights as an important consideration when selecting methodology and methods. I was mindful that a case study is designed to allow me to understand the distinctiveness of a case which means making theoretical assumptions about what is typical within the population I chose to study. When considering my case and participants it was important to consider resources and time. While purposive sampling was considered, this was dismissed and replaced with a sample from the population; this aligns with theoretical sampling as

individuals were selected on their relevance to my research questions and would allow me to construct a sample to answer my research question (Mason, 1996). Exploration of how my participants were selected is developed in chapter 3.

The method of data collection used in this study was interviews and aligned with my social constructionist approach to the construction of knowledge as a way of understanding reality through experiences and perspectives. By not seeking to treat my participants' accounts as true pictures of reality I was able to interpret my participants' responses as "plausible accounts" of *their* reality (Silverman, 2010). This approach will be explored in more depth in chapters 3 and 4.

1.7 Structure of the thesis

Following this introduction, Chapter 2 provides a review of literature that is relevant to the study. There is a range of literature focused on professional identity and professionalism so the literature review has purposefully selected key elements on which to focus. These include a consideration of the policy debate within teaching as a profession and the changing landscape of teacher education. It goes on to explore tensions between the impact of policy and the formation of professional identity in the profession as a whole as well as for those who are training to become teachers. Debates into what impacts trainees' professional identities are explored alongside the conceptions of multiple and shifting identities as well as literature that focuses on aspects such as relationships and communities of practice. Finally, the literature review summarises key literature and themes to explore how themes identified in my literature have been reshaped and refined throughout the process of this study.

Chapter 3 explores the methodology of the study, firstly identifying the research paradigm before justifying the choice of a case study as the research methodology. This chapter explores the method used and considers the ethical implications of the study before moving on to explain the sampling process. The chapter concludes with an overview of the approach to the data analysis which is then expanded upon in Chapter 4. Chapter 4 details the analysis process and sets out how the findings were established and Chapter 5 presents the findings before moving on to Chapter 6 which shows the analysis of the data relating to the participants' individual responses in interview and collective responses in the group interview.

Chapter 7 concludes the thesis and provides a summary of the findings in relation to each research question and subsidiary research question. It then goes on to make recommendations for policy and practice and suggests possible areas for further research. The conclusion considers possible alternative approaches to the research; further opportunities this study may offer in relation to wider research as well as a personal reflection from the researcher.

This introductory chapter has aimed to provide an overview of this thesis and its contents with the purpose of signposting the reader through the study.

Chapter 2 : The Literature Review

2.0 An introduction.

In this section I will outline the structure and aims of the literature review. This review will provide an examination of literature to identify gaps in knowledge and synthesise what is known in the field of study.

In its simplest form, a literature review is defined as enabling a researcher to "document, analyse and draw conclusions about what is known about a particular topic" (Machi and McEvoy, 2016 p.4); it should demonstrate how knowledge about a particular topic leads to a problem or a question. The problem or question in this research is to explore a gap in knowledge in the field of professional identity; this will focus on the formation of trainee teachers' professional identity with an emphasis on the views of a group of trainees studying a Post Graduate Certificate of Education (PGCE) programme. Bullough and Gitlin (2001) state that a concern with regards to teachers' professionalism and the formation of their professional identify is the constant shifts in the educational contexts such as policy and curriculum reform. Therefore, it seemed pertinent to begin by looking back at why we are where we are now with regards to teaching and teacher education. As my study concentrates on the formation of trainee teachers' professional identity, it is important to look at the concept of professionalism in the context of the teaching profession. A review of the literature demonstrates a continuing debate around the concepts and definitions of professionalism and professional identity. The literature on teachers' professional identity highlights the centrality to, and impact on, teachers' practice in the classroom as well as their commitment to the role (Day, Elliot and Kington, 2005; Dillabough, 1999; Cohen, 2009). Literature demonstrates the importance of the context that trainee teachers are working in

during their professional practice (Thomas, 2003 cited in Cohen, 2009). Therefore, I have looked at various elements and the possible impact on trainee teachers' professional identity formation such as: policy reform; the training route; teaching as a profession; professionalism; relationships and mentoring as well as communities of practice.

The literature review is set out in eight sections with three separate aspects; the first aspect considers the policy debate and explores the implementation of multiple routes in to teaching and the impact that this may have on professional identity formation. The second aspect focuses on the concepts of professionalism and motivation and highlights how trainee teachers develop their professional identity and how these identities may shift. The final aspect studies how relationships, communities of practice, as well as changing cultures and practices within routes to teaching, are linked to professional identity formation.

2.1 Policy and the teaching profession

In this section, I will review literature that explores the impact of policy and curriculum reform on the teaching profession. This section will give a snapshot of policy at the time the study was situated, as well as examine the changes in policy following the publication of key documentation. This will set the backdrop for my study and provide a contextual analysis of key policies and readings. Specific ideologies around primary education fluctuate but the fact that education is tied to political contexts is not disputed. Pollard (2002) acknowledges that in the 1980s local education authorities (LEAs) had autonomy over what happened in primary schools but in the last three decades teachers and schools have been increasingly bound by central government directives. Around the same time as Pollard's discussion above, Day (2002) discussed how education reform and policy implementation evolved from a larger ideological debate surrounding public services in general and pointed out that new limits

were placed on teacher autonomy from the mid-70s. Alongside this, Whitty (2002) discussed the idea that the teaching profession is under the micro-scope and that teachers, as a profession, are bound by policy, performance management and accountability. Despite these views being expressed in 2002, I will argue below that this is still the case over a decade later.

2.1.1 Introduction of a National Curriculum

It could be argued that a performative culture began with the introduction of the first National Curriculum in 1988. McCulloch et al (2000 p.42) referred to the period of time before the introduction of the National Curriculum in English schools in 1988 as the "golden age". During this time there was greater autonomy for teachers who were able to select their own teaching methods and resources and were free to innovate and make mistakes. Despite this freedom, McCulloch et al (2000) highlighted a lack of parity in schools with regards to teaching approaches which initiated the drive to introduce standardised systems such as the National Curriculum and Office for Standards in Education (Ofsted). The perception of 'freedom' led to criticism of teachers and results; the government were concerned with standards and blamed the identified lack of parity on discrepancies between schools. Whilst writers such as Dainton and Zelley (2018) believe that there may have been *too* much freedom they highlight that teachers in this period maintained a strong sense of professional identity and that this was intrinsically linked to their sense of autonomy. The Education Reform Act in 1988 was the precursor to the national curriculum and was a critical moment for change in education and the teaching profession; it put into place the steering forms of marketisation and the introduction of performance related funding and accountability. Ball (1997) pointed out that this resulted in educationalists falling more in line with the private sector with the introduction of institutional regulations leading to a culture of performativity. Gunter (2015)

is perhaps the most scathing of this move towards people as being consumers of education and relates this model of education directly to business, stating that the role of a teacher now is to be able to produce data and meet 'customer' needs. It is increasingly difficult for there to be a national shift in behaviours and attitudes towards teaching and professionalism as changes in policy are often rapid but a change in attitudes occurs much more slowly. Ball (1993) stated that the intention of the National Curriculum in 1988 was to put 'real' knowledge back in to school and to standardise teachers and teaching; this focus on knowledge was driven by the government's concern about teachers being focused primarily on skills and attitudes rather than key knowledge in the different subject areas.

2.1.2 Introduction of the Teachers' Standards and impact on workload

A key feature of a 'profession' is the fact that there is specialised knowledge involved and within the teaching profession this specialist knowledge is what has an impact on children's learning and opportunities. Hence, along with five incarnations of the National Curriculum (DES, 1988; DfEE, 1995; DfEE, 1999; DCSF, 2008; DfE, 2014) and standardised assessment for pupils came regulation for teachers. The current incarnation of The Teachers' Standards (DfE, 2012) is the fourth version, demonstrating advancement in regulation and enforcement of professional standards. The first rigid set of standards for new teachers for the award of Qualified Teacher Status (QTS) was introduced in 1998 (Wilkins, 2011) meaning educationalists were required to judge trainee teachers against these criteria before entry to the profession; with the word 'professional' being frequent terminology for teacher educators and trainee teachers. O'Connor (2006) highlighted the increasing speed in judging professional standards, and the failure to recognise the emotional and empathic skills that are essential for effective teaching and the development of a secure professional identity.

O'Connor (2006) goes on to state that whilst the regulatory frameworks require practitioners to teach effective lessons, make accurate assessments and meet the needs of all learners, they do not support practitioners in addressing children's, and indeed their own, emotional needs. Over a decade later, this has changed as teachers and society are much more aware of mental health issues and the impact of this on children, their families and teachers however, my interpretation of practice is that this knowledge has only increased workload as teachers are now expected to plan, teach and assess to a high level as well as nurture children's emotional needs and support the development of mental health. The impact of this on teachers' own mental health has been recognised by the publication of the workload reports and subsequent workload reduction toolkits (DfE, 2017). It is perhaps helpful to pause at this point and recognise my own position within the education profession; I have not only experienced increasing pressure as a practitioner in the contexts described above but witnessed colleagues and trainees express frustration and concern about their workload. I am aware that as the researcher, I am selecting literature that may offer one particular perspective so, with that in mind, I will now present an account of the changes in policy that resulted in the swift change from 'freedom' to 'conformity' as outlined above.

2.1.3 Policy and accountability

There is no escaping the fact that policy is driven by the government's ideological path (Taylor, 2007); discourse analysis of policy documents such as the study by Lumby and Muijs (2014) highlighted that not much has changed in 20 years with regards to standards and outcomes. Although standards measured by exam results may not have shifted, there are too many variables to definitively state that this is linked to policy alone. Moreover, there has been a shift in teachers' accountability and awareness of the impact of their teaching on pupils'

outcomes, which is perhaps a positive result of the shift in educational policy. Fairclough (2001) identifies how language is used in policy documents as a powerful tool to manipulate and persuade; the tone and style of writing within policy is just as important as the substantive nature of the policy, and subliminal contexts have an impact on how the policy is interpreted by professionals in the field as well as society as a whole. In 2010, the coalition government education secretary, Michael Gove and the chief inspector of OfSTED Sir Michael Wilshaw made the decision that due to the {contested} suggestion that standards in English schools were falling far below those of international competitors it was necessary for a review of the education system. The language in the White Paper, *The Importance of Teaching* (2010) put the blame for these results firmly at the door of 'poor teaching' and attempted to hand the training of teachers more fully to schools rather than HEIs (Whitty, 2014). Initially the developments seemed to hark back to a renewed trust in teachers, not seen since before the 1988 Education Reform Act, handing power to schools rather than the government. The Coalition government's education policy from 2010-2014 was described by Allen (2015 p36) as "an alliance of libertarian and traditional values". Allen (2015) goes on to state that these approaches were implemented by ministers who alluded to the fact that anyone who had been involved in education up to that point was not to be trusted. Therefore, the changes led to new accountability procedures being imposed on teachers: more frequent OfSTED inspections; a new curriculum that required new skills and knowledge and increased standardisation and assessment in the form of testing and open publishing of results and standards. Furlong (2013) highlights the fact that accountability systems that lack intelligent application have replaced trust in professional judgement leading to the possibility that teachers who feel constantly judged, measured and criticised will feel a lack of trust and value in their own professional decisions.

2.1.4 Curriculum reform.

The White Paper, *Education Excellence Everywhere* (DfE, 2016) suggested that there had been substantial progress made since 2010 and looked to other successful education systems such as those seen in Finland and Singapore to draw inspiration for 'talented, dedicated and world class teachers' in England. Prior to the introduction of the new curriculum in 2014, educationalists such as Alexander (2012) were maintaining caution and believed that genuine curriculum reform was not able to be achieved by redefining what is required or copying successful systems from other countries. A prescribed curriculum on paper is often not enacted in schools in the same way, therefore a prescriptive system is nearly impossible to achieve (Alexander, 2012). Abbott, Rathbone and Whitehead (2013) described the rapidity of change in education policy as a 'revolution' taking place in the world of education with nothing being able to stop the momentum of educational reform. An identified gap in knowledge here, is the assumption that policy and its changes are the driving force behind a lack of teacher agency and the move towards a business model and compliance. Twiselton (2007) suggested that even trainees at the end of their training did not question or explore the curriculum or policy and therefore did not understand the rationale behind its development, my study aims to explore the extent of their agency and ability to question. Figure 1 below, provides an overview of the documents and policy used to shape and inform discussions.

1988	• Education Reform Act • First incarnation of the National Curriculum
1992	Publication of the Common Inspection Framework followed by the first Ofsted inspection in 1993.
2010	Coalition Government's White Paper published: The Importance of Teaching
2012	Teachers' Standards introduced to replace QTS and Core standards and General Teaching Council Code of Conduct and Practice for Registered Teachers in England.
2014	Most recent incarnation of the National Curriculum published
2016	• Government White Paper published: Educational Excellence Everywhere • Workload report survey conducted with practicing teachers across England

Figure 1 : Documents and policy that have shaped and informed discussions in section 2.1

2.2 Teacher education reforms

In order to set the context for my study, it is relevant to identify and analyse teacher education reforms. In 1998, the Department for Education and Employment published *Teachers: Meeting the Challenge of Change* (DfEE 1998); this Green Paper was designed to begin an era of new professionalism in teaching. It outlined government plans for teachers to have high expectations of themselves and their pupils; be accountable for their actions; take responsibility for their own professional development and work with stakeholders such as parents, businesses and other schools in order to change and innovate. This was referred to by Sachs (2001 p153) as "democratic professionalism" and by Evetts (2003 p23) as "occupational professionalism" but was received by the teaching profession as another example of 'box ticking' in order to conform to policy expectations. Due to reforms in education over the last three decades, it was inevitable that attentions would eventually turn to the training of teachers; this focus resulted in considerable changes to the way that teachers are trained. Reforms made by the Government in 2010 (DfE, 2010) suggested that the training of new teachers would be improved by giving greater priority to the development of 'key teaching skills'. Marshall (2014) argued that this narrowly practical and overly managerial approach to ITE was a mistake, largely because it failed to recognise the

developmental value of academic and educational knowledge. As such, he believed that reforms in ITE were unlikely to raise standards of teaching and learning. The Conservative/Liberal Democrat coalition government, formed following the 2010 election, rewrote the standards by which trainees and teachers were judged; relaxed the requirement that all teachers in English state schools had to have a specific teaching qualification and sought to shift the institutional base of ITE away from universities to schools, whilst announcing a wide-ranging review of the future of ITE provision in England. These reforms had been built on the assumption, most clearly articulated by the former Secretary of State for Education Michael Gove, that "teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman" (DfE, 2010b). Writing in the UK *Daily Mail* newspaper, Gove (2013) suggested that university departments of education should be seen as elements of "the blob", a collection of ideologically committed, radical educationalists, who are impervious to reason and who are, "… hell-bent on destroying education". Allen (2015) stated that the coalition government of the time felt there were two major problems with the current ITE system: a lack of quality applicants and poor training in institutions. This led to an insistence that graduates beginning a PGCE needed at least a 2:2 in their undergraduate degree, despite there being little evidence to suggest that degree classification was directly linked to a person's ability to teach, as well as tighter controls on entry requirements regarding recruitment into ITE. John Furlong, writing in a paper from a Higher Education Academy (HEA) conference in 2013 believed that this rapid change in the training of teachers was largely driven by the fact that education as a discipline had always been dominated by teacher training. He stated that in 2012 66% of student numbers in education programmes in higher education were made up of trainees studying ITE. When reforms were announced, which involved shifting teacher training to schools, it is clear to see

why the higher education sector opposed this – the impact on their student numbers was likely to be significant (HEA, 2013). Furlong (2013) states that this shift from teacher training belonging to HEIs had been creeping in for decades e.g.: other routes to teaching such as Teach First and the Graduate Training Programme (GTP) had already impacted on numbers. This was alongside changes to government research grants and professional development for schools, which had often been the domain of HEIs but had gradually been given to private companies and schools themselves (HEA, 2013). In light of the rhetoric around ITE in 2014 came the announcement that there would be an independent review of ITE in England, led by Andrew Carter, a head teacher who had previously taken on a leading role in the delivery of school-based teacher training. The review was tasked with assessing the current system in order to develop effective practice and make recommendations as well as considering choices available to trainees (DfE, 2014b). Perhaps unsurprisingly, due to the role held by the reviewer, the Carter review suggested that the move towards school-led training had seen benefits despite acknowledging the fact that there was evidence of good practice across all routes (DfE, 2015). This juxtaposition led to controversy surrounding routes into teaching with an increased emphasis on marketing of the government's preferred model evident through the promotion of training routes. Alongside this, promotional materials appeared to support the view that teaching does not require highly specialised knowledge and skills with the idea that 'anyone' can teach being promoted (Darling-Hammond, 2012). Grossman, Hammerness and McDonald (2009) refer to the fact that the marketing around teaching was in contrast to the persistent blaming and shaming of teachers that had developed in the media in the previous decade with an emphasis on 'failing' teachers and 'failing' schools with little recognition that teaching is a highly skilled and increasingly complex profession. Furlong (2013) highlighted that educationalists urgently needed to develop collaborative partnerships

with teachers, schools and others and recognise that the university's contribution was only part of the story; professionals in schools and colleges had a critical role to play in the training of teachers too.

2.2.1 The introduction of School Direct (SD)

Research into the impact of curriculum reforms such as rapid academisation and the introduction of school-led training lamented the profound implications for the future of teacher education (Jackson and Burch, 2016; Brown et al, 2015; Florian and Pantic, 2013); highlighting the shift of control for teacher education from universities to schools as 'radical' (Florian and Pantic, 2013). When it was introduced, the School Direct programme was a demand-led model in which schools recruited trainees, with a view to subsequent employment, and commissioned universities to manage and accredit their training. The result of this was that, in order to create capacity for the growth of SD, the core allocation of training places in universities was cut. This resulted in protests from universities due to the implication that government were aspiring for SD to become the main route into teaching. HEIs argued that teacher training should be research-informed and delivered by effective partnerships between schools and universities to allow for the development of critical-thinking (Brown et al, 2015). SD was altering the balance of power between universities and schools which impacted previously established partnerships; educators held differing beliefs in terms of professional experiences that trainees needed and this had an impact on the trainee's experience (Jackson and Burch, 2016). HEIs were aware that conceptions of substantive subject and pedagogical subject knowledge varied between schools and universities and that this may affect coherence of provision (Brown et al, 2015). Whatever your view on the reforms to ITE, the result was that applicants to teaching courses found

themselves with a number of choices on how and where to train: School centred Initial Teacher Education (SCiTT); Teach First; Graduate Training Programme (GTP); SD routes and University led PGCE as well as the three or four-year undergraduate options. Due to the diversity of routes into the profession, institutions found themselves in a position where, within one university Post Graduate Certificate in Education (PGCE) Primary training course, there were trainees from a variety of contexts namely:

- SD trainees from more than one partnership who have sessions delivered both by the university and at school
- PGCE trainees who are on a university-led training route and based in university and their partnership schools
- SD trainees who follow the core PGCE University programme.

Despite fears that HEIs would "go out of business" (Gove, 2012) SD and HEIs both continued to provide ITE for trainees but recruitment to the new routes proved to be challenging with SD places remaining empty. In September 2014 statistics revealed that just 61 per cent of SD places were filled in comparison to 90 per cent of university places. In 2017-18 around 47% of the 27,700 postgraduate ITE entrants were recruited by HEIs. 36% were recruited into the two SD routes (salaried and fee-based), with 12% entering school-centred ITT (SCITT) and 5% enrolling on Teach First (DfE, 2017). Tatto et al (2018) reveal that despite the initial concerns, this diversity of routes created good teachers and productive partnerships between HEIs and schools, however, this was *in spite* of policies rather than *because* of them. In 2015, Allen predicted a teacher shortage and a House of Commons briefing paper by David Foster in June 2018 (parliament.uk) outlined the challenges faced. Braun (2015) pointed out that attempts to change and control teacher recruitment ignored key supply aspects and, she was correct,

as in 2018 entry requirements were revisited due to an impending teacher shortage, with Nick Gibb, previous Minister for Schools, announcing that ITE providers should now be assessing candidates on their *potential* to meet the Teachers' Standards by the end of their training (DfE, 2018). Further amendments to the recruitment cycle in 2019 saw the abolition of the previously compulsory QTS tests in maths and English for entrants to ITE programmes from September 2020.

This section has examined recent reforms in ITE to provide a context for my study; this is valuable as not only does it provide a framework for my study it is key in understanding *why* we find ourselves in the environment within which my study is situated. Having identified and examined policy reform I will now move on to look at the debates around the teaching profession as well as models of professionalism.

2.3 Teaching as a profession.

This section will explore the concept of teaching as a profession and highlight the complexities of the discourse surrounding teaching as a craft.

2.3.1 Defining teaching as a profession

Whether teaching can be defined as a 'profession' is widely discussed within literature with researchers highlighting that the term 'profession' is a contested concept and essentially refers to expertise that is built on experience and knowledge and can be defined by the completion of an officially sanctioned training programme and being awarded a certificate to practice (Hoyle and John, 1998; Agarao-Fernandez and Guzman, 2006). By this definition, teaching *is* a profession due to the presence of systematic development programmes and adherence to a strict set of standards. Hargreaves and Goodson (2012) suggested that not all

professions are *equal* and that recruitment and retention to the teaching profession would be easier if teaching were as prestigious a profession as medicine or law. The current teacher shortage means there is a necessity for the government to not only recruit candidates to teaching but to retain them. Figures from the National Foundation for Educational Research (NFER) in 2018 state that the percentage of teachers remaining in the profession dropped from 73% in 2011 to 67% in 2017. The concept of teaching as a profession and the role that societal views play in recruitment was a focus of my study as I am interested in what attracts applicants to the profession in the first place, particularly those who are career changers. Grey and Shudak (2018) indicate that the accountability for the demise of society's views of teaching as a profession lies at the door of the media; although popular media discourses about education and teaching are rarely backed by substantiated research, their claims have an influence on individual and collective thinking and have repercussions for teachers, learners and leaders. Grey and Shudak (2018) cite the work of Foucault (1980 p131) who believed that media narratives are powerful and can shape identities, create political subjects and produce both knowledge and truths. Conversely, Price and Weatherby (2017) hypothesise that teaching is not held in such high esteem within society due to the fact that it is a 'knowledge profession' where teachers are constantly revisiting, developing and innovating their skills within different contexts; the assumption here is that context is key in the development of teaching as a profession. It is evident that teaching as a profession is tangled in political decisions; societal beliefs and media rhetoric which make it an area of interest for me as someone who views themselves and their colleagues as members of the teaching *profession*.

2.3.2 Teaching in society and culture

The teaching profession has been given increasing attention in the media due to international teacher shortages, however, policy makers do not take contextual factors into account despite the fact that they are irrefutably linked (Steiner Khamsi, 2010 cited in Wermke and Hostfalt, 2014). Three decades ago, Zurcher (1983) recognised the importance of context on the construction of a profession and pointed out that although the word 'teacher' is recognised globally, the interpretation of the role is constructed locally by the society and culture in which it is used, therefore the issue of defining a set of standards and criteria that would be applicable and achievable across a wide range of contexts is difficult. Gee (1999) and Krejsler (2005) reiterate the importance of context and refer to the fact that the concept of *profession* within teaching is constrained by normative beliefs of the culture it is situated in and that how society understands professions is influenced by culture and contexts. To summarise the complexities of teaching as a profession Evetts' (2003 p397) definition of 'profession' seems to explain how teaching *is* a profession in the same way as a doctor or lawyer is: "professions are the structural, occupational and institutional arrangements for dealing with work associated with the uncertainties of modern lives in risk societies". Speaking at a NAPTEC conference, Pollard (2009) linked being a professional to the concept of acquiring appropriate skills and knowledge, going on to define pedagogy as the practice of teaching framed and informed by a shared and structured body of knowledge, combined with a moral purpose. Pollard (2009) stated that by progressively acquiring knowledge and mastering pedagogical expertise, teachers are entitled to be treated as professionals. My view of teaching as a profession is defined by the development of professional expertise and knowledge alongside academic expertise and knowledge and that the reasons for teaching as

a profession being contested is complex and stems from societal views, the impact of policy reform as well as aspects of prestige such as salary and title.

When Gove (2010) stated that teaching was a craft and praised an apprenticeship model, this was in contrast to views of teaching as a complex and fundamentally intellectual profession (Florian and Pantic, 2013; Pollard, 2009). The introduction of SD as an apprenticeship model that could be located almost entirely in schools and the related assumption that a longer period of time spent training in schools would lead to better teachers was problematic. The next section aims to explore teaching as a craft and identify whether teaching is a craft or a profession and whether these can act autonomously.

2.3.3 Teaching as a craft

As far back as the 1950s the question of teaching as being a craft or a profession was debated, with Broudy (1956) justifying the discussion as a way to explore the role of teacher in a new light and provide possibilities for action, to deal with problems of teacher recruitment and training. Moore (1995) defined teaching as a craft and identified the advantage of thinking of it as such was the recognition that anyone can learn it. Other definitions of the craft of teaching focus on the importance of time: Hoban (2002, p10) defined the craft of teaching as "skills and competencies that are accrued over time"; with Davidson (2003) highlighting that a teacher takes *time* to develop their craft. Huberman (1992) advocates the development of the craft of teaching as being ongoing. This focus on time is in conflict to the expectation from schools, and even trainees themselves, that trainee teachers will leave their training knowing everything about the profession and be ready to hit the ground running in their first teaching role (Kervin and Turbull, 2003). Teaching is a dynamic and lively profession and the expectation that it is a set of skills that can be learned in training and suffice for an entire

career is unrealistic. Cole and Knowles (2000, p. 9) claim that there is a gap between what teachers are taught in teacher training and what they are expected to do at the "chalk-face" in the beginning of their professional experience. Darling-Hammond (1997) claimed that by integrating theory with practice trainees are more likely to remember and continue applying what they have learned. The apprenticeship model suggested by Gove (2010) where teaching is best learnt as an apprentice observing a master fails to recognise the importance of theory in understanding practice. Whilst teaching *is* a craft in that it is a set of skills and knowledge, believing that 'anyone can do it' is juxtaposed with the reliance on interviews and tasks in order to gain a place on a teacher training route. If *anyone* could do it, then current admission processes would be unnecessary. Gibb (2018) acknowledged that teacher educators needed to identify 'potential' in candidates through interviews and tasks and whilst certain academic entry requirements are needed, these are not sufficient on their own. Harrison et al (2006, p76) state that interviews, performance, and self-assessment allow candidates to demonstrate their "heart for teaching". In conclusion, I would define teaching as a craft due to the acquisition of skills and the necessity for theory and practice however, an apprentice model without the academic underpinning may not allow trainees to develop the skills needed to ensure that their craft can continue beyond their training. The craft of developing professional knowledge and theory alongside classroom practice needs to be addressed within a partnership mentality (Lefever-Davis and Heller, 2003).

2.4 Professionalism and professional identity

Section 2.3 explored the notions of teaching as a profession and a craft. This section will explore the concept of professionalism and professional identity formation in the teaching

profession. It will move on to discuss the concept of shifting professional identities, for example, when moving from one 'profession' to another.

2.4.1 Professionalism

Hilferty (2008) suggested that the term 'professionalism' is socially constructed and therefore constantly being defined and redefined through the changing nature of educational theory, practice and policy. Beck (2009) reiterates the impact of policy on the concept of professionalism by highlighting that documentation post 2007 features the repeated use of the terms 'professionalism' and 'professional'. For me, pinning down what is meant by terms such as 'profession' and 'professionalism' is not just about semantics but about the importance of problematising these terms to benefit the individual (professional) and the collective (profession). Reu (2006) makes the point that when it comes to professionalism it is important to note that educational processes have political as well as technical dimensions. She refers to the work of John Dewey and states that although education should be concerned with fulfilling the needs of the community, developing a sense of justice and human rights, it is about personal development and societal recognition. The gap here is the realisation that this is a difficult balance to achieve when teachers have to navigate the political agenda; Evetts (2003) acknowledges this by stating that professionalism as a concept is not only an ideology but a control mechanism. With this, she is referring to an expectation of the acceptance of the authority of governments and the policies that spring from this. Evetts (2003) goes on to state that a professionals' training is designed to develop a sense of balance between the personal and collective aspects of the role however, again, this fails to take in to account the impact of an individual's values and the environment they are trained or work in. Woods and Jeffrey (2002) felt that there had been a dissolution of the human element of

effective teaching with a renewed focus on competencies; the constant idea that what went before was not right and that 'now we need to do it this way'. Two decades ago, Hargreaves (1994) thought that teachers were trapped in a 'persona of perfection' – being asked to constantly change ideas, approaches and philosophies that may contradict personal beliefs. It seems there are mixed messages in the policies surrounding teacher compliancy and professionalism as well as an understanding of the reality of what an effective teacher is and the qualities they need. James and Pollard (2011) stated that the essence of professionalism is the exercise of skills, knowledge and judgement for the public good. This definition brings facets of professionalism together by combining skills, knowledge and personal values aligned with policy and procedure. My own definition of professionalism is in line with James and Pollard (2011) in that professionalism within teaching is the practice of knowledge, combined with inherent and developed skills, alongside the ability to navigate the political agenda to ensure high quality teaching and learning. Regardless of political or ideological concerns, teachers are required to scrutinise and evaluate their practice constantly in order to make rationally defensible judgments beyond pragmatic constraints (Pollard, 2009).

2.4.2 Notions of professional identity

The notion of identity is multi-faceted and can take many forms: personal identity, professional identity and collective identity (Wright et al, 2018). My research questions are interested in what trainees say about the formation of professional identity, therefore I will outline notions of professional identity from literature with a particular focus on the formation of professional identity in trainee teachers. The existing body of knowledge around professional identity is substantial and identifies the fact that there is no singular definition (Griffiths, 1993; Sachs, 2001; Britzman, 2003; Alsup, 2006; Smith, 2007; Beauchamp and

Thomas, 2011). Teachers' professional identity has become a separate field of research; the concept of which has been interpreted in different ways (Beijaard, Meijer and Verloop, 2004). The scope of this study does not allow me to explore all the literature within this field therefore I have selected ideas and concepts from the literature that will facilitate me in developing knowledge and understanding to answer my research question and contribute new knowledge to an already complex area of study.

Hill's (1994) observations made an explicit link between personal and professional identity, something that is difficult to separate within the teaching profession as the role of being a teacher requires personal skills and attributes. Hill (1994) stated that a person's work is the part of their lives that is the most important in terms of developing an identity within society and that the acquisition of a strong professional identity was linked to job satisfaction. In a study on the tensions within the development of trainee teachers' professional identity Van der Wal et al (2019) discovered that, although challenging, the formation of a stable and positive professional identity was not only high stakes with regards to feeling satisfied and motivated in the job role but impacted on the way that teachers feel and act on a daily basis. The added complexity for my participants is that many of them had already formed professional identities in previous careers. Colliander (2018) makes specific reference to this and highlights how trainee teachers actively use their previously acquired identities to learn, review and adjust to new professional contexts within the classrooms. It is too simplistic to suggest that trainee teachers can 'transfer' their skills to a new location and Colliander (2018) acknowledges this by stating that people moving from one profession to another need to not transfer but 'transform' their existing professional identity. This concept of transforming professional identity resonated with me as my participants had come from previous careers

and would likely have this transformation ahead of them as they embarked on a new career. Although challenging, this can be positive, as trainees are able to draw on their pre-existing professional identities to interpret these new norms and respond to them appropriately (Buchanan, 2011). Colliander (2018) highlighted these transformational professional identities as being an opportunity for learning and growth because, although there are tensions in relation to new people, situations, processes and expectations these can actually create space for reflection which, in turn leads to a more robust and stable professional identity. The importance of reflection as being a key aspect in developing a robust professional identity is shared by Twiselton (2004) who believes that trainee teachers need time to be able to distance themselves from the day-to-day demands of the school setting and develop space to reflect, away from school, before bringing their ideas and reflections back to the school context. This allows connections between practice and theory to be made and creating time and effort to facilitate reflection is a habit to begin in training. Maclure (1993) describes professional identity formation as a continuous process that continues throughout a teachers' career but is most intense whilst training. Before making the transition to teacher, trainees are expected to engage in professional communities and begin the process of professional identity formation (or transformation as described above), without the complex knowledge and experiences of qualified practitioners; this can lead to the constant creation and recreation of their place within their current context (Wenger, 1998). Gee (2000 p99) feels that this "lack of complex knowledge" can be what leads to tensions and challenges in forming a secure professional identity, particularly as trainee teachers often feel that they have the personal qualities and just need to be shown what to do rather than recognising the importance of their own experiences on the construction of their professional identity. Whilst it has been found that most teachers go through their biggest professional

identity shift when they begin their first substantive post after qualifying (Luehmann, 2007), each time they enter a new setting their professional identity is reshaped. This can be rapid and alarming when embarking on a PGCE programme which lasts only nine months and involves a number of different settings. Geijsel and Meijers (2005) believe that trainees go through a constant refinement of their identity based on their own self-reflection; assimilation to their personal identity as well as a reshaping of their initial understanding of what the role of a teacher is. Burn (2007) reflects that this refinement within the two different contexts of university and school placements create a trainees' professional identity and it is in fact these experiences and challenges that help trainees *become* a teacher. For my study, it is helpful to summarise my own definition of professional identity, in light of my readings: professional identity formation is multi-faceted and develops throughout a teachers' career; it is impacted by personal identity, self-reflection and experiences and a secure professional identity can have an impact on job satisfaction and motivation.

2.4.3 Professionalism, professional identity and retention in the profession

Alongside debates about teaching as a profession, the concept of teacher professionalism and professional identity, there have been discussions around the complexities of teachers' role in society. There is a sense that teachers learn how to do the job during training and are then equipped with all they need to continue in their careers however, Hargreaves (2000) believes that reducing teaching to its simplest form in this way is why governments are able to make budget cuts to education relatively unchallenged by society as a whole. Hargreaves (2000) goes on to state that if teachers are to maintain their professionalism then they need to focus on using their limited autonomy to genuinely improve the quality of teaching, rather than merely implementing policy. Fullan and Hargreaves (1996) stated that one way this could be

achieved was through the development of schools as communities, bringing schools and teachers much more to the centre of a community; in the twenty years since publication there has been development in this area with regards to parental and community involvement. Williams (2014) describes teaching as a continually evolving profession that requires teachers to anticipate change both within their context and more widely within society. The teaching profession involves responsibility to pupils as well as to society; it is a profession which requires continuing lifelong development (Cornu, 2002) as well as a commitment to the development of teachers as professionals with high levels of knowledge and skills to achieve shared goals and work in collaboration with others in the community (Holm and Horn, 2003). Menter (2016) acknowledges that trainees need to understand their own values as well as the values that their pupils will need and that in order to do this they need to be able to navigate the constantly changing environment, assessing the impact of policy on their own practice and on the lives of the pupils they teach. In research with practising teachers, Coldron and Smith (1999) identified that, even when engaged in personal narratives, facets of their professional work filtered through. This commitment and motivation to the teaching profession is something which should be fundamental to ongoing discussions around teacher recruitment, teacher workload and retention in the profession. My study aims to unpick these aspects by looking at what motivates and influences individuals who choose to embark on a teaching career.

2.5 Motivation

This section will explore motivation in relation to what initially motivates people to pursue a career in teaching; how motivation influences those who switch from one career to another as well as how motivation supports teachers in maintaining a career in teaching. A simple

definition provided by Petre (2014) describes motivation as a human construct that explains the impulses and drivers that cause people to behave the way they do: motivation makes people start something and then determines whether they carry on or give up. Understanding motivation is a key aspect in the development of ITE programmes (Cheng et al, 2014). For my study, exploring what initiates people to apply to teacher training courses and motivates them to pursue careers in teaching will support me in answering my research questions. Alongside this, looking beyond the scope of my study, adding to the discussion about motivation for teaching will build on current work on teacher recruitment models.

2.5.1 Motivation for teaching

Goodson (2008) states that as the work of teachers is politically and socially constructed, lifestyles and backgrounds are key ingredients in determining the person and teacher that we become. As all trainee teachers have been through the education system themselves, this will have an impact on the choices they make with regards to their careers at a later date. Goodson (2008) refers to a study by Lortie (1975) that describes trainees' early experiences in school as being an 'apprenticeship of observation' which impacts on their motivation to undertake future roles, particularly for those who go on to choose teaching. A common feature in teachers' accounts of their motivation to enter teaching is a favourite teacher who influenced them and provided a role model, Goodson (2008) suggests that these models can be subconsciously activated during training. With an increasing shortage of teachers, there has been renewed interest in understanding what motivates people to choose teaching as a career and what motivates them to persist, particularly since training demands have become more complex (OECD, 2005). The complexity of training, coupled with constant shifts in educational reform, justify a study into this issue to add to the existing body of knowledge.

Feiman-Nemser (2001) recognised this nearly two decades ago and stated that teacher educators and policy makers had overlooked the values and motivations of those entering teacher education programmes and insufficiently explored how they shape trainees' aspirations, career development and quality of work. Richardson and Watt (2008) link the importance of motivation to teacher recruitment and retention and hypothesise that identifying which motivating factors relate to teacher engagement, commitment and persistence is a critical step in understanding workforce issues, pressure and teacher quality. As well as initiating trainees to pursue a career in the profession, motivation can develop and maintain drive. London (1983) developed this definition of motivation within the context of career choice as a set of characteristics, behaviours and decisions that not only reflect a trainee teachers' identity but drive resilience in the face of problematic career conditions. Woolfolk Hoy (2008) acknowledges that motivation in the context of teaching is multi-faceted and complex and believes that teacher motivation is not a single characteristic but is an element of a cluster of coping strategies that are necessary in a teaching career; these include subject interest, enjoyment of teaching and teacher enthusiasm. Woolfolk Hoy (2008) refers to teacher motivation as having an impact on pupil perceptions and there are a number of studies that extend these and relate teacher motivation as being intrinsically linked to pupil motivation, learning and outcomes (Richardson et al, 2010; Petre, 2014; Brophy, 2010). Therefore, experiences in their own education; motivation for entering the profession; attributes that manifest through training and behaviours teachers display have a recognisable effect on the pupils they teach. Alexander (2008) uses this as a rationale for the study of teacher motivation as he says that any changes in teachers' motivation and practices merit concern due to the impact this will have on pupils. More recently, Senol and Akdag (2018) supported this view by highlighting the correlation between a teachers' appearance,

enthusiasm and motivation in the process of teaching to the effect on the learning process of pupils. Research carried out by Atkinson (2000) found that a teacher must be highly motivated, eager, enthusiastic, innovative, modern and inspiring and that teachers' motivation levels played a more significant role in pupils' learning than professional competence. From the literature reviewed, the importance of teacher motivation on pupil outcomes is evident. Teacher's motivation and ability to handle challenges related to the role of teacher are important in influencing academic outcomes such as pupils' achievement and motivation (Barni et al, 2019).

2.5.2 Motivation to pursue a career in teaching

Rafaila (2014) believes that motivation plays an important part in choosing, building and sustaining a teaching career. He relates choosing to study a PGCE as the final step a student makes following their decision to continue their own personal development at university undergraduate level and that this decision is complex and worthy of study due to the different factors that influence the decision e.g.: training level, natural talents, competencies, self-image, aspirations, interests, personal experiences and the value system in society. What motivates people to enter the teaching profession can be summarised into three different aspects: intrinsic, extrinsic and altruistic (Brookhart and Freeman, 1992; Kyriacou and Coulthard, 2000; Massari, 2014; Moran et al, 2001; Richardson and Watt, 2008; Yong, 1995).

The OECD report (2005) found that the most commonly reported factors to motivate people to enter teaching were the desire to work with children, intellectual stimulation and making a wider societal and social contribution. Rafaila (2014) cited 'making a difference' in society as a motive for entering the teaching profession but also identified less altruistic reasons too, for example: the permanent nature of the salary; existence of inspirational teachers in their

lives; high employment rates and the advice and suggestions of family and friends. Hillman's (1994) research identified that those who choose to be teachers have been influenced by work experiences, people they have met, parents and friends. Twiselton (2004) asserts that trainee teachers develop their understanding of the role through reflection on their own experience of teachers when they were pupils. Malderez et al (2007) agree and assert that trainees' personal school experience is of great importance – be it negative or positive, these adverse or affirmative school experiences are motivators (Massari, 2014). Nevertheless, it is reasonable to expect that prospective teachers would have different career trajectories in mind even from the outset, and these may be less about vocation than in previous decades due to the marketisation of teaching. Pleasingly, 2020 marketing campaigns are entitled 'Every lesson shapes a life' which seems to link to the altruistic motivators for entering the teaching profession unlike the 'Get into Teaching' campaigns from 2015 that focused on salary and bursaries.

2.5.3 How understanding the expectations of a teaching career impacts motivation

Whatever reasons were cited for entering the teaching profession in the studies read, one of the commonalities was the knowledge that teaching was a challenging career. Richardson and Watt (2008) highlighted that teacher applicants perceived teaching as a highly demanding career having a heavy workload, high emotional demand and requiring hard work and specialised knowledge. Participants in their study cited that teaching had low social status and a low salary and that many had been dissuaded to enter by family and friends. Twiselton (2004) however, found that the impact of friends and family who were teachers was often an influential reason for entering the profession, as well as being a powerful determinant in the development of a professional identity. Alexander (2008) explored a number of research

papers as well as his own research to conclude that there are a number of educational truisms that pervade societal understanding of the role of a teacher and defined these as:

- teaching is challenging
- challenges come from both internal and external sources
- certain types of individuals are drawn to the teaching profession
- teachers experience varying levels of success and degrees of personal satisfaction in their role

These concepts were explored in more depth in a study by Roness and Smith (2009) who examined PGCE trainees' motivation to do a PGCE as well as their motivation to become teachers in the first place. Roness and Smith (2009) found that few studies cited extrinsic reasons such as salary as being main motivators for trainees and that 'career switchers' i.e.: those who moved from one career to study a PGCE were more likely to understand the complexities and 'realities' of teaching as well as cite more intrinsic and altruistic motivators. Richardson and Watt (2008) found this in their study and state that although most career switchers were extrinsically motivated by salary, job security and status this was not the case with those who switched into a teaching career, their main motivators were personal satisfaction, rewards from making a social contribution and a desire to keep learning. It is worth mentioning that this is likely to be dependent on context as Crow et al (1990) state that in societies where success is measured by salary, prestige and social status a career switch such as this would seem 'implausible'. Taking aside these possible contextual and societal factors Petre (2014) states that an individual's characteristics and values strongly determine a person's career choice as well as how they progress and manage their career. Choosing a career is a key decision in people's lives and many PGCE trainees are moving on to their

second or sometimes third career choice, which results in a career identity shift. Career identity is a powerful motivator as it enables people to define themselves within a particular work context. Jarvis and Woodrow (2005) explored the concept of career identity in their study of PGCE trainees in England and found that trainees' motivation for entering a PGCE was career related and that having a stable, challenging and rewarding career was most frequently cited. Roness and Smith (2009) found that there were often two, quite conflicting, reasons cited by participants in their study: the desire to be a teacher and to increase their job options. The concern then is that those who are simply opening up their options may not enter or remain in the role with teaching as the 'fall-back career'. This has implications for the future of the education system and could explain teacher shortages, particularly as Roness and Smith (2014) raised the issue of the fact that although trainees cited being highly motivated many were more motivated by the *idea* of the PGCE course rather than the teaching career as they enjoyed studying and liked academic scholarship. Implications drawn from the study by Roness and Smith (2014) are that a deeper focus on the trainees' motivation for entering the profession during their PGCE course is important in raising teacher retention. The teaching profession needs to be aware that other careers have higher extrinsic motivators that may lure teachers away from the profession; the number of graduated teachers is not necessarily the number that will enter the teaching profession and therefore encouraging large numbers of applicants is not going to solve the teacher shortage. Once a student has become motivated enough to apply and begin a PGCE programme, extrinsic reasons are not sufficient to maintain this motivation in the profession throughout their career and there is evidence to suggest that altruistic and intrinsic motivators may not be enough either. Studies indicate that stress and workload are key reasons given for trainees dropping out of a PGCE

(regardless of how motivated they were at the beginning) or out of the profession altogether (Spear et al, 2000; Chambers et al, 2002).

Section 2.5.4 will go on to explore issues in maintaining motivation throughout a career and coping with the inevitable challenge of balancing the academic, personal and professional demands of teaching.

2.5.4 Maintaining motivation in teaching

In a study on teaching motivation Anghelache (2014) made the link between job motivation and job satisfaction and stated that these two elements are reciprocal: one will impact on the other. This study found that motivation tended to be maintained throughout a career whereas job satisfaction declined over time. De Cooman et al (2007) discovered that trainees who progressed into teaching and developed in their career held strong intrinsic and interpersonal motivators. Motivators were explored above when discussing what motivates people to begin training however, these seem to pervade throughout a teachers' career with Moran et al (2001) echoing the experiences of trainee teachers in relation to continuing teachers. Lam et al (2010) found that school context had both a direct and indirect influence on teacher motivation; supportive and collegial school contexts which allowed for self-determination and autonomy were found to be associated with a stronger sense of persistence and motivation to continue. Pressure at work and teacher workload were found to be issues negatively affecting motivation in teachers (Alam and Farid, 2011). The government recognised these issues following surveys of teachers in February 2017 which reported that primary teachers with less than six years' experience were working a total of 18.8 hours per week outside of school hours (DfE, 2017). Perhaps most worryingly, the majority of respondents (93%) stated that workload in their school was at least a *fairly serious*

problem and just over half of those surveyed (52%) cited workload as a *very serious problem.* Nansi Ellis, head of the National Education Union stated that recruitment and retention were being damaged by the workload in schools and the punishing pressures of accountability (BBC, 2018). There appears to be no doubt that workload has an impact on job satisfaction and will therefore impact motivation to continue beyond the first few years in the profession. Kitching et al (2009) point out that context is important and that beginning teachers can handle self-doubt, failure and hostility if there are other positive influences such as support and autonomy (Newman, 2010). Another aspect that pervades the government rhetoric and the press surrounding teachers and their role is the issue of salary. Although this is cited in research as being of little consequence with regards to motivation to teach or stay in teaching, this issue of pay can be linked to other motivators such as status and value. Lee and Macfarlane (2008) make the connection between the rise in GPs salary (which rose 30% in 2004-2005) and the constant cuts being made to teacher salaries, and indeed schools, and argue that this has a direct impact on a teachers' motivation; sense of worth and the status that teaching holds in society. Riley (2003) states that a teacher's attitude and how they see themselves pervades all that they say or do and defines the difference between teaching as a passion and lifelong commitment and 'teaching as a fallback'. A trainee's motivation for embarking on a teacher training programme has an impact on the formation of their professional identity as well as: the route into the profession that they choose; how they are viewed by others; how they see themselves and how society views teachers and teaching.

Having looked at the tensions and opportunities for trainees, it is noted that professional identity formation is complex and impacted by many factors, including people (Eaude, 2011). This is the area that I aim to explore in the next section of my literature review.

2.6 Building professional relationships

This section will identify the impact of relationships in professional identity formation and explore this in relation to building and sustaining professional relationships in the teaching profession. This section will explore the concept of teachers as mentors and the responsibility of practising teachers for mentoring new teachers into the profession.

2.6.1 Benefits of effective mentoring for trainee teachers

Colliander (2018) identifies that an important aspect in managing a trainee's transition to the teaching profession and supporting the formation of a robust professional identity is the actions and attitudes of key colleagues in the school they are placed in. I have interpreted 'key colleagues' as a trainee's mentor, as this is the term used by institutions to describe the person in a trainee's school who is responsible for managing the trainee's experience during placements. Colliander (2018) and others (Hobson et al, 2008; Bullough, 2005; Day, 2004) believe that the relationship that a trainee has with their mentor can either support or hinder their growth in learning. Therefore, as the role of mentoring is essential in developing a trainee's growth and therefore professional identity formation, I felt it was important to look at the role of mentors in schools. Hobson et al (2008) state that school-based mentoring has played an increasingly important role in supporting the initial preparation; induction and professional identity construction for trainee teachers. In the early nineties, teacher training programmes identified the major role that practising teachers could and should play in supporting the training and development of trainee teachers (DfE 1992, 1993); this was subsequently extended to include the mentoring of newly qualified teachers (DfES 2003; Teaching and Higher Education Act, 1998). As well as this change in policy, research studies suggest that mentoring is an important form of support and development for trainees and

early teachers (Bullough, 2005; Carter and Francis, 2001; Lindgren, 2005; McIntyre and Hagger, 1996; Su, 1992). Within these studies the benefits of effective mentoring for trainees are identified as:

- Feeling of inclusion
- Increased confidence in self both personally and professionally
- Professional growth
- Improved reflection skills and resilience
- The provision of educational and psychological support
- Increased morale and job satisfaction

There seems to be little doubt that effective mentoring and relationships between mentee and mentor are important in developing the attributes that lead to a strong professional identity however, with pressure on teachers from policy and curriculum, this is not easy to achieve. To avoid overloading mentors, O'Connor (2008) suggests that they may need to create an 'artificial persona' to remain professionally distanced. Work conducted by Korthagen and Evelein (2016 p.241) provided evidence that trainee teachers' needs being fulfilled (the "inner side of teaching"), was related to how they taught, (the "outer side of teaching"). They state that their findings call for more attention to the link between 'personal' and 'professional' identities in trainee teachers and pinpoint the connection to mentoring as a way to achieve this. Kervin and Turbill (2003) found that trainees find it difficult to link theory to practice and effective mentoring bridges these concepts.

2.6.2 Mentoring and reflective practice

Laughran and Menter (2019) raise the fact that mentoring can take different forms and stands out as important for the development of trainees' professional identity; they believe this can extend beyond the technical practice seen in classrooms and includes reflection. Reflective practice can encourage trainees to make explicit links between learning and teaching theory and classroom practice (Beauchamp, 2015), however, reflection is a skill that needs explicit instruction to be effective, which is something a mentor can help a trainee to develop. In their study with trainee teachers, Kervin and Turbill (2003) found that reflecting on experiences gave trainees the confidence to act upon any new learning they gained. Rawlings-Smith (2020) suggests that reflective practice becomes second nature, but the process of how this happens is difficult to teach and a supportive mentoring relationship can enable trainees to make links between theory and practice by ensuring that the cognitive components and understanding of teaching are made explicit. Student teachers should be supported to reflect, not only in the moment, which Schön (1983 p53) refers to as "reflection *in* action", but, after a situation, which Schön (1983 p53) refers to as "reflection *for* action". A mentor can support trainees to transform reflections of experiences into possible actions in the classroom (Dillon, 2011; Korthagen et al., 2006), which is often overlooked (Thompson and Pascal, 2012). However, reflection on experiences cannot be defined by a teacher educator or mentor alone, the trainees' own ways of experiencing the situation need to be considered (Zeichner and Liu, 2010) which means that when sharing and listening to a trainees' concerns, mentors need the ability to view a particular experience in new ways. Beauchamp (2015) argues that this is a crucial aspect of teacher learning and a condition for an altered practice.

The nature and quality of mentoring is important in the development of trainees and their professional development; therefore, it is worth reviewing literature on benefits for the mentors; particularly when there are already demands on their time.

2.6.3 Benefits of mentoring for mentors

There have been a number of research studies that specifically reference the impact of mentoring on mentors themselves (Hobson et al, 2008; Lopez-Real and Kwan, 2005; Hagger and McIntyre, 2006; Williams, 2020) with benefits including:

- Critical reflection on their own practice
- Working with colleagues outside of their school (university tutors for example) which allows for reflection
- Learning from their trainees
- Engaging with mentor training programmes
- Opportunities to talk to others about teaching and learning in general as well as about their own trainee.

Mentors and trainee teachers sharing teaching concerns has proven to be essential for personal and professional development (Williams, 2020), with a reciprocal benefit. When listening to trainees' concerns and subsequent reflections, mentors may come to think about their own experiences in other ways. Sharing apprehensions, and witnessing the progress trainees make following reflection for action, can make mentors feel less alone (Loughran, 2010). Furthermore, sharing concerns enables an identification and discussion about problematic situations in teaching, on a collective level (Gaudin and Chaliès, 2015) leading to benefits for both mentor and trainee.

Alongside these benefits, there have been studies (Hobson et al, 2008; Lee and Feng, 2007; Maynard, 2000; Simpson et al, 2007) that illustrate the negative aspects of having to mentor a trainee in conjunction with their own role as classroom teacher; these include:

- Increased workloads (sometimes unmanageable)
- Impact on work-life balance
- Increased stress due to the pressure of trying to meet the needs of trainees and pupils

Evidence from literature (Bullough, 2005; Graham, 1997; Orland, 2001) suggests that although effective mentoring has a positive impact on the professional and personal development of trainees, it can often have negative effects on the professional and personal development of the mentors themselves for example:

- Insecurity about their own ability
- Concerns about their lessons being observed and judged by their trainees
- Trainees presenting new ideas they do not understand or agree with
- A feeling of isolation
- Concerns about having responsibility for their trainee

Literature suggests that assumptions cannot be made about the effectiveness of mentors and their ability/willingness to effectively mentor their trainee and nurture their professional development. In order for mentoring to be effective, literature (Abell et al, 1995; Foster, 1999; Hobson et al, 2008) suggests that the following needs to be considered:

- Mentors are effective practitioners
- Mentors are able to model good practice (and feel comfortable doing so)
- Trainees have professional respect for their mentor

- Trainees have confidence in the knowledge and experience of their mentor's teaching –this does not necessarily equate to length of time that the mentor has been teaching.
- Mentors have been appropriately trained.

Training for mentors had been identified by my institution as an area of development need, which was mirrored in the literature I read. Abell et al (1995); Feiman Nemser and Parker, (1992) and Hobson et al (2008) stated the following concerns about the quality and value of mentor training:

- Mentor training varies in its nature and quality
- Training often focuses on administrative aspects of the role rather than facets of mentoring as a role in itself
- Mentor training is often not compulsory
- Mentor training sessions are poorly attended

The literature reviewed suggests that mentoring is a fundamental aspect in the development of trainee teachers' professional identity and professional learning and development. Coldwell and Twiselton (2019) highlight that effective mentoring is in fact one of the 'make or break' aspects of initial teacher education. Coldwell and Twiselton (2019) go on to recognise that policy is now reflecting the significance of high quality, well trained mentors and this is mentioned in the draft Early Career Framework (DfE, 2019). It is inevitable that as the majority of mentoring happens in school during placement, the school experience is important in shaping trainees' professional identities.

2.6.4 How school experience shapes professional identity formation

Hill and Brodin (2004) identify school experience as one of the key elements in the training of trainee teachers; more so for trainees on a PGCE route as they spend more than 70% of their training programme in school settings. Linked to relationships and mentoring, school experience is aimed at providing socially situated experiences for trainees; developing their ability to relate theory to practice as well as allowing them to cultivate professional relationships (Khalid, 2014). Literature highlights the reasons why school experience is so significant to the development of a trainee teachers professional identity formation (Botha and Reddy, 2011; Khalid, 2014):

- Facilitates professional discussions about teaching and learning
- Allows trainees to try out ideas
- Develops trainees' self confidence
- Information in relation to the working practices of schools
- Develops professional behaviours appropriate to the context
- Develops knowledge of classroom management; pedagogical and subject knowledge

These opportunities allow trainees to develop a sense of professional identity within the social, cultural and institutional contexts they have chosen to work. Day (2004) stresses that school experience, the mentoring received and the relationships developed and nurtured are fundamental to trainees developing as effective, committed and passionate professionals with a strong sense of professional identity. Khalid (2014) found that the quality of these experiences; the mentors they worked with and the experiences they had were vital to shaping the way a trainee valued themselves as professionals as well as impacting on their commitment and motivation to the profession. More recently, and more locally, Coldwell and

Twiselton (2019) identified that for a trainee teacher to feel valued and develop their professional identity it was important that mentors provided the right support, reflection and relationships.

2.7 Communities

Following on from section 2.6 which looked at relationships and mentoring this section will identify and explore aspects of communities to support me in understanding the impact of such communities on the formation of trainees' professional identity in relation to my study.

2.7.1 The impact of learning communities on trainees' professional identity formation

Beijaard, Meijer and Verloop's (2003) model of professional identity formation discusses the idea of learning communities and developing as a professional through building on collective, private, public and individual knowledge. Wenger (1998) argues that individuals develop an identity as they become a valid member of a community of practice, where learning happens in collaboration with others and through activities situated in that learning community. Gee's (1999) conceptualisations of identity based on the work of Wenger (1998) show the positive outcomes of trainees' involvement in different types of learning communities. Wright et al (2018) state that having a sense of belonging to a community requires the ability to be able to participate within a community in a number of different ways: personally, professionally and socially. Something I have seen trainees experience, is the complexity of being personally, professionally and socially matched to a school context that you have no autonomy in selecting. Trainees struggle to 'fit in' in certain settings for a number of reasons and as Wright et al (2018) identify, feelings of conflict, competition and 'outsiderness' are not unusual as trainees learn to negotiate a new environment. This is most certainly the case on a PGCE

training course where trainees are moved from one setting to another in quick succession: they may have formed a professional identity and sense of themselves as a practitioner in one school that is in conflict to the expectations in their second setting. Trainees are expected to adjust their newly developed professional identity as they move from one placement to another. Avalos (2011) suggests that this is actually a useful feature and, although it can feel stressful for the trainee, it inevitably leads to a more robust professional identity due to the trainees' interactions in schools; ability to 'fit in' to their temporary learning environments and subsequent communities and cultures they are exposed to. Lave and Wenger (1991) developed the term 'community of practice' which has often been used to understand workplace situated learning and offers a way to see how these communities can impact on the formation of professional identity. Lave and Wenger (1991) highlighted the value of developing a deep understanding of and engagement with the underlying values of practice; the explicit and implicit artefacts and the embedded relations involved with developing what Colliander (2018) calls a participatory perspective of communities of practice. Negotiating position; expectations; interactions and cultures can be seen as an important facet of developing a trainees' professional identity; despite the fact that it may require trainees to sit with discomfort in the process. Wenger-Traynor and Wenger-Traynor (2015) state that, despite the possibility of discomfort, the fact remains that members of a profession can identify with others in the same profession; trainees and teachers are all focused on pupil outcomes which is a shared driver. This in turn, helps them to orient and locate themselves within their communities of practice in schools.

Colliander (2018) sums up the benefits of negotiating different communities of practice as a trainee and states that, above all, the professional identity formation of trainees was *enabled* by opportunities to engage in a variety of communities of practice in different settings.

2.8 Conclusion

The conclusion aims to summarise the key points as well as outline the aspects of professional identity formation that will frame my research.

A teachers' attitude and how they see themselves pervades all they say or do. It defines the difference between teaching as a passion and lifelong commitment and 'teaching as a fall-back' (Riley 2003). A trainee's motivation for embarking on a teacher training programme has an impact on the formation of their professional identity. This review of literature has allowed me to narrow my focus and consider my research questions as well as contribute new knowledge to the field of professional identity. Although the literature has been presented coherently, the development of this section was messy; it was necessary to refine my literature based on the themes identified in my data analysis which required me to move back and fore between literature and data analysis. Data informed my analysis and I then revisited and refined my literature based on this.

This literature review has identified and examined the key areas that underpin this study. The field of research in professionalism and professional identity is vast and so this literature review has necessarily selected aspects that are most relevant to my study however, this cannot be an exhaustive analysis of the literature in these areas for that reason. Some aspects will be developed in more detail in other areas of this study. I recognise that there is a potential conflict here as much of the research into teacher professional identity has been carried out by researchers writing about themselves (Stronach et al, 2002). Careful consideration of the areas above were important in helping me recognise my own position within my research and identify aspects of professional identity formation that have shaped my study. The rest of this thesis aims to examine the aspects of professional identity

formation that I have identified in my analysis of literature as a lens through which to view my research and allow me to answer my research questions.

Chapter 3 : Methodology

3.0 An introduction

This chapter focuses on the methodology of the study, its purpose and the choices made with regards to the research design and methods. Mills and Birks (2014 p.32) highlight that the methodology of a study is fundamental to decision making in the research process and that methodology is "the lens a researcher looks through". The idea of methodology as a lens was a useful metaphor for me to consider alongside the aspects of professional identity formation that I had identified through my review of literature. As methodology is not only an explanation of how a study was conducted but an exploration of the choices made and why, findings from literature provided context and allowed me to remain focused on my research questions.

I have an interest in meaning, criticality and questioning and have identified my position as a qualitative researcher (Braun and Clarke, 2006), therefore this chapter will explore how I approached my research from this position. I will describe and explore the research paradigm; the methodological choices; the methods used for gathering data as well as how I arrived at my participant sample.

3.1 Research paradigm

Avramadis and Smith (1999) state that identifying the research paradigm is paramount, before a decision can be made about methodology and research methods, as paradigmatic beliefs will underpin the choices made with regards to my research. Grant and Giddings (2002) state that methodological choices are made based on a researcher's assumptions about reality (ontology) and the nature of knowledge (epistemology), therefore my intention was

to explicitly state these. The first step in this journey was to unpick the term 'paradigm' and find a definition that fitted with my position as a researcher. Patton (1990 p37) defined paradigm as "a general perspective, a way of breaking down the complexities of the real world". Guba (1990) believes that there is no clear definition of meaning but states that it refers to a set of beliefs that guide our actions. The simplicity of Guba's view appealed to me, although she later refined this definition to being a way of looking at the social world that is composed of assumptions that guide and direct thoughts and actions (Guba and Lincoln, 1994). It is acknowledged by Candy (1989 p7) that the term 'paradigm' is a "theoretical artefact" and therefore does not exist outside of research. Identifying my paradigmatic stance allowed me to begin to build a framework by providing a sense of order for me as the researcher (Grant and Giddings, 2002) and develop a structure to my research.

My values are in line with an interpretivist approach which maintains that it is impossible to be an impartial observer when dealing with issues that impact on beliefs, ideals and feelings. Although my value position was clear to me from the outset, Guba and Lincoln (1994) suggest asking three questions before deciding upon a paradigmatic approach:

- The ontological question: what is the nature of reality?
- The epistemological question: what is the nature of knowledge and the relationship between the knower and the knowable?
- The methodological question: how can the knower go about obtaining the desired knowledge and understanding?

These questions allowed me to identify which views were most closely aligned to my own and adopt the paradigm that matched my ontological and epistemological assumptions as well as one that recognised the norms of the discipline of education. Due to the fact that my research

is situated in the social world, specifically within the realms of education, and outside of positivistic assumptions of the natural world, I identified myself as an interpretive researcher. For me as a researcher, interpretivism was the paradigm that aligned with my principle of valuing people's words and the belief that there are multiple realities and contexts that can be explored in qualitative research. This is in line with Merten's (1998) definition of the interpretive paradigm as the belief that realities are multiple and socially constructed, often influenced by history and culture. Denzin and Lincoln, (2000 p3) define it as "making sense of, or interpreting, phenomena in terms of the meanings people bring to them" and Scotland (2012), similarly to Mertens, stated that an interpretivist paradigm is the belief that there are multiple identities that need to be discovered and interpreted in order to gain a deeper understanding of the issue under study. As my research focus was on identity this resonated with me as did Kamberelis and Dimitriadis' (2006) description of interpretivism as another way of seeing, not focusing on the 'what' but on the 'why' and the 'how'. Researchers, such as Scott and Morrison (2005), state that interpretivism cannot provide a full and deep understanding of any social phenomena but this was not my aim: I wanted to know *more* but did not expect to know *everything*. Within the field of educational research, there is a recognition that a researcher cannot know everything and a consideration of responses as being only the first phase in understanding a phenomenon. Therefore, the interpretivist approach has value and I, as the researcher, recognise that in the interpretivist paradigm more than one version of reality or knowledge may exist and that my interpretation of the phenomena being studied is only one of these versions.

As mentioned above, one of the basic tenets of an interpretive paradigm is that realities are multiple and constructed socially. Ontology, epistemology and methodology are intrinsically

linked and identifying my ontological and epistemological positions was central as these would drive my research approach. Ontology is the basis for developing an epistemological stance; in fact, Grant and Giddings (2002) state that having a particular ontological position constrains the epistemological position I can hold. And, in turn, methodologies are vehicles to express ontology and epistemology in terms of how we know the world (Denzin and Lincoln, 1994). Tebes (2005) presents ontologies on a continuum; realism, at one end, believes that there is a definitive 'truth' and that researchers can seek this out through the application of research; this ontological assumption is most usually seen in quantitative studies (Braun and Clarke, 2013). At the other end of the continuum lies relativism, which is more aligned with my position as an interpretive researcher i.e.: relativism argues that there are multiple realities and therefore multiple versions of the truth. My belief is that I could not remove the process of knowledge production from what I was researching and therefore for the purposes of this study I had a relativist approach i.e.: I could not know if the knowledge I constructed was the only one or a version of many.

Sparkes (1992) discussed the assumption that the epistemological stance in an interpretive paradigm would be purely subjective however, my view of knowledge aligns with contextualism. Contextualism is usually aligned to critical realism however; Henwood and Pidgeon (1994) acknowledge that contextualism is another stance which has its foot in two camps. It does not assume a single truth and sees knowledge as emerging from contexts (Tebes, 2005). For me, the facet of contextualism that resonates with my epistemological position is the recognition of the researcher's position. The fact that I operated in the profession I was studying; worked in the institution in which my study was conducted and understood the theory and processes of the teaching profession, meant it was inevitable for

me to have pre-existing views. To illustrate, I recognised that I was “theoretically sensitised” (Corbin and Strauss, 2007, p. 227) as I brought to my research partially formed opinions and theories which may have impacted on my decision making and interpretations of data.

Grbich (2007, p.8) identifies a perspective of truth emerging from contexts such as social constructionist research which aims to explore the “way people interpret and make sense of their experiences….and how the contexts of events and situations…. [set within] wider social environments have impacted on constructed understandings.” Schwand (1994, p.125) links this to interpretivism and highlights that interpretivist researchers are deeply committed to the view that “what we take to be knowledge and truth is the result of perspectives”. Crotty’s (1998 p.54) definition of social constructionism identifies that “all reality, as meaningful reality, is socially constructed”. Therefore, I use the concept of social constructionism in relation to understanding reality as a construction based on experiences and interactions. Crotty (1998) goes on to say that there is no true valid interpretation of knowledge and truth and that we do not create meaning but construct it based on the world and the objects within it. In summary, I have used the concept of social constructionism in relation to my understanding about how knowledge is created, interpreted and made sense of, and in my understanding of reality as a construction that is innately linked to experiences, perspectives and culture.

Criticism of a chosen approach is potentially unavoidable as Scott (2017) highlights that two theorists may subscribe to the same epistemology but still disagree with one another, even when studying the same phenomena. This may lead to disagreements over methodological approaches; interpretations of data or value systems and positionality however, what is clear is that this is an inevitable by-product of social science research. Within the parameters of

this study, the recognition that I, as the researcher, brought my own views, perspectives, politics and passions into the research process was a positive element, and my position will be referred to in further chapters.

3.2 An evaluation of methodology choices

In section 3.1 I demonstrated how my methodological choices were underpinned by the principles of social constructionism, as part of an interpretivist perspective. This section will outline my chosen methodology and explore how the choices made were rooted in these perspectives.

I identified from an early stage that my research design was within the qualitative research domain. The definition by Braun and Clarke (2013) states that qualitative research comes from the perspective that there are multiple versions of reality, even for the same person, and that these are situated and linked to context; this fit closely with my epistemological and ontological beliefs, outlined above. Silverman (2000) highlights that qualitative research has clear elements that identify themselves in this approach:

- analysis of words rather than numbers
- use of data collection methods that are more 'natural' and move away from the 'experimental' approach.
- interest in meanings rather than reports and measures
- interest in generating theories rather than definitive results
- rejection of the idea that researchers approach research from a non-biased perspective

- recognition that researchers bring their 'subjectivity' to the research process…and this is seen as a strength.

Before deciding upon my methodology, it was important to explore the terminology associated with qualitative research as I was keen to avoid what Howitt (2010 p14) describes as the "qualitative culture shock".

3.2.1 Thinking qualitatively

A discussion about research culture from Braun and Clarke (2013 p35) resonated with me; they discuss the fact that you become "encultured" and know the norms and practices of a research culture. This could be related to other areas too e.g.: when I first moved from the primary classroom to university I was not yet 'encultured' as I was not familiar with the language, processes or procedures of higher education. Linking this back to a research culture, I defined myself as a qualitative researcher due to my interest and focus on words; thoughts and feelings but it was more difficult to begin 'thinking qualitatively' as defined by Anderson (2008) which refers to the clear understanding of the language and concepts of qualitative research. In order to do this, I embarked on reading a number of qualitative studies to enable me to become familiar with processes. Colls (2006) discusses the idea that the word 'understanding' should be at the heart of qualitative thinking which for me, was the turning point in developing as a qualitative thinker and researcher. Recognising that I was not aiming to *prove* anything but instead I was aiming to *understand* something allowed me to develop a clearer picture of the norms, language and practices of the qualitative research culture.

Braun and Clarke (2006 p.10) discuss the term "qualitative sensibility" which refers to a research orientation that involves a focus on meaning; criticality and questioning.

In short, researchers with a qualitative sensibility display the following skills:

- Focus on meaning and process
- A critical and questioning approach
- The ability to step outside your own assumptions and put them aside to see alternative perspectives
- The development of an analytical eye and ear
- Critical reflection on the research process and my role within it – reflexivity.
- Good interactional skills
- A conceptual understanding of qualitative approaches.

Braun and Clarke (2013 p10)

Although not all of these skills were inherent to me, there was one element which was important in my research that is clearly associated with a qualitative approach: the ability to develop relationships with participants. I believe I have effective interactional skills; this was an essential skill when interested in participants' words, thoughts and feelings as it was necessary to build rapport and develop trust. Examples of how aspects of qualitative sensibility were explored in my work are detailed in figure 2 below. With qualitative studies, there is interplay with regards to collection and analysis which results in a developing understanding of the area being studied (Buckler and Walliman, 2016) and a qualitative sensibility allowed me, as the researcher, to critically reflect in the moment to shape and inform the data collection exercise. What drove me to qualitative research was the transferability of the skills needed to be a successful qualitative researcher into my professional role and daily life. Some of these I had already developed throughout my career, but others were developed or acquired through the research process, namely: critical engagement with literature; active listening and distilling vast quantities of data succinctly and logically (Braun and Clarke, 2013 p10).

Qualitative Sensibility Skill	An example of how this was explored in my work
Focus on meaning and process	An interest in how processes impacted on participants in different ways rather than stating a cause as having a natural effect; a recognition that meaning may be interpreted differently by each participant.
A critical and questioning approach.	A commitment to asking why things are the way they are by understanding policy around the current education system and the changes to routes to teaching.
The ability to step outside your own assumptions and put them aside to see alternative perspectives	Becoming what Braun and Clarke (2013, p10) call a "cultural commentator" – I recognised that I had my own assumptions as an educator and attempted to put these to one side to avoid them automatically shaping my research. My own values and assumptions were explored and recognised throughout; often being stated explicitly.
The development of an analytical eye and ear.	Listening to and analysing interviews at the same time to allow me to focus on supplementary 'why' questions to explore ideas in more depth.
Critical reflection on the research process and my role within it	Constant reflection on my position as an educator and on my own role as a researcher as well as recognition of the sharing of a group identity with my participants.
Good interactional skills	A warm, friendly and enthusiastic attitude to put participants at ease and allow me to establish rapport and trust.
A conceptual understanding of qualitative approaches.	Reading and engaging with information critically to deepen my understanding and broaden my knowledge; constant questioning of my methods and approaches and the ability to distil a vast amount of information to the vital components.

Figure 2 : A summary of my approach to framing a "qualitative sensibility" (Braun and Clarke ,2013 p10)

So far in this section, I have discussed my research paradigms and given an overview of my position with regards to epistemology and ontology; I have demonstrated how my methodological choices were guided by the principles of qualitative research. The choice of methodology was driven by my research question and therefore a case study approach was decided upon; this methodology is consequently rooted in the perspectives mentioned above.

3.2.2 Methodology: case study

A case study involves the up-close uncovering of the particularities of a subject (Yin, 2013) and can generate insights into "the dynamics present within single settings" (Eisenhardt, 1989, p. 534); this approach provides the researcher with the opportunity to "study complex phenomena within their contexts" (Baxter and Jack, 2008, p. 544). Case studies have had an ambiguous place in education research (Reinharz, 1992) mainly due to their lack of generalisability however, there is value in case study research when the following apply:

- Aspects of the case are not yet fully understood; as in my study which looks at trainees on two different training routes within my institution.
- The case is a persistently problematic research area which has been widely researched yet is difficult to reliably describe; as in professional identity formation.
- The case study can help us understand the case in a particular context i.e.: in my own institution.

Perhaps most simply, a case study as a design frame means concentrating on one element and looking at it in detail, as a whole rather than parts (Thomas, 2016). In my case study, the 'element' refers to trainees within a higher education institution who are training to be teachers via a post graduate training route. A case study did not allow me to generalise; I

could not make assumptions that my findings were relevant elsewhere. I was primarily interested in the particulars of this case due to being intimately connected with it: it was an area that I was interested in, situated in an institution I worked in and focused on a profession that I was familiar with. As well as Reinharz's (1992) views above about the acceptability of a case study Foucault (1981) referred to what he called a "polyhedron of intelligibility" which relates to the idea of looking at our area of interest in a more three-dimensional way to build a rich and balanced picture of the case being studied. A rather poetic description from Thomas (2016) resonated as justification of the case study as a design tool for me as a researcher with a qualitative sensibility:

> In a case study you should be able to smell human breath and hear the sound of voices…. much is gained as we add a separate viewpoint – one that moulds and melds the experiences of others through our own understanding.
>
> Thomas, 2016 p.7

So, in line with my qualitative sensibility, my voice and viewpoint remained important within my methodological approach in order to allow me to look at my case from a number of angles; in my study these angles belonged to the participants and myself.

Although my research questions and paradigms led me to my chosen methodology, a 'case study' as a methodological approach is contested (Hamilton and Corbett-Whitier, 2013) and I recognised that there was a need for an acceptance of the fact that due to the lack of generalisability I was unlikely to demonstrate validity. However, this did not matter to me as I was interested in *understanding* more about my case rather than *proving* anything. Having decided that I was doing a case study, the next step was to consider the *type* of case study I was doing and conduct what Hammersley (2010) calls a robust justification of methodological

approaches. This was complex in itself, as the options were many and it seemed that I could define my case study within a number of descriptions. Merriam (1998) reflected on the fact that this was the situation she found herself in, and, over a decade or more, she evolved and redefined her own definitions and understanding; this allowed me to acknowledge the complexity as 'normal'. Having read a number of texts and definitions of case studies I focused on the work of Merriam and Thomas as I felt that their definitions were most in line with my research paradigms and the nature of my 'case'. I used Merriam's work (1988; 1998; 2009) to shape my understanding, as I resonated with her description of her own journey through case study methodology, and the work of Thomas (2016) as he stated that defining and refining your case study is simply a choice of focus as well as a consideration of the subject and object of my study. The terminology, and therefore definition, seems changeable (Merriam, 1988; Stake, 1994; Yin, 2009) therefore to ensure that I had the focus and clarity needed to proceed I used Thomas' classifications which are detailed in figure 3 below:

Subject	Purpose	Approach	Process
Local Knowledge case (an example of something in my own experience that I want to know more about) i.e.: ***Trainee Teachers' professional identity formation***	**Exploratory** (an issue that interests me and I want to find out more; an issue that I am familiar with) i.e.: ***Experience of trainees on two different routes to teaching***	**Interpretative** (an approach that assumes an in-depth understanding and a deep immersion in the environment of my participants) i.e.: ***Trainee teachers working in primary schools***	**Single** (a single thing being studied with an emphasis on understanding what is going on) i.e.: **The voices of a group of PGCE trainee teachers**

Figure 3 : Summary of my 'case'

Adapted from Thomas (2016, p114)

This led me to an interpretative case study which Thomas (2016, p147) describes as the "classic" approach to "doing a case study" and states that it fits well with an interpretive approach as both prioritise the complexity of researching with social situations and understand the importance of 'wholeness'. An interpretative case study recognises that interpretive inquiry and the case study go hand in hand as it calls for a deep understanding of the situation. My intention was not to develop a robust theory or generalisation but to develop a deeper understanding of a particular issue (my case). Bourdieu (cited in Jenkins, 1992 p67) states that the term "thinking tool" is a way to think of theory i.e.: you may begin to theorise throughout your study but this is simply a framework and one that can be moved and re-shaped as the research progresses.

3.3 An overview of the data collection methods and process

Although there is most certainly more than one kind of design frame (e.g.: action research, evaluation) I knew that my design frame would be a case study as my research question drove the design. The fact that I was interested in individuals situated in a particular context, meant that a case study would provide the rich pictures and multiple perspectives needed, as well as allow me to use a number of data collection tools if appropriate (Hamilton and Corbett-Whitier, 2013). The research design involved a qualitative data collection approach and, as it transpired, I used one main data collection tool in the form of semi-structured interviews, with questionnaires being used as a sampling tool. The research was designed in stages that allowed me to look at each stage in isolation as well as part of the overall picture; re-evaluating and refining in light of the new knowledge I had gained from my reading and each subsequent interview (Thomas, 2016). The stages of research design are summarised in figure 4 below:

Stage	Date	Approach Used	Purpose
1	September 2016	Questionnaire to all PGCE cohort	To gather information about the cohort and identify participants.
2	October 2016	First semi-structured 1:1 interview with participants	Initial overview of the participants' motivation for teaching and gain information about their history. Build research relationships.
3	December 2016	Second semi-structured 1:1 interview with participants.	Revisit ideas and issues that arose in the first interviews and reflect on first school experience.
4	April 2017	Third semi-structured 1:1 interview with participants.	To follow up ideas and issues that arose in first two interviews and to discuss their second school experience, in a different school.
5	June 2017	Focus group interview	To allow participants to discuss ideas and issues that arose in previous interviews as a group; at the end of their training.

Figure 4 : Stages of research design

Although Hamilton and Corbett-Whittier (2013) state that questionnaires are generally associated with large scale quantitative research I used them to gather a broader understanding of the cohort. I chose to use a "rating scale questionnaire" (Thomas, 2016 p194) where trainees were asked to rate responses on a scale of 1-5. A questionnaire was given to all PGCE trainees in the cohort (see example in figure 5 below) at the start of the course in September 2016 to gather background information about individuals, (age, gender, training route) as well as brief information about their perception of themselves as trainees at the beginning of a teacher training programme.

Name: _____

Date: _____

Age: _____

Gender: _____

Route: School Direct ☐ Core ☐

Age Phase: 3-7 ☐ 5-11 ☐

Please use the scale to rate your responses to the questions below.

1=strongly disagree

2= disagree

3= unsure

4= agree

5= strongly agree

Question 1:

I know people who work in the teaching profession.

1 2 3 4 5

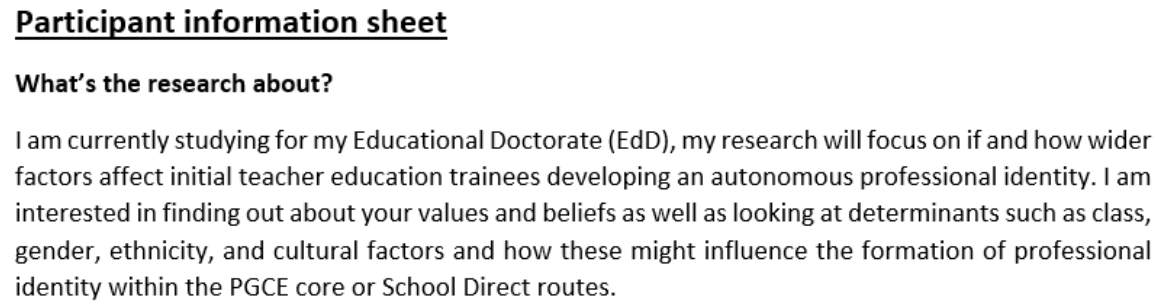
Question 2:

I read literature about developments in education via online forums; news reports and government and official publications.

1 2 3 4 5

Figure 5 : Example of questionnaire (full example in appendix 3)

Denscombe (2003 p.8) suggested that, "any social researcher will be lucky to get as many as 20% of the questionnaires returned" which was in line with my response rate. Out of a potential eighty-nine returns I had sixteen completed questionnaires returned to me equating to a response rate of 18%. I asked trainees to indicate whether they would be interested in supporting me through further study and outlined the expectations on a participant information sheet (and extract of which can be seen in figure 6 below).



Participant information sheet

What's the research about?

I am currently studying for my Educational Doctorate (EdD), my research will focus on if and how wider factors affect initial teacher education trainees developing an autonomous professional identity. I am interested in finding out about your values and beliefs as well as looking at determinants such as class, gender, ethnicity, and cultural factors and how these might influence the formation of professional identity within the PGCE core or School Direct routes.

Figure 6 : Extract from participant information sheet (full example in appendix 2)

From the sixteen responses, eight trainees stated that they would like to be participants in my study however, prior to data collection; one of these trainees left the programme so at the beginning of my research I had seven participants who were with me until completion.

3.3.1 Researching as an Insider

Robson (2011) states that interviewing lends itself well to a qualitative approach and suggests that a study of this nature almost always includes observation as well as interviews, whereby behaviours of the interviewee are noted as well as their responses. The fact that I chose not to do this during interviews could be problematic as the use of notations, and perhaps even video footage, could have added further complexity to my study. My decision was based on my aim to make participants feel relaxed and build an appropriate researcher/participant relationship; making notes during the interviews would have distracted from my ability to make eye contact and engage in meaningful dialogue. Similarly, I felt that the use of videos would have been intrusive and distracting for both the participants and me and was not certain that having this additional data would add anything to my research as I was interested in words, discussion and reflection rather than actions and behaviours during the course of the interview. Huisman (2008) highlights that, as researchers, we will have shifting and conflicting personalities despite our best attempts to mitigate them; we will always have

multiple allegiances. I was aware of the importance of developing an appropriate academic voice, which Menter (2011) highlights as a common struggle for emerging researchers. Whilst I was in the role of interviewer it was difficult to not react to responses as a tutor within the education teaching team and equally the interviewees may have found it difficult to know who they were responding to: me as a non-biased researcher or as a colleague of their tutors. Although I was in the education team, I had made a conscious effort not to have any teaching on the PGCE and spent little time with the participants outside of the interview space; if our paths crossed it was a smile in the corridor. I allowed the participants to set the tone of these informal exchanges; for example, some participants greeted me with a cheery 'hello' regardless of the company they were in; this elicited questions from their peers which they seemed happy to answer, whilst others would not acknowledge me (presumably to avoid these sorts of enquiries from peers). Neither of these situations seemed to impact on the researcher/participant relationship during interviews and although Van Heugton (2004) notes the possibility of a distinct tension between my role as a practitioner and my role as a researcher, I felt that this became less of an issue for both sides as we became comfortable in our roles: me as the researcher in that context, rather than a tutor and them as a participant in my research, rather than a trainee.

Robson (2011) thinks that researchers are more likely to get a positive response from participants if the research is *for* and *with* them rather than something that is done *to* them which fits with my insider involvement as both researcher and programme tutor. There was a possibility that my research aims could impact on the programme itself which reflects the fact that I was carrying "obligations for the improvement of practice rather than just for its constructive portrayal and analysis" (Elliot and Kushner, 2007 p331). I made this clear to

participants prior to the commencement of data collection to ensure transparency and honesty and we discussed the complexities of this prior to the first formal interview. Participants were happy with my role as tutor but wanted my reassurance that their discussions would be anonymised, which I did by reminding them that I was interested in their responses as a case rather than individual stories. Tickle (2002) talks about perceived and actual power - the participants may have felt that I had all of the power but in actual fact, I needed their responses to be as open and honest as possible, so the power lay with them. The fact that I was part of the education team did raise ethical considerations that will be discussed in section 3.4 below.

3.3.2 Research methods

This section will outline the methods chosen to gather my data: semi-standardised interviews. An interview-based project can go into great depth even with a small sample size and can make important contributions to professional development (Campbell et al, 2004). There are a number of ways to undertake research but the face-to-face interview remains one of the most popular forms of data gathering (Platt, 2002). Taking in to account my research questions, paradigm and knowledge of the area I was researching, I chose to use semi-standardised interviews as my data collection method.

3.3.3 Tools : Interviews

Interviews are suitable for questions that require deeper discussion and probing to obtain information due to the fact that interviews are about shedding light on a topic; for this study the views of participants were central therefore to find out what people think it was necessary to ask them. Jones (1985) states that the interview is the most prominent data collection tool

in qualitative research and is used primarily to access people's perceptions, meanings and constructions of their reality. Interviews can be brief but, in my study, they took place over multiple sessions and were a form of semi-structured conversation (Denzin and Lincoln, 1994). Yet, the conversations were much more than this; it was an exercise in building rapport and more practically, the ability to facilitate a flexible approach which Douglas (1985) calls 'creative interviewing'. One of the main advantages of conducting interviews is their flexible nature (Rubin and Rubin, 1995). Questions can be probed and added to the schedule, and allow the participant to determine the direction. Interviews are ideal when discussing sensitive issues, and can garner rich and detailed descriptions. They are deemed to be accessible for hard to reach groups such as children, and have the benefit of only needing small numbers of participants to generate a large data set (Braun and Clarke 2013). The location of the interview is important. Ideally a room that is quiet, without distractions and away from the place of work, is considered optimal as this gives a sense of anonymity for the participant. However, this is negotiable and for pragmatic reasons the interviews in my study were conducted in my office at the participants' place of study as this was the most convenient option (this is explored in more depth below). The whole interview was recorded verbatim and subsequently transcribed and analysed using thematic analysis which is discussed later in the chapter. Along with advantages, there are limitations that need to be considered when deciding to use interviews as a method of data collection. When working with a small sample there can be a lack of breadth to data collected and it can be more difficult to ensure anonymity for a low number of participants. I ensured that this was explained clearly prior to the interview. As discussed above, providing a location away from the usual place of work can help to enhance comfort and anonymity, however, issues such as access, locating the room and the sterile nature of a classroom can equally be off-putting for

participants. Furthermore, interviews can be both time consuming to conduct and transcribe due to the large volume of data collected. How these were negotiated is explored later in this chapter.

3.3.4 Interviews as a data collection method

My data collection process involved three individual interviews with each participant, where I had a set of questions and areas for discussion prepared but allowed the conversation to flow and followed up points as necessary. For my fourth and final interview I chose to conduct a group interview where all participants were interviewed together. Thomas (2016) points out that adapting methods is a common practice in qualitative research approaches as the participant-researcher relationship progresses. In the sections below, I will explore my rationale for these choices and describe how I moved through the interview process and reflected on my methods and approaches throughout.

3.3.5 Interview 1

The first decision to be made was regarding the first interview; the interviews were conducted 1:1 but the participants had not yet met me individually. As I had not had the opportunity to meet my participants I wanted to ensure that they felt comfortable. This first interview would be important in setting the relationship parameters so there were important considerations that needed to be thought through. I was keen to ensure that I got the relationship 'right' as I was aware of the impact that being too friendly with my participants might have on my results; I did not want to create a culture where they wanted to 'please' me. As my research was time constrained I did not have time to build rapport and then design methods with my

participants as Kellet (2010) suggests so instead I attempted to develop what Chapman and McNeill (2005) call 'friendly but restrained' interviewer/interviewee relationships.

Initial interviews were conducted prior to the participants beginning their first block practice however, they had been to their school for an initial visit so were aware of the environment and setting they would be working in. I decided to offer the participants a window of time to meet to allow them autonomy; I checked their timetable and found timeslots where I knew that both they and I would be available. Managing this was problematic as we all had hectic timetables with minimal gaps therefore I decided to move my commitments to ensure participants had an element of choice. I was keen for this first meeting to be as logistically smooth as possible as I was aware that any complexities at this stage ran the risk of participants withdrawing.

I made the decision to conduct the interviews in my office, which I had initially dismissed as I felt this may be seen as my domain, however I felt that as this was the first interview and the participants had not yet had reason to visit me in my office in any other role this would be appropriate. Meeting somewhere externally may have provided additional distractions and would have perhaps raised queries from fellow trainees about the purpose of the meeting and I was keen to maintain privacy so interviews were a place where participants could safely share their thoughts. Prior to the first meeting, I ensured that I turned the alerts off my emails and phone to avoid distractions and asked colleagues to avoid disturbing me if my office door was closed. I was keen to ensure that the room was welcoming so I made sure that paperwork had been removed as well as any indicators of my 'other role' as a programme leader (notices about assessments on my pin board for example) to avoid the participants seeing me as anything other than a researcher. With hindsight, using my office to conduct the interviews

became more difficult to manage in subsequent interviews (as described below) and perhaps I could have found a more neutral space to ensure that the power dynamics were more balanced. Gallagher, (2008 p.397) suggests that "power is something that is exercised, not possessed…." and despite the fact that I had tried to remove the obvious connections to my role it may have been easier to move the interviews to a seminar or meeting room or asked participants where *they* would prefer to hold interviews. The decision to conduct the interviews in my office was for reasons given above as well as for convenience: we all had busy timetables so it meant I could organise the interviews in between other meetings and that participants always knew where to come for their interview slot; the likelihood of being able to have a consistent space to meet in a heavily timetabled building was unlikely. During this first interview, it was important to outline the context and scope of my research verbally so we reviewed the research aims and I answered any questions. I reminded each participant that they were able to withdraw at any time and that participation in this study would not have an impact on any elements of their programme in the form of judgements or assessments.

The next decision was regarding the structure of the interview. Participants responded in various ways: immediately enthusiastic or wary at first. These first set of interviews were guided by prepared interview questions (appendix 5) and aimed at supporting the participants in developing and articulating their initial thoughts around their motivation for choosing a career in teaching; their emerging professional identity; the impact of policy on their day-to-day work and the opportunities and pitfalls of their chosen training route. Dyer (1995) notes that highly structured interviews can feel like an interrogation which can lead to a lack of honest responses. As an interpretivist, I could have used a non-structured interview

approach whereby I allowed the participants to guide the direction of the interview however; I chose the semi-standardised interview approach as I was keen to ensure there was still a clear direction whilst allowing for unstructured discussion. All participants were asked if they minded the interview being recorded and this was done on an external device. None of the participants seemed concerned by the recording device as it was discrete and I began recording prior to the start of the formal questions; mainly to ensure that the participants were 'warmed up' with the informal chat outside of the formal interview. Broadly similar questions were used with each trainee, but as an interviewer, I allowed the conversation to flow, whilst keeping on topic, making the decision to expand, reduce or in fact remove certain questions as appropriate. Participants often needed interjections from me as can be seen from my transcripts in figure 7 below, however, they appeared happy to respond openly and in detail.

Question 6: What do you think are the challenges and opportunities of your training route?

83. Karan: So, let me think. I know you said earlier (before the interview) that there was no difference between SD and core but what do you think are the challenges and opportunities of your training route?
84. VICKY: Well, going to the TeachMeet led by Nexus on feedback and INSET days we will be encouraged to go on more than here and I did the INSET days in school before we started. I haven't met the senior mentor because she is in another day and I have two teachers and there is a big difference between how they interact with the class.
85. Karan: So it's a job share?
86. VICKY: Yeah – the other one has two days out for her job share and she does the deputy head role.
87. Karan: So who do you see when you are in on Thursday and Friday.
88. VICKY: Both of them – one on Thursday and Friday.

Figure 7 : Example of transcribed interviews(detailed example in appendix 6)

3.3.6 Interview 2

For the second interviews, which were conducted after the participants first school experience, which had been for five weeks, I chose to start with the same questions as in interview 1 to ensure that I was able to maintain a consistent approach and develop similar lines of enquiry that were in line with my research aims (Patton 2002). These interviews were again 1:1 and were recorded using the same digital device as before, allowing the free flow of conversation, with semi-standardised questions; some participants seeming more responsive to fluid, open discussion and others developing a certain element of repetition to their responses. Although I broadly adhered to my questions, I felt that the participants were comfortable with free-flow discussion and keen to spend time reflecting on their placement experiences, probably because they had just been through their first experience of 'being a teacher'. Chapman and McNeill (2005) point out that interpretivists find interviews conducted in this manner allow for more in-depth information to be gathered. As I had a small sample, I was able to spend longer with each participant, ensuring space for the development of rapport. This had the possibility of generating more qualitative information about participants' beliefs and values but has been criticised for a number of reasons: the researcher focuses on their own area of interest; data generated relies on the relationship between interviewer and interviewee and generalising results when working with small numbers is limited. Being reflexive in my approach and recognising the impact that this may have on my results negated these reasons as well as the fact that I was mindful of non-verbal cues such as body language and tone of voice during interviews. As I am expressive and passionate about education I did find it difficult not to interrupt with anecdotal interjections however, this allowed me to build up a natural rapport with participants as we had shared experiences,

such as being a parent, or simply shared a passion for education. Kahuna (2000) states that this can be inevitable when researching with people from a background similar to your own; despite some interviews being chattier and others more formal the use of my semi-standardised questions guided me and ensured that I was able to build a relationship suitable for each participant to make them comfortable. The second 1:1 interview was more complex to schedule as the participants and I were increasingly busy and despite adhering to the autonomous process of allowing participants to select their timeslot there were a number of interviews that needed to be rescheduled due to increased workload and looming assessment deadlines. Often, participants' body language and tone of voice made it clear that they were perhaps not in the best frame of mind to be interviewed; during her study of behaviour during interviews Cicourel (1976) noted that there are external factors that cannot be controlled resulting in interviews feeling artificial. I think the fact that I had built up a rapport with participants during interview 1 and spent time 'setting the scene' through informal discussions at the beginning of each interview resulted in continued participation despite external pressures.

3.3.7 Interview 3

As mentioned above, I was utilising an interview process that Scheele and Groeben (1988) refer to as a semi-standardised interview; this allowed interviewees time to reflect on their views in relation to questions. I was aware that interview 3 was at a key point in participants' PGCE journey: they had moved to their second placement school (in a different key stage and setting) so I was anticipating high levels of reflection. In order to prepare for this, I went back to my research aims and separated the questions into three distinct areas that lined up with my research questions. This allowed me to structure questions for each aim and therefore

question participants more responsively based on their reflections and comments. I decided to develop my own approach; transcriptions from previous interviews demonstrated that I talked a lot, often 'off topic'. This was useful at the time as I was keen to build rapport however, I felt that at this point it would be helpful to ensure that I gave sufficient 'thinking time' for responses; therefore, these interviews were given a longer time slot. Although this additional time was not always necessary; it ensured that I was able to allow gaps for participants to think as well as time to revisit any responses. Despite my best intentions, the fact that I had already built a rapport with my participants in previous interviews meant it was difficult for me to remain on track and I felt grateful that the questions were there to keep me (and them) focused. Although there was 'off track' conversation, this was important and in fact useful; participants seemed grateful to have the opportunity to 'offload' to me about their experiences and were keen to meet, responding to my emails quickly and stopping me in the corridor to confirm the time and place of the interview. I contemplated changing location at this stage as the ability of staff and students to avoid interrupting me had dwindled as this was a busy time of year for my own programme. We therefore had to endure a number of interruptions which could have been quite disruptive however, the fact that I had a relationship with the participants meant that it did not impact responses. Participants dealt with interruptions in a good-natured way however, with hindsight, I could have considered this earlier in the process as I am rarely in my office uninterrupted, so could have anticipated this scenario. Using my office was largely due to convenience but on reflection, it was my own convenience that was prioritised rather than that of participants. Although my rationale for using my office was clear and appropriate at the time, organising a room to conduct interviews in would have likely guaranteed no interruptions. As it turned out, moving to an alternative location became a necessary change for interview 4.

3.3.8 Interview 4

I was aware that I had now built up a relationship and rapport with the participants on a 1:1 basis and was keen to avoid what Walliman (2011) calls the 'social desirability' where participants are keen to present themselves in a good light to the researcher and therefore do not always respond truthfully. The participants all knew each other as fellow trainees and they knew me as the researcher so I was keen to see how responses may differ when the focus of the discussion was not directly on me. To this end, I made the decision that the final interview (which was conducted on the participants' last day at university) would be a group interview rather than an individual one. Although this was not a 'focus group' as initially planned, largely due to restricted timetables and convenience, it did share similarities as moving towards a group interview was designed to enable participants to explain and explore their professional journey and engage in professional dialogue with each other as well as with me. As this was now a group interview my role had changed as I was guiding rather than leading the discussion. Krueger (1994) uses the term 'facilitator' rather than interviewer when discussing the role of the researcher in a group interview scenario. I was aware that, for participants, I was already known to them as an interviewer and our relationship was well established so this change in role was for my own knowledge rather than for theirs. The participation in discussions of my interviewees changed; those who had been vocal with me became quieter in this scenario, which Patton (2002) says is a common occurrence, particularly amongst participants who may share a minority view.

Moving to a group interview meant that the location needed to change as my office was not sufficiently spacious to accommodate eight people, so I booked a room in the building that trainees had worked in all year. The questions remained the same as the change of location

and structure meant that there were already a number of different variables to consider. Another, more practical reason for doing a group interview, came down to time; the participants had a busy final week in university and, as this was the first opportunity to meet with them since they returned from their final school experience, it seemed sensible to make this final interview one that would not encroach on too much of their time. I was thankful that they had given up so much of their precious time thus far on an individual basis but there was no way I would be able to fit in seven separate interviews in one week especially when they had their final assessment on the Wednesday so would not want to meet before then and their final day was Friday! I had, in fact, only one day in which to plan my interviews, another factor in my decision to move towards the group interview.

3.4 Ethics

There are many definitions of ethics and the principles that underpin its position in the field of research; Eisner (1991) cited in Shaw (1999 p74) states that the three main principles of an ethical framework are “informed consent, confidentiality and the right to opt out” whereas House (1993) suggests they are mutual respect, non-coercion and non-manipulation. Fundamentally, Thomas (2009) highlights that ethics is primarily about the conduct of research work. The British Educational Research Association (BERA) published their revised guidelines for educational research in 2018; these guidelines highlight the main principle of ethics as responsibility to participants and states that researchers should “operate within an ethic of respect for any persons involved in the research they are undertaking” BERA (2018 p5). The rights of individuals participating in my research were supported by these ethical principles. From an interpretivist perspective, relationships between researchers and participants are not something to be avoided**.** In fact, a key feature of my research from the

outset had been about establishing appropriately ethical relationships that allowed participants to feel secure in the research space. Establishing quality research relationships is complicated by power, perception, ethics and value systems, however, I was working with a small sample for my research which allowed for a rich selection of data and made it easier to focus on building relationships. The fact that participants were able to select participation was intended to avoid selective sampling and the issue of bias as outlined by Punch (2009) who believes these issues are prevalent as we are inevitably drawn towards subjects who share the same interests, values and beliefs as us. I acknowledged that it would be difficult to develop authentic research relationships with participants over such a short period, particularly when I was a member of the education team within which they were situated. By acknowledging, reflecting and refining my approaches and methods throughout the research process and being reflexive I attempted to mitigate these issues. This started with making sure that I had 'setting the scene' questions prepared to relax participants prior to the interview and, my knowledge of the education programme came in useful here as I was able to make specific reference to elements of the programme that I knew they were experiencing, such as training courses and placement days. I recognised that my research must be open to intensive scrutiny and ensured that my values, beliefs and personal interest were not only declared but challenged on an ongoing basis (Van Heugton, 2004). This manifested itself in the fact that I built different relationships with participants based on their needs; as mentioned above, some participants were happy to come along and answer questions and had little to do with me if we crossed paths in university however, others would seek me out in the café. These were always positive experiences but I recognise that a participant could have approached me in a negative way so I allowed the participants to set the type of relationship they wanted, whilst ensuring that the participant/researcher relationship needed

during the interview process was appropriate. By being aware of these relationships, I hoped to ensure that any ethical concerns that had not surfaced at the onset could be addressed and made transparent as part of my ongoing process of building relationships with participants and producing effective qualitative research data (Pendlebury and Enslin, 2002). The relationships built with the participants during the data gathering process have been maintained; I have contact details for my participants and have had communications with some of them informally for advice and support since they have embarked on their teaching careers. The findings from this research will be disseminated to the participants following publication.

Before beginning the process of gathering data from participants in the form of interviews, I took time to fully explain what it was I was researching; the processes I intended to use; the purpose of my study and what participation (or non-participation) would mean. This was done in two stages; once to the whole cohort in a lecture where I spent 5 minutes going through my research aims in a didactic way and then again to the trainees who had expressed an interest in being participants; this was done in a more discursive way i.e.: the trainees were invited to an informal briefing where I reiterated my aims and then invited questions from them. From these discussions, it was clear that trainees' main concern was regarding time needed to participate, therefore I was clear about what the expectations would be on their time both verbally and in writing by following up the meeting with an emailed copy of the information sheet outlining my research (Appendix 2). Once they had received this information sheet and confirmed their interest in being a participant in my research I emailed a consent form for them to look at before printing and signing (Appendix 4). This ensured that they had been provided with all the pertinent information about the purpose of the study,

how I would collect and store data and that participation was voluntary. It explained that data collection would take place at a suitable venue, at a time convenient to them. Scott and Morrison (2006) believe that educational researchers should be self-consciously critical in their activities and surface any power relations between the researcher and researched for the attention of the reader. As I would be engaging the participants in discussions relating to past experiences, values and beliefs it was highly probable that there could be unexpected issues arising, this raised questions about the nature of informed consent. Informed consent has been defined as "the knowing consent of an individual..." (Fluehr-Lobban 2003, p166) but even though I ensured there had been written and verbal consent, I continued to be aware that misconceptions could arise and I could not assume that risks were fully understood by the participants. Participants may have agreed to participate in my research without understanding what it was they were agreeing to, simply because I was invited to a lecture by their programme leader who is a colleague; they know I am in the education teaching team or because they had started a new chapter in their lives and were keen to please. To mitigate these issues, I set aside time at the beginning of each interview to ask participants if they were happy to continue being part of my research and gave them a brief overview of the questions I would be asking so that they were aware what areas would be discussed; at no point did anyone ask me to avoid a particular topic but it was made clear that they could do so if they wished. Duncan and Watson (2010) state that research participants may not always understand the issues at stake and may therefore go on to regret any disclosures made during the research process however, reminders to the participants throughout the research process ensured transparency with regards to my aims and purposes. In summary, it was my responsibility, as the researcher, to be open and honest and find ways to ensure that

participants were aware of all possible and potential outcomes of being involved in the research.

The participants in my research were informed in writing at the beginning of the research journey that they had the right to withdraw and were reminded of this verbally at the beginning of each interview. Prior to gathering my data, I thought that I would allow participants to withdraw at any time throughout the research process but realised that this would not be practical for me, as if they withdrew after a certain time it would have an impact on my data analysis. Therefore, I made the decision to give participants a deadline for withdrawal and told them that they could withdraw their data any time up until the completion of their PGCE programme; I knew that I would not be at the final data analysis stage by this point so any necessary removal of data would not impact the integrity of my research results. No participants withdrew from my study after signing the consent forms.

All participants were assured of their anonymity so that the identity of those taking part would only be known by me. To do this, I used pseudonyms for all participants, their schools and any people or organisations mentioned during the data collection process and explained this to participants both verbally and in writing, in the same way described above, before I started collecting data. The interviews were recorded but were labelled with pseudonyms and kept on a personal file and not on any external systems at work or home. The pseudonyms chosen were only known by me and a record linking the actual names to these were kept in a separate file to the data to ensure that no-one could be identified.

3.5 Sampling

Due to the limited responses to my questionnaire I used the information gained from the questionnaire not to gather a representative sample but to gather participants for my case. The fact that I did not select my participants and they self-selected, confirmed the decision I had made about doing a case study. As recognised by Miles and Huberman (1994 p.27): "qualitative researchers usually work with small samples of people, nested in their context and studied in depth". Therefore, my case was made up of a group of PGCE trainees across one academic year in one institution. The sample is made up of core (university led) and SD (school led) trainees on the PGCE primary programme. Due to the nature of my sample this study provided insights that may be used by others in similar situations as a comparative tool however, due to the small number of participants it is not intended to be representative of all situations. Cohen et al (2011) recommends a sample size of no less than 30 participants; yet, Robson (2011 p270) views a sample as a "selection from the population" where a sample is used to represent the case. Another feature of my sampling was 'convenience'. Having worked in ITE for a number of years I was familiar with the constraints of timetables. Alongside this, I knew how all-consuming a PGCE programme could be and that I needed participants to have the autonomy to self-select to be part of my study rather than being selected or coerced because they fit a selection criterion. These criteria played a role in my sampling strategy: I approached a large number of trainees and invited them to express an interest in being part of my research, with a need for only a small sample as I had chosen a case study approach and was planning to hold in-depth interviews. This could be termed 'convenience' sampling which is commonly employed in both qualitative and quantitative data collection. The participants in my study were 'captured' as they were in the cohort I

wished to study and they were easily accessible to me as someone in the education department (Lewis-Beck et al, 2004); contextual details for each participant can be seen in figure 8 below. Bell and Olsen (2016) state that samples such as this, although selected for convenience, is still representative of the broader population however, this means that the results are not able to be generalised but are simply representative of my case. As mentioned above, each participant has been given a pseudonym and agreed to have their data in this thesis.

Participant	Pseudonym	Age	Gender	Contextual information	Training route
RP1PGHE	Tom	31	Male	Parent. Worked in non-child profession before course.	Core
RP2PGSD	Vicky	32	Female	Parent. Worked in non-child profession before course.	SD
RP3PGSD	Louise	24	Female	Worked in child profession before course.	SD
RP4PGSD	Toby	23	Male	Worked in child profession before course.	SD
RP5PGSD	Sally	45	Female	Parent. Worked in non-child profession before course.	SD
RP6PGHE	Layla	23	Female	Travelled after university before joining course.	Core
RP7PGHE	Jack	27	Male	Worked in child profession before course.	Core

Figure 8 : Research participants and contextual data

3.6 Approach to the data analysis

I am aware that the data analysis process is important in determining the final outcomes of the research, and know that, as an interpretivist, the decisions that I make at the point of analysis and the areas that I focus on will influence the results of my research. Patton (2002

p.432) pointed out that “analysis transforms data into findings” so I was mindful of the importance of selecting an appropriate approach to analysis. As I read about the data analysis process, it became clear that I needed to ensure a clear path from my research questions, through my paradigms and methodology and into my analysis; each decision made along the way could have an impact on my findings. Flick (2014 p.370) recommends specific approaches for qualitative research and advises the combination of “rough and detailed analysis” of data. As my aim was to find answers in relation to research aims as well as to be flexible with my findings it was important to select an appropriate method of data analysis. I knew that there would be necessary coding as I had a large amount of data and therefore interpretation would be needed to understand and explain my data. My question was how best to condense a large quantity of information into a concise account that reflected the body of information accurately. An option that fit with my research aims was “personal qualities interpretation” which involves “identifying characteristics that typify individuals or group beliefs and actions” (Thomas and Brubaker, 2008 p.271) however, this appeared more suited to working with secondary data such as third person interviews, letters and biographies. It seemed that it was possible to apply more than one analytical framework to a set of data and the more I read the more I came to realise this fact; Roulston (2001) pointed out it was perfectly possible to be able to apply a different approach to analysis and get totally different results from the same set of data.

3.6.1 Thematic analysis

The approach to data analysis that aligned with my research questions, paradigm and methodology is Braun and Clarke’s (2006) thematic analysis. Braun and Clarke (2006) state that thematic analysis offers an accessible and flexible approach to analysing qualitative data

and that it provides core skills that will be useful for conducting other forms of qualitative analysis. Boyatzis (1998) and Roulston (2001) believe that thematic analysis is a rarely acknowledged, yet commonly used qualitative analytic method. Thematic analysis is widely used as an approach in interpretative phenomenological analysis (IPA) (Javadi and Zarea, 2016) but there are critics of the thematic approach (St Pierre and Jackson, 2014) who believe that its simplicity is one of its more negative aspects. However, as Rubin and Rubin (2005) point out, it can be an exciting approach as themes and concepts arise as data is revisited and analysed and the researcher is positioned as having an active role in the process of research and identifies the themes that are discovered. Taylor and Ussher (2001) discuss the importance of language within thematic analysis through the use of the identification of patterns and themes: selecting those of interest and reporting them to readers. The fact that a researcher is actively seeking out the information from data rather than waiting for it to 'emerge' fits with my interpretivist approach and allows me to acknowledge the decisions I made with regards to analysis of data. The element of thematic analysis that seemed most appropriate to my research paradigm was the recognition that researchers select and edit as they choose and therefore a reflexive approach is paramount to ensure an appropriate level of criticality (Fine, 1992). A pitfall here could be a researcher looking for themes and patterns that may not exist due to inexperience or the need to ensure that answers are found (Goldstein, 2011) and the absence of clear boundaries around thematic analysis exacerbates the criticisms of this approach (Antaki et al., 2002). It was therefore important that decisions, assumptions and the value position of myself as the researcher were brought to the surface and recognised to ensure transparency. Despite its critics, Javadi and Zarea (2016) believe that the theoretical freedom that comes from thematic analysis ensures that it is a flexible research tool that allows researchers to do data calculations in a potentially rich way.

3.6.2 Reliability, generalisability and transferability

Braun and Clarke (2013) suggest that the presence of the researcher can be a positive influence within data collection and that the identification of themes during the analysis process will be influenced by the position of the researcher. Context is important within qualitative research, particularly within an interpretivist paradigm, and should be brought to the surface rather than ignored (Yardley, 2008). In this study, the context of the participants was an important aspect to the methodological choices made as knowledge of their contexts impacted on the researcher's decisions. Qualitative approaches acknowledge multiple realities therefore the issue of reliability is not an appropriate process for judging qualitative research. McLeod (2001) believes that the terms 'trustworthiness' and 'dependability' are more appropriate when thinking about the 'reliability' of data collection and analysis processes. To enhance the dependability of the data collection, all interviews were recorded and transcribed verbatim. This ensured that transcripts could be cross checked with the audio recording, and allowed me to add context from the interviews to the analysis. Generalisability refers to whether or not the results generated in one study can be applied to wider or different populations (Braun and Clarke 2013); and the term is not thought to be meaningful within qualitative research as the context surrounding the research is a key element, and may therefore be different in different populations (Johnson,1997). Yin (2009) supports the idea that, although context is key, and therefore makes generalisability difficult within qualitative research, the deep and interpretative analysis of the data contributes to wider knowledge that can be applied to a broader theory rather than a different population. Sandelowski (2004) calls this version of generalisability "analytical generalisability" and this study fits in with this notion as it contributes to current understanding of the developing role of trainee teachers

in a changing climate for teacher education and subsidises the wide body of knowledge around the formation of professional identity in the teaching profession. It cannot be assumed that if this case study was replicated by another researcher with a different set of participants the results would be the same.

3.7 Summary and conclusion

This chapter has provided an explanation of the methodological approaches used, from the research paradigm and the chosen case study methodology to the decision making and reflection on the choices made with regards to the methods, sampling processes and the data analysis process. Justifying and exploring my chosen methodology aimed to enable the reader to judge the reliability and validity of my research process and subsequent research outcomes. The methodology chapter allowed me to begin my research process however the analysis of data is where the detail of processes and procedures is able to be authenticated. For that reason, the following chapter expands on the principles set out in this methodology chapter and develops my theoretical processes in practice.

Chapter 4 : The Analysis Process

4.0 Introduction

Miles and Huberman (1994) highlight the importance of the qualitative researcher having a clear idea about their approach to data analysis as this ensures that methods used are easy to understand and guarantee that knowledge produced is reliable. In light of these views, and building on literature identified in chapter 2 as well as my methodological position identified in chapter 3, this chapter provides a detailed explanation of the analysis process along with a justification of the decisions made. The aim is to provide an outline of my journey through the analysis of data from: immersion in the raw data; the generation of initial codes and the identification and ongoing review of themes using a process of thematic analysis as outlined by Braun and Clarke (2006). The findings are then explored in detail in chapter 5. My aim was to provide an overview of the thought processes and the decisions made during the analysis process to uncover what may not be obvious from a simple look at the data in order to provide clarity for the reader. Exploring the process of analysis behind the study's findings should support me, as the researcher, in ensuring that the study's findings are reliable and valid.

4.1 The analysis process

As I was collecting data from interviews, I gained a sense of key features and similarities so began analysing my data during the data gathering process, which is explained in more detail in 4.1.2. From these interviews and subsequent coding, I began to identify common themes. As an interpretivist researcher, my approach to data was more in line with Strauss and Corbin

(1997) whereby, I looked for the meaning data held, and used coding to interpret the data in a systematic way.

Braun and Clarke (2006 p.87) suggest a six-phase approach to thematic analysis: familiarising; initial code generation; searching for themes; reviewing themes; defining and naming themes and then reporting. An outline of my data analysis approach using an adaptation of Braun and Clarke's (2006) six step model is shown in figure 9 below. This process was helpful as having principles to adhere to helped to guide me when working within this form of data analysis.

Phase	Process	Description
1	Familiarising myself with my data	Transcribing data; immersing myself in the data and noting down initial ideas
2	Generating initial codes	Coding interesting features of the data and collating data relevant to each code.
3	Creating code piles	Moving codes into code piles to allow for similar codes to be linked
4	Searching for themes	Collating codes into themes and gathering data linked to themes
5	Reviewing themes	Checking if themes work in relation to research question
6	Defining and naming themes	Revisiting themes across whole data set to ensure that they are clearly defined and relevant.
7	Analysing data for the final write-up	Selection of compelling extracts to support me in analysing data to answer research questions.

Figure 9 : Outline of data analysis approach using an adaptation of Braun and Clarke's (2006) six step model as a tool

Adapted from Braun and Clarke (2006 p87)

4.1.2 Familiarising myself with the data

In order to ensure that I was familiar with my data I immersed myself in the recorded data I had gathered. This allowed me to begin to develop preliminary patterns; this was done informally following each interview where data would be reviewed by listening again to the

recordings in order to frame and structure subsequent interviews. I was mindful of Javadi and Zarea's (2016) warning here: they highlighted the importance of not being selective at this stage as the risk is that you may ignore parts that will not seem important or relevant until much later in the analysis process. Thematic analysis requires full immersion in the data as a whole, before coding begins to ensure that there is no danger of initial ideas and emerging themes to dominate future potential possibilities (Patton, 2002) and this was my aim at the beginning of the data analysis process. Something that I had not considered was the time involved in preparing the data for analysis in the form of transcribing the interviews. I had initially considered asking an external colleague to transcribe all my interviews however, as Javadi and Zarea (2016 p.4) point out it is a highly valuable exercise to transcribe these yourself as this is how you will find "content depth" therefore I began the onerous and time-consuming task of transcribing at least 20 hours of interview data. Although challenging, this proved an extremely valuable exercise as I became familiar with the data again and identified aspects that I had not considered whilst conducting the interviews at the time. I revisited my transcriptions a number of times for accuracy as my transcription of the words meant that even something as innocuous as an incorrect use of punctuation left the meaning open to interpretation. Lapadat and Lindsay (1999) identify this close attention to the transcription process as supporting the researcher in developing the close reading and interpretive skills needed for effective data analysis so although it felt like an arduous task it was not wasted time.

4.1.3 Generating initial codes

Following my immersion in my data, I felt in a position to begin to generate initial codes from the data and began with interview 1 (appendix 7). I was aiming to organise my data into

meaningful groups within each participant interview (Tuckett, 2005); looking at the codes across all the data from the first set of interviews would allow me to eventually look for generic themes as I was not interested in looking at participants' individual stories but them as a whole or a case within my study. The choice at this point was to work systematically through my entire data set for interview 1 and identify interesting concepts that arose; this was firstly carried out by writing notes or making marks on the page followed by cutting and pasting the sections of the transcribed interviews under relevant code headings. Bryman (2001) mentions the danger of disregarding and losing data at this point in the process so I was careful to include all the words from the extracted transcriptions and not just those I felt directly matched the code. This way of working fits with my intention to be transparent and show all my data in its entirety at this stage even though the likelihood is that most of this will not be included in my final write up. Following this, I developed a mind map for each participant and each interview (see example in figure 10 below) to allow me the opportunity for an additional opportunity to become immersed in the data; this time by listening to the raw data on the interviews rather than reading the transcriptions. This led to themes emerging that I had not identified through immersion in the transcriptions. The use of the word 'emerging' can give a sense of data lying in wait to be discovered however, the aim here was to ensure that no data was lost at the early stage of analysis and that the process of analysis was dynamic and intended to allow opportunities for active interpretation (Grbich, 2007).

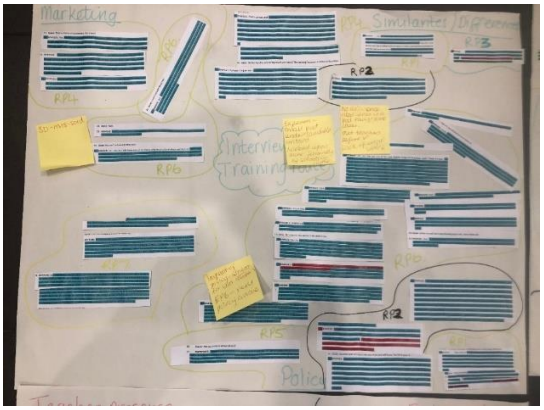


Figure 10 : Example of initial analysis (available in appendix 8)

4.1.4 Creating code piles

Following initial coding I recognised that I had codes that were similar and could therefore be remapped into code piles (see figure 11 below). This process was to help me streamline my data but I intended to maintain transparency so kept all data intact and reorganised into code piles based on similarities. This allowed me to retain the context of my data by not selecting extracts at this point (Bryman, 2001) as I felt that I was still in the process of immersing myself in my data and was keen not to disregard any data that may present itself as relevant at a later date. Although I had only coded my first set of data i.e.: data from the first interview, I decided that I would look for themes across this data set before coding the rest of my interviews. Braun (2005) refers to all the data collected across a study as the 'data corpus' and highlights that data sets can be viewed within the data corpus, which was the decision I made. This was due to the fact that I wanted to be able to view each data set as a separate entity and view it for what it was in the context it was gathered rather than looking at it through the lens of information I gathered from subsequent interviews. I was not sure this would be possible but as I immersed myself in the data set from interview 1 it became easy to forget the information I had heard in subsequent interviews as I was not as deeply

absorbed in them. The process of coding and looking for themes in one data set at a time allowed me to further develop the skills required to do this effectively as I was constantly revisiting the process, by analysing data from each set of interviews before moving on to the next interview.

Motivation for entering profession	
3 parents – all of whom were career changers	Parent
2 always wanted to be a teacher and only had a small break between UG degree and PGCE	Career changer
3 already had careers with children - 2 had been a TA previously	Parent
1 had been a nanny previously	Career changer
	Always wanted to be a teacher
	Year out – nannying
	Mum a teacher
	TA for a year
	Parent
	Career changer – law
	Teacher friends – mum in school
	UG in psychology
	Always wanted to be a teacher
	Travelling and TA work

Figure 11 : Overview of codes from interview 1 (available in appendix 9)

4.2 Themes from the data

Braun and Clarke (2006 p 82) identify a theme as "capturing something important about the data in relation to the research question" therefore identifying themes from my wealth of data started from looking at my research questions. Following on from streamlining my codes into code piles I began to think about how my different code piles could combine to form an overarching theme. This was initially done by highlighting key words/phrases in my research questions to support an initial sifting of interview 1 code piles. I had still not abandoned any

of my data from the data set as I was uncertain at this stage which themes may need to be disregarded, adapted or combined. The initial themes were identified as:

1. Past experiences
2. Factors that impact professional identity
3. Government policy
4. Role of the teacher
5. Challenges and opportunities of training routes
6. Experiences in the classroom (interpreted as experiences in the present to differentiate from theme 1)

Following the process, outlined above, I returned to the audio of the interviews and completed a mind mapping exercise (see figure 12 below) in order to begin to narrow down the themes from listening to the raw data rather than looking at the words on the page.

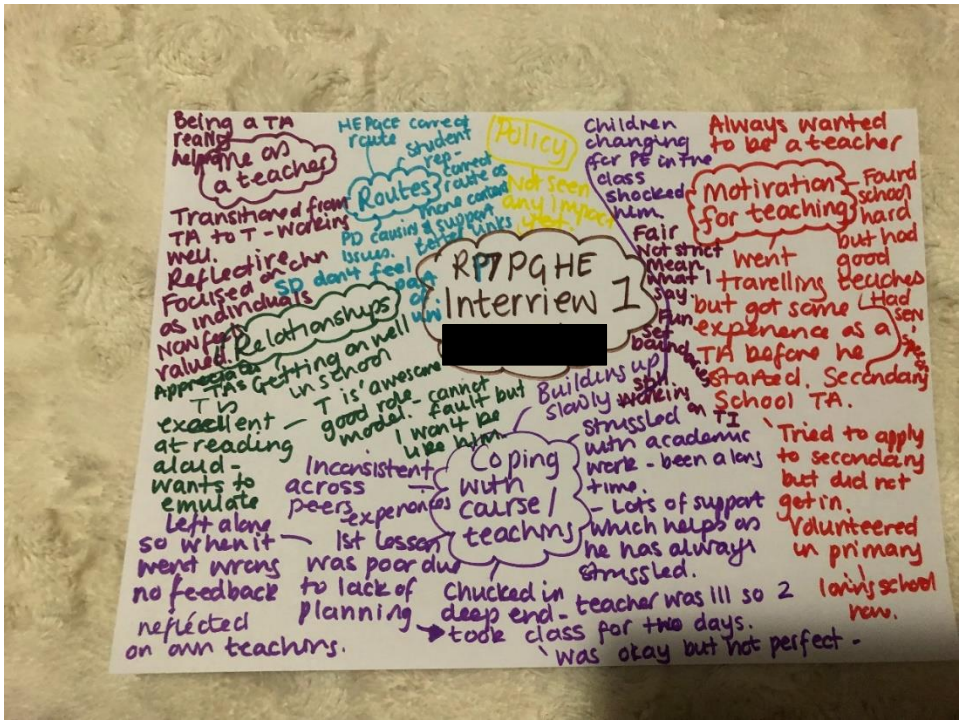


Figure 12 : Example of mind map (available in appendix 10)

This provided me with a different perspective and as Rubin and Rubin (1995 p.226) point out, this was rather exciting as I began to "discover themes and concepts embedded throughout interviews" by engaging with them in both audio and written form. It is worth noting at this stage that I was an active participant in this process and was actively identifying patterns and themes which were common, of interest and linked to my research questions and selecting them (Taylor and Issher, 2001). This enabled me to apply a level of flexibility at this stage as rigid rules can be restrictive when looking across the whole data set (Braun and Clarke, 2006) and consequently led to me developing refined themes based on the ones initially identified above as well as a set of sub themes. During this process of visiting and revisiting themes it became evident that some themes did not have enough data to support them. For example: government policy was mentioned infrequently by the participants so was removed as a main theme. Patton (1990) highlights the importance of data within themes working together meaningfully whilst maintaining clear and identifiable distinctions. This process led to the production of a final thematic map and identifies the themes and sub-themes for the data set (see figure 13 below).

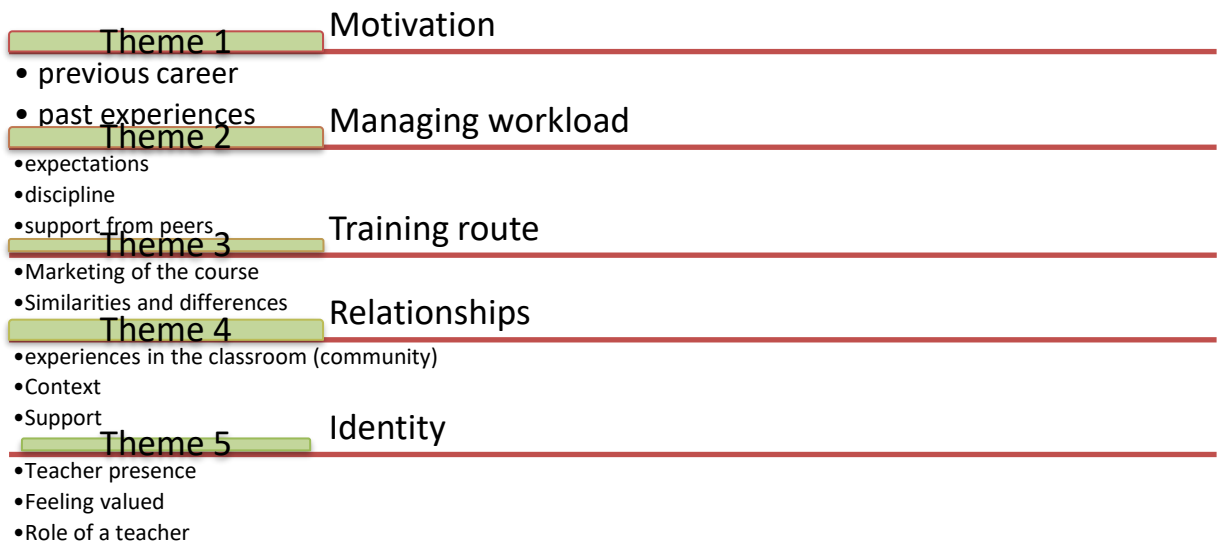


Figure 13 : Themes and subthemes

4.2.1 Coding and reviewing themes across the data corpus

As shown in the thematic map in section 4.2 five themes were eventually identified: motivation; managing workload; training route; relationships and identity. Each main theme had two or three sub themes that emerged at this stage of the analysis with extract examples being identified to support the description of the themes; this process is detailed in figure 14 below. Braun and Clarke (2006) assert that it is important to clearly define themes and writing a theme definition at this stage helped ensure that the theme describes what is unique and specific about it. In addition, the descriptions provide a picture of the initial patterns that were identified from the coding and allow the researcher to consider how the sub-themes are inter-related. Braun and Clarke (2006) go on to state that by the end of this phase the researcher should be able to clearly define themes and describe the content and scope of each theme in a couple of sentences.

Theme	**Description**
Motivation	This theme captures what motivated participants to apply for teacher training. This theme was identified primarily within the first interview as motivation did not change in subsequent interviews. Many participants had experience of working with children or were parents themselves which impacted on the decision to pursue a career in teaching. Initial discussions around identity emerged as the participants discussed the idea of 'readiness for teaching' as many had previous, often successful, careers not linked to the profession. The theme has been split into 2 sub-themes: previous career and past experiences.
Managing workload	This theme identifies strategies participants developed to manage their journey through training and emerged in each interview in relation to both professional and academic elements of the programme. An overarching element within this theme was the impact of workload on participants regardless of their background and the influence that organisation had on their ability to manage workload. The theme has been split into 3 sub-themes: expectations, discipline and support from peers.
Training route	This theme focused on participants' choice of training route; exploring the reasons for choice and how satisfied participants were with that choice. The participants' responses indicated their feelings about their choice as well as choices of their peers which led them to identify

	similarities and differences. Although the impact of policy was a specific question it was mentioned by participants in relation to their training route, consequently this has been identified within the sub themes. The theme has been split into 2 sub-themes: marketing of the course and similarities and differences.
Relationships	This theme focused not only on participants' personal relationships with family and peers but on the relationships built within the school context. Interview 3 was conducted after the participants had moved to a different school placement and this proved to be important with regards to the impact of relationships on the formation of professional identity. The theme has been split into 3 sub-themes: experiences in the classroom (community); context (school environment) and support.
Identity	This theme linked closely with the theme of relationships above and although the study focused on 'professional identity' the issue of identity emerged in a number of ways within the interview data. This was related to the participants' sense of self and their ability to see themselves as a teacher and feel valued in their settings. The theme has been split into 3 sub-themes: teacher presence; feeling valued and role of a teacher.

Figure 14 : Five main themes, exploring how sub themes were identified

Within qualitative research, extracts of the data can be used in two ways to support the themes presented. Firstly, they can be used as an illustration of the theme whereby extracts are used to provide a rich description of the theme. Braun and Clarke describe this as *descriptive* or *essentialist* form of data analysis which aims to loosely tell the "story of the data" (Braun and Clarke 2006, p 252). The second approach is described as *conceptual* or *interpretative* form of analysis which provides a detailed analysis of the extract itself. This study adopted the former approach whereby extracts were used to illustrate the theme generated from the coding as the extracts provide detailed descriptions of the analysis and interpretation of the theme and sub-theme.

4.2.2 Reliability, generalisability and transferability

Yardley (2008) refers to reliability as the possibility of generating the same results when the same measure is administered by different researchers to a different participant group. This

is key to ensure that researcher's views are not impacting the data and causing bias, yet within qualitative research, Braun and Clarke (2013) suggest that the presence of the researcher can be a positive influence within data collection with the identification of themes being influenced by the position of the researcher. Context is important within qualitative research, particularly within an interpretivist paradigm, and should be brought to the surface rather than ignored (Yardley, 2008). In this study, the context of the participants was an important aspect to the methodological choices made as knowledge of their experiences and environments impacted on the researcher's decisions. Qualitative approaches acknowledge multiple realities therefore the issue of reliability is not an appropriate process for judging qualitative research. McLeod (2001) believes that the terms 'trustworthiness' and 'dependability' are more appropriate when thinking about the 'reliability' of data collection and analysis processes. To enhance the dependability of the data collection all the interviews were recorded and transcribed verbatim (see appendix 6 for an example of transcribed interviews). Yin (2009) supports the idea that, although context is key and therefore makes generalisability difficult within qualitative research, the deep and interpretative analysis of the data contributes to wider knowledge. Yin (2009) states that generalisation is applicable due to the fact that the case study methodology involves analysis and discussion that can be applied to a broader theory rather than a different population. Sandelowski (2004) calls this version of generalisability "analytical generalisability" and this study fits with this notion as it contributes to current understanding of the developing role of trainee teachers in a changing climate for teacher education and adds to the body of knowledge around the formation of professional identity in the teaching profession. It cannot be assumed that if this case study was replicated by another researcher with a different set of participants, the results would be the same.

4.2.3 Final analysis in preparation for publication

At the final analysis stage, I ensured that I left a gap between the intense data analysis stage and the final analysis. I had spent time immersed in my data and looking at it in different ways; from different perspectives and in different mediums so purposefully ensured that I did not return to it for a period of time. This allowed me to identify any further elements within the themes that I wanted to revisit before being sure that I was ready to move on to the discussion of my data. I needed to ensure that the complicated story of my data was told in a way that ensured validity and convinced the reader that I was able to explain my approaches in a concise and coherent way. One 'stray theme' which I kept returning to was the element of government policy; as an interpretivist I knew that although the impact of policy was not mentioned explicitly in any great depth by participants, it may be used within my analysis to help me understand and describe my data. Clarke and Kitzinger (2004) discuss the fact that in thematic analysis the 'keyness' of a theme is not necessarily dependent on quantifiable measures, such as prevalence, but rather on whether it captures something important in relation to the overall research question. With my knowledge of the changes in the political landscape of teacher education due to policy change, I made the decision to add 'policy' in as a sub-theme within my main themes. Therefore, my final thematic map (see figure 15 below) identifies policy as a sub-theme of theme 3.

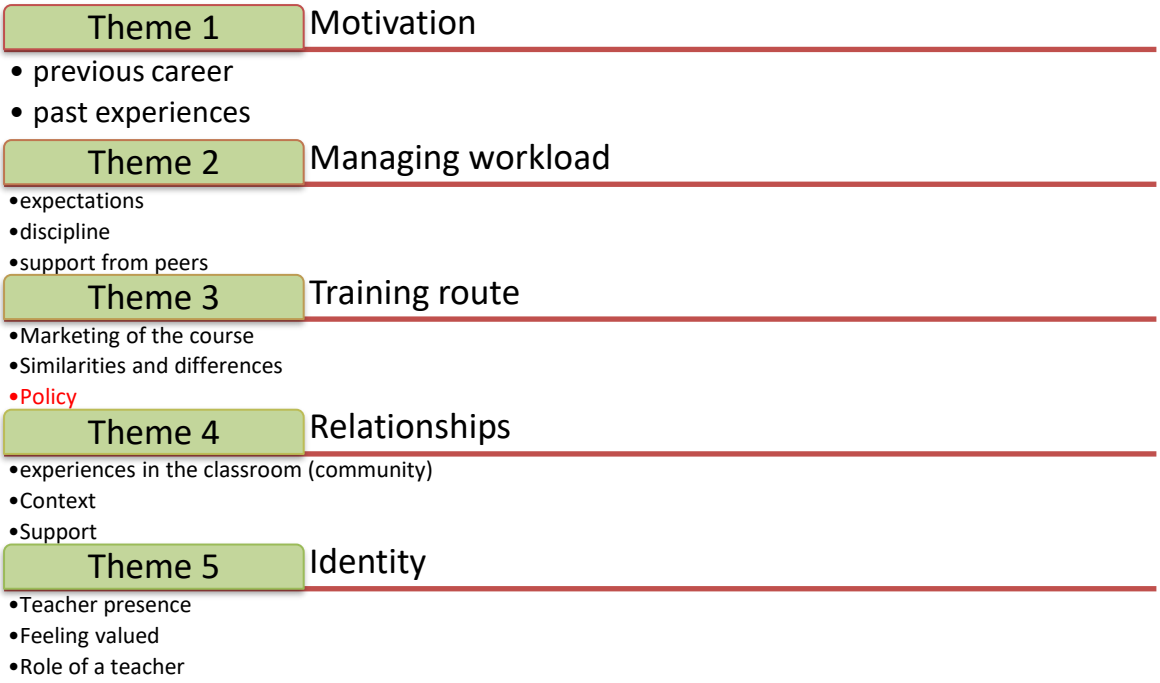


Figure 15 : Final thematic map

4.3 Addressing the research questions

The analysis of data was carried out with the research questions in mind – whilst this seems like rather an obvious statement, it was not always easy to focus just on these questions as the data generated was rich and detailed. There was data that did not directly address the research questions but rather than ignore these lines of enquiry, I kept notes (appendix 11) in case there were connections to the research questions that had, at first not been obvious.

4.4 Conclusion: moving forward to the findings

Having mapped in detail and accounted for the analysis process that allowed me to synthesise my review of literature and identify themes, the next chapter will explore themes and findings from the data. As the focus of the study is on the participants' professional development, this section has highlighted choices made with regards to gathering data. One point to note is that

it was a conscious decision not to collect data from other subjects such as tutors and school colleagues as I wanted to focus on the participants' perspective.

Chapter 5 : Findings

5.0 An introduction

This chapter will present themes that were identified from my chosen data analysis process: Braun and Clarke's (2013) method of thematic analysis. These were viewed alongside findings from the review of relevant literature. Each of these themes and their sub-themes will be identified in this section; a brief summary of each theme will be presented, followed by an in-depth account using direct quotes from each interview with participants to provide a rich description of that theme. At this stage, it is necessary to explain the decision made with regards to presenting data; I decided to colour code my participants and give them pseudonyms as I felt this helped to differentiate them from each other and allow the reader to see them as separate people. The decision to present participants' words in speech bubbles allowed me to differentiate their words from my own and identify that it was their own words.

As stated in chapter 4 there were five themes identified following a review of the literature and data analysis process: motivation; managing workload; training route; relationships and identity. Although there were links between issues raised within each theme these have been kept separate for the purpose of presenting findings and these links will be connected in chapter 6. A discussion of the analysis and the implications of the results will be presented in chapter 6.

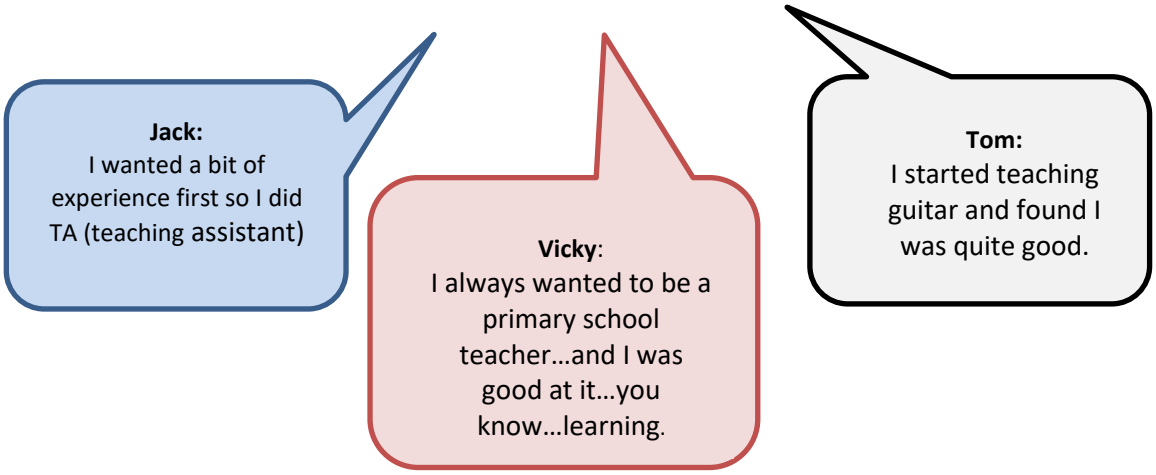
5.1 Interview 1: Context

As documented in chapter 3 the first interview took place in October which was near the beginning of the participants' PGCE programme. At this stage in the PGCE programme, trainees were engaged in 'serial days' in their placement schools whereby they were

attending university sessions for three days a week and their placement school for two days a week. Participants had yet to begin their block of school experience where they would be expected to attend school every day. Their academic studies focused largely on building up their primary subject knowledge in maths and English and they had not had any formal assignment deadlines. Time was spent on 'small talk' as, at this stage, the participants and I did not have a relationship therefore, it was important to begin to build a rapport.

5.1.1 Main theme 1: motivation

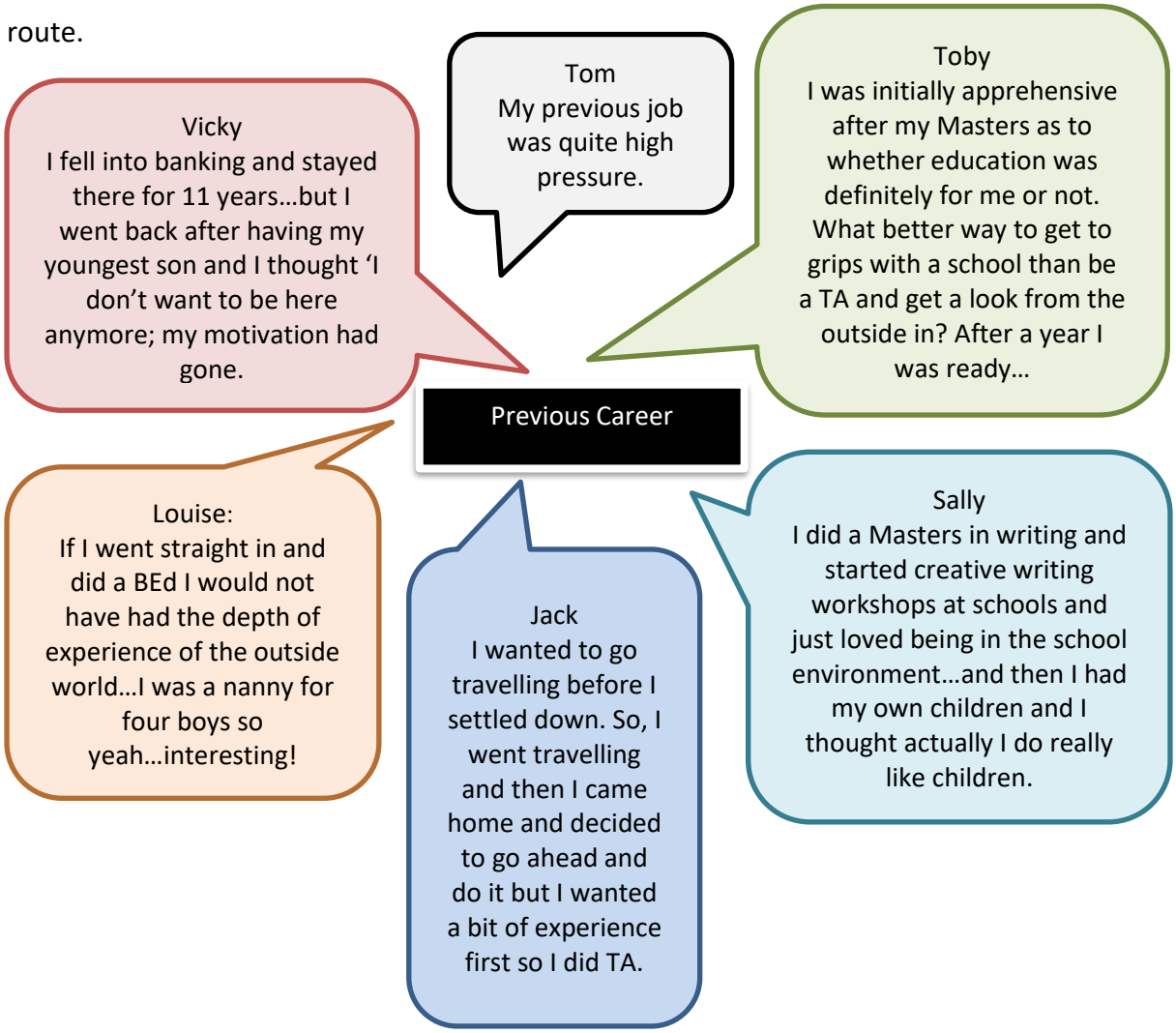
The knowledge participants had of the programme and teaching at this stage in the process is reflected in participants' responses; with the majority of the interview spent discussing their previous career and motivation to begin training to be a teacher. The responses selected are indicative of the responses from all participants.



Although the participants had different reasons for beginning the programme it was clear from responses that the move had been made following consideration.

5.1.2 Sub-theme 1: previous career

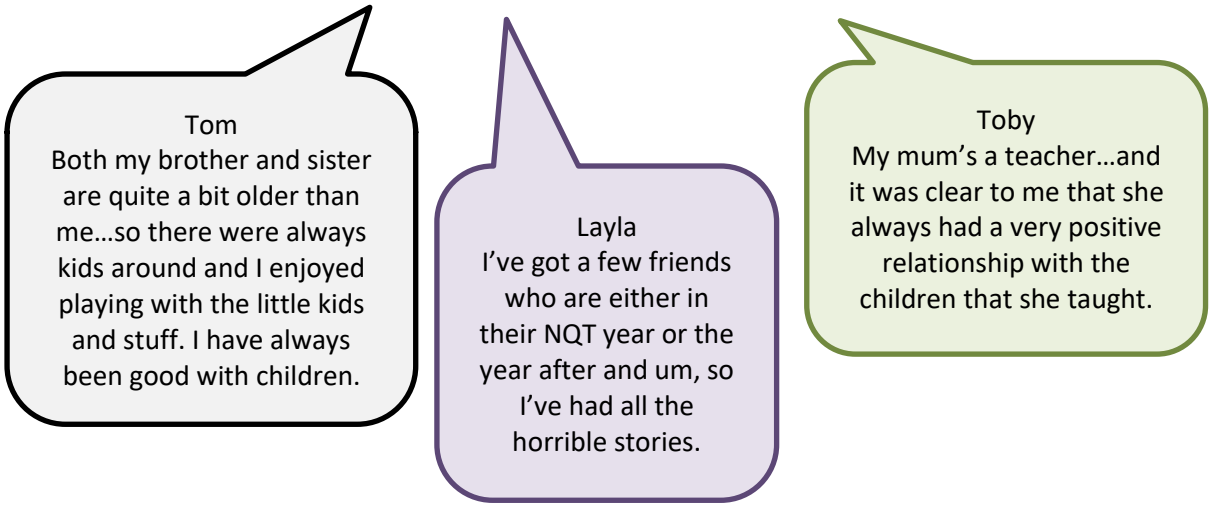
Only one of the participants (Layla) joined the programme straight from their undergraduate degree; the other six participants had all had a previous career before embarking on a PGCE route.



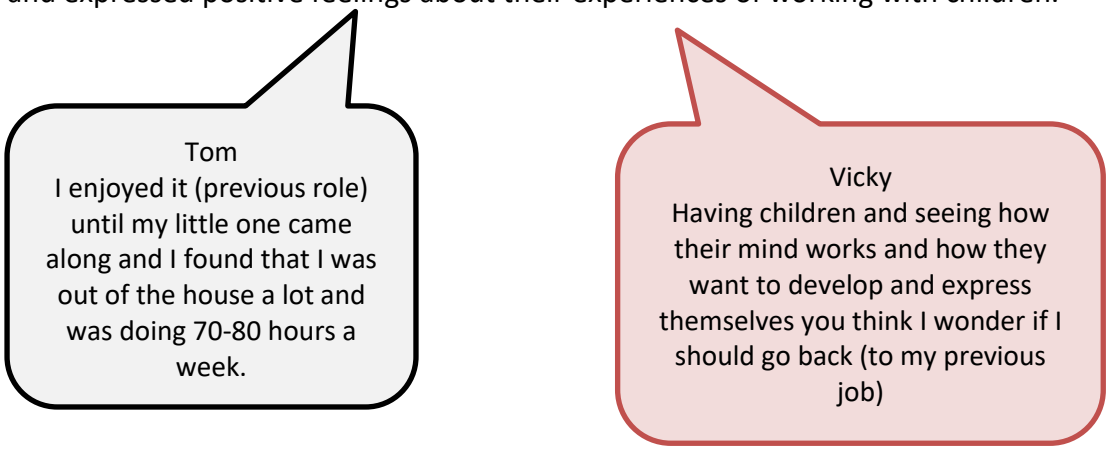
Participants were not motivated by their previous careers and/or did not find them rewarding. The responses above suggest that participants had the idea of being a teacher in their minds for a while before acting on it; with three of them having roles with children beforehand and three having their own children before deciding to pursue a career in teaching.

5.1.3 Sub-theme 2: past experiences

All participants had either had a role working with children; had spent time with children or knew teachers, which seemed to validate their motivation for becoming a teacher:

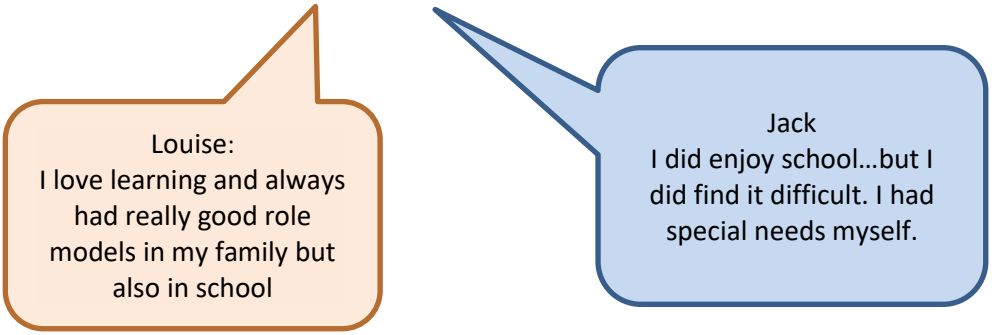


Participants seemed to display security in the fact that they had made a thoughtful decision and expressed positive feelings about their experiences of working with children.



Three participants were parents which seemed to be a motivator for their decision to train as a primary school teacher.

There was not a shared consensus with regards to the participants' own experiences of learning with some stating that they loved it and others stating that they had not enjoyed school.

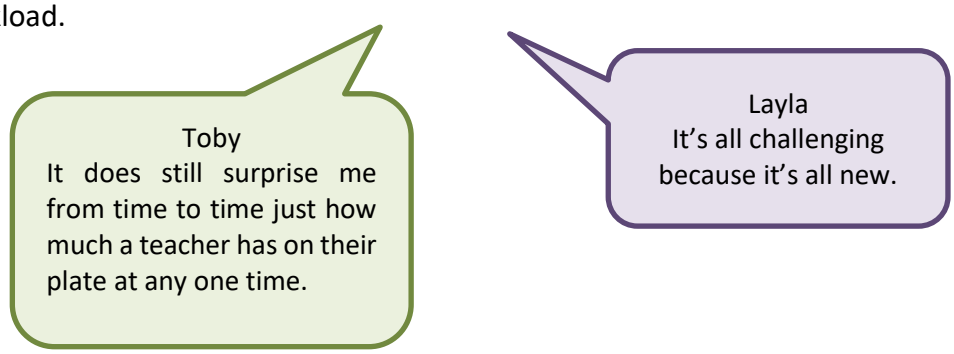


5.1.4 Main theme 2: managing workload

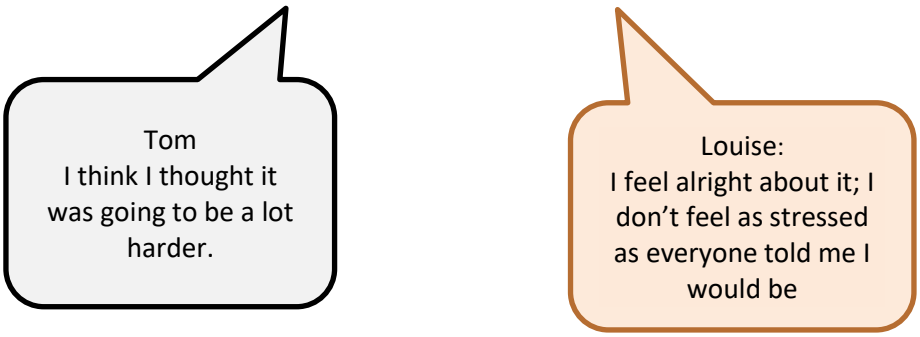
At this stage in the interview process, participants had not had any academic submissions and had not started their block school experience - workload was not yet at its peak. It was clear from responses that participants were aware of the workload on a PGCE programme, with many putting plans in place to manage their time effectively, particularly those who were parents. Similarly, it seems those who had previously held demanding roles in preceding careers were aware of the importance of managing their time.

5.1.5 Sub-theme 1: expectations

Participants expressed awareness that a PGCE would be 'hard' either because they knew someone who had done the course previously or knew teachers and were aware of the workload.



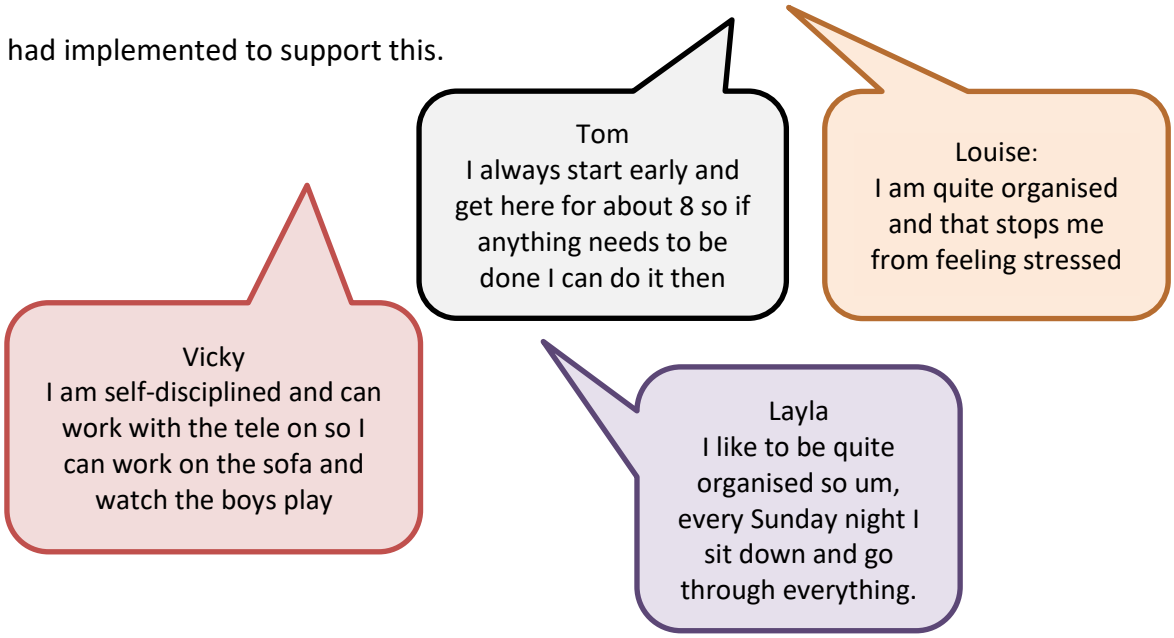
This comment from Layla demonstrates an awareness of challenge as something to be expected from anything that is new.



Participants had an expectation that the course was going to be 'hard' and therefore it seemed to not be meeting expectations; they were waiting for it to get harder, almost as though there was a sense of anticipation.

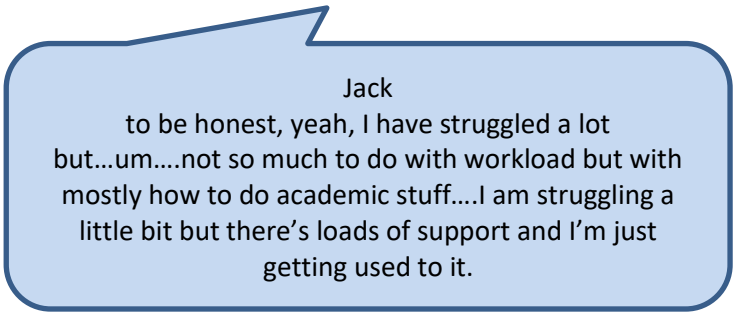
5.1.6 Sub-theme 2: discipline

Participants were organised and could articulately express the processes and procedures they had implemented to support this.



This sense of self-discipline could be because they already had previous roles as professionals and parents where an ability to be organised is essential.

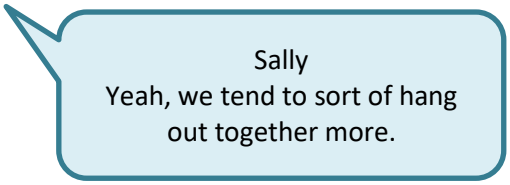
Six participants expressed confidence in their ability to manage workload and be disciplined; only one stated that they were finding it difficult.



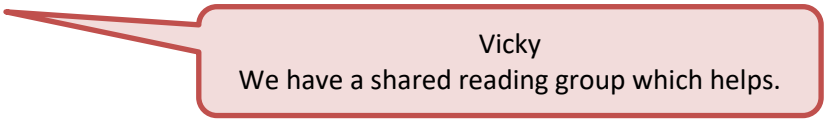
Despite admitting difficulties, Jack demonstrates the self-awareness to recognise this and is able to seek support as needed. This ability to manage workload, demonstrate self-awareness and organise their time is possibly a reason that motivated participants to volunteer to be involved in this research in the first place.

5.1.7 Sub-theme 3: support from peers

One of the SD participants made implicit reference to a developing sense of community within their cohort.



With another SD participant referencing the fact they supported each other through sharing work.



Both of these participants were from different SD partnerships and although Core participants did not mention working together it does not mean it was not happening. It is worth noting that these SD partnerships were comparatively small (four and twelve trainees respectively) and therefore, it was likely that trainees would have got to know each other relatively easily, particularly as they were inducted together in small groups on the same days.

5.1.8 Main theme 3: training routes

As discussed previously, participants were from either SD or Core training routes with three participants being on the Core route and four participants on the SD route. Participant responses indicated that although the expectations of workload and organisation had met their expectations, the expectations of the training route had not.

5.1.9 Sub-theme 1: marketing of the course

> Toby
> I was under the impression that SD students got more time in school and at the moment it doesn't feel like that is the case at all. That is why I bought in to it; I wanted to be more directly involved in the life of a school.

There was a sense, from Toby in particular, that the SD route had been 'mis-sold' to applicants through marketing prior to entry.

The issue of travel expenses (which was paid on the Core route but not SD) was a small but understandable irritant mentioned by both SD and Core participants.

> Layla
> The only thing they're (SD students) complaining about is that the expense is different.

> Louise:
> The only difference I can see is expenses which is really irritating Toby. It seems like we are doing a lot more travelling around than the Core students and not necessarily being funded for that travel…it builds up.

> Toby
> I would have benefitted from having 2 full days in school rather than half a day here and half a day there which is how they have organised it for us.

There appeared to be animosity about the organisation of the SD route which impacted on the participants' experience.

Despite this, there were elements of the marketing that Louise spoke positively about, with reference to the fact that during interview they had been told that there may be more opportunity to get a role within the partnership.

Louise:
They said in interview that if there was a job that came up then they would look more favourably on us if we had worked in the partnership.

5.1.10 Sub-theme 2: similarities and differences

Participants on the Core route stated that there was no difference between their route and the SD route.

Jack
I wouldn't say there was much difference at the moment.

Layla
So, it's….identical….it's exactly the same.

Tom
The only main difference I have noted is that they do their professional development sessions in school

The SD participants had picked up on the nuances of differences and referred to issues regarding travel expenses and the fact that some of their time in school was split as illustrated in section 5.1.9.

One SD participant stated that the fact that they attended teacher training (INSET) days and got to meet their mentors beforehand was a positive difference between the routes.

Vicky
I did the INSET days in school before we started which was good.

5.1.11 Sub-theme 3: policy

Participants mentioned the impact of policy with regards to what they had seen in the classrooms with children stressed due to tests and teachers stressed and under pressure.

Louise:
My friend has a little boy who already knows he has a phonics test in year 1 and he's 6 like – it's a lot of pressure. My cousin is 10 and she is struggling with maths because they are rushing and she is getting stressed. The government want these results and she is beating herself up. I see it in my classroom and its upsetting.

Tom
It (policy) must have an impact on what kind of teacher they can be, maybe not necessarily what kind of person they will be but it has to affect them as a teacher.

Layla
It's not fair on the kids either because if kids have a policy changed like being, let's say in reception so by the time they're you know, year 3, 4 or 5 it's being changed again…..

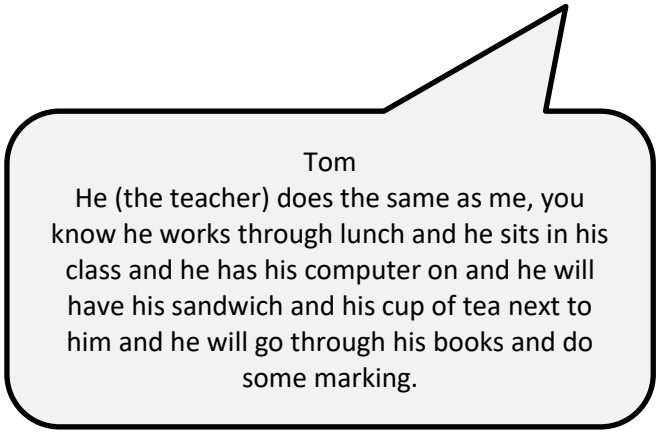
Both Louise and Layla seemed knowledgeable about policy and spoke about this more than other participants.

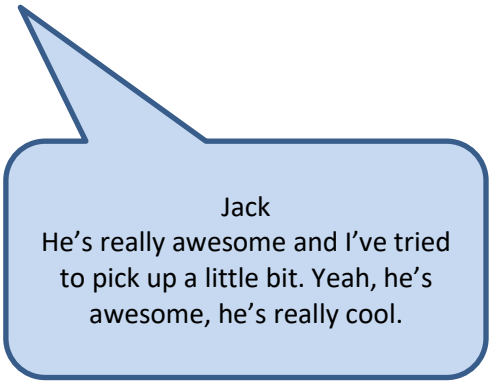
Layla
We're in a period of quite significant change I think

Louise:
I do keep up with education stuff on the news and things. I read things and I get angry.

5.1.12 Main theme 4: relationships

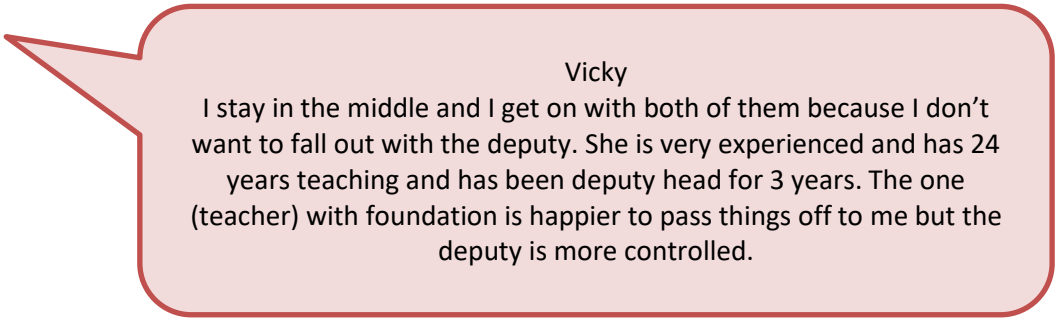
This theme focuses on the relationships that participants build within their classroom. In this first interview the responses focused primarily on their relationship with their mentors.





Both these participants were the same gender as the teachers they are referring to, whom they admire and look up to as a role model. They both spoke highly of these teachers in their interview and seem to aspire to be like them.

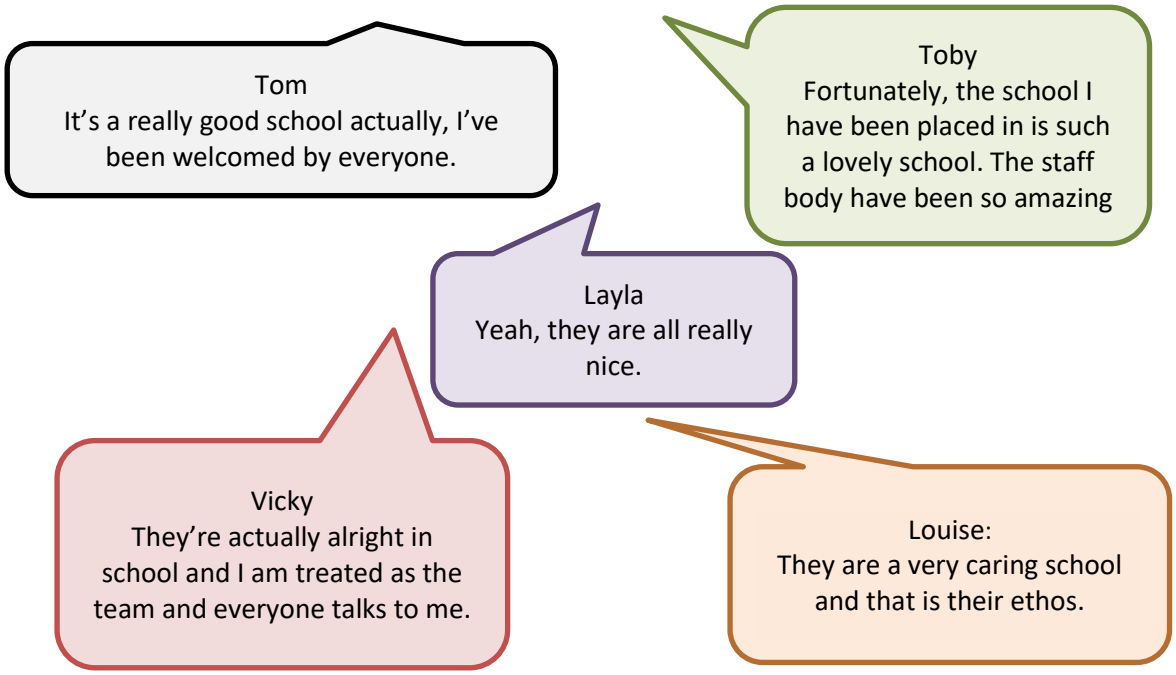
On the other hand, Vicky struggled to build a relationship with her teachers as they were a job share team with different perspectives on the relationship between trainee-teacher.



It seems that working alongside two different people proved difficult to manage and there was a sense of fear of 'falling out' with a more experienced member of staff.

5.1.13 Sub-theme 2: contexts

Participants' initial thoughts of their school context seemed positive with the use of words such as: 'nice, lovely, great' being used to describe the people and the school.



At this point in their training, trainees were expected to do little teaching and were largely observing and working with small groups as they had not yet started their block practice. Five out of seven participants expressed explicitly that they felt welcomed in their first school placement.

Participants mentioned the context of their school with regards to ethos and religion but this did not appear to be linked to whether they liked the school or not.

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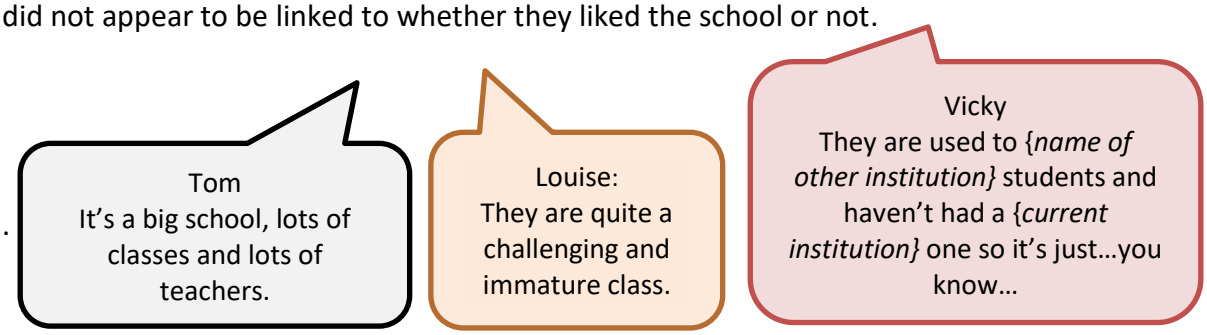
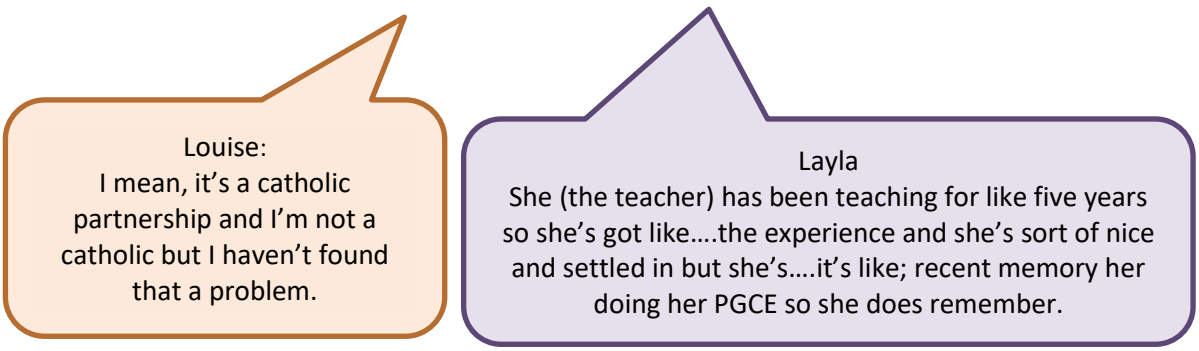
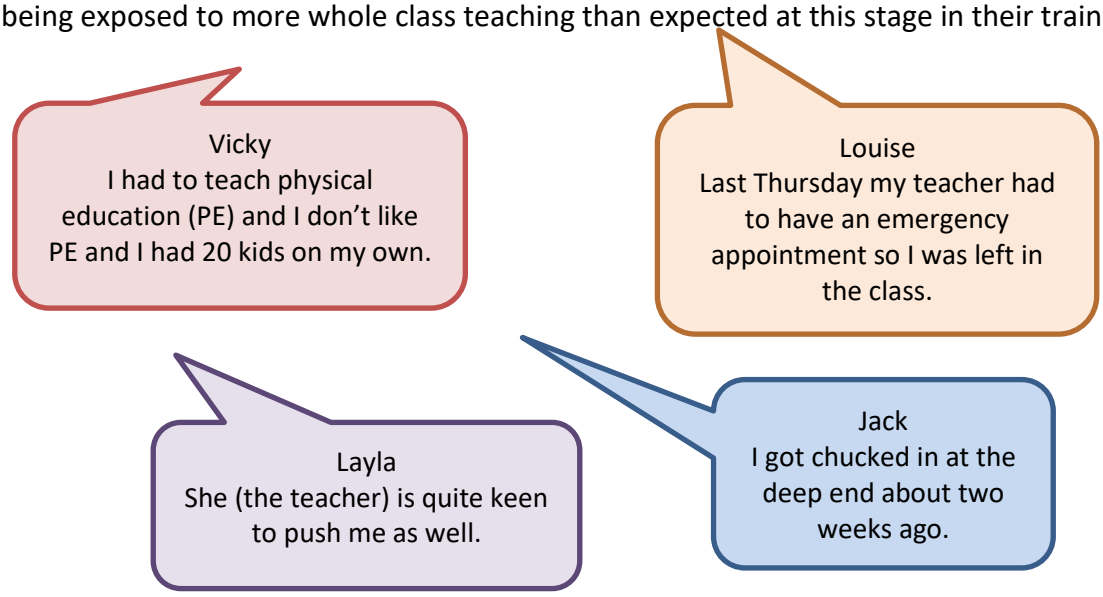




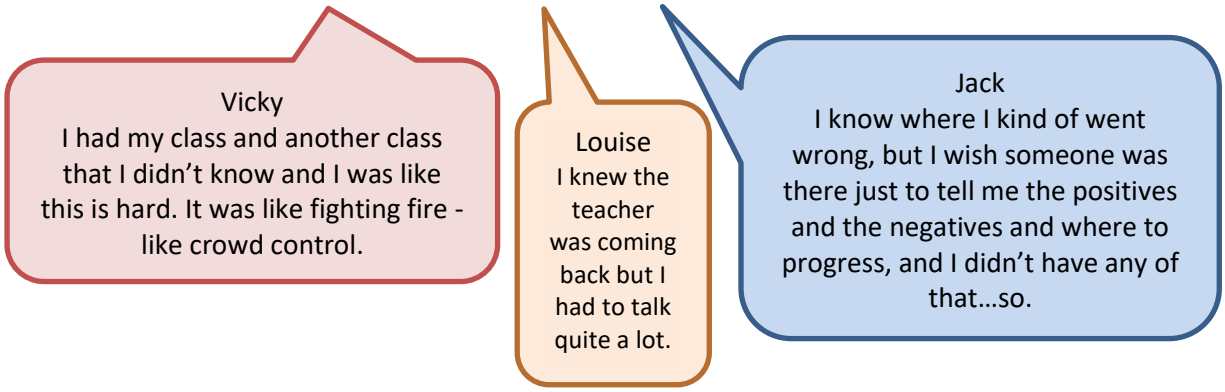
Whilst the contexts of the participants' schools differ, most of them felt settled.

5.1.14 Sub-theme 3: support

The level of support and challenge seemed to differ across participants' schools with some being exposed to more whole class teaching than expected at this stage in their training.



Whilst they were able to observe practice and question this with the newly established relationship with their teacher, participants expressed that they had perhaps been pushed beyond their comfort zones. Participants reported these experiences as 'challenges' in response to the question but did not seem to be unduly affected by them, perhaps due to the fact that they had a relationship with their teacher. There were references made to the absence of support:



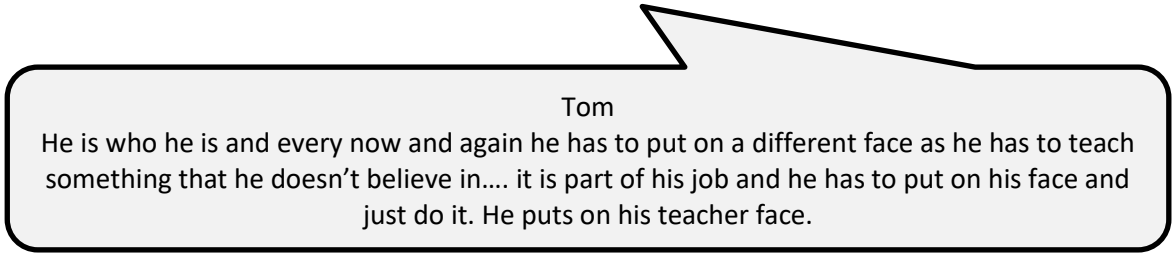
This is a difficult situation for trainees to manage early on in their training; they are clearly seen as competent by their mentors and do not want to shift this view so may agree to do more than they feel ready for.

5.1.15 Main theme 5: identity

Definitions of identity were not discussed with participants and it is worth noting that their understanding of the term 'identity' may have been different from mine as the researcher. There were crossovers between sub-themes in this main theme particularly within teacher presence and teacher role therefore, choices were made by the researcher about which sub theme particular comments would go in to.

5.1.16 Sub-theme 1: teacher presence

Tom made a comment about what he called a 'teacher face'.



This statement implies that there are times when you are not able to be yourself in the classroom. Tom seems to resonate with this as he goes on to say:

Tom
The rest of the time he is himself. That is what I would like to be really. I would like to be myself as a teacher. I don't want to go in to my place of work every day and be a different person to what I am at home.

There seems to be an acceptance that you can be yourself but sometimes you have to pretend to be someone you are not, particularly if your values and beliefs are compromised. Vicky was in a job share class and seemed to adapt who she was depending on context.

Vicky
I think I try and adapt to whoever I'm with so I will mimic whoever is in that day.

Vicky does not yet seem to have developed a sense of identity that is secure when faced with two conflicting perspectives in the classroom.

Despite spending time in classrooms, or working with children in their previous careers, three participants referred to the difficulties faced in the transition to seeing themselves as a teacher.

Jack
As a teacher your job is to progress everybody (not just a group)! I have kind of struggled with that a little bit.

Tom
There was always doubt that I would be able to do it and stand up in front of children and help them progress.

Toby
I mean for the moment it has been a TA sort of standpoint but being allowed to take on the class if and when I so please. …no real shocks as yet but they will happen I'm sure.

It would seem that despite classroom experiences there are still concerns about the step up to becoming a class teacher.

5.1.17 Sub-theme 2: feeling valued

Participants used positive language when referring to their schools and linked this to how the children and teachers responded to them too. Vicky referenced a less positive experience.

> Vicky
> The only niggle I had at the start was that I don't get a lanyard with my name on. I am not allowed to take a fob with me.

Although this was described as a minor incident, not being given a lanyard makes Vicky feel like a visitor rather than a member of the team; particularly when the other trainees in her SD partnership all have lanyards.

> Vicky
> I raised it with the SD lead and she says that each school has their own practice but the other three all have their fobs and lanyards. And when I went in for the first INSET day they showed me the pot for the tea and coffee and it was the visitor pot….so it's little things that bother me and everyone else says it's really bad.

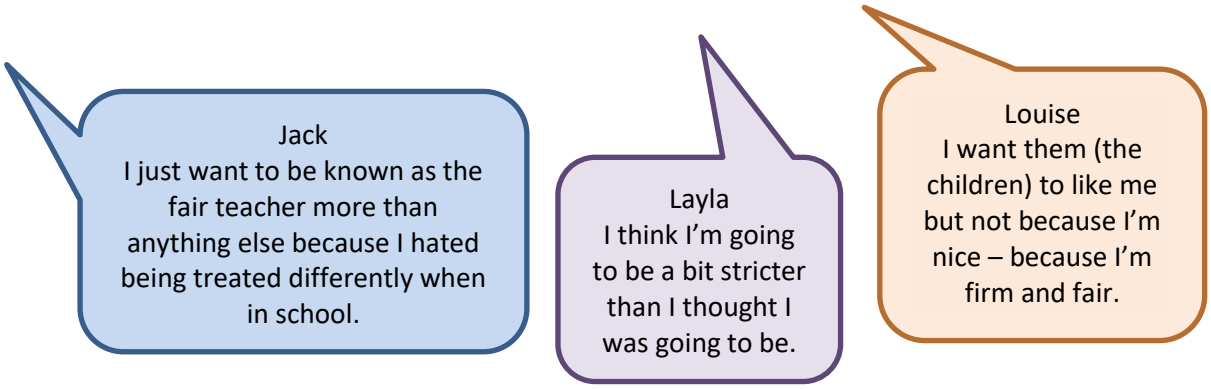
Vicky spoke to others about how she felt but I got a sense that she did not want to make a fuss about something relatively trivial nonetheless, it was linked to feeling valued as part of the school team.

5.1.18 Sub-theme 3: role of the teacher

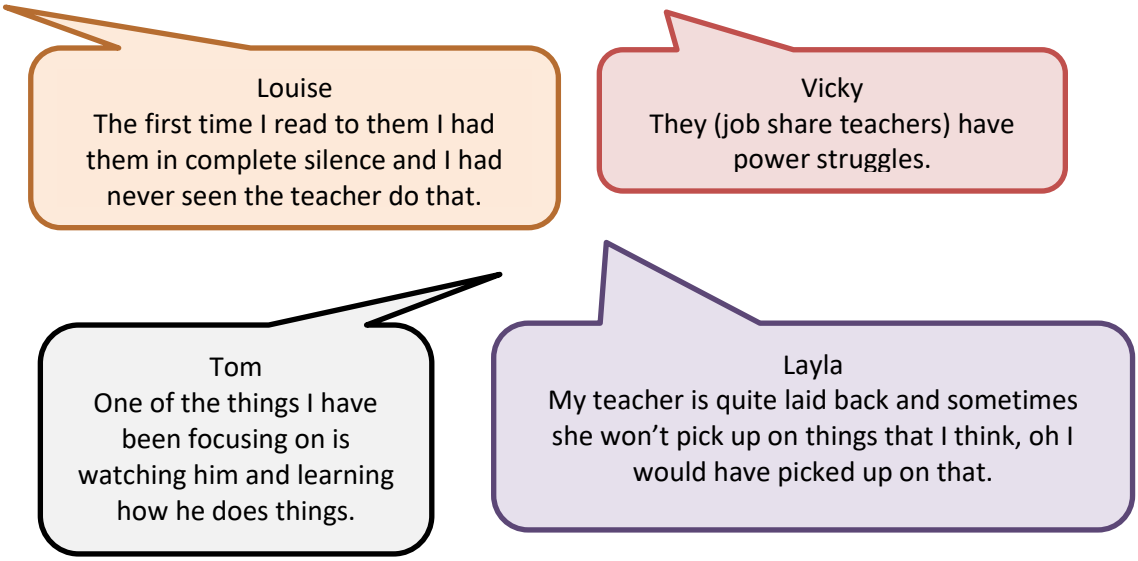
Discussions within this theme emphasised behaviour management which is a common focus for early stage trainees with issues of 'strictness' being raised by more than one participant.

> Tom
> I think that as a teacher if you start the year when the children come in and they know you're the teacher you already have that line defined.

> Vicky
> I want children to think that I am fair and get the job done but have fun.



The participants had been observing teachers in practice for a few weeks and referred to how they would behave 'the same or differently' to their teacher:



This comparison could be an important aspect in discovering what sort of teacher they are going to be by allowing them to consider what they feel comfortable with.

5.1.19 Concluding remarks

At this stage I identified that:

- Participants were motivated to pursue a career in teaching for a range of reasons but all had given the decision conscious thought.
- Most participants had experience with children before commencing the programme.
- All participants stated that they had effective time management.

- All participants expected their PGCE training to be 'hard'.
- SD participants referred to a developing sense of community
- SD participants expressed an initial sense of expectations not being met on their route
- Participants expressed more similarities within the two training routes than differences
- Participants demonstrated an awareness of the impact of government policy on teachers and pupils.
- Participants expressed the impact of contexts with relationships and feeling valued being identified as important
- Participants expressed difficulty in transitioning to 'teacher'.
- Participants were beginning to identify a sense of identity and wanted to be viewed by pupils as 'firm and fair'

5.2 Interview 2: Context

As documented in chapter 3 the second interview took place in December during the participants' block school experience, when they returned to university for a week. At this stage in the PGCE programme, trainees were expected to be teaching 40-50% of the timetable with whole class as well as group and individual work. Participants had returned to university for a week of sessions and assessments prior to the Christmas break. Since the first round of interviews in October I had no contact with participants apart from emails to arrange interviews. Time was still spent on 'small talk' as the participants seemed keen to chat about their school experience and life in general outside the parameters of the formal interview.

5.2.1 Main theme 1: motivation

The knowledge participants had of the programme and teaching at this stage had increased and therefore more time was spent discussing the 'here and now' than reflecting back on previous experiences and motivation to become a teacher however, points made in interview 1 were often reiterated as can be seen below.

5.2.2 Sub-theme 1: previous career

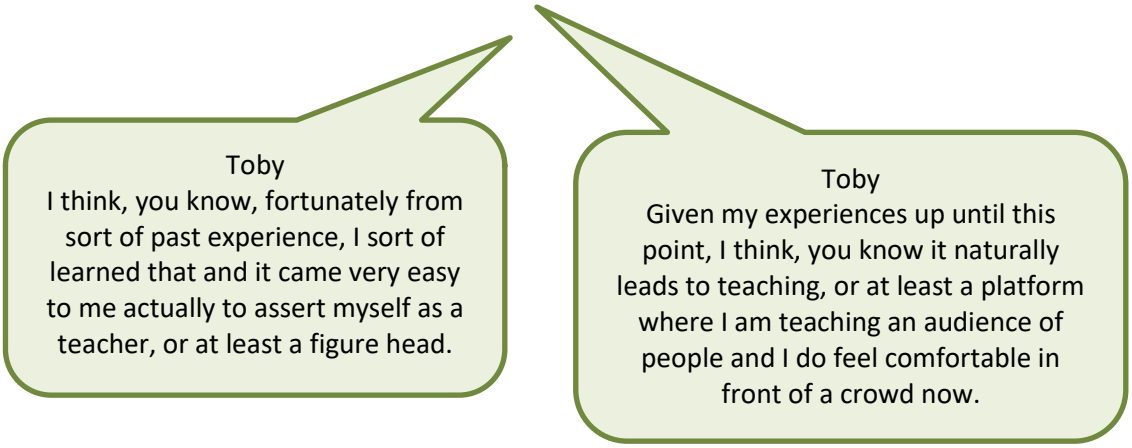
As mentioned previously, three of the participants had roles with children before they embarked on a teacher training route.

> Louise
> I wouldn't say that I necessarily got a calling…I just ….thought….that's something that I really, really want to do and I would find really enjoyable and fulfilling.

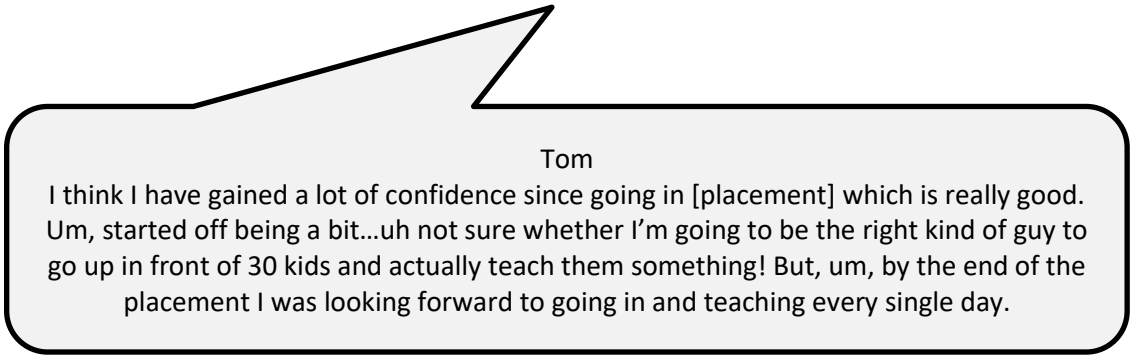
Toby and Jack had both been teaching assistants and had therefore spent time with teachers in a school context. Although she had worked as a nanny, Louise had not had classroom experience with children.

5.2.3 Sub-theme 2: past experiences

Responses to this sub-theme in interview 1 focused on experiences prior to beginning their training, as participants did not have current experience to draw upon whereas in this interview participants drew upon experiences before their training as well as experiences in their current placement.



Toby drew on past experiences as a way to illustrate confidence in the classroom.



Tom, who had not had previous formal experience with children, was less confident at the beginning and alluded to the fact that his confidence had improved due to placement experiences.

5.2.4 Main theme 2: managing workload

At this stage in the interview process, participants had academic submissions (one of which was during the week the interviews were held) and were part way through their first block school experience. They were expected to prepare for their assessments in the evenings following full days in school so workload had increased since interview 1. It was clear from

responses that participants felt the impact of this increased workload and were utilising the organisation processes they outlined in interview 1.

5.2.5 Sub-theme 1: expectations

Although there was a sense in interview 1 that participants were aware of the expectations of a PGCE programme there were comments which illustrated that participants were surprised by the reality. Jack was finding the work harder than expected.

> Jack
> I am struggling a little bit. I had been thinking about quitting as everything is so tough.

However, Layla and Louise suggested that expectations matched the reality at this stage of training:

> Layla
> I think it was sort of what I expected in terms of challenge so I knew it wasn't going to be easy but then it wasn't more difficult that I was expecting. I think it helped that I went in with some quite….realistic expectations….

> Louise
> You know, I'm sat on a Saturday and I've marked and I've planned you know, and using my own time. But I accepted that, I didn't go in blindly thinking like: "oh it's going to be brilliant" and I'm going to have six weeks off in the summer and Christmas holidays to sit around and do nothing. You know, I know I'm going to have work to do, I'm not one of those people who entered in to the profession blind.

Both Layla and Louise acknowledge that they have a lot of work to do but that, so far, it is what they expected.

Participants referred to workload and expectations with Vicky comparing her experience to others in her cohort.

Vicky
Um, I had a little wobble…compared to [other SD PGs]….they were doing a hell of a lot more than I was being allowed to.

In this statement, Vicky seems to suggest that she is not being allowed to do as much as she was expecting to, in comparison to her peers.

Although stating that her expectations were met, Louise does refer to feeling worried about workload and that despite expecting to work hard it happened rapidly.

Louise
Um, I've been a lot more emotional than I've ever been in my life! I was kind of panicky at one point that I hadn't got anything….and then all of a sudden it all came along at once….and I was like, I've got loads….

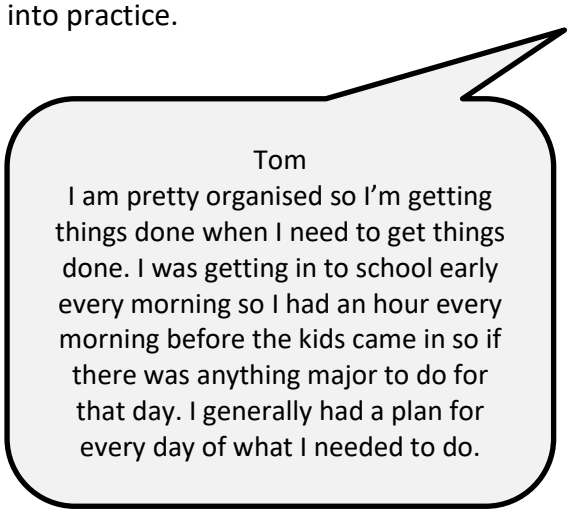
Similarly, despite stating that the workload met expectations, Layla referred to the impact of the workload since the beginning of the programme.

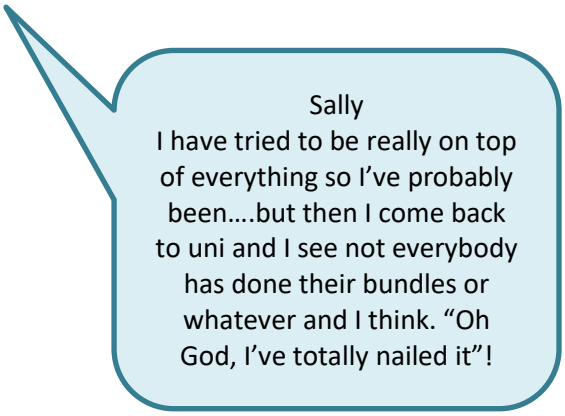
Layla
Yeah, I definitely do feel like I'm running on steam a bit at the minute though! I got home last night about 7.30pm because I was here doing my presentation and I sort of, went to bed, and just went to sleep! But, you know, I've only got like 1 more day to go!

Layla refers to working late on academic assessments but seems reassured by the fact that she only has one more day left in university before the Christmas break.

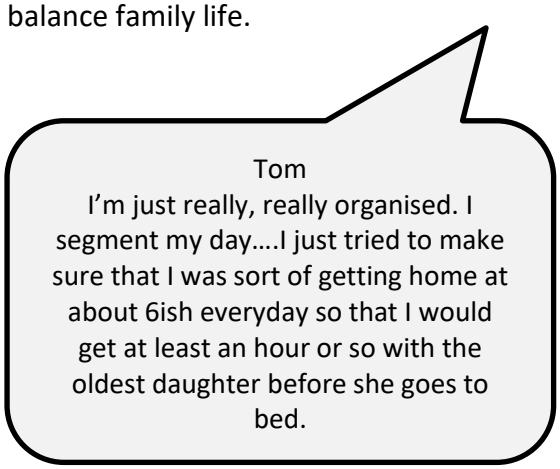
5.2.6 Sub-theme 2: discipline

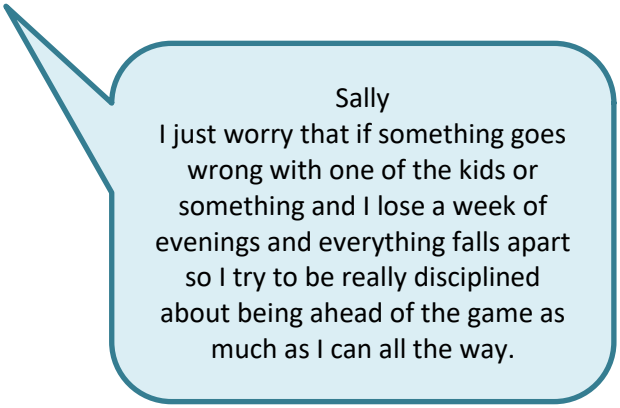
Being disciplined about managing workload and developing systems and processes remained a key aspect of interview 2 with participants putting strategies they discussed in interview 1 into practice.





Both Tom and Sally are parents of young children and refer to the need to be organised to balance family life.





The issue of balancing academic work and placement commitment was referred to by participants as they were working a full day in placement as a teacher and working on academic assessments in the evening.

Tom
I've got an assignment due in on Wednesday which luckily, I prepared a lot of before I went on placement so it's pretty much done now.

Vicky
I need to feel the fear so I tend to leave "work" work until the last minute but it has been hard fitting it in with…you want to concentrate on placement and not worry about doing assignments.

Louise
It [essay] is not due in until February but obviously I want to, kind of, at least get….I want to get you know a draft done over the holidays.

Toby
I felt priority wise that [lesson planning] came first. But, you know, now that's sort of pretty much over…I can lean towards the academic side of things now and give that more attention.

Sally
Um, yeah, it's tough. I sort of found it easier when I'm doing either university or I'm doing school. I find the weeks where we mix the two quite tricky because I kind of feel like, when it gets to Wednesday, I've finished the week.

Not all participants reported managing the workload as being difficult:

Layla
I think it's quite…it's not too much at the moment to make sure that you're balancing everything nicely so…yeah, I'm quite happy with the academic side of it…all of the presentations and assignments and things done, as well as everything I've had to do in school as well so…

5.2.7 Sub-theme 3: support from peers

The idea of sub groups within the main cohort was raised within this theme as being a supportive element in managing workload. Both Toby and Vicky were in small SD clusters.

Vicky
Yeah, yeah it's [SD group] really nice and quite close. We message each other every day…to see how we got on.

Toby
We've set up, sort of, groups on social media to try and contact one another and support each other and you know….that's always welcome.

Toby went on to mention that these groups are not always helpful in managing workload.

Toby
But, quite often, it's just a floundering of "do we know what's happening here" or "do we know what's going on here"…you know there seems to be a lack of communication on all parts. [assumption made that this reference is to both his SD and other routes]

5.2.8 Main theme 3: training routes

At this stage in their training, SD participants had been receiving professional development training in their schools led by teachers from the partnership of schools; the Core trainees received professional development training at university led by tutors from the programme team.

5.2.9 Sub-theme 1: marketing of the course

Vicky stated that she would not choose the SD route again had she known what the reality would be in comparison to the marketed offer.

Vicky
I think for the SD, having known what I know now…I probably would have gone to {*other institution*} and done four days a week….because how they sold it [current SD programme] was that we would be here six days…total…a year…which as you can see is a complete and utter fib!

Vicky went on to state the positive aspects of her SD experience.

Vicky
So, it's the best of both worlds because I think we have been to all the staff meetings and everything and obviously [in service training days] INSET days as SD. We've gone through the horrendous teacher interview already to get on the programme whereas to get on this [core programme] was brief.

5.2.10 Sub-theme 2: similarities and differences

As well as making comparisons between the Core and SD programmes, participants made comparisons between different experiences within their programmes and across different SD programmes.

> Louise
> Yeah, I feel really lucky and happy and I was talking to other students…you know [name of student] who's also on SD and she said that she hasn't had that much of a positive experience.

Louise referred to the location of professional development (PD) training and whilst other SD partnerships held training offsite, the one she belonged to held theirs with the Core PG cohort at university as they were a small SD partnership.

> Louise
> Yeah, I do PD here so there's literally no difference…so yeah, it's quite nice to be in a school in a small partnership I suppose.

Toby made less favourable comparisons between his SD experience and those of others.

> Toby
> Ask me a few months down the line whether I suggest this particular course to newcomers to the teaching profession. Just, like I said previously, you know there isn't too much of a difference.

The expectation from Toby was that SD and Core would be different i.e.: more time spent in school on SD routes. The issue of professional development training was cited again.

> Toby
> We had to go to a different location for our PD lectures and again, I think and it's not just me who thinks this but…I think what we learn in those sessions could be done, you know, simply through reading a PowerPoint presentation ourselves or …turning up to the PD sessions with other PG students.

The issue of travel expenses was raised again.

Toby
Yeah, we are not given travel expenses to go to these places either…which is strange considering we do probably more travelling than others.

Sally reported feeling happy with the SD route.

Sally
I'm really liking the university stuff! There're people who are in the SD who are really unhappy who thought it would be more school based…but for me, I really like it.

Layla acknowledged that trainees had reported issues with SD but highlighted that a number of these issues were applicable to the Core route too.

Layla
There are SD people who haven't got a placement because the schools have over-subscribed themselves, so, I don't think I would have been better off being in SD at all, because they have the same issues as well.

Layla did go on to state that she was happy with her decision to apply for the Core PGCE route.

Layla
I would much rather be in a university who have got the weight behind them … to just flood the market when asking for placements than being in a SD school where, like, they haven't got placements.

5.2.11 Sub-theme 3: policy

When discussing policy, participants referred to the impact of this in schools with reference to national testing; the impact of curriculum and the consequential pressure on teachers.

Tom reflected on the impact of policy in his placement classroom.

Tom
They [teachers] still mention it on a daily basis, the new curriculum and how we've got to push them towards these targets. If they haven't made a significant amount of progression in year 5, when they get to year 6 they find that they're literally teaching to the test…

Sally spoke emotively about the impact of curriculum reform on areas such as reading.

Sally
…that [reading] doesn't happen by magic and … by reading stupid guided reading and really basic books, it comes through reading …high quality books … I don't know if it's because of pressure and their results but nobody's sort of taking a step back and thinking…you know what?

Despite being new to the teaching profession, participants have developed strong views and beliefs about education and express anger and frustration at the situations they have witnessed in schools.

5.2.12 Main theme 4: relationships

This theme focuses on relationships that the participants build within their classroom. In this second interview, responses continue to focus primarily on relationships with their mentors. There was more depth to participants' responses at this stage due to the prolonged and ongoing nature of the relationship as well as the fact that participants had been with mentors every day for weeks during school experience.

5.2.13 Sub-theme 1: experiences in the classroom/community

Participants suggested that being in the classroom every day observing and teaching had given them a clearing understanding of what the role of a teacher would be like in reality.

Louise
…it shows you like how an actual school does run, it's not at all like clockwork and you're going to do this, this and this…there's change, it's fluid and it's not set in stone.

Sally
I feel that everything that we learn here [university] is sort of, best practice…then when you go in to schools…

There is a link being made between the theory of teaching and the practice which Sally makes explicit.

Sally
It's a good school but it's just not…there's quite a bit of difference between what we're doing here (university) and what we're doing in school.

As well as identifying links and difference between theory and practice participants acknowledged the difference in their own experiences.

Vicky
I could have had a bit more contact time with them as a whole class…it would have helped. I think I will have that conversation earlier with my next mentor…

There was evidence of comparisons of experiences between peers.

Layla
I sort of got dumped into the deep end a little bit…whereas other people were completely working from other people's plans from the start I was sort of doing a mixture of both.

Participants reflected on experiences and discussed aspects of their practice that they had learned from.

Layla
Because I was sort of given it [the plans] a couple of days prior so I didn't have much time to plan it, so given how much … grammar teaching I had seen it wasn't a surprise that it wasn't the best lesson.

Louise reflected on the behaviour of the class and the impact this was having on her practice:

Louise
…it's just that my class, they are…you know they have the reputation of being a difficult class. Um, but, I somehow seem to know how to get through to them.

Despite mentioning difficulties, most participants reflected on how they had overcome these however, Vicky had not had such a good experience.

Vicky
Yeah, well, she wanted to put me on a PiP [professional improvement plan – used when students are an initial cause for concern]…she wanted to be discreet.

5.2.14 Sub-theme 2: contexts

Participants expressed positivity towards their class teacher/mentor citing them as role models.

Louise
Yeah, I feel really lucky with my mentor at school, he's brilliant.

Sally
He's brilliant at things like behaviour management and things, he's brilliant.

Toby
I'm so happy they've [the children] got this lovely teacher to guide them … And, you know, she herself, the teacher, I would class as a kind of role model for me …, as a teacher that I would like to be … after this course.

Despite making positive comments about their relationship with mentors, there were examples when values of participants and mentors were different. Louise, in particular, spoke at length about her relationship with her mentor.

> Louise
> Um, I mean my thing was I got kind of frustrated with my class mentor because he'd be like "oh I'll send you the plans" and he never sent them! … and the other week I had the same situation where I said "can you send them on Friday night?" he said he sent them, I never received them so….I get them on a Sunday afternoon….and I was just like "ugh!"

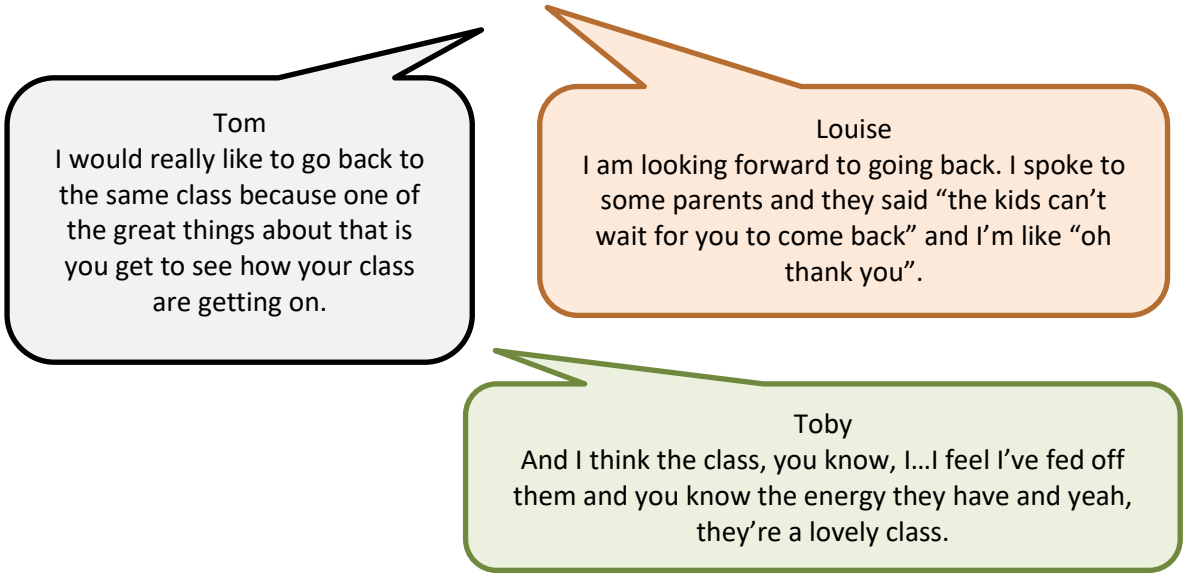
This difference in working practices impacted on Louise's ability to manage her time and resulted in frustrations. This led to Louise identifying other aspects of her mentor's habits that were causing friction.

> Louise
> I think there's some parts about my class … that just little things would probably make a difference like my class mentor is a bit unorganised and messy… so then they're [the children] quite messy. Um, I don't think it kind of…I personally don't work well in a mess.

The context of the classroom environment impacted on Louise's experience. Sally referred to different perspectives with regards to contextual aspects of the classroom environment such as noise levels.

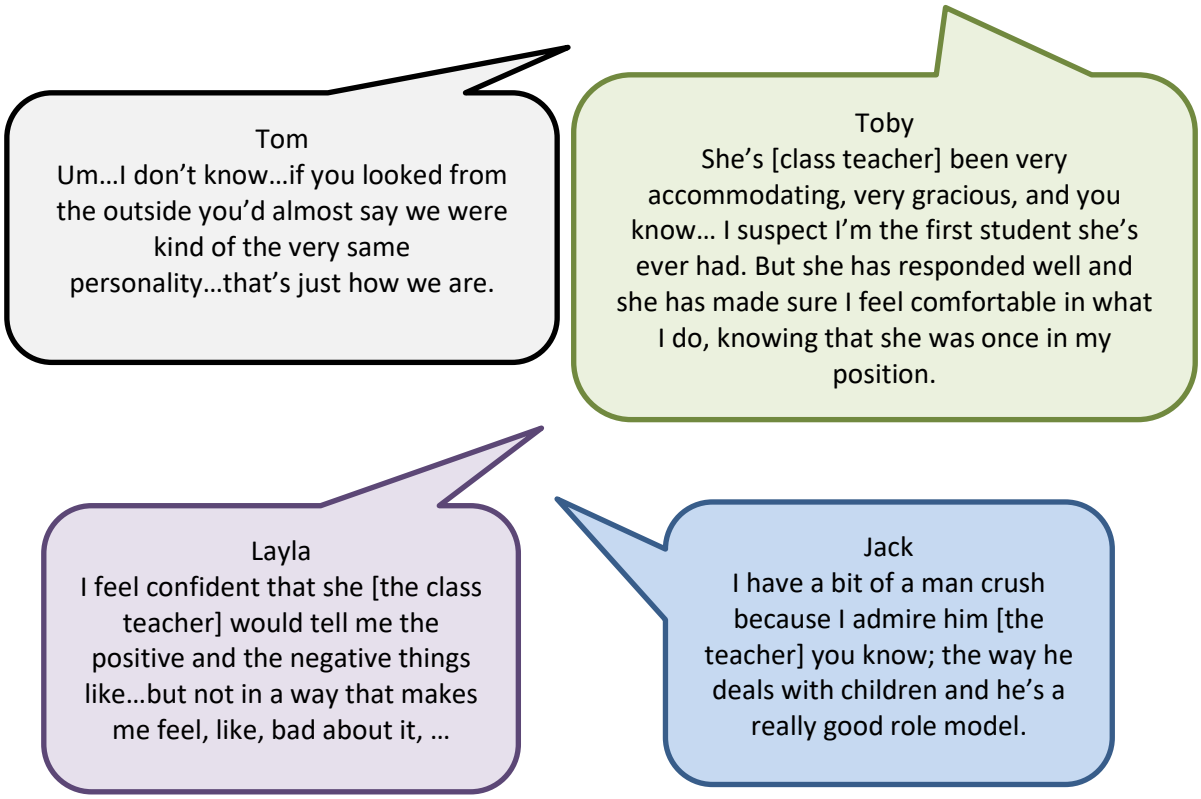
> Sally
> …the noise levels and things in the classroom were massive compared to what I am used to.

As well as discussing the relationship with their mentor participants referred to their relationship with the children.



5.2.15 Sub-theme 3: support

When asked about the support received from their mentor, participants referred to the respect and confidence they had for their mentors, the quality of their relationship and the importance of feeling part of the school community.



The relationship between participants and their mentor was not as positive for Sally.

Sally
I think the atmosphere between me and my mentor was interesting…he's not sort of openly warm and friendly; he's sort of very, very good professionally.

5.2.16 Main theme 5: identity

As in interview 1, although the participants did not explicitly reference the term 'identity' as the researcher, I chose to use my sub-themes to identify aspects of identity. Again, there were crossovers between themes but I have chosen to keep these separate for ease of analysis.

5.2.17 Sub-theme 1: teacher presence

With regards to participants being seen as a teacher and therefore having 'teacher presence', responses suggest that this had increased since interview 1; due to the fact that they have been expected to do more teaching with the whole class.

Tom
They [the children] definitely saw me as more as like a teacher … than they did before. I feel I have more of a teacher presence than I had when I started.

Louise
It all just sort of came together and I went home with a sort of glow and I just thought "I'm going to be an amazing teacher".

Toby
The class have been….they've responded well and yeah, I've asserted myself as …a teacher sort of role model. I'm very comfortable and I can now see myself in the teaching profession.

Participants referred to developing teacher presence as something they worked on.

Tom
It took a while to get to that point, even when I was teaching, you could physically see and hear the difference in behaviour in the children when I was teaching to the class teacher especially when he stepped out of the room for a bit.

Toby
Children are very aware, and very observant and, you know, they can take advantage … So, you know to sort of…to be able to say "no" or to be able to manage behaviour is still a learning curve for me.

Not all participants were as openly confident in their abilities at this stage and were reflective when discussing their teacher identity and teacher presence.

Layla
I think it's always a fluid thing, like I mean even your sense as just a person is always changing so I think to say I have a sense of who I'll be as a teacher…I don't think I will ever say "yes I do" because every experience you have is going to change how you perceive things and how you approach things.

Jack
I don't yet feel I have a teacher identity because I am still learning about myself as a teacher and this is something that I am going to develop over the next few months.

5.2.18 Sub-theme 2: feeling valued

This sub theme links back to the theme of relationships as participants referred to their mentor when discussing how they felt in the classroom as well as how valued they felt. Vicky again expressed her frustrations about her experience with her mentor and the subsequent impact on how she felt about herself as a teacher.

Vicky
Well, she wouldn't even let me do registration until week 3. Um and then she wondered why I wasn't building rapport with the kids. It's just that she [class mentor] wants me to be perfect. [Class mentor said] I had no personality, I was too sharp and I didn't appreciate TAs [teaching assistants] enough.

This is in contrast to the feedback received from mentors by other participants.

Louise
I've had nice feedback from my class mentor ... And I think that, you know, I apparently have really good engagement with them [the children]

Layla
I taught a science lesson and that was the day that the interim reports had to be in and my teacher had written my interim report and it was ready to go off. She grabbed her laptop in the middle of the science lesson and started tapping away and she said "You were just saying and doing really amazing things I just couldn't not put it in your report".

The mentor had an impact on a participant's value position; as did reflection on their own behaviours and the behaviours of other members of staff in the school.

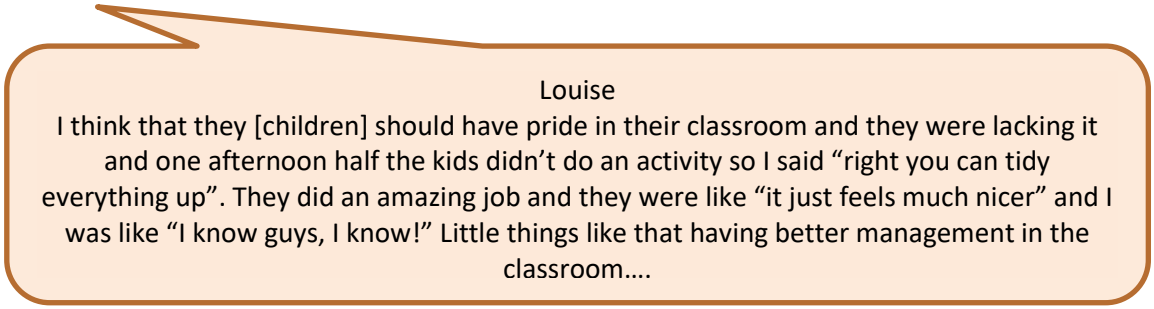
Sally
I had two other teachers … said that students were a pain in the ass and that nobody wanted to have a student in their class…because they created so much extra work. Then she [class mentor] said "who do they think they are, there aren't any jobs for NQTs (newly qualified teachers) in Bristol. They walked out of the classroom and I thought "oh that was friendly, what a positive conversation!" {sarcastically]

Jack
The lesson didn't go well, my behaviour management wasn't great and I hadn't thought through my lesson sufficiently so nothing went well which gave me a real confidence dip.

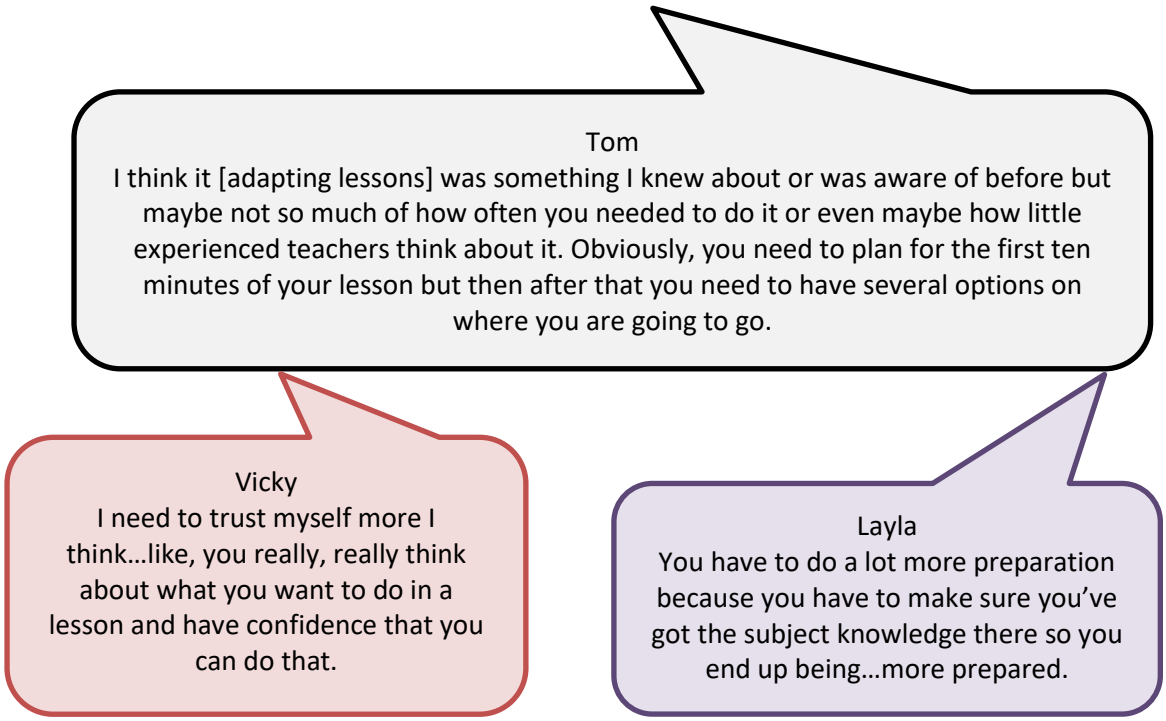
5.2.19 Sub-theme 3: role of the teacher

Managing children's behaviours and attitudes continued to be a focus in interview 2 as well as building appropriate relationships with children.

Tom
As soon as I saw something out the corner of my eye I was like "you need to stop that now" or whatever it might be and yeah…the certain characters in the class were always the ones that did things like that…they knew I was going to be watching them during lessons.



Participants were developing an understanding of a teacher's need to plan and adapt to change throughout the day.



Participants were developing a sense of the wider role of the teacher outside the classroom and the demands of planning for effective learning.

5.2.20 Concluding remarks

At this stage I identified that:

- Participants were using past experiences as a basis for reflection on their current position.

- Participants were finding it a challenge to manage academic and professional studies.
- One participant had considered quitting.
- Participants identified the impact of workload on how they felt
- Participants were able to articulate specific time management strategies they used to organise their time
- Participants referred to support from peer groups
- All SD participants identified a mismatch in their expectations of the training route
- Participants identified both similarities and differences in their training routes
- Two participants expressed frustration at the impact of policy they had observed in classrooms.
- Participants are beginning to identify a mismatch between theory and practice
- Participants are beginning to make comparisons between their experiences and their peers
- Participants had developed a good relationship with their mentors in school and articulated the impact this had on how they felt about themselves
- Participants are developing their sense of teacher identity and features such as relationships with mentors and children are cited as having an impact on this.
- Participants are developing their understanding of the role of the teacher and comparing this to their previous understanding

5.3 Interview 3: Context

As documented in chapter 3 the third interview took place in April which was during the participants' serial days in their second placement school, prior to the commencement of their second block school experience which would determine their final grading against the

Teachers' Standards. Participants were attending university for three days a week. At this stage in the PGCE programme trainees were expected to be teaching 40-60% of the timetable on the two days they were in school with the majority being whole class teaching. Participants were working on assessments alongside their university and placement commitments. Since the second round of interviews in December I had seen participants in university as they were attending sessions but this usually consisted of a greeting as we passed each other in the corridor. Participants were chattier and there was general discussion outside the parameters of the formal interview; participants seemed keen for the opportunity to be interviewed and would mention it when passing. I felt that participants had more trust in me at this stage as they were more open and vehement in their responses. From listening to the audio recordings, it is clear there was more talking done by the participants than me during these interviews.

5.3.1 Main theme 1: motivation

As participants had now been immersed in schools for a few months there were fewer discussions relating to their motivation for entering teaching. Participants were beginning to consider the concept of professionalism within teaching and related this back to their previous experiences and careers. Participants were making comparisons to their own experiences in schools and reflecting on the changes in the education system with reference to policy. Four participants had started to apply for teaching roles at this stage in their training and references were made to the application process.

5.3.2 Sub-theme 1: previous career

Participants made comparisons between experiences in the schools they were being trained in and their previous careers. Tom referred back to an idea discussed previously of having a different 'face' in work.

Tom
What I was saying about having a personal and professional life is even before I came on the PGCE, my previous job it was very much like that, you know, you had a work face …you'd put your work face on every day and you'd come in and you'd do your work. You'd maybe even speak a bit differently…

Tom went on to give a specific reference to the type of language that is used in professional environments, relating the environment he worked in previously to the one he was in now.

Tom
The way you use your language is a little bit different, you know, maybe a little bit more formal because it was a business setting so it was very much formal in how you spoke.

Sally refers to the concept of professionalism in relation to the difference between her previous career and teaching.

Sally
I'm sort of getting an idea of where I am as a teacher and that's really good. But I think also, when I was a lawyer I had to be professional but that was about not showing any of who you are really, …so it's [teaching] a different kind of professionalism, it's like that balance between professional and not being yourself.

Sally seems to suggest that within teaching you can maintain a sense of self whilst remaining professional.

5.3.3 Sub-theme 2: past experiences

Participants referred to previous experiences and reflected on how these impacted on their development as trainee teachers. Tom discussed how previous experiences had resulted in a lack of confidence when applying for teaching jobs.

> Tom
> I was in that mindset before I started PGP2 and then I had such a disappointing time I didn't really feel like I could do the application. I couldn't take that strain on top of what I was doing at that point.

Louise stated that the route into teaching was not important as long as the desired outcome of being a teacher was achieved.

> Louise
> I would have gone anywhere; I just really wanted to be a teacher so I accepted the offer

Toby suggests that this shared motivation to be a teacher united the participants and their peers.

> Toby
> I've noticed when speaking to my peers that we are all in this for the same reasons. Unlike university before… I mean, from my linguistics course … I could count the amount of people that I am still in contact with on one hand because we all sort of went different ways thereafter.

This collective sense of outcome, regardless of past experiences, continued to motivate participants as they embarked on the shared journey.

Despite being motivated to continue on the journey to being a teacher, participants seemed to be developing an understanding of the complexities of teaching and the education system.

> Layla
> Obviously, I was in primary school a long time ago but still recent enough that I remember what I learnt in primary school and I don't remember it being like this. Obviously, you know to get to where I am now, quite clearly the education system worked for me and I understand that it didn't work for everybody, but at the same time, I feel like it doesn't work now ….

This is one participant's view but the comparison between their own experiences in primary schools and those that they are experiencing from the perspective of a teacher rather than a learner is worth noting.

5.3.4 Main theme 2: managing workload

Discussions around workload at this stage in participants' training referred to the additional work of completing job applications and preparing for interviews. Alongside this, teaching expectations had increased as well as academic assessments.

5.3.5 Sub-theme 1: expectations

As in previous discussions, Layla referred to the 'difference' noted in the schools she was placed in as well as those she visited for interview in comparison to those she remembers from her own experiences. It seems that her expectations were different in comparison to the reality of schools within the structure of Multi-Academy Trusts (MATS) and Teaching School Alliances (TSAs). There appears to be an element of discomfort around this shift.

Layla
All you have to do is go on to their website and it's got, rather than the head teacher they are the Chief Executive Officer (CEO) and it's like, that's a business term, you could at least mask it a bit…And I was just like, nope, running a mile from that.

Layla seems to have a secure sense of expectation that finding the right job is key and is waiting until she finds a school that meets her expectations while others seem more concerned about being able to find a teaching job at all.

Toby
Yeah, and they seem to be being snapped up. All my peers seem to be really securing themselves jobs left, right and centre so you often feel a push to kind of…

Toby seems to be feeling pressure to find a job as if there may not be enough.

5.3.6 Sub-theme 2: discipline

Participants seem to have negotiated processes and procedures for managing their time and these were well embedded so this sub-theme did not elicit as many responses during interview 3. References were made to the additional pressure having to apply for jobs added to their ability to be self-disciplined.

Vicky
It's just to be self-disciplined…when I stop block [placement] is just to sit down and go "right, I need to do this on this date". And just build it into a routine, otherwise I'm just going to get swamped and the evidence bundles just aren't going to get done.

Sally
Yeah, yeah, it would just be nice to have it [a job] because it's kind of the thing of having, like essays to do and your third placement to do and applying for jobs, it just feels a bit like…which is the most important thing? It's like trying to balance it all, all the time.

Despite referencing routine and structures, there is a sense that participants are concerned that work is going to get on top of them and not get done.

5.3.7 Sub-theme 3: support from peers

Participants referred to the 'shared experience' and that this had supported them on their journey as a trainee teacher. Layla referred to the positive aspects of having another trainee from the course in her school during their final placement.

> Layla
> I think that it was really helpful because she [another student on the same route] had come from Reception so we had completely different perspectives and approaches … so it was helpful for me, I think, to get an understanding of where they [the children] were coming from and their progression. I think it was easier, having somebody else there who was at the same sort of experience level.

Toby spoke more generally about the peer support.

> Toby
> …Here, we're all in it for the same reasons and I've experienced a lot of camaraderie if you like and we are all very, very supportive of one another because we know how tough it is. We know what each other are going through and at the end of it, you'll still have those people to contact, should you require any help or assistance in the future.

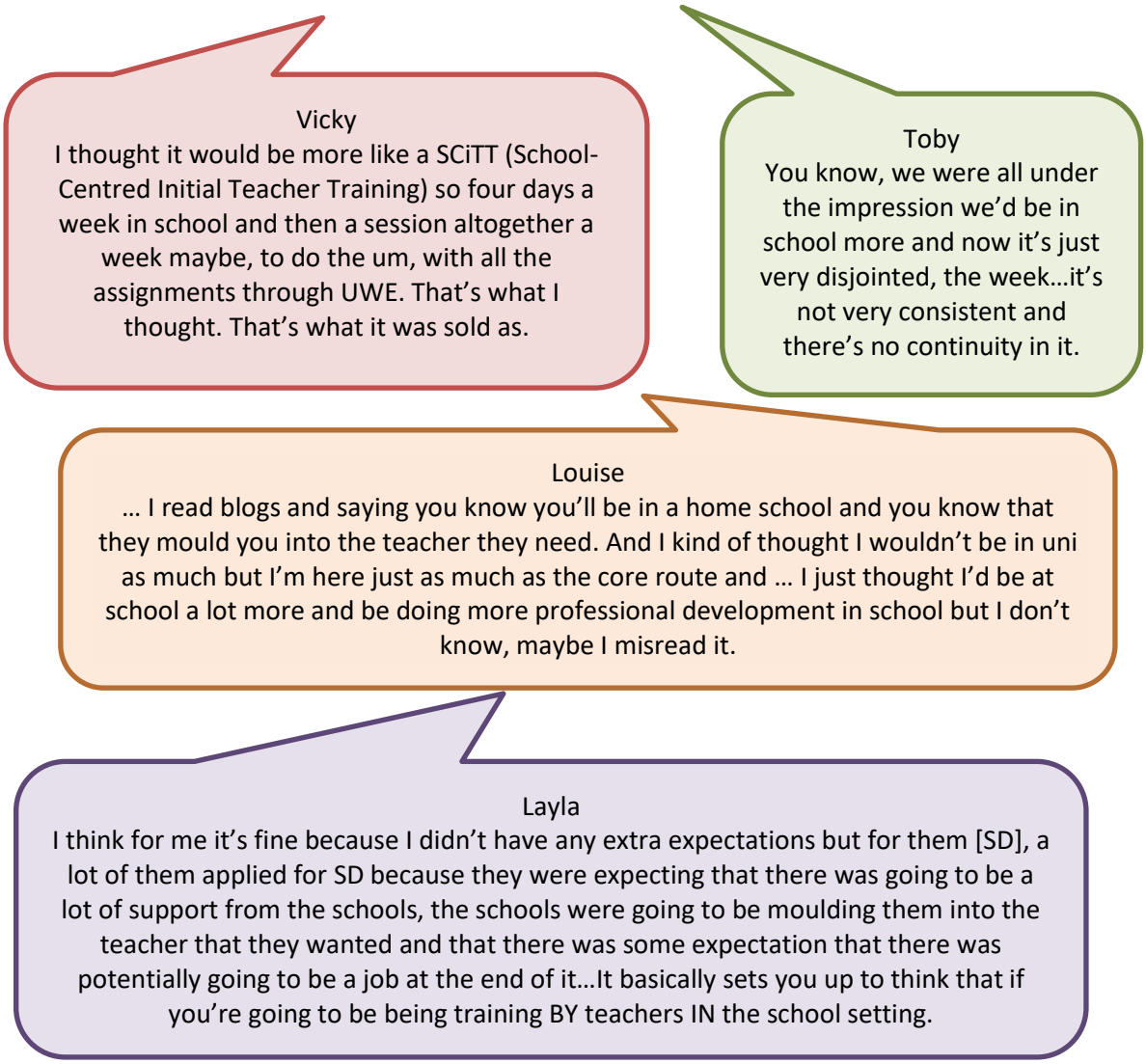
Toby is prolific in his praise of the support from peers and the impact this had on his ability to cope with workload. He makes no distinction between the routes that these peers are on.

5.3.8 Main theme 3: training routes

Despite being only two months from the end of their training, there were still references to the training route and the similarities and differences between participants' experiences.

5.3.9 Sub-theme 1: marketing of the course

Participants on SD routes felt that the SD model they had signed up for and had been marketed to them did not meet their expectations and had been mis-sold.



There appears to be a consistent understanding from participants on all routes about the format and structure of a SD route and the expectations that were sold to trainees during the marketing of the course.

When asked if participants were happy with their choice of route and whether they would do the same route again in the future the responses from SD participants were largely negative.

Vicky
And it's [the SD partnership] new to [the university] this year. No, I wouldn't have chosen to go with them.

Louise
No, I don't feel it. When I was looking at SD I thought it would be different.

Toby
… I was aware of the fact that it was a new concept and we were kind of a guinea pig year ... But I only hope that in the future SD does change its ways for the better and structure itself differently perhaps, and lay out their structure of the course more explicitly to future candidates, so that in future, they know what they're getting themselves into.

Layla
… I quite early on just discounted it [SD] and went straight to university…I was like well, there's not going to be all of the academic assignments, there's not going to be the opportunity to get Masters credits, there's not going to be the academic support there. Whereas in university…there's support from the university while you're in the school.

Participants referred to job opportunities being highlighted during the marketing of SD routes.

Louise
I think the only thing with SD was the allure of it. They said at the end they have jobs come up here in the partnership and they will obviously look more favourably but I know there were two jobs up and I wasn't asked to apply.

Toby
Never did I imagine that it [SD] would somehow put us in a higher stead because we've got SD to our name. … I'm not convinced that we're in any sort of a better stage. I have heard something along the lines of us being in a better position as a SD student, but I'd struggle to see how that's true, given that we all have to go through the same application process for jobs and things … I really, I'm not sure how I've benefitted, if at all.

Layla
I called them up before I applied and they [SD schools] definitely made it sound like they were expecting there to be openings and that they were looking for people that they wanted to train up, basically, and then at the end of it they were going to advertise jobs and you would be welcome to apply but that they were hoping that they were going to have trained you up to a point where they could just basically put you in the post.

As participants state, despite it being suggested that there may be more opportunity to get a job offer, this is not guaranteed, as all roles must be advertised inclusively and fairly to all applicants, despite their training route.

5.3.10 Sub-theme 2: similarities and differences

Comparisons were made about experiences across all routes at this stage in their training with the issue of organisation being raised.

Sally
The PD [professional development sessions] has been quite haphazardly organised… our sessions don't totally fit and I don't think that we've had a particular benefit from being on SD

Participants continued in their assertion that there was no difference between the SD and Core routes to teaching.

Tom
I don't see it as any different than it was at the start.

Toby
We are still going to have the same qualification anyway. At the moment I don't see any differences between the straight PGCE and our course.

Sally
I don't think there's been any difference really between SD and PGCE and if anything, I think the people who've done the PGCE it's been better for them.

Layla
I just want to reiterate the fact that there doesn't seem to be a difference between the two [routes]. I was speaking to four of my friends yesterday and we were all talking about our interviews to get here and I suddenly realised that not a single one of them is core university route. I'm like "I didn't even know that". I don't even know what route they are-there is literally no difference. When I applied, the two did seem distinctly different. And then I get here and they are identical. They are literally identical.

Jack
They [SD] have to do the same assignments as us; you know they're [some SD students] in our PD lessons. The only difference actually is that they can't claim any petrol money.

The issue of 'difference' was raised with regards to the difference in professional development training, which was an issue that was identified in interviews 1 and 2. Tom raised the point that this comparison was likely exacerbated as they were treated 'the same' whilst in university.

Tom
If we all had different lectures and separate things then they wouldn't know any different but because they come into a lot of lectures with us and we're friends with them we talk to each other….so you get those conversations happening so there was almost bound to be some kind of disparity between the two. The way I would sum it up from talking to people is, it's almost like they feel like they're an addendum to the course. You've got the course with the core people here and then they're this little side track that goes along the side…but they're very much separate.

5.3.11 Sub-theme 3: policy

The issue of stress on teachers and children as a by-product of policy change was referred to again in interview 3. Participants reflected on the impact of funding cuts on the role of the teacher and the impact on learners.

Tom
Curriculum change and policy is going to affect teachers' day to day life…Lots of schools are getting lots of funding cuts, so the school I was in I know for sure that a couple of teaching assistants (TAs) were made redundant…without having those TAs to be able to do the interventions to help those children…talking about it like that it sounds like a bleak world we're going into doesn't it? That obviously puts a lot of strain on teachers, I suppose especially Head Teachers.

Jack
I've spoken to teachers about it [policy] and they say that, like when a new curriculum comes through or a new policy they have to adapt the way they plan and the way they teach…they say when the last national curriculum came through things changed.

Participants felt that they had not seen the impact of policy in school.

Toby
I confess that I don't know much about that [policy] yet. I'm guessing, you know that that will become very apparent later on…but at this stage I haven't really considered policy when it comes to the classroom.

Sally
I don't think we really see it [policy] in schools at all. We hear it [policy] here.

Jack
Obviously, I haven't felt it myself yet [impact of policy] but I've talked to teachers about it.

Layla raised strong opinions about policy and government.

Layla
It just makes me mad…don't even get me started on the national curriculum. So, I think that the main problem is that… it's [policy] still done by politicians.

5.3.12 Main theme 4: relationships

Participants had now been in two different schools which inevitably led to comparisons being made between their experiences and the relationships they built with staff and children in these settings.

5.3.13 Sub-theme 1: experiences in the classroom/community

Participants stated that the different schools had very different approaches. Tom referred to the fact that his second school relied on purchased schemes of work which was in contrast to his first school.

Tom
Obviously, these schemes of work have had a lot of money put into them, a lot of research put into them, so they're obviously good and they do get results but maybe it's not a one size fits all, …it felt a little bit regimented and that was throughout the lessons, which I found difficult to adapt to.

Sally
In my first school, it was like everything was being checked all the time, everything was being scrutinised and there were schemes of works and textbooks…

This difficulty in adapting could be due to simply being 'used to' the first placement school but could refer to a conflict in values and beliefs about good teaching.

Jack
Yes, they [two placement schools] have very different approaches, very different teaching styles. But then, don't get me wrong, I did learn a lot from the last one [school] as well as my current one [school].

Participants referred to 'people' in general and the impact this had on the quality of their experience as well as reflecting on the fact that perspectives of different people may be different.

Tom
: …it's all down to people isn't it? Those people make the big difference with things like school policies and stuff as well. I didn't like the regimented thing but people are different and that makes a difference to how they see the course I suppose.

Sally
I went on a tour of my first school and I didn't pick up on anything because I didn't really meet any members of staff or spend any time in the staff room or meet any of the kids or…it's really difficult.

Layla
She [class mentor] is a nice person, a normal person... But in terms of the teaching side of things and having a student in her class – it really clashed.

Feeling valued and part of the school community was raised when discussing people that participants worked with.

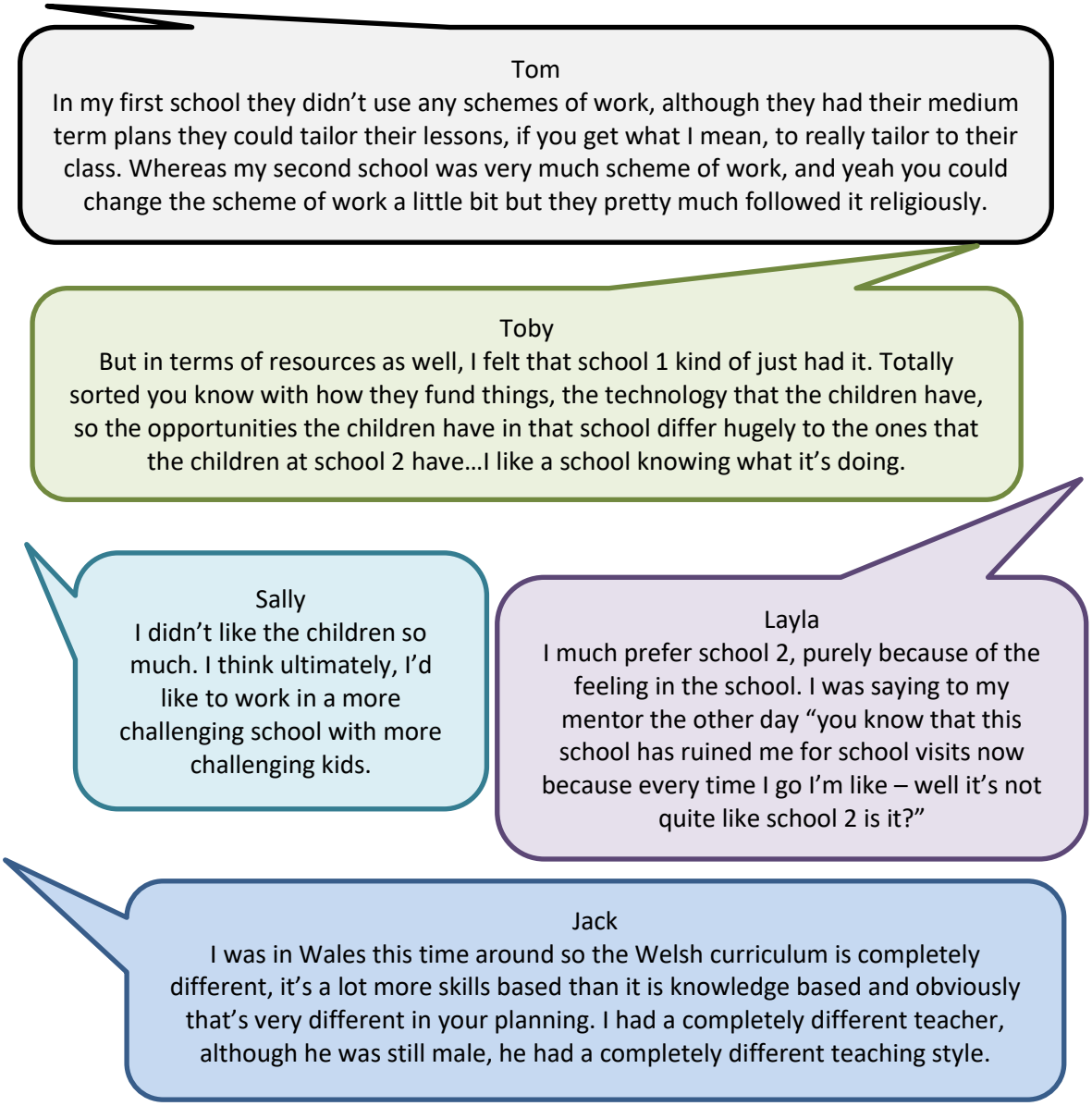
Layla
I almost felt like sometimes I didn't want to suggest ideas because I might just get shot down and they [the teachers] would say "oh we tried that – it doesn't work", or something like that.

Vicky recounted a situation where she had been reprimanded which felt difficult for her, having been in a professional environment in her previous career.

Vicky
We did have one incident. It was the first time I'd had the class on my own and I knew that one of the boys who got excluded had a behaviour policy. He acted up in the lesson and I made an off-the-cuff comment about his behaviour policy, not knowing that it's a secret and that none of the class know, and then I had to go and have a meeting with the deputy head and explain what happened. So, that was nice!

5.3.14 Sub-theme 2: contexts

Comparison between experiences was explicit within this sub-theme with participants making their preferences clear.



5.3.15 Sub-theme 3: support

Although trainees are only two months from the end of their training they are still expected to be supported in making the transition to teaching more whole class sessions and taking more responsibility for planning, teaching and assessing independently.

As well as comparing contexts, the area of support and comparing this across two school experiences was raised by participants.

Tom
I really feel like I have a direction whereas in the other school, it really didn't feel like it. He [my mentor] has that much more "have a go, do it, you know, I'm here to support you..." He was very supportive like that whereas in this school I didn't have the necessary support to get where I needed to be. I understand that she [other mentor] has pressure and it's her job on the line but maybe don't have a student in your class.

Vicky
Really supportive, everyone is really welcoming. She [previous mentor] was such an anal-retentive mentor.

Louise
Yeah, I think I feel a lot more supported at this school than my last one especially with my mentors, my first mentor was lovely and we got on well but he was just a bit scatty and disorganised … I felt like I was doing a lot more than other people.

Although participants stated feeling welcomed in their first school, when they had moved on in their journey and needed clarity in targets etc it seemed that there was a recognition that mentoring was more than simply being a 'nice person'.

Sally
In a way there was less support (in second school) so I did most of my teaching with nobody else in the room, which was nice. But then I didn't get that many observations. As a student I think it can be really hard because I think sometimes you don't get treated that well by the other teachers in the school and I have always tried to sort of stay really professional and never actually go "look, I'm a student – give me a break".

Louise
The people, the support that you get from knowing that if I make mistakes it won't be the end of the world!

5.3.16 Main theme 5: identity

As participants near the end of their training there was more reference to themselves as a teacher rather than a trainee as well as an awareness of the reality of the role. Self-confidence was referred to as having an impact on identity

5.3.17 Sub-theme 1: teacher presence

There was evidence that participants were beginning to see themselves as teachers and develop their 'teacher persona'.

Toby
I mean, there were times in my second placement where I did sort of think to myself, am I doing the right thing? … And there were other days when I thought, you know, well I think I'm … doing okay. I think, you know, you can never profess to know everything as a teacher, … because learning is very much two-way in this industry and yeah, I mean, I think I'm slowly coming to terms with the fact that I can see myself as a classroom teacher in front of a class of 30 and standing my own, which is scary but also exciting

Sally
So yeah, I think it is hard but it's that professionalism with the children at all times and then I think it's quite a tricky balance because School 2 were really good as well about saying, "you have to be the teacher that you are going to be".

Jack
So, I'm definitely going to go down the more positive... I understand the need for negative sanctions when they're needed but, yeah, I don't want to be the kind of teacher, or in a school even, where they use that more than the positive side of things.

Participants seemed to express more confidence in what type of teacher they would be and were making links to personal values.

This confidence led to participants questioning what they had seen in practice and using this as a way to reflect on their teacher identity.

Jack
And I have had to do it (shout) and I didn't like it. It didn't feel right for me.

Toby
… I didn't expect it from my efforts but it was tough enough to get me questioning, you know, what am I doing, am I doing it right? And it was really tough, really tough, and I'm not afraid to admit that!

Vicky
I only once lost my temper with the class in the six weeks so I thought that was quite good going, and that was at the end of the day, I had to shout! And I just went, "warning, warning, warning!" and then they stopped. I think they had to see that I could do that.

As well as questioning practice such as how children were disciplined they were questioning their mentor's approach. Sally had mentioned previously that she had found it difficult moving from one professional identity (as a lawyer where she was required to be serious) to another.

Sally
My first class mentor who I'm going back to, he's like that (serious), he's very like standing on my feet as if I'm doing this in front of the class, there's like none of him, no chink of him at all. Nothing about his home life or his interests or no warmth or anything so, in a way, he's a bad mentor for me because he's sort of reinforced that.

Jack
I mean, I'm a lot more positive facing. and I found it very frustrating, actually, the teacher kept telling me…"use the sanctions more". So, I used sanctions more and then … I have to be positive, so I went positive again. He kept making me go back and forth and I felt like I was jumping through hoops for him whereby he wasn't demonstrating it, he wasn't modelling it for me himself, so I found it quite frustrating.

5.3.18 Sub-theme 2: feeling valued

Despite being relatively near the end of their training the participants recounted that they had questioned themselves and their ability.

Tom
I felt completely, within two weeks before the end of PGP2 I was probably at my lowest confidence level in teaching that I've had through the whole year. I didn't feel like I could, I almost didn't feel like I could do it any more, do you know? I didn't feel like I could get there.

This lack of confidence in their own ability was related to aspects such as the ethos of the staff and school.

Louise
I think yeah I think it is about the people…if you surround yourself with like-minded people or we just surround yourself you know it does have a massive impact if you work with people you don't like you're obviously not going to enjoy going somewhere as much whereas I actually look forward to going in and it's nice to you feel like appreciated and stuff even just like I had a day where it was kind of a bit stressful then (mentor) took me to one side and said: don't worry like it's all fine it's just like a blip. So, I feel I feel valued there as well which is nice.

Sally
I just think as well like all the teachers were really trusted, if you go to (the Head) with an idea, you say, "I want to do this," he's like, "oh, go for it". You know, I think he just trusts the teachers that they know what they're doing. Whereas you sort of don't feel like that so much in the other school.

Layla
.. it was almost like you felt like a visitor, you knew you were a visitor and you were treated like a visitor. Whereas at School 2 you were almost treated as a member of the staff while we were there, and that was quite nice.

Participants reflected on the impact experiences such as whole class teaching had on their confidence.

Tom
And, from doing all that whole class teaching, at the end of the last week the teacher then said, "the progress has been much better this week"….
But before that I couldn't do it…at one point I was very much the lowest of the low and it really felt like it was because I hadn't had the opportunity to show what I could do.

Vicky
My confidence has grown a lot because I've had a lot of, now full class teaching which I hadn't before.

Participants reflected on viewing themselves as a teacher as well as how others viewed them.

Louise
And I had like a moment in a maths lesson when I was like I feel like a teacher like I was oh my gosh you know I love when they know. I did it!

Toby
I think I am innately sort of teacher-y…if that's a word!

Layla
I'd say where you feel like you fit in, not just in your school in but in society as a teacher, because especially… like all of the pressures from government and everything, I feel like quite a lot of the time the government like to say that they appreciate teachers but it never feels like that!

Although reference was made to how others viewed them participants reflected mainly on how they viewed themselves.

5.3.19 Sub-theme 3: role of the teacher

Participants referred to government policy such as the Teachers' Standards in relation to the role of the teacher.

Tom
I guess it would all come down to what we hold ourselves up against, which is Teachers' Standards. So yeah, that's what would define what your professional identity is, I suppose.

Layla
So definitely not just how you feel you fit in as a teacher within your school and your community and with the kids and all that, but how you think society views you, how you think the government views you and that sort of thing…So it has to all be part of how you see yourself.

Participants related the role of the teachers to building professional relationships with children and within their school communities.

Toby
…conducting yourself as a decent person within the workforce as part of the staff body, you know, being considerate to both staff and pupils alike when you're in the classroom. We are supposed to be educationally professional in school and just to be able to conduct yourself in a manner which is child-centred and focusing on child safety and guiding them through the national curriculum in a kind of empathetic but supportive and humorous way.

Louise
But I know now that they need the time to process things because we take it for granted that we know something … So I think patience and just listening to them and respecting what they have to say as much as what you have to say and the adults because they need to know that they're valued as well not just you're a child but you actually matter.

Sally
I think that individually I have really, really good relationships with the children, kind of from being a parent and everything I find, and that's really important to me. But maybe, like, when you're standing on your feet teaching it's like learning to relax a bit and just enjoy it, and not think like I'm in court or whatever.

5.3.20 Concluding remarks

At this stage I identified that:

- Participants had developed an awareness of the expectations of the role of a teacher e.g.: language and behaviour.
- Participants identified aspects of professionalism in context
- Participants expressed the impact of workload on their stress levels and confidence.
- Participants were looking ahead to getting a job, which added to workload.
- A sense of community had developed through a shared goal
- Participants continued to express the differences between the expectations and reality of the SD route
- SD participants would not choose the same route given the choice again
- Understanding of the impact of policy varied amongst participants
- Participants identified the impact of support from mentors on their confidence and had developed a deeper recognition of what a good mentor looks like.

- Participants used classroom experiences to express preference with regards to teaching and learning approaches.
- Participants displayed a lack of self-belief in their abilities despite the stage of training they were at.
- Participants linked the role of a teacher to government policy referencing professional standards such as Teachers' Standards.

5.4 Interview 4

The final interview was a group interview and all participants were interviewed together for the first time. Participants had completed their school experiences and received their final reports. It was their last day at university and they were attending a conference before heading out for a celebration dinner with the rest of the cohort.

5.4.1 Main theme 1: motivation

The trainees were now at the end of their training and therefore this interview focused more on looking forward and reflecting on their time on the course.

5.4.2 Sub-theme 1: previous career

Toby reflected on the transition from his previous role as a teaching assistant to that of a teacher.

> Toby
> And I think the transition from being TA for a year to then suddenly having command over the entire class was something I had to learn to do. Because as a TA …you know, the unspoken hierarchy or whatever. And I think it was just learning to sort of command respect and build up that rapport with the children that's…yeah, that I already had to some degree so it wasn't too much of a transition to make thankfully from that experience.

5.4.3 Sub-theme 2: past experiences

Layla reflected on the challenges of returning to academic studies, particularly alongside the additional pressures of placement.

> Layla
> I just think it's that I was going back into academic as well, I was like 'I haven't written an essay for 5 years', … And then you know you're working at Masters level. I think it was just the fact that you know you had like the research and then the work, and then planning and then, you know the essays and the presentation….

Participants reflected on friendships they had made during training and attributed this to having shared goals and experiences. The location of the university was mentioned as motivating one participant to apply as well as how this would allow for continued friendships.

> Tom
> I think this makes it (PGCE) unique to like BA for example, because you didn't know where everybody was going to go after 3 years.

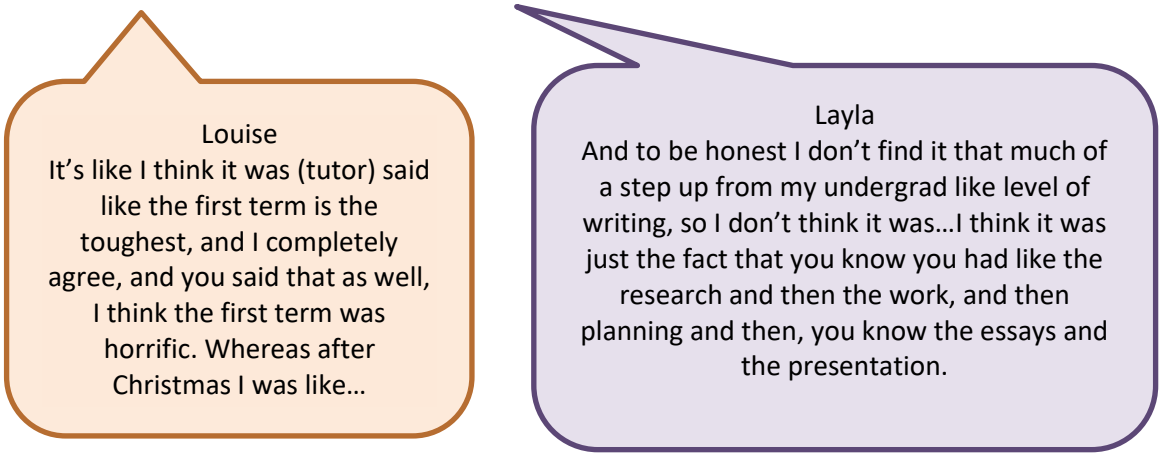
> Layla
> Like the reason that I applied to this university is because of where it was, literally no other reason, so I know that I'm going to be in the local area and everybody else is here probably for the same reasons, because of where it is. So we're all going to be local. So you almost feel like you can make more solid lasting friendships and you know that they're going to carry on afterwards

5.4.4 Main theme 2: managing workload

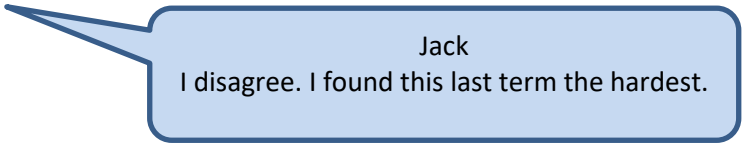
Again, as participants were at the end of their training, discussions focused on reflecting back to points in the course when managing their workload had been more difficult.

5.4.5 Sub-theme 1: expectations

Participants agreed that the first term of training was tough and the impact that managing an 80% teaching timetable alongside academic work had on their ability to manage workload.

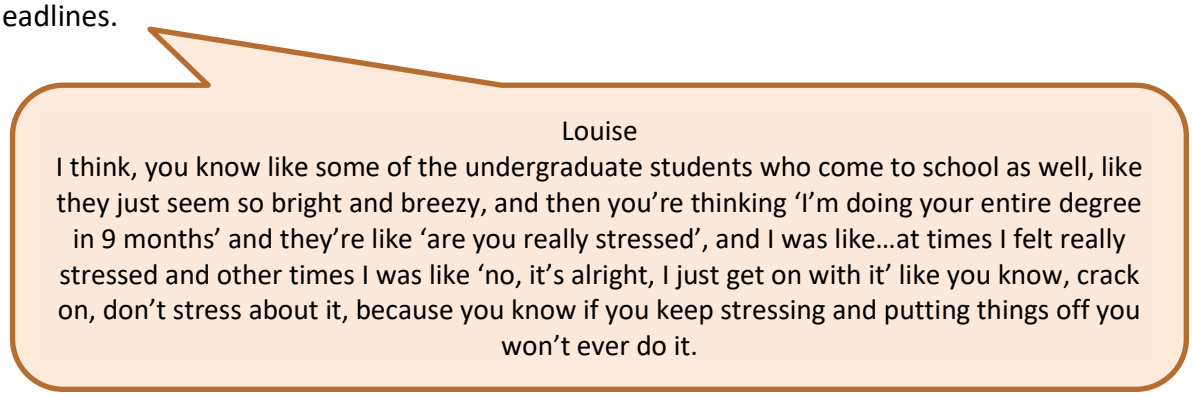


Jack disagreed and found the end of training the toughest due to circumstances in his placement school.



5.4.6 Sub-theme 2: discipline

Participants identified that getting to the end of the training demonstrated a certain level of discipline in itself (during their training 14 of the cohort had dropped out). Louise highlighted the ups and downs of the training and how personal discipline had supported her in meeting deadlines.



5.4.7 Sub-theme 3: support from peers

Participants were keen to discuss how support from peers had been helpful during their journey.

Tom
It's just having that nice little group support system … with this you know they're all going to become teachers and we're all in the same boat, we're all going through it together.

Louise
…it's probably support from everybody.
(all participants agreed)
Being able to talk to people and discuss things. So, if you're having a bad day like I would always be messaging (my peer) at the end of the day saying 'oh I've just had a really awful day' and then you would be able to say 'calm down, everything's fine'.

Sally
Yeah, it's like that camaraderie isn't it, you like 'we're all in it together', if you'll excuse the pun from like a musical.

Toby referred to the fact that many of them had secured teaching roles in the local area which would allow participants to maintain friendships with peers.

Toby
Well yeah, which is another bonus point because a lot of us have secured ourselves places here in Bristol…

As well as maintaining an offline friendship, participants discussed their online support network via their social media groups.

Louise
like it's not important enough to send an email, you can just send it to Facebook and then actually somebody else might answer if they know about it.

Layla
I think it will be a bit more maybe next year, like 'oh I'm teaching so-and-so, have you got any ideas'?

5.4.8 Main theme 3: training routes

I had thought that participants may respond differently to questions regarding their training route when they were in a group environment but responses were consistent with those from individual interviews.

5.4.9 Sub-theme 1: marketing of the course

SD participants expressed surprise at the limited input they had for some areas of learning.

> Vicky
> Like phonics…can you imagine teaching phonics with only half a day's training?

There seemed to be an agreement that the course had not met the trainee's expectations.

> Louise
> We're going to take you, we're going to mould you, we're going to train you, you know when any jobs come up we'll let you know. I wasn't told. (Friend) told me that there were two vacancies at my first training school, I didn't even know.
> I was told I would be in UWE 6 days…6 days!

> Sally
> And it's how they're sold, like the partnerships, it's just complete…it's false advertising.

> Toby
> I was under the illusion that we'd have more time in school as well, which just simply isn't the case at all.

5.4.10 Sub-theme 2: similarities and differences

Rather than discussing difference participants' responses seemed to focus on similarities between the two routes.

Louise
I feel like I've had exactly the same experience, just with slightly more power over placements than other people.

Layla
I will repeat what I have said in all the interviews so far, there is no difference from what I can see

Jack
However, I think if you did have a problem and it was major you could like go to the UWE tutor (regardless of route)

Vicky and Sally were vocal in their negative opinion of the content and organisation of their SD partnership.

Vicky
Yeah, I've seen my senior mentor once. There's been none….it's been shit. PD training, some of it was great wasn't it, some of it was absolutely disastrous… but I've got nothing from our PD it was a bit of a waste of time.

Sally
I would do PGCE because our PD was just a fiasco…so I wouldn't do SD either salaried or unsalaried I think.

5.4.11 Sub-theme 3: policy

Participants expressed irritation at the impact of policy on the teaching profession.

Louise
Yeah. I think that's the thing with policy that really irritates me. It's like 'well what's the point in me doing this?'

Layla
There seems to be a massive level now of expectation on us as well, like in terms of delivering the curriculum that is at times ridiculous.

Participants had picked up the impact of policy reform and budget cuts on their role within the classroom.

Vicky
So, I think it's another thing to think about in terms of when you go into your NQT year, what is your school's financial situation like and do you have to be considering that in terms of your planning and your approach to teaching.

Layla
I think that's what's going to be different for us is, you know, we may not have a TA. You know for my interview I said 'oh is it possible to have some glue sticks' and she went 'I can get everything else, glue sticks might be a problem because of the budget' and I was like 'OK I'll go and buy some myself'. But you know you shouldn't have to be resourcing your classroom for basic things like glue.

5.4.12 Main theme 4: relationships

Having reached the end of their training, participants were able to look back over the nine months and reflect on what had impacted relationships with mentors and children.

5.4.13 Sub-theme 1: experiences in the classroom/community

Participants mentioned the impact that moving placement schools had on their practice as they often preferred one of the schools they had been placed in over another.

Layla
So, I got rated a 'good' and I'm really annoyed about it because I think if I had been in my second placement school for the longer placement I would have got 'outstanding'.

Jack
But I found it…well both I really enjoyed, but the second one I was in I did pretty well with but they were difficult. But I was given more opportunity to do what I wanted to do.

5.4.14 Sub-theme 2: contexts

Moving schools for the second placement was identified in this sub-theme as having an impact on relationships. Louise and Layla both referred to 'liking' their school contexts.

Louise
I think changing schools for my second placement was quite pivotal for me. Because I wasn't particularly ecstatic at my first one, then I found a school that I really liked

Layla
I'm not quite sure why I preferred my middle school. I think it's one of those things where it's just you know. But I think I was more me in my second school…

5.4.15 Sub-theme 3: support

Support from the participants' mentors featured highly in responses to this sub-theme.

Louise
You see I had a male mentor for my first one and I didn't feel supported at all by him. I didn't feel that he got me…I didn't get the support that I needed.

Sally
My middle mentor was really supportive…and that was great

Layla
And your mentor as well, like having someone who is supportive, that's really pivotal. And I think realising when you have got someone who gets you, when you get someone who is just doing it because they've been told 'oh you've got a student'..

Layla suggests that the mentor being invested in their role is important in being supportive to a trainee.

Although participants did not all have successful relationships with mentors and expressed preferences, Jack recognised these experiences as learning opportunities.

Jack
You've got to take what you can from everyone you work with really don't you?

5.4.16 Main theme 5: identity

As four participants had secured jobs at this stage there was discussion on their future roles and the interview process as well as feeling valued and supported in a school environment.

5.4.17 Sub-theme 1: teacher presence

Louise spoke at length about the idea of being 'different' in the classroom.

> Louise
> But I don't think I'm crazy different. And I think it's quite important to be authentic in front of your children so that they know that it's OK to be you and be an individual, like I'm not just going to turn my personality off when I walk in the classroom

Jack followed on from this discussion and mentioned the importance of working in a school which allowed you to be yourself.

> Jack
> And I mean if you find a school that brings out the things that you don't want or don't like about yourself I suppose you stay clear of that school.

5.4.18 Sub-theme 2: feeling valued

Sally referred to how she had not felt valued in her placement school and that this had impacted her confidence when looking for teaching posts.

> Sally
> I think that's the main reason that I didn't like my main placement school, I felt like a student, I felt like a visitor, all the time I felt like I wasn't included.

> Sally
> It's so demoralising isn't it? (not getting jobs)

Layla linked the idea of being valued to a 'feeling'.

Layla
And I visited quite a few schools before I even applied to one because I was really keen to sort of get that feeling that I got when I walked into my second placement school of 'wow I really want to work here'. So yeah, I think it's quite important.

5.4.19 Sub-theme 3: role of the teacher

As participants had been in two different schools during their training they had developed opinions about how schools were led as well as how teachers and their role were viewed in society.

Vicky
They want to create their own academy and rule it and have a secondary school come in and be in charge of the secondary school, and they're up their own arse.

Louise
There was this woman talking at the back of a bus about teachers, because it was just the end of half term. And she's like… 'the teachers have so much time off'. And I was literally there like….like Hulk….I was just so angry.

Participants discussed the fact that their families had a limited understanding of the role of a teacher.

Tom
They (family) don't understand.

Layla
Now he has actually seen me for the last year working and he's going 'oh my god it's really hard being a teacher'.

5.4.20 Concluding remarks

At this stage I identified that:

- Participants still reflected on the complexities of balancing academic and professional roles

- Friendships were built due to shared goals and experiences
- Online and offline communities provided support and knowledge exchange
- SD participants expressed a mismatch between what they had been sold at interview and what the reality was
- Experiences in placements impacted confidence levels when looking for a teaching role
- How others view the teaching profession can cause frustration for participants.

5.5 Conclusion

In this chapter I have presented my findings within themes identified from the data analysis process. Each of these themes and their sub-themes has been identified with a brief summary, followed by direct quotes from each interview to illustrate the theme. These themes were kept separate and links between these will be connected in chapter 6.

Having presented my findings in chapter 5, chapter 6 will move on to the discussion and analysis of the results.

Chapter 6 : Discussion and Analysis of Findings

6.0 Introduction

The previous chapter presented findings from the case study using a thematic analysis approach described by Braun and Clarke (2013) which identified five key themes and sub-themes. In this chapter, themes will be discussed and analysed in relation to the overall research aims which were explained in greater detail in chapter 1. The themes and sub-themes have been considered in relation to the literature and theoretical concepts and frameworks outlined in chapter 2.

To summarise, this chapter will focus on discussion and analysis of the five themes: training, workload, motivation, identity and relationships and make connections to my research questions. Each of these themes are underpinned by relevant literature and theoretical concepts.

6.1 Theme 1: Motivation

Participants had given the issue of beginning training to be a teacher consideration and were able to articulate their rationale clearly from the first interview. Work discussed in the review of literature referred to the commonality of entrants to teacher training having altruistic reasons motivating them to begin or indeed change career paths (OECD report, 2005; Rafaila, 2014; Richardson and Watt, 2008). Six out the seven participants in my study had previous careers and stated that these did not motivate them, echoing the findings of Rafaila's study (2014) where being motivated by 'making a difference to society' was cited as highly important. The altruistic notion of increasing children's life chances is cited as being a motivator and participants mentioned pupils and the sense of satisfaction they derived from

teaching them something. There are studies, such as those by Kiziltepe (2006, 2008) which, rather than focusing on motivators, look at the issue of de-motivators. In these studies, pupils are often cited as a major factor in what demotivates a trainee teacher. The link between motivation of teachers and motivation of pupils is discussed by Deci et al. (1981) as well as in my review of literature. The fact that participants referred mainly to their own experiences implies that perhaps their motivators were not as altruistic as first assumed and there was a narcissistic nature to their motivation: a sense of determination to complete, particularly as many of them had sacrificed a successful career in order to pursue this pathway.

A study by Richardson and Watt (2008) acknowledged that applicants to teacher training were aware of the demands of the profession; similarly, my participants all seemed aware of the demands of the profession either because they had friends and family who were teachers or they had worked alongside teachers in previous roles. From the first interview, it was evident that the 'career switcher' participants, as Roness and Smith (2009) refer to them, were conscious of the realities of the profession but were still motivated to change their (often successful and well paid) careers. A study by Mayotte (2003) found that career switchers had a well-defined sense of self, through engaging in former work and that they therefore brought a sense of commitment, maturity and professionalism to their new career. It is worth noting that just because participants displayed confidence and maturity and a strong sense of motivation it does not mean they did not need support to transition to their second career. Madfes (1990) notes the pitfalls of making assumptions about career switchers' capabilities and highlights that second career trainee teachers need just as much support as first career teachers, which was echoed in my own study.

As my data gathering progressed, and participants had more experience in classrooms as trainee teachers, they began to reflect on their previous experiences, both in schools and in previous roles. This level of reflection allowed them to make comparisons between their experiences and consider how these had impacted on their development as trainee teachers. The work of Maldarez et al (2007), Hillman (1994) and Massari (2014) identify that previous experiences such as adverse or positive school circumstances and roles within the workplace are high motivators. These prior experiences are influential in supporting adaption to a new career, McAlpine and Crago (1995) state that prior experiences are the lenses that trainees use to make meaning and interpret what they see in classrooms; for my participants this includes their previous career.

Massari (2014) cites the concept of 'being a role model' as a powerful motivator which was a phrase used by participants, not only when describing themselves but when discussing their mentors in schools. Goodson (2008) mentions the impact of 'favourite teachers' from trainees' own school experiences and the fact that these can be reactivated during training however, this was not the case for my participants, possibly due to the fact that they had previous experiences in schools where they were in the role of educator rather than learner, either within child-care careers or during their pre-course compulsory school experience.

An aspect that was cited later on in the data gathering process was the collective sense of outcome; participants suggested that the shared motivation to be a teacher and all embarking on a shared journey united the participants and their peers. This collective sense of outcome and subsequent building of community as a continuing motivator could be important in the formation of a strong professional identity. White (2010) highlights that individuals need to participate and assimilate and that this is linked to their motivation to continue and develop.

All participants in my study successfully completed their degree and gained qualified teacher status and during their final interview they identified that this was due to their considered application prior to entry; the ability to reflect on the challenges they faced as well as the comradery they had built with their peers on their journey.

6.2 Theme 2: Workload

Participants stated awareness of how 'hard' a PGCE course was going to be which seemed to stem from media, society and knowledge of people who had done the course previously. Richardson and Watt's (2008) study echoes this view and acknowledges that applicants to teacher training recognise that teaching is a demanding career with a heavy workload. Workload is cited as a reason that trainees drop out of teacher training or the teaching profession altogether (Spear et al, 2000) and the government have recognised this through the publication of the workload reports (DfE, 2017) designed to support teachers in making workload sustainable. Although these reports were not published when I gathered my data, the impact of workload on trainees' stress levels and confidence was clear with participants expressing concern about the impact on family life and worries about completing academic assessments alongside the pressures of school experiences. O'Connor (2006) highlighted these issues a decade before I gathered my data, and it is clear that despite having effective time management and organisation all participants at some point in the study claimed to feel overwhelmed, challenged and stressed with one contemplating leaving the programme. It could be claimed that as all participants successfully completed training these issues have now 'gone' and were simply a means to an end however, the impact on their ongoing working practices and stress levels have yet to be seen and would be interesting to study further. Participants expressed that they felt proud to have completed the course as 14 of their cohort

did not make it to the end which could be an indicator of the excessive workload for trainees as well as practising teachers. The impact on motivation to continue is recognised by Alam and Farid (2011) who found that pressure at work and workload were cited as affecting teacher motivation. Kitching (2009) pointed out that if trainees felt supported and had autonomy then they could handle the self-doubt and hostility that accompanies excessive workload and stress. The difficult aspect to navigate is that participants seemed to put a lot of the 'pressure' on themselves, perhaps due to the fact that they had sacrificed so much in order to be on the course in terms of previous career, status and salary.

6.3 Theme 3: Training

When asked about policy, participants focused on the impact of policy change on pupils and teachers, probably due to the fact that this is what was most visible to them in schools. They mentioned the stress that children in year six and year two were under due to pressure of tests but focused more on the pressure their teachers were under due to accountability of assessments; this seemed to worry participants, which is understandable as this would be their role in a few months' time. Allen (2015) believed that changes in the curriculum following the 1988 Education Reform Act led to new accountability procedures being imposed on teachers: more frequent Office for Standards in Education (OfSTED) inspections; a new curriculum that required new skills and knowledge and increased standardisation and assessment in the form of testing and open publishing of results and standards. It seems that the impact of these changes is being felt by trainees, teachers and pupils and links quite specifically to workload as mentioned in section 6.2: the additional pressure on teachers with regards to assessments and accountability increases workload and stress.

Participants referred to choices they made with regards to the route chosen and these were not positive for those who had chosen SD pathways. It is worth noting that when this data was collected, SD pathways were growing rapidly and, as outlined in the literature review, applicants found themselves with a range of choices of where to train although, Furlong (2013) points out that this shift from teacher training belonging to HEIs had been creeping in for decades. Marshall (2014) argued that the choice to introduce school training routes failed to recognise the developmental value of academic and educational knowledge and this seems to have been echoed in participants' responses. Data showed that SD participants felt their course had been mis-sold: they expected to spend more time in school and seemed to expect almost an apprenticeship model without the expectation of academia. One interpretation would be to blame the SD partnerships for poor communication but the issue here seems to be a lack of understanding from applicants that they are training for the same qualification: a PGCE and therefore, should *expect* similarities in routes. This was not the case with participants, who focused primarily on the fact that there was 'no difference' between routes and deemed this a failure to meet their expectations. This could be considered sound as both routes to the PGCE have an equally validated outcome. The main difference in the routes that participants focused on was the professional development aspect, as some of them did this in university with the academic staff and others had theirs delivered through their SD partnership by teachers. The fact that participants used words like 'fiasco' to describe their SD PD training implies that this was not viewed in the same light as that delivered by academic staff in university. This links to the work of Brown et al (2016) who highlighted the implications of new teacher training routes on the definition and traditional notions of 'teacher educator' and 'teacher'; the trainees seemed to deem the teachers in school less well placed to deliver professional development due to the fact that they were not 'teacher educators'. There

seems to have been an agreement that the teachers were not qualified to provide a high-quality provision such as that provided by academic staff in university and the SD participants felt they were missing out.

The fact remains that throughout the interviews, whether individually or in a group, the participants agreed there was no difference in their training route and most of them would have chosen the Core university-led route, were they given the opportunity again.

6.4 Theme 4: Relationships

The theme of relationships was evident in the data in relation to relationships with mentors in school; relationships with children and relationships with peers and all of these were identified by participants as impacting on the development of their professional identity.

In the review of literature, I identified a number of studies that believed that the relationship that a trainee had with their mentor was important in either supporting or hindering their growth in learning (Colliander, 2018; Hobson et al, 2008; Bullough, 2005; Day, 2004) and this was echoed in the data gathered from my participants who identified that the relationship they had with their mentor was directly correlated to how they felt about themselves as a teacher. Participants who had a good relationship with their mentor referred to them as role models and aspired to be like them whereas others, whose relationship was not as good, identified the impact on their value position. This collision of personal and professional feelings and identities was mentioned in the work of Korthagen and Evelein (2016) who pinpointed effective mentoring as a way to link personal and professional identities together. This raises the issue of identifying and unpicking exactly what an effective mentor looks like; in interview 3, participants began to consider this for themselves as they moved to another

setting and therefore another mentor. Although participants may have had a more effective 'personal' relationship with one mentor they began to question what was needed from a mentor in order to ensure they developed as effective teachers. Effective mentoring was not commonly based on friendship, 'liking' their mentor, or seeing them as a role model. Avalos (2011) suggested that trainees having to quickly adjust and shift depending on what is expected from their mentors is, although stressful, actually a good thing as it ensures that they develop a more robust professional identity. Participants recognised that even though mentors may have been' tough' on them and they did not develop 'friendships' this did not mean that they were not effective in preparing them for the realities of being a teacher and developing their professional identity. The broader aspect of mentoring needs to be considered for the impact it has on developing trainees' professional identity – the model described by Colliander (2018) whereby a 'mentor' is simply the person who is responsible for managing a trainee's experience is not sufficient to acknowledge the level of support and guidance that trainees need.

Although this seemed to have less impact on how the participants felt about themselves both personally and professionally, the data highlighted the significance of relationships with children and peers. Participants made a direct link to 'feeling like a teacher' and reflected on how the children responded to them and made comparisons to how they responded to the class teacher (who was also their mentor) to validate their position in the classroom. The relationship with mentors was mentioned by participants with regards to the impact it had on their relationship with the children, for example, those who were not given opportunities to teach or felt uncomfortable in their mentor's classroom felt that this had an impact on their ability to build appropriate relationships with the children. My findings align with Day's (2004)

which indicate that the mentoring received and the relationships developed and nurtured are fundamental to trainees developing as effective professionals with a strong professional identity.

Despite difficult relationships with mentors, all participants cited the relationships they had with peers as being successful; this took the form of online relationships such as group chats as well as personal friendships and group friendships bred out of being in the same SD cohort. Although Wright et al (2018) state that having a sense of belonging requires the ability to participate in a group personally, professionally and socially this did not seem to be the case for my participants. Participants expressed having little in common personally with many of their cohort but identified the fact that they were bonded by a shared goal and experiences and that this was important in building an effective relationship. Wenger-Traynor and Wenger-Traynor (2015) identified that this is relatively common amongst members of a certain profession and seemed to be important in helping trainees cope with any difficulties they were having. Participants identified using these communities as a way to share experiences; offload and validate and rationalise their feelings. Participants did not always have a 'good' relationship with their mentors but identified their involvement in a community as important in supporting them in continuing to develop their professional identity. Colliander (2018) highlighted the benefits of negotiating different communities of practice as a trainee and felt that professional identity formation was *enabled* by opportunities to engage in communities. When first reading this for my literature review, my assumption was that Colliander was referring to *positive* engagement in different communities of practice but perhaps this is not the case – as long as one of the communities is a positive experience and

is a ‘safe space’ for trainees then perhaps, they can still grow and benefit from sometimes uncomfortable relationships in the pursuit of a secure professional identity.

6.5 Theme 5: Identity

At the start of the data collection process participants referred to acting a role when in the classroom stating that they would ‘mimic’ their teacher. At this early stage in their training, participants were finding it hard to assimilate themselves to the role of the teacher and this ‘mimicking’ was their way of fitting in to this new environment. Eaude (2011) acknowledges that trainees find it hard to fit in to new contexts and states that at the beginning of teacher training, trainees need the help and experience of those around them to guide them. Findings from my data mirrored this, however, as participants spent more time with their teachers and in the classrooms, they moved away from seeing their teacher as a role model and began to compare themselves to their teachers with a specific focus on personal values and beliefs. This meant participants were beginning to question and reflect on the values and behaviours of their mentors and compare it to their own. Twiselton (2004) outlined that within their school experiences trainees understanding of the role of the teacher will be determined by their understanding of those they identify with; she believes that this understanding is constructed from prior and current experiences and that these tensions support the construction of a professional identity. Both Hill (1994) and Wright et al (2018) acknowledge that separating the personal identity from the professional identity formation is complex in teaching; this reflection allowed the participants to begin to develop an understanding of what behaviours felt comfortable to them in the classroom. Van der Wal (2019) discovered that, although challenging, tensions such as these were important in developing a positive professional identity and I feel that this reflection and assimilation of the personal and

professional identity was a key aspect in the development of my participants' professional identity. As participants spent more time in schools their need to assimilate became stronger and they reflected on how contextual factors, such as relationships and experiences, impacted on how they felt about themselves as teachers. Participants struggled with what Wenger (1998) referred to as 'alignment' due to relationships with their mentors, pupils and school staff and conflicting personal values; these aspects led participants to reflect on contextual influences in the development of their confidence as a teacher and subsequent professional identity. Those participants who had previous careers seemed to find the challenge of assimilating to a new professional identity particularly difficult due to the fact that the knowledge and skills they had in their previous careers were not necessarily valued in teaching. Gee (2000) agrees that this lack of knowledge is what leads to tensions and challenges in forming a secure professional identity however, my findings suggest that an acknowledgement of this seems to be lacking in schools and mentors, for example – just because a person has had a successful career previously it does not mean that they will not need support to assimilate to this new career. In fact, they may actually need more support as Colliander (2018) suggests that 'transforming' an existing identity is difficult and I would argue, perhaps more difficult than developing a new one.

As participants progressed into their second school experience their confidence seemed to grow despite the impact of challenging relationships with mentors and experiences in their placement. This led to participants being more judgemental of their mentors rather than seeing them as a role model, which although sounds negative, is an indicator of the fact that they are continuing to question and reflect on the behaviours of other professionals and use this to shape how they will behave as teachers and develop their professional identity.

Luehmann (2007) found that the biggest professional identity shift for teachers is when they begin their first teaching role and whilst I agree with this I think that my participants were definitely experiencing shifts, and using experiences to reshape their understanding of the role of a teacher. Geijsel and Meijers (2005) share the view that professional identity shifts in training are inevitable and align this to the fact that trainees are reflecting on themselves and their contexts constantly as well as assimilating how they will need to behave in line with their personal identity. Whilst much of the literature I read referred to the significance of relationships on professional identity formation, my data highlighted the nature of these relationships. Initially, participants referred to the personal nature of their relationships with their mentors however, as they moved through their training they used the term 'professional' to describe the relationships they had. This led me to query the definition of 'effective relationships'; a relationship can be effective even if you don't have the same values and beliefs and form a 'friendship'. As long as a relationship meets your needs with regards to mentoring and supports you towards developing a secure professional identity then it can be effective and this may be the key to being able to standardise the mentor/mentee relationship: removing the 'friendships' aspect. Professional relationships and subsequent secure professional identities are built through critical dialogue, mutual trust and respect but not necessarily friendships (Tschannen-Moran and Hoy, 2000).

6.6 Conclusion

This chapter aimed to analyse findings from data in line with five themes, to draw out unique aspects in order to contribute to the body of knowledge already existing about professional identity formation in trainee teachers. In summary, the key findings emerging from the data are that:

- Participants entered their training aware of the challenges of the training route as well as the subsequent job
- Previous experiences and career supported participants in assimilating what they saw in classrooms into their professional identity
- Effective communities of practice supported participants in maintaining motivation through training - participants need a 'safe space' in which to communicate
- Workload impacted on participants' stress levels
- SD participants felt their route was mis-sold and would not choose this route again; all participants identified no differences in the training routes
- Relationships with mentors in school impacted on participants' professional identity formation. The effectiveness and quality of mentoring was identified as well as the importance of 'feeling valued'.
- The personal and professional identity need to assimilate during training in order for participants to feel secure entering the teaching profession

Chapter 7 : Conclusion

7.0 Introduction

This thesis began with the notion that the formation of professional identity is complex and contested. The development of professional identity as an ongoing aspect of a trainee teachers' and practicing teachers career identity, was not in question in this study. A focus on trainee teachers' views on the development of their professional identity and what impacts this, has been at the forefront of this research with the aim of developing understanding and contributing to the current body of knowledge. Day et al (2006) identified the contribution of professional identity to a teachers' sense of pride in their work; their motivation, commitment and job satisfaction and so its value as an area for study invites further scrutiny, particular in light of teacher shortages. The introduction of alternative routes into teaching warrants investigation of the impact of these routes on trainees' professional identity formation. If alternative routes are not impacting positively on trainees' professional identity then it is important to identify any unintended consequences of providing trainees with more choice with regards to where and how they train to be teachers.

The qualitative approach taken within my case study methodology did not seek to uncover generalisable 'truths' but to signpost and explore areas identified by participants and develop an understanding of the impact of routes into teaching and subsequent contextual factors that impacted positively or negatively on a trainee's professional identity formation. Whilst conclusions will be drawn in this chapter the conclusions and 'answers' to the research questions are indicators of the possible impacts of the training routes on a trainee's professional identity formation. Kushner (2017, p161) claims that data is more important than findings as it is the data that "represents the people – their hopes, fears, aspirations and

failures." The findings are intended to represent the feelings and views of my participants as they moved through their PGCE training routes. Consequently, the conclusion represents the findings from the range of voices heard in the research. In the data analysis chapter, the strategy and rationale for this stance and the analysis process that produced these findings are explained. Kushner (2017) alludes to the fact that there are many possible interpretations and questions that could be asked of the data. My interpretation of participants' responses will be influenced by my own professional identities and the conclusion will account for my personal journey as a researcher.

This chapter will make recommendations for practice. The data shows that there is not a blueprint for 'success' in developing a robust professional identity: with each participant having a nuanced interpretation of what they need based on their personal identity as well as a set of reflections on their own professional practice and experience. The recommendations therefore, should be viewed as discussion points for teacher educators, teachers and policy makers in order to prompt deeper reflection on the nature and content of teacher training routes to create the right environment for personal growth.

7.1 Findings: the main research questions

This section will align the findings explored in detail in chapter 6 with the main research questions outlined in chapter 1.

7.1.1 Findings: Main research question 1

<u>What do trainees say about what impacts the development of their professional identity?</u>

The participants reflected on their past experiences, experiences in placement schools and offered their views on their training. Issues raised by participants are explored further within the subsidiary questions.

i. A trainees' previous experiences and career were highlighted as, not only motivating them to pursue a career in teaching, but in maintaining the motivation to continue. This aspect is explored further in the subsidiary question in section 7.1.2 below.

ii. Participants referred to personal qualities and skills during interviews and this tended to have an impact on how they viewed themselves professionally. Although findings did not identify that particular personal skills and qualities were essential, participants did identify skills and attributes that made the development of a secure professional identity easier. These were:

    - having good organisation and effective time management i.e.: participants with families having structures in place to manage their work around their family life
    - being able to build relationships effectively i.e.: participants who were able to build effective relationships with their mentors or participants who developed professional relationships with other staff or peers that allowed them to reflect on their developing knowledge and understanding.
    - being adaptable i.e.: maintaining their professionalism in their second school despite 'preferring' a previous school and/or mentor

Participants who faced challenges in their training often identified an issue with these skills.

iii. Participants identified the importance of feeling valued in a school, and cited examples of the impact a lack of this had on their professional identity i.e.: being issued with a

lanyard that stated 'visitor' or not being allowed in the staff room. The feeling of value tended to have an impact on how comfortable participants felt in the classroom, which in turn impacted on how they viewed themselves and their practice. Participants reflected that not being included in the school; feeling like a visitor or working in a school that required them to change their behaviour in a way that made them feel uncomfortable, impacted on their professional identity. Those who felt valued and comfortable enough to make mistakes and learn from them, stated that this increased their confidence i.e.: one participant stated that being given the opportunity to 'do what you wanted to do' positively impacted how he felt about himself as a teacher. The role of the mentor was significant in ensuring that participants felt valued and able to make mistakes as well as a recognition from their mentors that they were 'training' and therefore making mistakes should be the expectation.

iv. Findings tend to suggest that the training route was not the most significant aspect of development of a trainees' professional identity. This will be explored in more depth in 7.1.3 and 7.1.4.

v. An aspect that was identified by participants as a positive influence on their professional identity was the sense of community that they found amongst their peers. The fact that trainees were on a shared journey was cited as important in supporting them through their training, regardless of route. All participants had a community within their SD or Core cohort, or mixed across training routes. The key aspect seemed to be having a safe place to share concerns; experiences and ask for advice and support. One participant identified this sense of community as important

in getting her through her training but all participants mentioned the significance of having a group of 'friends' who shared their experiences.

7.1.2 Findings: Subsidiary question for main research question 1

How have past experiences in a trainee's personal and professional life shaped their values and beliefs?

i. All but one of my participants had previous careers before entering the course; three of them in well paid and high-status roles such as finance and law. The reasons given for a change in career were largely altruistic with most stating that their previous roles had not motivated them and they wanted a role with more purpose. Three participants had actively sought out roles with children in readiness for beginning their teacher training; working as teaching assistants or a nanny. Something all the participants shared is that they had entered the training course after a period of contemplation and research – they had read the information provided online by government; attended open events and spoken to people who had done a PGCE, or were teachers, to ensure that they were making the right decision for them. This level of preparation, prior to entering the course, is likely to have had an impact on their motivation to continue and complete despite the challenges faced along the way – they knew it would be tough and were ready for this; they had put plans in place financially and personally to ensure that they could manage the change.

ii. Three of the participants in my study were parents as well as career switchers and were all able to articulate clearly the previous experiences that had led them to teaching e.g.: unfulfilling career; no work-life balance; wanting to spend more time with their children; enjoying engaging with their children's learning and an interest to

learn more and be more involved. Although these participants were all successful and completed the course, they seemed to face the most personal challenge with regards to juggling academic work and family life and expressed feeling guilty about the time the course was taking away from family time. All of the parent participants were focused on the end goal and remained motivated due to an awareness that the course would soon be completed. They expressed gratitude for the school holidays as previous careers did not have this built in; this was valued by them as an opportunity to catch up on work and to spend time with their children.

iii. All participants had at least some previous experience of working with children, before beginning their training. Three participants had careers in education and childcare and found that these experiences proved valuable as they assimilated to their new role and reshaped their professional identity. Three participants who had previous careers not related to children, such as law and finance, found that the knowledge and skills gained in their previous roles were not necessarily transferable and this led to a lack of confidence. These participants were more mature in age than the others and perhaps viewed as capable in the eyes of their mentors, however, it is clear from the data that they needed just as much support as the rest of the participants, if not more. Knowledge and skills that were valued in their previous career were not necessarily valued by mentors which led the participants to have to completely reshape the professional identity they had developed.

7.1.3 Findings: Main research question 2

<u>To what extent do the two different training routes offer challenges and opportunities for trainee teachers in the development of their professional identity?</u>

I. The participants in my study came from two different routes: the core route which is a PGCE led by the university and the SD route which is led by the university and school settings in partnership. Participants on both routes were able to identify challenges and opportunities with regards to their chosen pathway, for example, core trainees felt more secure being supported by the reputation of the university setting whereas SD participants highlighted the fact that they were able to know in advance which schools they would be training in. Findings showed that the route in itself was not a key determiner for a successful journey through teacher training and the subsequent development of a strong and secure sense of professional identity. All the participants in my study completed their training regardless of the route they had chosen. The reality was much more nuanced than this and was impacted by many aspects rather than being as simple as which route was chosen.

II. A common feature mentioned by the participants when discussing their training route was the parity between the two routes with regards to the experiences. For example, participants kept returning to the disparity with regards to travel expenses – core trainees had this paid whilst SD trainees did not (despite usually travelling further distances). Whilst this seemed a relatively trivial feature, it was mentioned in a number of interviews and seemed to be an indicator of a lack of understanding as to *why* there was a difference and indicates that this is key in feeling secure in your training route. Participants seemed to accept other differences (such as knowing which school they were going to in advance) as they had been made aware why this was the case. This indicates that more clarity on the differences in each route (no matter how minor) is a key aspect in supporting the trainees in feeling secure in order to support the development of a secure professional identity.

7.1.4 Findings: Subsidiary question A for main research question 2

What do trainees say about the challenges and opportunities of SD and Core PGCE routes to teaching?

I. This question was linked closely to the main research question in that participants were clearly able to identify positive and negative aspects of both training routes and were able to accept these differences easily, as long as they understood *why* there were differences. One challenge that kept being reiterated by the SD trainees (Toby in particular) was the fact that they felt that their training route had been mis-sold; this was returned to at each interview. SD participants made explicit reference to details they were told in their interviews (for example, they would be spending most of their time in school) and the fact that this had not manifested itself in reality. This was a source of constant disgruntlement for the SD participants, regardless of which SD provider they were with, and indicates the importance of clarity and truth from the outset. Two SD participants indicated that, if they were given the choice again, they would not select their route, which was not a feeling mirrored by the core participants, who indicated that they were happy with their choice of route.

7.1.5 Findings: Subsidiary question B for main research question 2

What experiences in placement schools have shaped trainee teachers' professional identity?

i. One experience that was mentioned frequently by participants was the quality of the relationship with their mentor as well as the quality of the mentoring they received. This is an important distinction as it was clear that 'liking' their mentor was not paramount; the participants identified having a good relationship which was not

necessarily akin to friendship. The features that seemed to make a 'good mentor' was that they made the participants feel able to make mistakes; recognised their position as a trainee and allowed them sufficient opportunities to practice. Participants often mentioned that they admired and looked up to their mentors (the term role model was mentioned) but there were just as many references to looking at their mentor as an example of 'how not to do it in my classroom'. Therefore, I think that the focus of future research needs to be around the qualities of an effective mentor, which were beyond the scope of my study, and unpick exactly what it is that trainees need from their mentors.

ii. Linked to the notion of 'high quality mentoring' mentioned above, the concept of 'feeling valued' was identified by participants and again, this was not coupled with friendship or 'liking'. Participants expressed the importance of feeling valued in school; feeling part of the team and feeling 'wanted' and this was identified as being important in how they saw themselves as a teacher and therefore impacted on the development of their professional identity.

iii. Participants demonstrated a high level of comradery and discussed how they supported each other within their own self-made peer support groups. This manifested itself as informal discussions, more formal online groups to share advice and work as well as having someone there in school. Participants who were not the only trainee in a school identified how having someone who was in the same position in school enabled them to feel connected and gave them the ability to 'check in'. This did not have to be a trainee from the same route as one participant referred to university undergraduate trainees who were on placement at the same time. Findings indicated that having another trainee in school was a positive experience; having a

shared understanding of the pressures and reality of teaching was the catalyst for these 'professional buddies'.

7.1.6 Findings: Subsidiary question C for main research question 2

Does policy have an impact on a trainee's day-to-day work as a primary school teacher?

i. From my position as a lifelong educator and university academic, policy impacts on my day to day work however, findings showed that this was not the perception of my participants. Discussions around policy were briefer than others and focused largely on the impact participants had seen on the children in their classroom, through policy agendas such as statutory testing in the form of SATs. An aspect mentioned consistently was the stress and workload of the teachers that participants were working alongside in classrooms. One result of policy that was mentioned explicitly by the participants was the expectations on them as postgraduate trainees with regards to the academic and professional standards they had to adhere to – this was mentioned as having an impact on their workload and ability to manage their work/life balance.

7.2 Recommendations and implications for policy, practice and further research

This section aims to highlight recommendations and possible implications for policy, practice and further research drawn from the findings of my study.

7.2.1 Recommendations for Policy

These recommendations are drawn from the findings of the study. Policy needs to be based on clear research evidence and to this end, the recommendations for policy suggest areas for

further research and wider study before any changes are made. It is recommended and noted that:

- Although the Department for Education published National Standards for school based initial teacher training mentors in June 2016 (DfE, 2016) these were non-statutory and as yet, there is no **mandatory expectation for mentors who support the training of teachers in schools**. Institutions often have their own set of training materials but again, these are an expectation, not a statutory requirement therefore, there is little way of **assuring the quality of mentors or standardising the roles and responsibilities that go with this role.** ITE providers are asked to demonstrate effective mentoring during Ofsted inspections but without statutory guidance from the government this is difficult to enforce; there is lots of good practice and guidance but I recommend that this be made compulsory to support initial teacher educators in developing high quality mentoring. This will ensure effective training of trainees as well as provide vital professional development for mentors.
- In October 2019, the Department for Education published a report of the results of the workload survey conducted with practising teachers (DfE, 2019). This report identified that teachers found their workload unmanageable and indicated that this may contribute to the high number of teachers leaving the profession. Whilst I know that the government have taken steps to **reduce teacher workload**, I think that this is an area that needs to be revisited as well as **looking at the impact of workload on trainees**, the expectation is that training to be a teacher is hard but the role itself continuing to be high pressured means that this level of workload is difficult to sustain.

- As SD has now been established for more than five years, and shows no sign of being replaced or removed, findings suggest that **coherence in the marketing of each training route would be welcomed by trainees to allow applicants to make an informed choice with regards to their training route.** There is an expectation that nuances in provision will be expected however, clarity at the interview stage would ensure that trainees did not feel that the programme they had signed up for had been mis-sold as was the case with my SD participants.

7.2.2 Recommendations for Practice

These recommendations are drawn from the findings of the study. Changes to practice need to be contextualised for each institution. Whilst these recommendations are pertinent to my own institution they may be transferable to other institutions and teacher training providers. It is recommended and noted that:

- Regardless of whether mentor standards and subsequent training are standardised and made statutory by the Department for Education it is imperative that a **review of mentor training and expectations of mentors is undertaken by the institution.** This will ensure that mentors are secure in their role and aware of what is required of them as well as support the development of a trainee's professional identity by allowing them to be adequately supported in their journey to being a qualified teacher. Currently, in my own institution, we have mentor training in place which focuses largely on the logistics of the role i.e.: what paperwork needs to be completed and what needs to be discussed in meetings with trainees. Findings indicate that mentors need to be supported in understanding how to mentor, coach and develop trainees as individuals and recognise that a trainee may not be the same 'kind' of teacher as them

once they have qualified. It would be beneficial if the prestige of the mentor role could be raised in schools; currently, many mentors are allocated to the role by the senior leadership team without necessarily expressing an interest. If the role of mentor held more status through the development of mentoring qualifications or accreditation in coaching and mentoring then this could result in teachers actively seeking the role of mentor. This subtle difference in the recruitment of mentors could have a lasting impact on the experience of trainees, ensuring more of a reciprocal and supportive relationship as well as acknowledging the benefits for the mentor with regards to their own professional development and practice through continuous reflection on their role.

- Findings of this study suggest that most participants already had a set of necessary skills required for the role such as effective time management as well as processes in place to support their organisation and management. The fact that my participants volunteered to be part of a research project alongside a busy post-graduate degree programme is perhaps indicative of this, however, this may not be the case for all trainees. Findings suggest that being aware of the role of a teacher (through conversations with practising teachers or work experience); having effective time management and organisation; knowing what would be expected from the training and having structures in place to manage external commitments prove helpful in ensuring successful completion of the course and consequently, the time to reflect on the development of professional identity. The fact that all my participants identified with these qualities suggests that **specific pre-course tasks i.e.: confidence and competence audits and readings, would benefit trainees embarking on a PGCE training course**. Gathering information on the skills of trainees prior to entry would

allow institutions to identify trainees who may need more support and enable tutors (and mentors) to offer a targeted and differentiated provision.

- Participants in this study spent time reflecting on their previous experiences and careers and this well-defined personal identity and professional identity established in a previous career had an impact on the development or transformation of their professional identity as a teacher. An example of this is the teaching assistants who were made to reflect on their understanding of what the role of a teacher entailed in light of their new experiences in training; or the challenges faced by a career switcher who had been well respected in a previous career but whose previous skills, knowledge and attributes were not as valued in teaching. Findings indicate that a **deeper understanding of the identities and experiences that trainees bring with them to their PGCE training, regardless of route, would allow tutors and mentors to support the formation and transformation of aspects of a trainee's unique professional identity.**
- This study found that participants were unhappy when they were not aware of the reasons why behaviour and experiences were different on one route than another; a recommendation is that there is **much more clarity around the similarities and differences of each route: in the marketing delivered centrally by the Department for Education and training providers, as well as at interview**. This will allow applicants to teacher training to make a more informed decision and ensure that their expectations are met.

7.2.3 Recommendations for further research

These recommendations are drawn from the findings of the study and link to the responses from participants regarding the quality and effectiveness of mentoring they received. It is recommended and noted that:

- A further study involving a **greater number of trainees, as well as mentors and school leaders, to elicit: their opinion regarding high quality mentoring, what it is; how it should be implemented; how much input schools should have; what should be included in such courses and where it should take place would be timely and relevant.** What became apparent is the differences in how trainees view their professional identity in light of the quality of the mentoring and how valued they feel in schools. If schools now have a larger role in recruiting and training teachers through programmes such as SD, this raised the question as to the possibility of being able to standardise mentoring. If schools are responsible for recruiting their own teachers, is the expectation that they will be looking for trainees who can fit with the schools' idea of what a teacher looks like? As HEIs, SD and other routes are all invested in the future of the workforce there will need to be research to seek out what the training, engagement and evaluation of mentors in schools will need to look like.
- Although there are studies that have started to look at the workload issue, these are often government funded therefore, it would be valuable to **research further what impact, if any, increased workload has on a teachers' professional identity as they move through their career.**
- Although the results of this study did not allow for a robust discussion about the impact of policy change on professional identity formation of trainees, it would be

valuable to widen this and carry out a **longitudinal study on policy change**; perhaps studying teachers as they progress through their career and look at the impact educational change has on professional identity.

7.3 Variations and possibilities

As stated in the introduction, professional identity formation is a complex and contested process and is the focus of research across a wide range of disciplines, not just teacher education. This study, in comparison to many, is small scale and findings provide further questions and prompts for consideration rather than generalisable conclusions. The small-scale nature of the study provides future opportunities for extending the study, perhaps by conducting the same study in other institutions or by conducting a more longitudinal study. With this in mind, this study has aimed to facilitate transferability through the description of contexts, participants and settings; this should allow other researchers to determine whether this study is able to 'transferred' to their own contexts (Guba and Lincoln, 1984). Within this study, literature and research in the same field was sought out and descriptions from the data were used to add context; this should allow the reader to determine if the results presented relate to their own situations and settings.

7.4 Methodological considerations and future opportunities

As the study was constructed, methodological considerations, choices and decisions were made. These choices affect the scope and nature of a study and, when considering future opportunities, a reflection on methodology is useful.

This study was constructed with a clear timeline of data collections – moving from the questionnaire (quantitative data collection which provided an idea of scope and focus for the

qualitative methods) to the individual interviews, and then the group interview conducted at the end of the study. Future studies could adapt this approach over a longer time period and across multiple institutions and training routes as this would enable the research to focus on professional identity formation beyond the initial training course. In chapter 5 I acknowledge that data was collected at a particular time and place during the participants' training and how this could impact the nature of responses received. For example, I identified the fact that interviews were conducted in my office and that finding suitable times was an issue due to timetabling considerations; this could have had an impact on the responses given. A longer study would enable this issue to be addressed, with interviews being conducted in a neutral space and at times that were more convenient for trainees. The research questions in this study about what impacts professional identity formation could be developed into the first year of teaching and beyond; this would allow my findings to be built upon in more depth. As trainees move into their newly qualified teacher (NQT) year their professional identity continues to shape and be redefined as does their understanding of the impact of policy and workload. A longer-term study could benefit from these developments. This point highlights the challenges of this current study. Researching with trainees, many of whom are career-switchers, and are engaged in a short but complex training route is not without challenges as a researcher. Something as simple as finding a free space in their timetable in which to conduct interviews was complicated; I was unprepared for how readily the participants would open up to me and the impact this would have on my ability to remain focused on the interview questions rather than just allowing participants to 'vent' when they needed to. Due to my own professional background, and subsequent identities, my interpretations of participants' responses were filtered through the lens of someone who had experienced teacher training; worked as a teacher and was now a teacher educator. A longer scale study

may not protect the researcher from having similar challenges however, if the researcher was from a non-education background this may provide an alternative and interesting perspective on participants' responses.

As my data was gathered in 2016 when SD was in its infancy, and my focus was on trainees' views, there was no opportunity to speak to school providers about their views on the opportunities and challenges of the different routes. Four years on, with these new routes established, it would be useful to conduct a study with trainees *and* school providers to identify developments in SD. Linking a research study into alternative routes alongside government and independent critiques and evaluations would be worthwhile.

The chosen methodology was a case study, a deliberate choice in order to allow me the flexibility to answer my research questions whilst preserving the "wholeness and integrity of the case" (Punch, 1998 p.153) as well as providing rich pictures and multiple perspectives (Hamilton and Corbett-Whitier, 2013) in line with my epistemological and ontological positions. Reflections on my own methodological choices highlight other possible methodological opportunities for future study; for example, an evaluation of current practice with regards to teacher training would allow other voices to contribute to the findings. Robson (2011 p.176) defines evaluation as a methodology that seeks to "assess the effects and effectiveness of something"; providing teacher educators, trainees and teachers from partnership schools to be more comprehensively involved in the research and have their voices heard would allow the research to look at multiple perspectives. Each of these methodological considerations and opportunities have been informed by my developing identity as a researcher but also in relation to my personal contexts and multiple identities. In her study, published in 2017, Woodbury, identified the fact that there had been a move

away from training teachers in University based programmes and an encouragement for schools to take a lead in ITE (DfE 2010). Woodbury (2017) reflected that as these programmes begin to take shape, research opportunities into comparing how these teachers form their identities would be an appealing prospect for further research. I hope that I have managed to take up this opportunity with my own research and, as stated, I feel that there is still scope for further, longer-term studies into the opportunities and challenges of these routes.

7.5 Personal reflection

When considering my journey as a researcher throughout this study, my own identity has been noteworthy as well as the professional identity of my participants. My own identity is made up of my personal identity, my professional identity (specifically how this has shifted from teacher to teacher educator) as well as my new identity as a researcher. Studying for a professional doctorate has allowed me to begin my journey as a researcher and engage with other academics by attending conferences (as a guest as well as a speaker) and using my peers for support and academic discussion. Most importantly, this journey has allowed me the space to consider my own identity as well as my role in education; looking at the perspectives of others has made me reflect on my own values and beliefs and question my own practice. Having the support of my peers during this process was important and is something which has been echoed in the findings of my study; being part of a research community has supported me in getting through the challenges, particularly in part two when I was struggling to manage my work and study time. The sustained focus I engaged in for this study has given me the ability to step away from the day-to-day role of teacher educator and look at the broader perspectives of education policy and practice to critically reflect on processes and practices. During the time of writing this study, it has been intriguing to watch the change in

education following new government and allowed me the confidence to question and critique what is being asked of the education sector. At the time of writing this section, we are in the midst of the Covid-19 pandemic with schools being closed and teachers being asked to remain in schools to support children of key workers and provide home learning resources for families. This has led to a change in the media rhetoric about teachers and how essential they are in society – I am keen to see what the impact of this will be on teacher recruitment and teacher's professional identity but particularly how teachers are viewed in society.

I have been able to engage in research using a case study methodology. This extended study gave me a greater insight into the realities of a case study in practice; previously I have supported undergraduate trainees in developing their case studies but my own study allowed me to engage more deeply with this methodology. Throughout my journey, my confidence and understanding has improved, particularly with how to move from an initial theoretical perspective, through case study methodology and into methods and data analysis. This process has deepened my understanding as a researcher and helped to build a strong foundation on which to develop my future research interests. At the beginning of this journey, I was uncomfortable describing myself as a researcher but this process has given me the confidence to assimilate 'researcher' into my own identity. I recognise that I am at the start of my journey as a research professional, but look forward to building on this and using my study as a springboard for further work such as articles in academic journals.

As a teacher educator, this research has made me question the impact of relationships and communities of practice during a trainees' busy and challenging PGCE year. I have recognised that, despite my own position as a teacher educator in HEI, there is value in having a number of different routes but that the key aspect is 'sameness' and a shared experience rather than

'othering' routes such as Schools Direct. Our role as teacher educators is to support trainees on any route as well as manage expectations and be clear of these expectations with our partnership. In focusing on one cohort of trainee teachers, in one HEI, it helped me to see the PGCE course from the viewpoint of the trainee teachers at the start of their journey to being a qualified teacher. Identifying the demands of building relationships in partnership schools and the impact of effective mentoring has enabled me to reflect upon and inform my own practice as a teacher educator and more widely on education as a whole. Additionally, this research has provided evidence to support my own professional judgement regarding the conflict that exists between the trainees' idea of what they need to succeed and the reality. The policy decisions made regarding the place of HEIs in teacher training has had an impact upon my professional practice; previously I was reluctant to accept the myriad of alternative routes to being a teacher. Rather than seeing other routes as just that – others; it is clear that we need to find a way to work together to ensure that all trainees are able to be awarded PGCE and successfully enter their first post. As teacher training has moved into schools, concerns around the 'academic nature' of these routes still abound and I hope that my study's findings can contribute to the wider understanding of how these new routes can work together successfully for the best of the trainees. The ongoing shortage of teachers means there is space for all routes to work together to feed, support and manage the future workforce.

7.6 Unique contribution to knowledge

Teacher and professional identity, and more specifically, the professional identity of trainee teachers is an area that has been researched previously (Raffo and Hall 2006, Cooper and

Olson 1996 and Flores and Day 2006); this study represents an original and significant contribution to knowledge in the following ways:

- There have been a number of research studies into the importance of mentoring (Hobson et al, 2008; Lee and Feng, 2007; Simpson et al, 2007; Lindgren, 2005; Carter and Francis, 2001; Maynard, 2000; Feiman-Nemser and Parker, 1992) but what this study offers is a focus on the significance of a relationship in supporting trainee teachers in developing a secure professional identity. Whilst my study found that mentoring is important in the development of a trainees' professional identity, it recognises that even if effective mentoring was not in place, participants were still able to be successful in their training. This was due to the presence of another relationship that offered participants: support; a safe space to express their feelings; empathy and professional understanding. The key aspect here was the presence of a relationship or '**professional buddy'** who was able to guide and support the trainee, in some cases this *was* their mentor but it was often a peer from their own or another training route; another colleague in school or a member of the university teaching team. What this study offers is that the **presence of a relationship** with someone who understands the profession, has shared experiences and allows them a safe space to reflect and discuss, impacts the development of professional identity as well as motivate trainees to manage the challenges they face.
- At the time the study commenced, and during data collection, SD was a relatively new route to teaching and had only recently been adopted by my institution. Although, SD is now more established within my institution as well as nationally, this study is relevant as the findings can be applied to a number of contexts and training routes.

Whilst there are studies that focus on the experiences and views of trainee teachers on a PGCE route (Kwatubana and Bosch, 2019; Newman, 2010; Roness and Smith, 2009;), these tend to be not UK based and/or focus on the period after training. What my study offers is the **exploration of two different routes to a PGCE qualification in England**: School Direct (School-led) and Core (University led).

- Previous studies that focus on PGCE training have gathered data at the beginning and/or end of training (Botha and Reddy, 2011; Roness and Smith, 2009; Britzman, 2003) what this study offers is the use of **four data collection points** across an eight-month period. This allowed for participants' perceptions to be gathered before, during and after their placement experiences, enabling me to map the journey that trainee teachers go through when moving from one context to another.

7.7 Limitations of the study

This research had constraints of one academic year in which to gather the data and research was restricted to one group of trainee teachers, in one HEI. This did not allow for any comparison to other cohorts in other locations to be undertaken. More than one cycle, of more than one cohort of trainees, would give greater depth and breadth to the study, as well as a study that extended beyond one academic year. This would have allowed further evaluation of the development of trainees during their NQT year and beyond, to see if the aspects that they identified as impacting their professional identity continued when they were in a substantive post. It would allow an insight into whether or not a trainees' understanding of the impact of policy increased when they were in a teaching role rather than a trainee.

As my study was focused on the views of trainee teachers there was not an opportunity to speak to school providers to see what they had to say about the development of new routes into teaching and the challenges that this posed for SD partnerships. In retrospect, I would have liked to interview mentors in school, to identify their challenges and limitations rather than using previous studies and literature to develop my understanding. However, as my study was focused on the views of trainee teachers on their professional identity formation it was relevant that the trainees' voices were the focus.

The case study (one cohort, in one PGCE year, in one HEI) helped me to understand the case in depth (Punch 2005). There are criticisms of case studies as identified in chapter 3 however, I was able to mitigate many of these: for example, Stake (2000) highlights there is a concern about case studies being too descriptive and inciting a 'so what' response but I feel that I was able to maintain an analytical rather than a descriptive response. One criticism of case studies which I found to be true was Yin's (2013) concern about case studies taking too long. Gathering the data was done relatively quickly (over eight months) however, transcribing, coding and analysing the data took far longer than I had anticipated and I became immersed in my data for a long period of time. The difficulty lay in managing the necessity of immersion in my data with a full time, demanding career; every time I put my data down for a while to focus on work I needed to re-read and review extensively when I picked it back up. With hindsight, this constant revisiting was probably helpful, albeit time consuming.

7.8 Conclusion

The research revealed that training route is not an indicator of success with regards to the formation of a secure professional identity. Professional identity evolves over time and this study acknowledges the findings of Pillen, Beijard and den Brok (2013) in that trainee

teachers, in particular, will experience tensions in their professional identity and its development. This study found that tensions can arise when trainees are not clear as to the expectations of their training route; they do not feel appropriately supported in their development by mentors and they are struggling to manage their heavy academic and professional workload. Friction can appear when a trainees' personal and previous professional selves are not valued in the formation of their new professional 'teacher' identity. This study has not aimed to simplify the process of developing a secure professional identity in trainee teachers, but rather seek to develop an understanding of the views of trainee teachers on two different training routes. Alsup (2006 p.5) sums up the process of forming a teachers' professional identity as "difficult, messy and complex" and my findings acknowledge that this is inevitable and, in fact, probably necessary.

Despite the fact professional identities are shifting, evolving and being challenged constantly, my study finds that if a trainee develops at least one robust relationship (a professional buddy), has effective mentoring and feels valued in the school and in their role then they can rise to the challenge. Teacher educators have a duty to trainee teachers, not to make training simple, but to acknowledge the challenges faced by trainees and ensure that their needs are being met – this is how to feed and protect the future workforce.

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Appendix 1-4 have been removed before publication as they contained personal information

Appendix 5: Interview questions

What made you want to be a teacher?

Question 1:

How well are you dealing with your academic and professional studies?

Subsidiary question:

What processes have you put in place to manage your academic and professional studies?

Question 2:

Have there been any critical moments in your teaching placement that have been challenging?

Question 3:

How are you getting on with your colleagues in school?

Question 4:

What has surprised you most about the role of a teacher?

Question 5:

Has policy or government changes had any impact on your day-to-day work as a teacher

Question 6:

What do you think are the challenges and opportunities of your training route?

Question 7:

What have you learnt about yourself in the last few weeks?

Question 8:

How would you describe yourself as a teacher?

Question 9:

Do you feel that you have a strong 'teacher identity'?

These questions will be adapted depending on where the trainees are in their training and have been left deliberately open to allow for a semi-structured and discursive dialogue.

Questions for interview 3

What made you want to be a teacher?

Question 1:

How well are you dealing with your academic and professional studies?

Subsidiary question:

What processes have you put in place to manage your academic and professional studies?

Question 2:

Have there been any critical moments in your teaching placement that have been challenging?

Question 3:

How are you getting on with your colleagues in school?

Question 4:

What has surprised you most about the role of a teacher?

Question 5:

Has policy or government changes had any impact on your day-to-day work as a teacher

Question 6:

What do you think are the challenges and opportunities of your training route?

Question 7:

What have you learnt about yourself in the last few weeks?

Question 8:

How would you describe yourself as a teacher?

Question 9:

Do you feel that you have a strong 'teacher identity'?

Question 10:

How would you define the term 'professionalism' with regards to teaching?

Question 11:

Questions about accountability, audits/inspections, collaboration and subject knowledge – how do these impact your professional identity?

Appendix 6: Example of interview transcription

Opening question: What made you want to be a teacher?

1. Karan: TOM, tell me a little bit about why you wanted to be a teacher?
2. TOM: Um, it sort of started when I was at university. I did my undergraduate degree in music and the music degree was quite geared in towards going in to teaching afterwards so it wasn't a theory degree, it wasn't all about the notes and things, it was more about the history of music and how it all intertwines into life and how you could pass this on to someone else so it was quite geared towards that but when I finished my undergraduate degree I was twenty two years old and still going out every weekend and partying with my friends and didn't really feel like I was mature enough to take on a class of little kids and guide them into their future so I thought I would go on and do….go and work in business and work for several years and see how I got on with that which was fine and I actually really enjoyed it until my little one came along and then I found that I was out of the house a lot and I was doing sixty odd hours a week in work which was quite a lot plus I had an hours commute which was quite a lot so I was out of the house between 70-80 hours a week which meant that I missed most of the first year of my little one's life so I thought what better a time to go back to what I sort of wanted to do originally anyway? I've kind of matured a bit now, I've got a little one and I don't go out every weekend and that kind of thing so…yeah, that's what made me want to do it and because of my music degree I play a lot of instruments and I started teaching guitar just to friends and stuff like that and I found that I was quite good at conveying what I wanted to say to them and they picked it up quite quickly so I enjoyed that aspect of seeing someone take on a bit of knowledge that I passed on to them. It's really quite rewarding so…yeah.
3. Karan: So, why primary teaching and not say, a secondary music teacher?
4. TOM: No, the degree was either really they (the music degree?) didn't go like, you have to and they didn't have modules in teaching or anything like that; it was definitely a music degree but the way the lecturers spoke about it they sort of entwined ideas about how you might teach music to someone else and when they spoke about careers they spoke about teaching both primary and secondary and they kind of geared it that way and I think they understood that with a music degree getting into the music industry is not necessarily easy even if you have a music degree. The options are limited so maybe they felt like they had to give us some kind of avenues for careers after the degree maybe and that was the one they picked.

5. Karan: So, were there any inklings for teaching before you did your music degree? Have you always wanted to work with children or do you think it was then that you decided?
6. TOM: I have always been good with children; not necessarily on a teaching aspect – both my brother and sister are quite a bit older than me. My sister is 11 years older than me so that makes her 42 now ad she's got, her oldest is 21 so I was 10 when he was born and so since I was 10 there was always kids around from my brother and sister and stuff so I have always had kids around me and enjoyed and playing with the little kids and stuff, you know what I mean?
7. Karan: Yeah
8. TOM: You know I am used to communicating with them and stuff and the whole time everyone has said to me: "Oh, you are brilliant with kids" and I think that is what a family might say to somebody anyway but maybe that is what stuck with me and made me want to go on.

Question 1: How well are you dealing with your academic and professional studies?

9. Karan Interesting, interesting, um, so…how do you think you are dealing with the course then? Is it what you expected?
10. TOM: Yeah, I think I came in thinking that it was going to be…this is going to sound really bad…I think I came in thinking it was going to be a lot harder than it is at the moment and I think it is going to gear up quite a bit so I find myself now in the gaps between lectures and things thinking I should be doing something now but then looking at it and thinking actually I have caught up on everything and I'm on top of things.
11. Karan: That is good as you have a little one at home.
12. TOM: Yeah but I think that when we get to the first block of placement it will be a lot more because obviously when we are teaching it will get more because we will have 40% of the weekly planning and marking to do and that kind of thing plus anything else we will need to do for assignments and stuff so I think it is going to ramp up a bit then so…yeah so but I am dealing with it fine at the moment. We will see, it might change. Let's see what we say at the end of PGP1.

Subsidiary question: What processes have you put in place to manage your academic and professional studies?

13. Karan: So, you have kind of answered the next question because it was going to be about what processes you have put in place. You have a two month old baby so what have you put

in place to ensure that when the workload does increase that you are still able to keep on top of things?

14. TOM: Um, well I yeah I start early so I am always here for about 8 o clock so that always gives me an hour in the morning to do anything that I need to do so if I need to do a reading or a reflection I can do that in the morning and I generally don't stop at lunch either so I go in to the room down the bottom there, I don't know what it's called but I sit at a table while I am eating my lunch and I will work then so and I think that comes from my previous job. It was quite high pressure and quite time management so I would be at 7.15 and I wouldn't leave until 7 and I wouldn't stop all day and I would eat my lunch at my desk.
15. Karan: We call that al desko..
16. TOM: (laughs) yeah so yeah I have just sort of bought that in really so that when it ramps up I can be ready.
17. Karan: And is that so that when you can get home you can be with the family…because you have worked all day?
18. TOM: Yeah, I mean last night once my oldest has gone to bed the little one is still up obviously but I had a reading to do for maths for today so I just had the laptop on and read it while the TV was on yeah so…if I have things to do I wait until the oldest has gone to bed and I want to spend some time with her; at least an hour and a half before she goes to bed then that is good.
19. Karan: Of course, that sounds good, sounds like you have got a nice balance.

Question 2: Have there been any critical moments in your teaching placement that have been challenging?

20. Karan: Now, this question may not be relevant yet as you have not had had any block placement experience but have there been any sort of critical moments in your teaching where you have to deal with anything potentially challenging?
21. TOM: Um, no not really. Well, only on a behaviour management side. I haven't done any full lessons yet and I have only worked with groups. I am doing a full lesson this week so we will see how that goes with the full class but so far only things on behaviour management maybe like the thing that is going to be hard is going from being the person that is coming in and helping and observing to then going this is the person who is going to manage the class and be the teacher. I think that as a teacher, if you start the year when the children come in and they know you're the teacher you already have that line defined whereas I think I am going to

go from they see me as more like a helper and a TA and then going to being like a teacher. I think that is going to be tough.

22. Karan: It is interesting that you have spotted that as it is a common concern. Are they a difficult class then?
23. TOM: I don't think it is that difficult. When I got into the school a lot of the teachers said "oh you've got a tough job this year" because it is one of the most difficult classes in the school but I have been into other schools to get some experience and things and I have seen things that are a lot worse so…
24. Karan: Aren't we teachers' lovely that we tell you how hard it is going to be before you have even started? (Laughs)
25. TOM: (Laughs) I know…thanks…

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- **Question 3: How are you getting on with your colleagues in school?**
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26. Karan: We can probably revisit that question when you have had your teaching practice but how are you getting on with your colleagues then?
27. TOM: It's a really good school actually, I've been welcomed by everyone. It's a big school, lots of classes and lots of teachers so 630 odd pupils in the school or something so …
28. Karan: You said it was CofE – is that right?
29. TOM: Yeah, no, it is a little bit but not too religious but the assemblies are very geared towards religion but if you just go in to class and observe a maths or English or topic lesson then you wouldn't know. Even a RE lesson you w wouldn't know or you wouldn't think this is geared towards CofE. There are a couple of times where, I didn't feel uncomfortable but I thought wow this is quite a bit, you know in assemblies it goes on a bit and there is a quite a bit of you know that going on which I don't want to say I felt uncomfortable because it is part of the school but it's part of being a teacher isn't it? If you are going to work in another school then it's fine. Maybe it just surprised me a bit going from the classroom when it didn't feel like that to the assemblies where it was all Christianity. I haven't chosen to work there I have been put there but I would never think I don't want to work in a CofE school because that takes out a chunk of my opportunities when I leave the course so I don't want to be doing that. My teacher is very similar to me and he says that he just sort of doesn't necessarily have a belief or doesn't necessarily want to push it on people or anything like that so if he has to do something then he just closes himself of from that; he teaches what he has to teach and then carries on. It's part of the job he says and that's the way I am going to look at it as well.

Question 4: What has surprised you most about the role of a teacher?

30. Karan: So, has anything surprised you about the teaching?
31. TOM: Not necessarily surprised me but um I think I knew how much work it was going to be in terms of things like marking books and things obviously if you've got 30 children in the class and say they do 4 lessons a day then that's 120 books to mark every day which is a lot but f you time manage then you know. He (the teacher) does the same as me, you know, he works through lunch and he sits in his class and he has his computer on and he will have his sandwich and his cup of tea next to him and he will go through his books and do some marking and what not um. I guess one of the things that surprised me, which is a good surprise is how much you can refer to previous resources in terms of SMART slides and stuff like that. They change it but the basic structure is there. He will look through it and think that's not appropriate for this lesson and change it but if the structure is there then it saves him 30 – 40 minutes because he is just adapting previous lessons for his class and adding differentiation for his class.
32. Karan: It sounds like you are learning quite a lot from him?
33. TOM: Yeah I think so. He's you know. I remember when I was in school there were always shouty teachers you know and he is very much not like that and yet he manages to control the class and considering that it is supposed to be the most difficult class in the school then he does a really good job of managing them in a very calm but assertive way. And that obviously helps with their learning because if there are not as many distractions and disruptions in the lesson then obviously he can get on with what he needs to do which is teach them. One of the things I have been focusing on is watching him and learning how he does things cos you know the subject knowledge side of things I'm not really worried about because I have done well so far in the subject knowledge stuff and I am quite confident. Obviously there's gaps and there is always gonna be gaps but you know I am confident in that so I thought if I am going to focus on anything then I should focus on being able to keep the class how it needs to be to be able to get them learning in the best possible way which is the classroom management at the end of the day. If you spend all your time telling one girl to stop running round the classroom then you are not teaching the other 29 anything are you?
34. Karan: No,exactly.

Question 6: What do you think are the challenges and opportunities of your training route?

35. Karan: So, I know on your course you have school direct and core students. What are the challenges and opportunities of your particular training route?

36. TOM: Uh, the only major difference I have noticed is that they do their professional development in school and a lot of them seem to not like the idea of doing that because the assessment for it is based here so there is that separation. They don't know whether what they are doing in their PD sessions in school is gearing them up correctly for what they need to do here so in a way I'm really glad that I did it this way cos at the end of the day UWE is the one setting my assessments so they are the ones who are best placed to prepare me for the assessments so I am best placed on this side of the fence.
37. Karan: So, you are happy with your choice?
38. TOM: Yeah

Question 7: What have you learnt about yourself in the last few weeks?

Question 8: How would you describe yourself as a teacher?

39. Karan: So, what have you learnt about yourself as a teacher and how would you describe yourself as a teacher? These questions are connected really.
40. TOM: That is a difficult question. Learnt about myself? I have learnt that I know how to time manage but I knew that already so the main thing is that I have reasserted that I know I can do it. I knew I wanted to be a teacher and it was so different but I always believed that I could be a teacher and there was always doubt that I would be able to do it and stand up in front of children and help them progress. In the next few weeks I will find out more I guess. That is what has got me really – I had that belief and now I know and it has reasserted. I haven't felt overwhelmed….yet!
41. Karan: Sounds like you have made a good start.

Question 9: Do you feel that you have a strong 'teacher identity'?

Question 5: Has policy or government changes had any impact on your day-to-day work as a teacher?

42. Karan: Do you think that you have developed your teacher identity yet? Do you know who you are as a teacher?
43. TOM: Well, I would say no. It's hard. I always thought I had a model in my head of what a good teacher was but that was always based on my previous experiences and schools have changed a lot. Government policy, school policy and social policy have changed a lot since I was in school so I had an idea but that is changing now because there is a lot more to it then I realised originally.
44. Karan: So, do you think policy has an impact then? Does it make a difference?

45. TOM: Yeah, I think so. Whether teachers want it to have an impact is a completely different question. It has to have an impact and there are guidelines that are meant to be followed so it has to have an impact. It will naturally affect what a teacher does but the structure of their work and yeah – it must have an impact on what kind of teacher they can be, maybe not necessarily what kind of person they will be but it has to affect them as a teacher.
46. Karan: That's interesting so, the policy may change how teachers act in the classroom?
47. TOM: Yeah, maybe yeah! My teacher says that about working in the school he is in and the religion. He is who he is and every now and again he has to put on a different face as he has to teach something that he does not believe in or maybe something that he does not believe should be taught to children but it is part of his job and he has to put on his face and just do it. He puts on his teacher face. The rest of the time he is himself. That is what I would like to be really. I would like to be myself as a teacher. I don't want to go in to my place of work every day and be a different person to what I am at home.
48. Karan: That may be difficult to try and be a different person every day.
49. TOM: Yeah and what kind of life is that to lead? You want to be yourself and you have to be yourself. Having your own identity and you want people to see you as that identity. You have to have your persona as a teacher but your personality is your personality. I remember when I went in to one of the schools where I did some experience in before I came here and I was talking to the head and he was asking me what made me want to become a teacher and I said the same thing about how when I left university I was still going out and partying every weekend and I didn't feel like I was mature and he said that every teacher has to have a kid in them somewhere and I thought that actually yeah they do you have to be a bit of a kid every now and then. If you cannot have an inner child then how can you understand and communicate with children.
50. Karan: Indeed. I think that's probably a good place to finish TOM.

Appendix 7: Example of Coded Interview

Interview 1
VICKY
10th October 2016
Opening question: What made you want to be a teacher?

51. Karan: Okay VICKY, first question is why do you want to be a teacher? Why are you here?

52. VICKY: I always wanted to be a primary teacher when I was in primary school; when they asked me it was nurse first and then teacher. My mum was a nurse but I was in such a small school, there were like 75 pupils with joint year groups cos like I found it easy and I was good at it, you know learning.

53. Karan: So, you enjoyed school yourself?

54. VICKY: Yeah and then I went to college and I was still like yeah I want to be a teacher and I did some placements in a local primary school and I was like yes and then I got to uni and then Christmas in year one I fell by the wayside, I don't know why I just changed my mind and I was like oh my god I don't know what I want to be anymore. And when I was in year 2 at uni I started working in a shop for a Saturday job to get money and that and I was like I want to do customer service….(laughs) for some stupid reason. So I started applying to all these call centre jobs and when I think about it now I think what were you doing? I think its cos I had like the pressure of rent

55. Karan: The lure of money?

56. VICKY: Yes and then I did jury duty for two weeks and I had to get two buses to get there and then I went to a temp agency and fell into banking and I stayed there for 11 years and I got up to junior management and I did all my professional exams and I'm a qualified trust and estate practitioner so I can do wills and probate and all that but I went back after my youngest son and I thought I don't want to be here anymore, my motivation had gone pfft (hand gesture of going down) because they told me that I could only go back at 22 hours and I would never increase them.

57. Karan: So, you obviously had a degree….

58. VICKY: Yes, I had my undergraduate history degree and I loved history and I kept it open. English was the one that you didn't need too many grades and I got my undergraduate degree in history at Bristol and I got my top mark in the final exam for English and then I got a B for History. So I had a really good time but then having children and seeing how their mind works and how they want to develop and express themselves you think I wonder if I go back so I had

a wobble in January 2014 and I said that I don't want to do this anymore and what do I do. Do I use my estate and practitioner qualification but I haven't got a law degree so I am limited and do I really enjoy doing this job? No, so then I thought right so my other fall back was like well what about being a teacher again so I went into helping guides and helping in school and I thought yeah I do want to do it.

59. Karan: So, it's been a long journey. A long way round.
60. VICKY: It's like I got a degree and you hear all the stats saying about employment and stuff but its bollocks its bollocks for a history degree. Your motivation goes down, your work rate goes down and your motivation goes down when you're not happy in work you know. I want to be happy in work. My FTE wage that I have just left will be the same as my starting teacher salary so I just have to get through this year, financially.

Question 1: How well are you dealing with your academic and professional studies?

61. Karan: So, you have had a big gap in studying. How are you coping with your academic and professional studies?
62. VICKY: Professional stuff I am fine because I have worked in a professional environment and in the job in the bank I was doing professional courses so I am used to studying. My last course finished in 2009 at the bank so that was 4 3 hour essay papers. So I did that already – I was working full time and I was coming home and studying in the evenings. When I had my children I did peer supporting for breastfeeding so, I then I did the Barnardos course for that and I did a course on supporting breastfeeding mothers and then it has taken three years but I am now a qualified breastfeeding supporter.
63. Karan: So, I take it back…you haven't had a break at all – that is a lot of studying.
64. VICKY: That's just me. I need to keep going. I get bored. I need to keep my mind active. I need to not stagnate.

Subsidiary question: What processes have you put in place to manage your academic and professional studies?

65. Karan: You sound incredibly organised already being able to manage a young family and constant self-study so what sort of processes have you put in place to prepare yourself for your PGCE
66. VICKY: Trying to rely on my husband a bit more. This weekend was fun as he works weekends and he had job interviews because he wants to change his job during my stressful year and he can't understand why I'm annoyed apparently. He leaves at 9 and comes back at 7 and I am

thinking that I have this reading to do and I can't fit it in. I tried to do some work while they played Mario Cart for 3 hours…but I am also trying to make sure that I have time for me too so after half term I have made a deal with my friend that we will do Pilates so we can have an evening off. I need to keep on top of things and we have a shared reading group here which is helping. I am self-disciplined and I can work with the tele on and I don't have to sit at a desk – I can sit on the sofa and watch the boys play.

67. Karan: So, you have 2 boys?

68. VICKY: Yeah! They love Mario Cart – it's a blessing.

Question 2: Have there been any critical moments in your teaching placement that have been challenging?

69. Karan: Have you had any challenging moments yet?

70. VICKY: Well, I had to teach PE and I don't like PE never liked PE hate PE and I had 3 lots of 20 kids on my own in a carousel. Year 2 – my class and another class that I didn't know their names and I was like this is hard. It was like fighting fire. Like crowd control.

71. Karan: What did you learn then in that lesson?

72. VICKY: Keep plodding on. Be resilient. It is one moment out of a whole day.

73. Karan: Have you done PE since?

74. VICKY: I did it the week after and it was better. It was about changing tone of voice and I found that if you comment on negative then negative things happen and praise works better. I put this on my reflection form – the power of praise is amazing.

•

Question 4: What has surprised you most about the role of a teacher?

•

75. Karan: That was one of my questions actually – what has surprised you?

76. VICKY: Oh that, because it's not about being negative. As a mum I say no a lot so I have had to change my mind set and praise the positive and ignore the negative if you can but do the process of behaviour in school. As a mum I would naturally just say stop it!

77. Karan: Have you found these behaviours creeping in to your mum role?

78. VICKY: Yes a bit – they are surprised and ask if I have been doing this in school. (laughs) the best thing I have noticed is with reading and things – you know knowing the right things to ask.

Question 3: How are you getting on with your colleagues in school?

79. Karan: So, how are you getting on with your colleagues in school?

80. VICKY: Yeah alright, the only little niggle I had at the start was that I don't get a lanyard with my name on. I am not allowed to have a fob with me.

81. Karan: How does that make you feel?

82. VICKY: (Makes noise) Little bit. I have raised it with the school direct lead and she says that each school has their own practice but the other three all have their fobs and lanyards. And when I went in for the first INSET day they showed me the pot for the tea and coffee and it was the visitor pot. So, it's little things that bother me and everyone else says it's really bad. They're actually alright in school and I am treated as the team and everyone talks to me. But it's that little thing. They are used to Bath Spa and haven't had a UWE one so it's just you know….

Question 6: What do you think are the challenges and opportunities of your training route?

83. Karan: So, let me think. I know you said earlier (before the interview) that there was no difference between SD and core but what do you think are the challenges and opportunities of your training route?

84. VICKY: Well, going to the TeachMeet led by Nexus on feedback and INSET days we will be encouraged to go on more than here and I did the INSET days in school before we started. I haven't met the senior mentor because she is in another day and I have two teachers and there is a big difference between how they interact with the class.

85. Karan: So it's a job share?

86. VICKY: Yeah – the other one has two days out for her job share and she does the deputy head role.

87. Karan: So who do you see when you are in on Thursday and Friday.

88. VICKY: Both of them – one on Thursday and Friday.

Question 9: Do you feel that you have a strong 'teacher identity'?

89. Karan: So, how is having two teachers impacting on your teacher identity?

90. VICKY: One of them is like don't look at me because she treats it like a job and the children don't know. That's how she sees herself but they don't. She is new to working with the deputy and they have some different ways to work and sometimes one of them wins and they have power struggles.

91. Karan: So, where do you fit in?

92. VICKY: I stay in the middle and get on with both of them because I don't want to fall out with the deputy. She is very experienced and has 24 years teaching and she has been a deputy head for years, 3 years in this school and she is the maths specialist and they share the planning. One does the English and the other does foundation. The one with foundation is more happy to pass things off to me but the deputy is more controlled.

93. Karan: How do you think you will be able to find your self in there as it sounds quite a busy situation?

94. VICKY: Um….just by being the middle ground and get on with everyone. I think I try and adapt to who I'm with so I will mimic whoever is in that day.

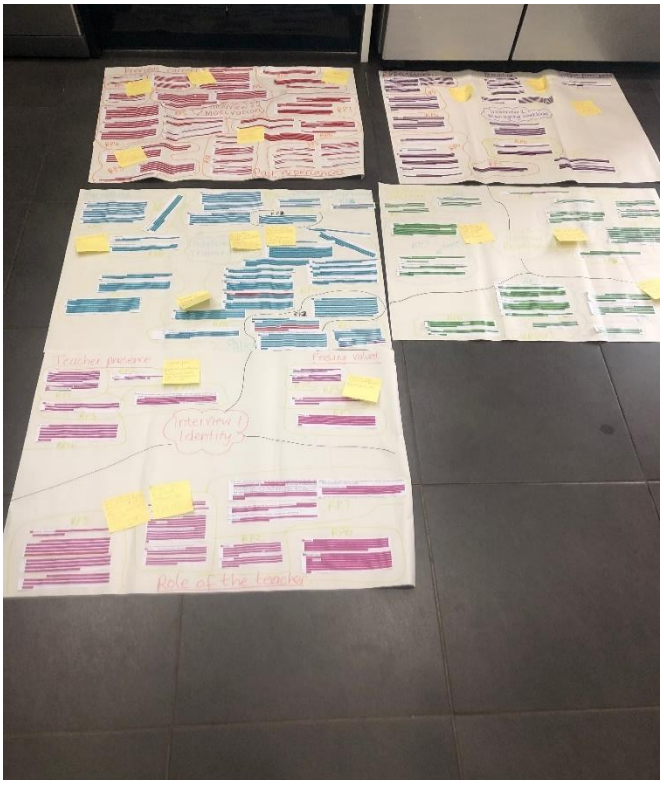
Question 8: How would you describe yourself as a teacher?

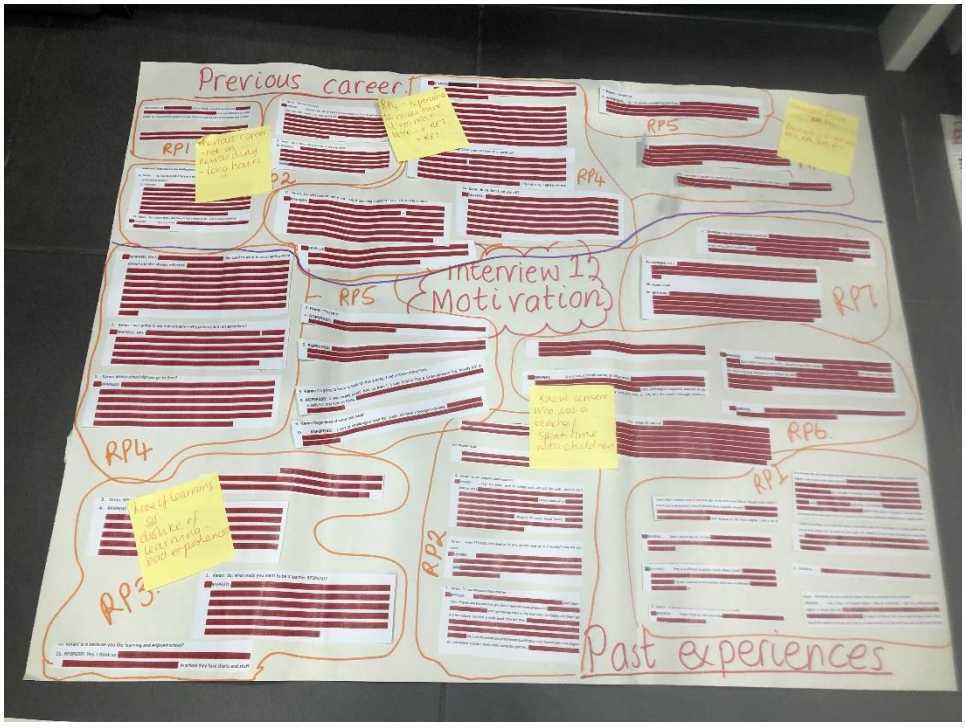
95. Karan: So, in terms of you as a teacher then what would you like to be like?

96. VICKY: I want children to think that I am fair and get the job done but have fun. I don't want to be pedantic, a hard task master but someone who can get them to learn but maybe they don't always recognise they are. This class are lovely but apparently year 3 are horrible in the other school I am going to so I hope that I don't get year 3 next time as I might kill myself (laughs)

97. Karan: I'm sure you will be fine.

Appendix 8: Examples of analysis





Appendix 9: Initial Codes Overview

Codes	Interview 1	Interview 2	Interview 3 Changed schools	Interview 4
Motivation for entering profession 4 parents – 3 of whom were career changers 2 always wanted to be a teacher and only had a small break between UG degree and PGCE 3 already had careers with children - 2 had been a TA previously 1 had been a nanny previously	Parent Career changer Parent Career changer Always wanted to be a teacher Year out – nannying Mum a teacher TA for a year Parent Career changer – law Teacher friends – mum in school UG in psychology Always wanted to be a teacher Travelling and TA work			
Managing workload Expectations Support network – peers/schools/tutors Discipline Wobbles…..usually linked to school change Balancing UWE and placement	Realistic expectations Good work/life balance Time management strategies Plans in me time Self-disciplined Used to studying Realistic expectations – not as challenging as expected Keeping on top of work – organisation strategies. Determined Realistic outlook Good time management Juggling All new and challenging but coping well Very organised Struggling but seeking support Building up slowly	Gained confidence Balancing UWE and placement Organised Pointless paperwork frustrating Wobble as felt she was not doing enough Hard fitting in Managing 'just about' Trying to stay positive Been emotional Tired and run down Frustrated with her teacher Works at UWE to avoid distractions Balancing UWE and placement Pleased with himself as he is doing well and seems equal to a member of staff Logistics of course make things tricky Finding it tough to balance UWE and school School very different to the theory Disciplined but constantly worried that things will begin to slip Happy with balancing everything Finds quick ways to do things Struggling a bit – poor behaviour management Thinking about quitting as it was tough with no breaks and travelling from Wales	Very prescriptive in new school Feels like he has gone backwards No opportunity to teach whole class – no trust. Felt trusted (had to move school) Lots of support in new school Prefers PGPB school so not returning to PGPA. They were not organised so wants to stay. Found PGPB REALLY tough – behaviour Lack of resources impacted his ability Failed an essay Feels more trusted on PGPB – taught on own in PGPA but was not receiving mentoring. Loves PGPB – does not want to return to PGPA PGPB has impacted on her confidence as they allowed her to make mistakes. Another male teacher but very different – lots of shouting which he struggled with	A lot of crying Support from peers was key Developed some strategies Tutors were very supportive
Training route No difference	PGCEHE-happy with choice	No mention Would have chosen HE route – told at	Comparisons are made between routes	No difference, All SD agreed they have been

Those in UWE for PD and all sessions seemed happier overall. SD with external PD felt mis-sold. All were given the impression that SD would involve more time in school – advertising and interview.	PGCESD – happy with choice PGCESD – happy with choice PGCESD – not positive about choice PGCESD – happy with choice PGCEHE – happy with choice PGCEHE – happy with choice	interview they would be in school more. Lucky and happy compared to other SD routes Organisation of SD route is not good. Would not recommend. Likes university contact Don't think SD would have been better – likes having UWE behind her. Chosen right route for him	Not sufficient support from SD Course was mis-sold. Thought SD would be more school based. Told that there would be first choice of jobs – jobs available but she has not been told. Thought he would be in school more. No differences – UWE has been good but not SD SD has good reputation so may help get a job but no different. UWE more organised . Happy with route NO difference – happy with route	mis-sold the programme.
Policy Only really mentioned when probed – seems that key factors are stress for children and teachers and assessment strategies as well as constant curriculum change,	Has an impact on what not how No mention Angry with Gov – funding cuts/SATs pressure on chn Not mentioned Not mentioned Period of change Policy written by non-educationalists Not seen any impact yet	Teaching to the test Pressure on teacher s-things are tougher Not mentioned explicitly Not mentioned explicitly Afternoon does not seem as important as the morning – science and other subjects marginalised Not explicitly mentioned Not explicitly mentioned Not explicitly mentioned	Strain on teachers Funding Something has to change Teaching seems to be all about data Head drives data mindset and ethos Stress around exams. British Values not evident Academisation and impact on decision making Impact of funding visible Does not feel impact of policy SATs focus is main element Impact of curriculum change on teachers has been huge Very definite impact on teachers due to constant curriculum change – they have to adapt all the time.	Budgets and funding having a negative impact on school. Get the impression that staff just put up with it. Students were buying resources for school. People's perception of teachers is frustrating – linked to policy?
<u>Relationships in schools</u> Significant Change in school had impact on this and mad students reflect on their position Feeling like a visitor/part of the community Feeling able to ask questions Support and warmth Valued	Good – teacher is a 'good role model' and similar to me Job share class – feels in the middle. Feels like a visitor Really nice school Staff are friendly and nice Good relationship with teacher Lovely school – amazing staff NO data Teacher is 'awesome' – a good role model. Wants to emulate teacher (male)	Teacher and student are 'same person' – get on well. Teacher says she has no personality Deputy head is a control freak – won't let her do anything Everyone supportive and got on well Can ask questions without judgement Teacher makes him comfortable and is very accommodating Class teacher is professional but formal Teacher is cynical Comfortable with CT – likes the class and children	Feeling demoralised Low in confidence due to poor relationship with CT Left alone in class Had to go an explain herself to head – slapped wrist SM and CM are more supportive in PGPB – feels more supportive as previous mentor was scatty One school was quite cliquey which he found difficult One school was cliquey so to was hard to fit in (same school as above) CM is fantastic Everyone in PGPB was	The relationships they have impact on how they behave. Feeling like a colleague and not a student was key Personality of teacher was important.

		Staff is great. He has a man crush on his teacher.	so fantastic and friendly and supportive Felt like a member of staff Teacher did not model a good relationship	
<u>Teacher identity</u> Teacher presence Balancing Sense of self - what to share and what to keep back Confidence Fair Positive Comparing to teachers – admiration and respect Valued	Self-belief No separation between teacher and person – be myself. Positive praise Fair and fun Respect not like – firm but fair Compares herself favourably to teacher Always assume strength not weakness Dislikes hierarchy Not happy in school as it is SATs driven – needs creativity. Everyone in school nice CT is empathetic Being a TA helped and is managing transition Feels valued	More teacher presence Adapting plans Behaviour management Proved she can work FT Balancing life is tricky Need to trust myself more and have confidence in herself. Takes risks Creative teacher Good feedback about engagement with children Some reticence about teachers approaches. Teacher is a role model for him Feels comfortable Can see himself as a teacher Dynamics depend on individuals Children respond differently to her than the teacher Sees children as individuals Prepares well to ensure she is SK ready Fluid identity – sense of you as a person changes and is impacted by experiences and approaches. Doesn't see himself as a teacher yet	Rigidity of school is making it tricky to be creative 'work face' – knows what is expected of him Struggled Needs more self-discipline – lost temper Grown in confidence through whole class teaching Patience has developed Feels like a teacher Needs to feel valued and supported – this is important. Questioned whether he could do it in PGPB. Shocked how tough it was Scared but excited about being a real teacher Different job so different identity Tried to emulate teachers but realises she needs to be herself. Relationships are key – PGPB has made her see this. Knows what teacher he wants to be but not sure if he can be it! Wants to be fair and positive.	Bringing themselves into the classroom Important to show your personality but there is parts you don't share. Having a school that matched your own values was important to helping you be yourself and develop a teacher identity.

RP1PGHE Tom

RP2PGSD Vicky

RP3PGSD Louise

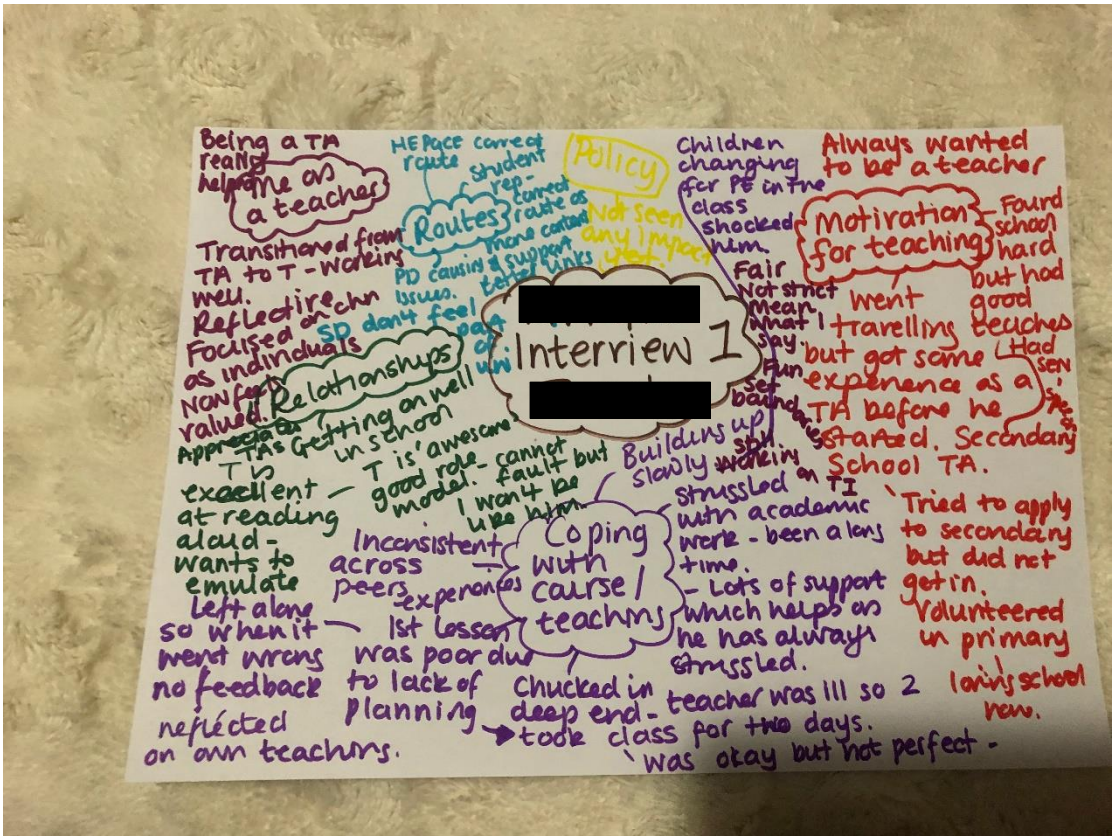
RP4PGSD Toby

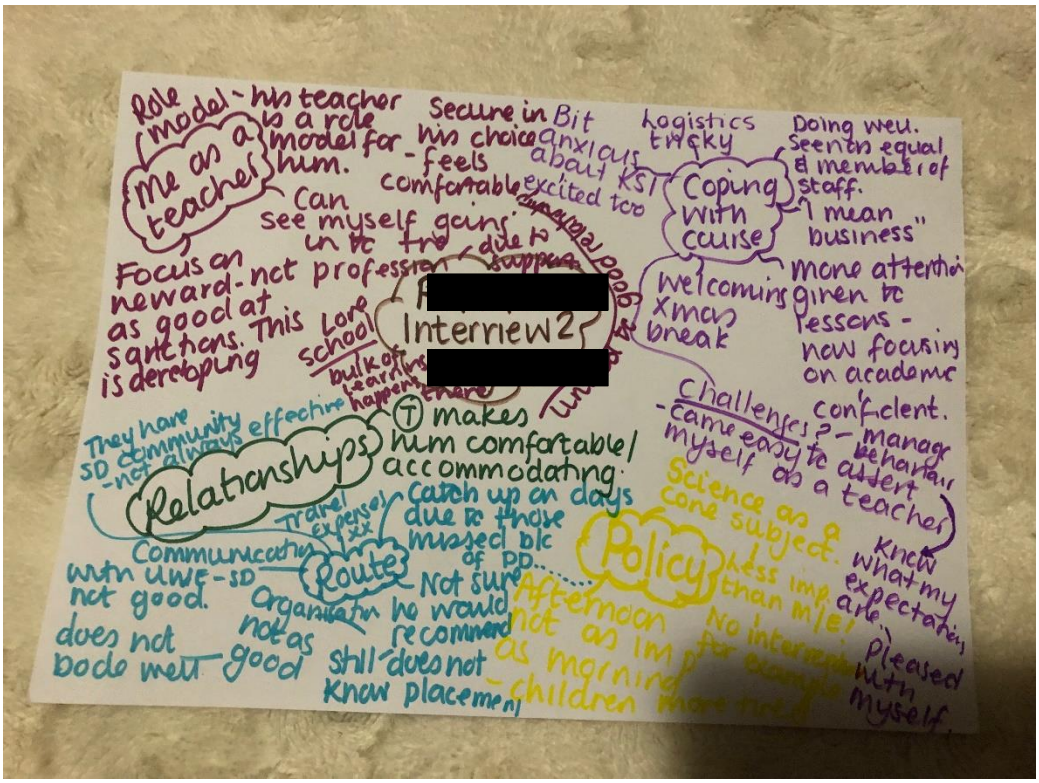
RP5PGSD Sally

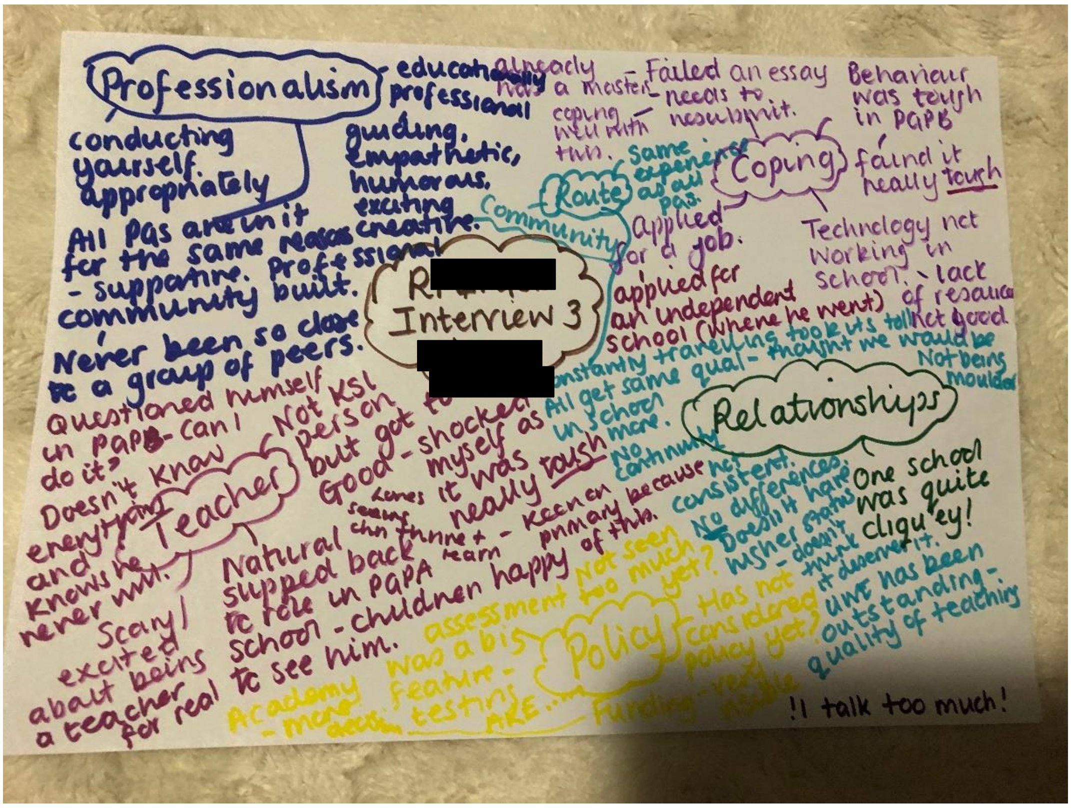
RP6PGHE Layla

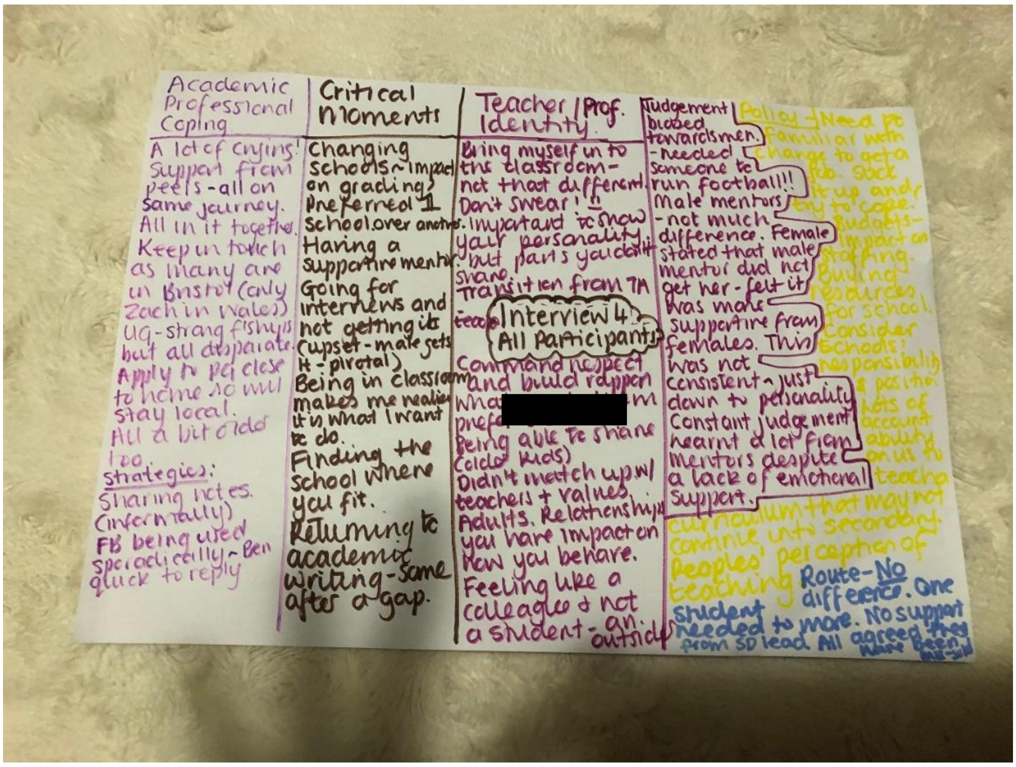
RP7PGHE Jack

Appendix 10: Examples of mind maps






Professionalism
educationally professional
conducting yourself appropriately
guiding, empathetic, humorous, exciting creative.
All PAs are in it for the same reasons - supportive. Professional community built.
Never been so close to a group of peers.
[redacted]
Interview 3
[redacted]
Community
Route
Coping
Relationships
Teacher
Policy
Failed an essay - needs to resubmit.
Behaviour was tough in PAPB
found it really tough
Technology not working in school. - lack of resources
Applied for a job.
applied for an independent school (where he went)
One school was quite cliqu'ey!
Questioned himself in PAPB - can I do it?
Doesn't know everything and knows he never will.
Scary! excited about being a teacher for real
Natural slipped back to role in PAPA school - children happy to see him.
Good - shocked myself as it was really tough
Keen on primary
Uni has been outstanding - quality of teaching
Academy
!! talk too much!


Academic Professional Coping
Critical moments
Teacher / Prof. Identity
A lot of crying! Support from peers - all on same journey. All in it together.
Keep in touch as many are in Bristol (only Zach in Wales)
strategies: Sharing notes (informally) FB being used sporadically
Changing schools - impact on grading? Preferred 1 school over another.
Having a supportive mentor.
Going for interviews and not getting it (upset - make sets it - pivotal)
Being in classroom makes me realise it is what I want to do.
Finding the school where you fit.
Returning to academic writing - same after a gap.
Bring myself in to the classroom - not that different. Don't swear!
Interview 4: All Participants
[redacted]
Command respect and build rapport
Being able to share (older kids)
Didn't match up w/ teachers + values.
Feeling like a colleague + not a student - an outsider
Judgement biased towards men.
Constant judgement
Policy - Need to be familiar with change to get a job.
Route - No difference.

Appendix 11: Example of notes following mind map analysis

MOTIVATION

PREVIOUS CAREER

Not motivating

Not as rewarding and with long hours

Some had previous experience of working in a school (TA) or with children (nanny or parent)

Only one had come straight from university

PAST EXPERIENCES

Either loved learning and school or had a bad experience in school

Knew teachers or had spent time with children

Positive experiences of working with children in different contexts.

Validation from friends and family about ability

MANAGING WORKLOAD

EXPECTATIONS

Know a PGCE is hard – people have told them/know teachers

Expected it to be harder

Aware that work will increase and are awaiting this – sense of expectation.

DISCIPLINE

Most are organised and can articulate processes and procedures – likely due to previous roles as professionals or parents.

Probably a reason why they volunteered for the research in the first place.

SUPPORT FROM PEERS

Brief mention by RP5 to the sense of community developing.

TRAINING ROUTE

MARKETING

Some stated that SD had been mis-sold

Expected to be in school more often – did not meet expectations.

Lack of coherence and organisation to SD route – little thought for the trainees.

Some belief that SD will be looked upon more favourably if there are roles within the partnership

SIMILARTIES AND DIFFERENCES

Most said there was no difference between the routes – for some this was a negative and some were indifferent.

Expenses was raised as a minor but irritating difference

Good difference was the fact that SD got to meet their teachers beforehand by attending INSET days,

POLICY

Most trainees had seen impact of policy on the classroom and were comparing with their own experiences – children stressed due to exams and teachers stressed and under pressure.

RP6 – very policy aware and abreast of current political agenda

RELATIONSHIPS

EXPERIENCES IN THE CLASSROOM

Relationship with the teacher significant – role model or someone to look up to and aspire to be

Difficulties of managing a job share and different relationships

CONTEXT

Size and context of school mentioned (religious/big)

Impact of having students from other SD institutions – policy and practice

Feeling like they are in a school that meets their ethos – not their type of school

SUPPORT

Many were left alone to teach (PGCE expectations – impact on offers etc)

Students observing practice and questioning it

Level of support/challenge differed.

IDENTITY

TEACHER PRESENCE

Becoming a different person in the classroom – teacher face or using personality as the first step in your teacher identity

Mimicking the teacher – emulating their behaviour

Some already feel like a teacher and others still feel like a TA and are worried about the transition.

FEELING VALUED

Feeling appreciated by staff and children

Feeling like a visitor – key fob for example.

ROLE OF THE TEACHER

Discussion about personality and whether to hide or show this

The use of the terms firm and fair – level of 'strictness'

Some criticism of the teacher

Developing understanding of the wider role beyond teaching.

Appendix 12: Themes

Main theme	Sub theme 1	Sub theme 2	Sub theme 3
Motivation	Previous career	Past experiences	
Managing workload	Expectations	Discipline	Support from peers
Training route	Marketing of the course	Similarities and differences	Policy
Relationships	Experiences in the classroom (community)	Context	Support
Identity	Teacher presence	Feeling valued	Role of the teacher