

APPENDIX D

Narrative Summary – Emily

<p>Educational background</p>	
<p>Emily is a female student in her early 20s with a 2:2 degree from a post 1992 University, but does not have any other additional qualifications. Emily said that she was <i>'top in my class in every subject without really having to try very hard'</i> until she moved schools half way through year 8. Following this move, she <i>'did drop grades and began to find school work hard'</i>. Retrospectively, Emily was <i>'happy that I did move schools when I did as I feel that my education would have been very different if I had stayed where I was'</i>. She did enjoy school, Emily <i>'met some amazing teachers'</i> and the <i>'majority of my subject areas were A/B grades'</i>. She felt that <i>'my individuality was allowed to develop very early on'</i> and the <i>'school ethos'</i> was very encouraging. Exams <i>'were okay, none I found particularly challenging. I enjoyed coursework more, but never panicked or struggled with exams'</i>. Emily found it an <i>'easy decision to go to university...everyone was expected to go'</i>. She was the first in her family to go to university. Her degree classification was one she <i>'thought I was going to get'</i> as she <i>'could have worked harder'</i> and she <i>'would have hoped for better'</i>.</p>	<p>Q1 Q1 I1 I1 I1 I1 I1 I1 I1 E E E</p>
<p>In categorising her into one of three types; engaged academic, willing/strategic complier or reluctant complier, Emily did not fit closely into one particular category, As a result, she became a contextual complier (see 3.7.2)</p>	
<p>Becoming a teacher</p>	
<p>During her first interview, Emily said <i>'I haven't always wanted to be a teacher, I did when I was little...I used to play teachers...but when I went to college I changed my mind and sort of rebelled against all that was education, all that was authority'</i>. Emily finished her degree and got a job working <i>'with disabled students'</i> and worked as a Teaching Assistant (TA) which <i>'I loved'</i>. At that point, Emily <i>'just changed my mind'</i> which she says <i>'that's what my mum had always said "one day you'll realise that this is what you want to do" and it did, overnight just change'</i>. She thought this was <i>'just being in that environment...I really enjoyed it – everyone was working together and just seeing a student achieving something they couldn't have done before'</i>. At interview for the PGCE course, Emily admitted <i>'I was really nervous...I was trying to move from being a TA to a teacher...I had a kind of fight on in my head between the two'</i></p>	<p>I1 I1 I1 I1 I1 I1 I2</p>
<p>By the time of her second interview, Emily was <i>'excited about becoming a real teacher'</i> and was <i>'looking forward to it a lot'</i>. The best part for her was the fact she <i>'would have my own classes...I can be me...it will be my teaching style'</i>. For Emily, <i>'it has been a lot easier than I thought it would be and that shocked me to say that, to think that...it worried me initially... I thought am I not doing it right?'</i> Emily had a lot of friends who were teachers and they had warned her about it being a "hard year", but for her, <i>'it didn't really feel like hard work...I prepared myself so much for it to be hard I think I over anticipated how hard it would be'</i>. Emily thought <i>'yes, it has all clicked into place, this is what I want to do, I enjoy it'</i>. She thought she <i>'was really happy with the decision to go and do it'</i> [train to become a teacher]. Despite the difficulties with her mentor in her second placement that affected her confidence, when Emily got a job she thought <i>'I am actually alright, I am actually quite good and it is something I</i></p>	<p>I2 I2 I2 I2 I2 I2 I2 I2 I2 PT I2</p>

<i>want to do'. She has found it 'really interesting to teach different children, with different backgrounds at different stages in their lives, and me helping them, developing those relationships with them'. She has also enjoyed 'the variety of different courses' she had come across during both her placements.</i>	I2 I2
First Teaching Placement	
Emily's first placement was in a very large secondary school in Cardiff. Estyn reported in 2009 that 'the school's catchment includes both relatively prosperous and economically disadvantaged areas [with] approximately 25% of the pupils coming from areas deemed to be socially disadvantaged' (Estyn 2009:1). Students entitled to free school meals approximate to 11 % of the school population and most (94%) 'come from homes where the predominant language spoken is English' (ibid). Estyn described the school as 'a good school and is moving forward from strength to strength' (Estyn 2009:2) and was graded a mix of 1 and 2 against the key questions set (ibid) with 'the quality of teaching ...better than the national average' (Estyn 2009:4). This placement was somewhere Emily <i>'loved being here, it was amazing, I had a really good mentor...I learnt a lot from that'</i> .	O O O O O O I2
Second teaching Placement	
Emily went to a 'larger than average secondary school' (Ofsted 2009:3) for her second placement where 'the great majority of students are of White British heritage' (ibid) and mostly come from 'advantaged, socio-economic backgrounds' (ibid). The number of students eligible for free school meals was 'well below the national average' (ibid) as was 'the number with learning difficulties and/or disabilities' (ibid). The school has Visual Arts and Special Educational Needs specialism's as well as being a Leading Edge School. Ofsted in its 2009 report graded the school 1 for overall effectiveness, although it was graded 2 for teaching and learning.	O O O O O W O
<i>'Being me here has come up against a lot of barriers, the way I teach isn't the way someone else would do it'. Emily thought 'I have had lots of different experiences and challenges'. Being in this school 'has made me question a lot of stuff, question my ability, question whether this is something I actually want to do'. Emily described it as a 'battle with my subject mentor...I don't know what it is that has gone wrong with her in terms with being with me'. She felt that she (the subject mentor) 'undermined my authority...that's not helping me, she is supposed to guide me, leave me to do things and even to make mistakes'. Emily did find that she 'had a rapport with the students, they do show me respect'.</i>	I2 I2 I2 I2 PT I2
Emily's conceptualisation of the Ideal teacher	
In her first interview, Emily thought a <i>'good teacher is somebody that has got a sense of humour...its really important because otherwise they will think you are just boring...having a personality and having some sort of charismatic kind of quirkiness'</i> . She continued. <i>'teachers that I remember from school [were] the ones that were quirky and funny...I don't remember my form tutor at school...but my year 4 teacher, I can remember his name, what he sounded like, everything about him...he was quirky and he was funny and he used to engage us'</i> .	I1 I1
As part of the second interview, I introduced prompt cards (emboldened in the	I2

following paragraphs) for Emily to rank order, to disregard or to stimulate discussion about key characteristics of her ideal teacher. She arranged them in a circular pattern, but still had some she thought were priorities over others. She started with **knowledge**, which she considered to be '*knowledge of your subject, policies and your students*' followed by **skills** to apply that knowledge and then **reflective practitioner** as '*you need to reflect on your knowledge and skills*'. This '*encompasses the others at the same time*'. Emily then had a second column with **theoretical knowledge** at the top of this '*being able to understand how people learn and how things work in that way*', then **making judgements** '*about where to apply that particular theory and particular knowledge*'. Next Emily started a third column, at the top of which she placed **social service** which she thought related to the pastoral role and '*being able to relate to children, young people in terms of what they need outside of an education*'. **Regulation** came next encircling the others, as '*there has to be regulation to ensure teachers are doing their job correctly...and we are all being consistent*'. Next was **autonomy** '*not really sure where to put that word really*'. The rest were disregarded: **Technician** '*it is important, but not that it has to be learned*', but '*doesn't make you a teacher*'. **Standards** '*some of the QTS standards that I have had to meet this year are a bit wishy washy, so I don't think that really means anything in terms of being a good teacher*'. Finally, Emily placed **flexibility** '*in terms of being flexible in the department, with your colleagues, in your lesson plans, preparation etc, I believe that has a role, however, in practice, I don't believe you should be flexible, especially in the classroom with students...you should stick to your rules and how you do it, again, consistency, not flexible*'.

I2

During the second interview, Emily thought it important '*to be able to relate to the students in your class. To make things relevant to them and breaking down that barrier between a teacher and a student...having the confidence in yourself, if you come across as being weak, they are going to pick up on it and having some sort of personality as well, that can come out in your teaching*'. She also thought it important to have '*a firm hand, firm but fair, so consistency of behaviour management*'.

I2

I2

Imagined future career path

In her first interview, Emily was sure she wanted '*to be Head of Department, not a head teacher. A teacher and a head teacher are two very separate things...I can't see myself being in an office-that's just not me. I have to be in a classroom, teaching people...maybe when I am older I'll have a different viewpoint on the head teacher thing*'.

I1

By the time of the second interview, Emily had secured a job. She '*always thought I would go the head of department route and be the organised one...but now, I am considering a more pastoral role*'. Emily worked closely with a head of year during her second placement and '*was so in awe of everything she does*' so now she '*was not sure which way to go...I've still got time to decide*'. Something that Emily was keen to pursue was '*wanting to be an AST at some point*'.

I2

I2

I2

M level study

'I did start working on the M level assignment from the moment [it] was given to us. I went out and bought like an exercise book, a journal and just went from there...I just tested lots of things out over the course, and I did make a revision timetable ...so I

I2

<p><i>had set dates that I was doing stuff, so I planned it around my teaching and planning as I didn't want to rush through it really...I planned it through and filled the journal'. Emily thought it was 'good to go through that process and I like doing all that kind of stuff anyway because you can use different colours, put in pictures and all that. Its organised, I like to be organised'. The worst part of the assignment was 'writing the thing...sitting down at a laptop and having to write, its just not me, it never has been me, ever, so that's what took the most time and was the most difficult'. Emily found that she 'much prefer[ed] to get a book from the library' rather than access journals electronically and as she started the assignment early, 'got loads of books from the library'.</i></p>	I2 I2 I2 I2
<p><i>The assignment helped Emily 'learn a lot about how other people learn and it helped me to understand that not everyone learns in the same way...I knew that anyway, but it clarified to me the fact that no, we don't learn in the same way and it made me understand different learning styles a lot deeper...it also made me think about how I learn, and I've never really thought about that before'.</i></p>	I2
<p><i>Emily thought 'if you can get a bit of work done in your training then it will take the pressure off a little bit later on...and it's good to develop these skills early on as they are talking about now upping the degree status for trainee teachers...if you can incorporate a bit of Master's into the training then I think it serves us better...its more spread out for the future rather than cramming it all into one little bit'.</i></p>	I2
<p>Continuing onto Master's <i>'I want to carry on and get all my Master's credits. I definitely want to get my Master's'. Emily would also consider doing another degree 'in education studies'. In her previous employment, she sat in on some sessions which she 'found really fascinating, so interesting'. She did think that she 'would like to do it straight away if that is possible' but maybe 'get my NQT year out of the way first and then look to start it in my second year'.</i></p>	I1 I1 Q2

KEY

E –Email correspondence

I1 – Interview 1

I2 – Interview 2

O – Ofsted

PT – Personal Tutorial

Q1 – Questionnaire 1

Q2 – Questionnaire 2

W – School/College web site