

## APPENDIX D

### Narrative Summary – Daniel

<p><b>Educational background</b></p>	
<p>Daniel is a male student in his late 20s. He has a 2:1 from a non-Russell Group university and no other professional qualifications. He <i>'found school very enjoyable...I had good relationships with my teachers and there was never any behaviour issues in class...the pupils wanted to learn and were well behaved. We were not kept back by students messing about or being loud...teachers gave us a lot of respect and any achievements in sport were announced and you felt a valued member of the school'</i>. The GCSE and A levels he took were all exam based where Daniel <i>'found studying for exams a lot harder than the exams themselves'</i> but although <i>'I never found exams easy, I enjoyed getting ready for them'</i>. For him it was <i>'an easy decision to go to university – all my friends went...as a family, we all have the same kind of outlook and saw university as the next step from school'</i>. Four of his five siblings went to university <i>'and my mum has recently gone back to uni to study, so we are all like minded and enjoy studying in general...we all genuinely enjoyed going to school. My mum and dad always celebrated success...it made me want to do well for them and make them proud'</i>.</p>	<p>Q1 Q1 I1  I1 I1  I1  E  E</p>
<p>In categorising him into one of three types; engaged academic, willing/strategic complier or reluctant complier, Daniel is an engaged academic (see 3.7.2)</p>	
<p><b>Becoming a teacher</b></p>	
<p>Daniel had had a previous career unrelated to teaching prior to embarking on the PGCE course. He was a late applicant as he originally wanted to apply for the following year to allow him to <i>'save for a year'</i>. However, when an opportunity presented itself and he <i>'realised I could potentially get interviewed and get a place, I really went for it'</i>. He admitted <i>'I wouldn't say I have always wanted to be a teacher'</i> but in his previous career he <i>'wasn't getting to do much'</i> and he <i>'made the decision that I would do it [train as a teacher] in a few years. Then it got to the point where I have to do it now otherwise it would be a year wasted rather than a year of saving'</i>.</p>	<p>I1 I1 I1 I1 I1 I1 I1 I1</p>
<p>As Daniel approached the end of the course he <i>'got more nervous about it [becoming a teacher] as it goes on as I can see the finishing line, at the start or middle of the course there is a buffer but now, that is not there. [However] I am really excited about it, I am more involved in this placement...I have deeper relationships with the students...I enjoy going to classes to teach...I can't wait...it will be good to be myself in the classroom as sometimes I am holding back at the moment as it is not my class...I can't wait to build up a rapport, set my rules and see them more frequently'</i>. Daniel has had <i>'good opportunities with my SPT's and mentors as they have let me almost pick my classes...not just ones that I thought would be easy, I picked SEN groups and more complicated individuals'</i>. He wanted to <i>'give my all to every single class I teach, but sometimes I rushed my lesson planning because there is so much on, but that is part of the job and is something I need to get used to'</i>. At first he <i>'spent hours and hours thinking about lessons, but now it's just delivering a lot...you don't always have time to do everything you want to'</i>.</p>	<p>I1 I1 I2 I2 I2 I2 I2 I2 I2 I2 I2 I2 I2 I2 I2</p>
<p><i>'Proper relationships with kids'</i> is something that Daniel considered would make him a</p>	<p>I2</p>

*“real teacher” as ‘some pupils say “why should I listen to you, you are not even a real teacher”. I want to know every single student by name and know their background and history through the course, as it is difficult going into a class and not knowing how they started off from day one...I want to see them going through a journey and come out smiling. I think if you teach you should do it because you love it, it’s not the type of job you just turn up and do. It’s one you need to constantly think about, adapt yourself’.*

I2  
I2

**First Teaching Placement**

Daniel’s first teaching placement was at a large further education college in the South West of England, with campuses in two cities. Ofsted (2008:3) report that ‘the proportion of the college’s learners from black minority ethnic groups at 11%, is well above that in the local population’. The college faced stiff competition for post GCSE students from its local schools, as most of them have sixth forms. Many of the students ‘prior attainment is well below the national average’ (Ofsted 2008:4). In 2008, Ofsted graded it as a ‘good college with good capacity to make further improvements...teaching and learning are good’ (Ofsted 2008:6).The college offered courses at a wide range of levels from level 1 to degree standard. Daniel taught mainly on level 1 and 2 courses in his subject area that he found ‘*interesting but quite challenging*’. Many of the students had a level of special needs, again, something that Daniel found ‘*something I would like to be involved in in the future*’.

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I2  
I2

**Second teaching Placement**

Daniel’s first school placement was in a large, city centre comprehensive school with ‘an above average proportion of students who are entitled to free school meals’ (Ofsted 2009:3). Approximately 10% of the students are from minority ethnic backgrounds and 20% have special educational needs (ibid).The school has specialist status in Business and Enterprise and has two special units on site. The Ofsted report showed that the school was graded satisfactory and as such, there was a monitoring visit by the inspectors in 2011. At this point, the school was deemed to have ‘made good progress’ (Ofsted 2011:1) but concerns were still apparent regarding the GCSE results which were ‘well below the national average’ (ibid).

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Daniel had a ‘*difficult class... their usual teacher has problems with them*’. He wanted to ‘*experiment to see if I could get them to be quiet*’ which he managed after trying several different strategies. This was something he was really proud of, especially when ‘*several kids said it was a brilliant lesson...something I really appreciated. I felt like a real teacher*’.

I2  
I2

**Daniel’s conceptualisation of the Ideal teacher**

At the start of the course, Daniel thought the most important thing was ‘*the control in the classroom...the ones I’ve seen it’s the ones who control the classroom that get the attention and the subject comes second*’.

I1

At the end of the course, Daniel had moved on in his thinking and thought ‘*it’s about making sure that learning happens, however small that is. For me, teachers should always focus on the students that they are teaching and how they are teaching...you need to adapt to the different groups and ages you teach.*’ Daniel also considered that ‘*subject knowledge is something I’ve been thinking about...if you know what you are*

I2  
I2

*talking about and you are able to speak in a language that can be understood then you are on the right side’.*

During the second interview, I introduced prompt cards (emboldened in the following paragraphs) for Daniel to rank order or discard to stimulate discussion about key characteristics of his ideal teacher. First on his list was **reflective practitioner** which is *‘thinking about how good you are as a teacher and be constantly critical of yourself, that is the only way you will stay good’*. Next he put **social service**, followed by **autonomy**, *‘you need to decide what you want to do and having your own style’*, then **standards, flexibility, knowledge, regulation, skills** *‘over time, this is something you can progress in’*, **theoretical knowledge, making judgements** and finally **technician**. This last one was one that Daniel was *‘unsure about’*

### **Imagined future career path**

Initially, Daniel thought that *‘Head of Department sounds like quite a big step up’*. However, once in placement he realised that *‘the opportunities are there [and] that is what I’m going to aim for’*. Daniel considered himself to be *‘quite an ambitious person, I get frustrated if I don’t see myself progressing...I want to constantly improve. Hopefully in 5 years I would have moved from being a young teacher to a teacher with experience to a confident teacher...and then from that take on a bigger role’*.

*‘I am interested in the management side of it...I want to be able to enjoy teaching. I do see myself being a principal’.*

*I didn’t think much about my journey before I started the course, but its been meeting individuals who are in that position and the respect I have for them...I spoke to the principal at my first placement...I want to be that man one day’.*

### **M level study**

*‘I am genuinely interested in teaching, I enjoy learning about the theory that goes on behind it...it shows added interest in what you are doing’*. Daniel thought that *‘if you have a Master’s or working towards a Master’s it shows you are genuinely interested in what you do’*. In his first assignment (not assessed at Master’s level) he *‘found myself going off too far into the research side of it. I’m glad it’s a bigger word count for the M level assignment so you can go into more depth’*. For him it was *‘something I do genuinely enjoy doing stuff like assignments, so I would enjoy doing the Master’s’*.

Daniel *‘viewed the Master’s assignment as the main one and I knew it would take a lot more effort than the first one...before Christmas, I did all my theory research...I got all the journals I wanted then...I put in a proper effort around Christmas to do it’*. He admitted that he *‘enjoyed writing essays, I like sitting down and writing...it was good for me to focus on this rather than lesson planning or other school stuff’*. Daniel did find it hard to stay within the word count *‘it was hard to stay succinct...but there was nothing else negative...it did prompt me to think about theories and the whole teaching and learning...I enjoy sitting down and writing...all my school subjects were essay based, and in university...I like researching and giving my opinion’*. In writing this assignment, Daniel *‘began to think about what my students think of me...it made me think about what would be appreciated by the students to do, not just what I want to do. I do think there is a massive link between learning and teaching...having empathy for your audience as a teacher’*.

### Continuing onto Master's

For Daniel, the assignments and opportunity to study was *'the one part of the course I enjoy doing...its interesting...that's what I enjoy, the student side, so I'll be doing my Master's. I'm looking forward to it'*.

I1

*'I enjoyed sitting down and writing the actual assignments, its difficult to dedicate all your time to that. I'm looking forward to an opportunity when I can take on more Master's credits and focus on specific tasks. It's something that will help me get to where I want to be in the future. I don't think of it in terms of qualifications or employability, I love it when it gets me thinking about myself as a teacher...it's good to go really deep into one topic and just read about it. Just reading. I am really looking forward to sitting down and just writing with a bigger word count'*.

Q2

Daniel considered other courses that might be of interest to him later on in his career, but *'Master's is the main one'*.

Q2

### KEY

E –Email correspondence

I1 – Interview 1

I2 – Interview 2

O – Ofsted

Q1 – Questionnaire 1

Q2 – Questionnaire 2

W – School/College web site