



'Experiences concerning the development of identities of primary school physical education specialist teachers during the first year of teaching in England. A phenomenological case study'

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Date: 7th May 2019

Abstract

This thesis explores the lived experiences of a critical case sample of eight primary school Physical Education (PE) specialists embarking on their first year of teaching in England, with focus on the ways their perceived identities as teachers were impacted by their experiences. All participants were trained at the same Initial Teacher Education (ITE) provider on a three year undergraduate degree in Primary Education with Qualified Teacher Status (QTS) during the academic years of 2013-2016. It explores the individual perspectives, subjective interpretations and issues they identified as contributing factors to their satisfaction, motivation and sense of self. The theoretical framework through which this thesis examines the findings uses Korthagen's Onion Skin Model (2004) of values and belief and Lawson's model of Teacher Socialisation (1983a; 1983b, 1986). In contrast to much of the preceding literature this study provides detailed empirical work on identity development from the perspective of NQTs. A qualitative, interpretivist, phenomenological approach underpinned the gathering and analysis of data. This approach reflected the focus of the study which was to experience and understand the lived experiences of NQTs and their interpretations of this.

The adoption of phenomenological case study as the methodological approach captured the uniqueness of the participants' experiences and their subsequent interpretations. Their aspirations, thoughts and expectations were explored through a series of semi structured interviews within which discussion focused on visual representations of themselves that the participants had created and brought to the interview. The study findings revealed ways that mentors, head teachers, parents and children interacted with the new teachers to inform their perceptions and interpretations of their first year of teaching and how they saw themselves as teachers. Data captured at the start of their first year reveal the NQTs' trepidation, anticipation, anxiety and excitement for what was to come and their views that they had much to offer their new schools, particularly in respect to their skills in PE. Findings highlight the importance of context, emotion and people in the NQTs' lived experiences. Their stories provide information that (physical education) teacher educators may find valuable when considering the ways teachers are supported to prepare for teaching and in their early careers. The voice of the NQT offers originality through lived experiences of the NQT year and the study findings have the potential to inform ways NQTs may be retained in the profession and empower them as agents of change with capacity to understand and challenge cultural norms and expectations which may not be beneficial.

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Abbreviations

BBC Blackboard Collaborate

BERA British Educational Research Association

COE Church of England

CPD Continuing Professional Development

DfE Department for Education

DfES Department for Education and Skills

GTCE General Teaching Council for England

HEI Higher Education Institution

IPA Interpretive Phenomenological Analysis

ITE Initial Teacher Education

MAT Multi Academy Trust

NQT Newly Qualified Teacher

Ofsted Office for Standards in Education, Children's Services and Skills

PE Physical Education

PESS Physical Education and School Sports Premium

PETE Physical Education Teacher Education

PPE Primary Physical Education

PST Pre Service Teacher

PSPET Pre Service Physical Education Teacher

QTS Qualified Teacher Status

SATS Statutory Assessment Tests

SCITT School Centred Initial Teacher Training

SLT Senior Leadership Team

SS School Sport

TA Teaching Assistant

UK United Kingdom

VA Voluntary Aided

VLE Virtual Learning Environment

YST Youth Sport Trust

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Chapter 1: Introduction

1.1 Introduction

This chapter will detail the journey which has brought me to the point I am at now, working with trainee teachers for over 14 years, watching them evolve, grow and change. It discusses the teacher retention crisis that has blighted the profession for many years in England and the praxis shift in the role of the teacher by addressing the preconceptions and assumptions of what it is to be a teacher which create conflicting discourses and have affected teacher recruitment and retention in England. The status of induction models in England and their variable states will be addressed along with a brief acknowledgment of the current status of PE as a subject. All sections of this chapter are designed to allow the reader to appreciate the context within which this study sets. It is these unique sets of circumstances that have led me to completing this study, at this time, in this way. Finally, this chapter identifies the aims and objectives of the thesis and sets out its structure.

1.2 Personal rationale

This section will detail my personal rationale for completing this study. It aims to demonstrate to the reader the journey that has led me to make the decision in my career and most recently in my career as a teacher educator. Teaching for me has been a vocation; I have had a desire to teach for as long as I can remember. I loved sport and dance and spent my spare time as a child happily experiencing many different sports. I competed, I coached, and I travelled with my sport, meeting new and like-minded people, learning from my mistakes and pushing myself. When I chose to finally study sport at university my friends and family were not surprised but my dad did request that after I was awarded my degree I 'got a proper job'.

My 'proper job' was in a secondary school in Bradford teaching PE, and I cannot say I loved all of it because teaching is tough! I was from a little village in the North of England and the diversity of the children in Bradford was astonishing to me. My teacher training had not prepared me for this, I felt totally adrift in a sea of children of all sorts of faiths, cultures and attitudes. My first year of teaching felt like the survival of the fittest. I had the planning, I had the knowledge and in my school, I had the support. Despite all the challenges the children presented, they were loyal, loving people who valued consistency, honesty, kindness and boundaries. We grew together learning and negotiating. My head of department was a supportive colleague with high expectations of her team.

I cannot recall much of my first term to Christmas. I remember being exhausted, emotional and full of self-doubt. I was not sure of the type of teacher I wanted to be. I knew I was a good athlete, I knew I liked children, but I did not know what kind of a teacher those attributes made me. I spoke to my friends who had trained with me were also teaching and they were trying to do the same as me: survive. We met up at Christmas to celebrate and were ready for bed by 9pm. Each week that passed I learnt more about myself, and about the subtle art of caring for children in ways that help them to learn. I made many mistakes, cried, laughed and worried, but I survived. Most of my friends who had trained with me did too, but not all.

Teaching is an emotionally demanding business, and when the opportunity arose several years later to move into teacher education I took it immediately. I had seen much poor practice in my teaching career and I often felt that the children deserved better. I loved being a teacher educator: everything I had learned in teaching children I could gift to my trainees. But as I watched them grow, change and develop as teachers I also watched them all having the same problems, worries and frustrations I had experienced. When they went into their first jobs they were surprised, disappointed, confused and surviving. This study represents my opportunity to support trainees in crossing the chasm between training and teaching when they are beginning to think about who they are as teachers, who they want to be, their philosophy and values. It is my belief that being content with who and what you are makes better teachers and ultimately helps children to succeed. The findings from this study have the potential to help trainees to negotiate what I remember as one of the most challenging and emotional experiences of my own career, and I now know to be shared by other new teachers.

My lived experience as a trainee has informed my teaching career and my teacher education career. I have experienced many of the emotions and feelings that I see my trainees and NQTs experience. I have 'been there' and I have experienced the overwhelming sense of self-doubt, of exhaustion and of questioning my reasons for teaching. Yet as I have progressed through my career, it has been a strong sense of self and a supportive range of colleagues that have helped me to reflect upon my ideals. I am proud of the teacher I am, and I have a professional identity that allows me to adapt and keep pace with the ever-changing world of teaching and training to teach. I hold close to my heart the original reason why I went into teaching, which

was to improve the quality of the lives of the children I taught. This has not left and that I am now working with adults to ensure that philosophy is spread more widely.

My current role is as a Curriculum Leader of physical education, prior to this I have also been a Pastoral Head of Year and the Degree Course Leader. These roles have afforded the opportunity to work with trainees in many ways supporting their subject and pedagogical knowledge, their personal and their professional development. As a Curriculum Leader I am charged with championing my subject and ensuring the quality and consistency of physical education experiences during their teacher education. Alongside this role I am a personal tutor to several undergraduates and support them with their academic work and in negotiating their way into their first post. My trainee teachers are with me for three years and it is lovely to watch them grow and develop into novice teachers. I cry every year they graduate and burst with pride when they tell me they have their first job. It's hard to let them go and this study offered me the opportunity to work with a small group of my physical education graduates to find out about their experiences as they enter the world of teaching. Some of their experiences as newly qualified teachers differed from my own but there are some similarities: the pressures, the parents and the emotions. In this study, I experienced their NQT year alongside them, exploring and reflecting upon their successes and their challenges and listening to them as they developed into successful teachers.

With teachers leaving the profession at record levels and recruitment in Initial Teacher Education (ITE) at its lowest (DfE, 2017) it is important to consider how ITE institutions can support graduate teachers to grow in the role. If they can work effectively with schools to support the NQT year, new teachers may feel better supported and able to enjoy the job they have trained for, potentially leading to stronger recruitment and retention.

1.3 Contextual rationale

This section will discuss the current context upon which this study is based. It analyses the literature that relates to teacher recruitment and retention and explores the phenomenon of teachers leaving the teaching profession in numbers that are globally relevant.

1.3.1 Teacher attrition rates.

Teacher attrition rates are an identified issue around the world with 14 % of new teachers in the United States leaving within their first year of teaching (Hong, 2010), in some areas there are more teachers leaving the profession than being recruited into it (Sela and Harel, 2018). Kelchtermans (2017) identifies teacher attrition in several domains- sociological, economical, public health and human resources bringing with them challenges to the perceived capacity problem of recruitment and retention, the increased financial burden on schools and authorities, the conclusion that teaching is bad for your health and finally the relative competence / incompetence of the teaching population. All these assumptions build propaganda against the profession. This trend continues with a reported 33% leaving in the first 3 years and 50% in the first 5 years in the United Kingdom (Kim and Cochran, 2018).

The highest rate of attrition is experienced in the first two years of teaching (Glazer, 2018). Increasing teacher attrition is a trend that is mirrored around the world and concerns centre around those teachers who leave the profession (Waterman and He, 2011). Sela and Harel (2018) discuss the contradictory and problematic nature of attrition and retention, in highlighting that not all teachers that leave should be retained and of those that stay, stay for the right reasons (Kelchtermans,2017). Bennett, Brown Jr, Kirby-Smith and Severson (2013) purport that 50% of teachers leave in the first five years of teaching and that this is most prevalent in urban and deprived schools. This trend is reflected in Physical Education (PE), with 55% of teachers (from one training route in Australia) leaving the profession after 5 years (O'Connor and Macdonald, 2002). Similar trends have been reported in the United Kingdom, Australia and China (Hong, 2010). High attrition rates place a considerable financial strain on the systems designed to recruit and train teachers, schools and students who are affected on a day to day basis due to a shortage of high quality teachers (Bennett *et al.*, 2013) and experience impacts upon their school effectiveness and recruitment procedures (Hong, 2010). Indeed, Kim and Cochran (2018) suggest that the demand for teachers is growing whilst the number of teachers recruited is falling in both primary and secondary education.

Löfström and Poom-Valicks (2013) highlight that teaching globally is becoming a less attractive career and that we are facing not only a significant drop out of new teachers but an aging population of established teachers. Similarly, Glazer (2018) describes experienced teachers leaving the profession as they no longer wish to do a job which is 'incompatible' with their philosophy about teaching. Kim and Cochran (2018, p.206) suggest that only '30% of teachers

felt engaged in their profession' suggesting it is not a lack of commitment to the job but a resistance to the changing nature of the role.

The issue of teacher attrition is not isolated to new entrants to the career and increasingly we are experiencing many veteran teachers leaving the profession (Bressman, Winter and Efron, 2018) stating that they feel isolated and discouraged by the role. Teacher 'burnout' is one of the most common reasons cited and this refers to feeling dissatisfied and disenchanted with the responsibilities of teaching (Bressman *et al.*, 2018). There is a notable shift in expectations and belief in moving from training to teaching and new entrants to the career often experience a conflict in their values and beliefs about the job (Able, Glazier, Mallous, Boyd, Bell-Hughes and Eaker-Rich, 2018). In the United States, teacher attrition is estimated to cost the profession \$7 billion per annum (Able *et al.*, 2018, p.1) with an average of 75% of teachers having left the profession within 5 years. Teaching on a day to day basis is often done alone and away from other teaching colleagues and this can be a challenge for new and experienced teachers as there are often left to 'succeed or fail within the confines of their own classrooms' (Bressman *et al.*, 2018, p.164).

In research on recruitment and attrition in teaching, many recent studies have concentrated upon the reasons why teachers might join or leave the profession. Able *et al.*, (2018, p.1) suggest that beginning teachers struggle with 'challenges such as classroom management, student motivation, lack of guidance and resources... dealing with diversity and disability in students, assessing students, collaborating with colleagues.... parents and a lack of professional development.' The increasing pressures of accountability and workload have been found to impact greatly on teachers work lives in many countries and contribute to the decision to leave (Kelchtermans, 2017). A high turnover of staff may in turn impact upon student achievement (Kelchtermans, 2017) and can create challenges for school leadership teams (Waterman and He, 2011; Glazer, 2018).

Löfström and Poom-Valicks (2013) found that there were extrinsic motivators to becoming a teacher, such as job security and salary, and that there were intrinsic factors such as the love of a subject or altruistic reason surrounding helping and nurturing young people. Conversely teacher attrition has been attributed to school characteristics such as 'average class size, expenditure, poverty enrolment, student demographics and minority enrolment' (Hong, 2010,

p.1530) along with 'lack of authority and autonomy... and... isolation' (O'Connor and Macdonald, 2002, p.37). Furthermore, 'unrealistic expectations' about the role of a teacher have also contributed to drop out rates (Löfström and Poom-Valicks, 2013; Able *et al.*, 2018). Bennett *et al.*, (2013) highlight that 'disruptive student behaviours', 'lack of support' and 'poor working conditions' contribute strongly to teacher attrition. Bressman *et al.*, (2018, p.164) highlight that many teachers leaving the profession suggest this is because 'teaching is overwhelming, classroom management is too challenging, organisational skills are often difficult to develop, teaching feels isolating, and a strong mentoring system is lacking. Teachers who decide to leave the profession do so for many reasons.

There is increasing pressure on teachers and the role is increasingly diverse (O'Connor and Macdonald, 2002), this is symptomatic of the changing governments visions, restructuring, technological advances and the changing nature of learners. These factors may have repercussions on how teachers begin to define themselves, how beliefs and values are formed, change and adapt over time. Student teachers are experiencing a conflict in what they hoped teaching would be about and the reality of the day to day conditions of teaching experienced during training (Löfström and Poom-Valicks, 2013).

1.3.2 Initial Teacher Education in England

Until recently Higher Education Institutions (HEIs) had the monopoly on teacher education in the England, in the last decade there has been a significant shift to school centred training (Carter, 2015). This means that schools are responsible for the training of pre-service teachers, sometimes but not always in conjunction with a university (Geert, ten Dam and Blom, 2006, p. 647). This has been an international phenomenon with the United Kingdom somewhat ahead of the rest of the world in how extensively and quickly these shifts have occurred. Only France appears to have gone in the opposite direction with separate teacher education programmes at HEIs the norm (Geert *et al.*, 2006, p. 648). Schools in England are now able to employ unqualified teachers and have the financial resources to 'buy in' the services of HEIs as and when required. In England, this has resulted in a move away from the traditional 'partnership' model of teacher training where an HEI works with local schools to provide teacher training (Randall, Richardson, Swaithe and Adams, 2016) towards the current government's preferred model of school centred teacher training. The changes followed criticism that the university training was highly theorised and not directly useful in teaching practice (McNamara, Webb

and Brundrett, 2008). In England the schools are delivering the government endorsed teacher education programme leading to formal teacher qualifications. This raises conflict when considering bridging the gap between theory and practice and that preservice teachers are likely to have trouble when they reflect on the theory practice gap in identifying what is deemed to be effective practice (Yuan and Mak, 2018). In a truly collaborative school-based teacher education programme, one of the key principles should be that learning to teach is embedded in the experiences in the school setting (Geert *et al.*, 2006), which emphasises the situated context of learning. However, the move away from ITE students theorising teaching raises a question: how do students and teachers develop a 'deeper, personalised meaning to the teaching profession' (Geert *et al.*, 2006, p.648) in school-based contexts? Teacher educators must prepare the next generation of teachers, so must enable them to consider important factors in what makes a 'quality teacher' (Hobbs, 2012, p.718) which may include teacher passion and identity. It is expected that teacher educators can support the professional development of identity in their students (Lamote and Engels, 2010) in ways that conform to current accepted notions of contemporary teaching and learning.

Due to the roles taken on by the pre service teacher (PST) employed to train at the school, the major emphasis has shifted to practical experience (Geert *et al.*, 2006) and there is continued variability across training routes and phases in ensuring effective subject knowledge development (Carter, 2015). The White Paper 'The Importance of Teaching (DfE, 2010), the teacher training strategy Training the Next Generation of Outstanding Teachers (DfE, 2011) and the Carter Review of ITE (Carter, 2015) have significantly impacted upon the way in which teacher training is structured in England. All aimed to raise the status of teaching as a profession, ensure training was giving teachers the practical skills they needed and ensure that high quality continuing professional development (CPD) was available to all teachers through their careers. The most recent review of ITE (Carter, 2015) made many recommendations relating to improving ITE through appropriate subject knowledge development, subject and phase specific pedagogical development and understanding of child and adolescent development along with others. In response to the Carter Review (2015) significant changes have been embedded in ITE to address the 'variability' in teacher education. These have included amongst other recommendations a revised core content for all ITE providers (DfE, 2016a) that addresses the quality and consistency of taught content across all training routes and professional development but raises concerns about the transition from ITE to NQT (DfE, 2016a). In addition

to this and in response to the concerns about induction of NQTs the paper 'National Standards for school-based initial teacher training mentors' (DfE, 2016b) was released with the aim of further strengthening the consistency in mentoring provision and identify a set of skills and attributes that are deemed to make an effective mentor (DfE, 2016b), a set of non-statutory standards for mentors followed this along with 'Educational Excellence Everywhere' (DfE, 2016c) a white paper designed to address the quality of outcomes for children. Nicky Morgan (MP) acknowledges in the paper that although significant strides have been made in improving outcome and attainments there is still geographical variability.

The combination of these policy drivers has seen the landscape changing in ITE and teaching. In 2018 the DfE released their consultation entitled 'Strengthening Qualified Teacher Status and improving career progression for teachers Government consultation' which further addresses the challenges faced in induction year for NQTs. This timely thesis will critique the challenges of transitioning into teaching from teacher education particularly the notion of identity in an everchanging and dynamic political forum. This thesis presents the voices of the NQTs, it tells their stories and offers an insight into the NQTs' lived experiences. This thesis is relevant and essential at a time when the DfE is looking for potential solutions to support NQTs in their induction year and beyond. At the time of writing, this consultation is ongoing. Because this thesis features the voices, reflections and interpretations of NQTs undergoing their NQT year, I intend to direct it to DfE policymakers to help to inform their decision-making. What appears to be absent from many of the policy papers is the need to consider the NQT in transition and the ways in which the school and mentors can support them in developing beyond subject and pedagogical knowledge and skills to incorporate how NQTs can develop their teacher identity.

1.4 Teacher induction into the profession

This section addresses the guidance and requirements of teacher induction specifically in England. It examines the literature relating to the type, purpose and outcomes of induction programmes. The first few years of teaching are 'fragile and extremely significant' (Sela and Harel, 2018, p.2), the induction year for newly qualified teachers (NQTs) has been described as a 'praxis shock' (Ruohotie-Lyhty, 2013; Sela and Harel, 2018) and 'crashed idealism' (Sela and Harel, 2018) and it is recognised as a transition phase that challenges not only notions of identity but values and beliefs about what teaching is and what it is to be a teacher (Christensen, 2013). There are differences between what the trainee has experienced in their

ITE and what they experience in their first role. A difficult induction year and a lack of support is one of the leading factors in early career teacher attrition (Ruohotie-Lyhty, 2013).

The aims of induction models include aims of ‘teacher socialisation, adjustment, development and assessment of teacher skill’ (Able *et al.*, 2018, p.3). Such aims may enable teachers participating in an induction programme to adjust - but it is not clear to what they must adjust to. They may also lead to teachers’ socialisation – but into what and to what extent? What are the parameters for successful induction of an individual to the teaching profession? Governments in many countries have teacher induction programs designed to support teachers in the first years of the profession which are ‘both fragile and extremely significant’ (Sela and Harel, 2018). These programmes can take several forms, but it is important that they in some way or another offer interactions with supportive colleagues (Able *et al.*, 2018) knowledge transmission (Sela and Harel, 2018), and the opportunity to talk about teaching.

Whilst the purpose of the induction programme is up for discussion it is important to address some of the concerns of teachers new to the profession (Sela and Harel, 2018). There is no legal requirement to complete an induction programme in England (DfE, 2013) but Able *et al.*, (2018) suggest that 83% of new public-school teachers are experiencing some sort of induction programme. This in England refers only to those teachers who have been awarded qualified teacher status (QTS) by their teacher training provider and are working in a school that Ofsted¹ has deemed fit to offer an induction programme and employ NQTs. The guidance excludes secure training units, schools categorised as inadequate and similar, Further Education (FE) colleges deemed unsatisfactory for employing and training NQTs. When one accepts the notion that induction of NQTs it is the school’s choice, individualised by setting, not a legal requirement or enforced, the quality and commitment experienced by new teachers in induction years can be variable (Bressman *et al.*, 2018).

Generally, induction programmes are about professional interactions and a ‘safe place’ (Able, *et al.*, 2018) to reflect on their experiences. They are designed to offer a way of moving between student and teacher and in the United Kingdom this has been up to September 2018, a one-year induction period (DfE, 2013). The induction year is designed to ‘combine a

¹ Ofsted’s role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students. <https://www.gov.uk/government/organisations/ofsted/about>

personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards' (DfE, 2013, p.6) and they should have an overall purpose of improving performance and retention of teachers. Often teachers in their induction year will attend continuing professional development (CPD), seminars, observe other staff, visit other schools and enjoy a bespoke training programme aimed at improving identified areas of practice.

There is strong evidence that successful teacher training and mentorship can have a positive effect on teacher effectiveness (Bennett *et al.*, 2013). There is also a good deal of evidence that the opportunity to network with and a community of colleagues can provide novice teachers with support and aid with problem solving of the daily challenges faced (Able *et al.*, 2018). With the numerous changes and regulations involved with teaching we see an increase in teacher work load and it is important that any induction programme supports teachers to keep pace with the changes, adapt to a changing student demographic and work with new technologies (Bressman *et al.*, 2018).

The induction period also has an assessment programme which ensures the NQT are regularly observed and participating in professional dialogues aimed at developing them as teachers. These assessments are at regular intervals and the outcomes recorded (DfE, 2018). Successful completion of the induction year secures the confirmation of the QTS recommendation. Failure to successfully complete the professional induction year means that 'the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit' (DfE 2018, pp.19-20). This does not prohibit them from working in a setting where the statutory induction requirements are not needed.

1.5 Preconceptions of what it is to be a teacher

This section examines the experiences prior to embarking upon ITE. It will analyse the impact that cultural, historical, political and personal influences can have when deciding to become a teacher. The challenges faced moving from training to teaching are often 'far removed from those they encountered in their teacher preparation experiences' (Able *et al.*, 2018, p.2). Teaching in the 21st century comes with some unique challenges and is more complex

and regulated than it has been previously (DfE, 2016c). Recent studies have found many similarities in the role that context and cultural influences play upon teacher's reasons to teach or indeed their preconceptions of what it is to be a teacher (Romart and Frisk, 2017; Friesen and Besley, 2013). This process of 'becoming a teacher' (Trent, 2010, p.906), and what this process involves; 'fashioning and refashioning' identities through a process of design, negotiation and application. This could lead to a pre-service teacher challenging their preconceptions of what is good teaching and their ideas pertaining to their role, socially accepted norms and reflection (Hushman and Napper- Owens, 2012, p.8). Social sciences research would define identity as a part of the social context where the person lives and develops through interactions with others (Oruc, 2013), therefore historical, cultural, personal, social and psychological factors can be deemed to play a role in identity development.

Olsen (2008) found that gender was a strong variable in deciding to become a teacher; he discusses that some of his female participants had grown up 'playing teacher' and compared teaching to 'mothering'. They had grown up mimicking their female teachers and Olsen (2008) maintains that this may have been encouraged or deemed as 'gender appropriate' play by parents or other adults. This 'play' may also offer early indications of understanding as to what the role of the teacher might include ('issuing directives that must be followed, explaining things, evaluating student work, being the solitary leader' (Olsen, 2008, p.28)). This preconception was also noted not only to influence the choice of training to teach (Olsen, 2008) but also in the choice of route into teaching. The variation of route into teaching revealed that undergraduates were concerned about the transition to professional lifestyle and responsibility; whereas the older participants highlighted 'role shift' for example moving from TA to teacher, they purposed to have a stable sense of self and were less open to the idea of personality change (Malderez *et al.*, 2007).

Olsen (2008) and Friesen and Besely (2013, p.29), found that participants who were older and/or had 'become parents and those who had experience working with children' displayed results that suggested they had a better developed sense of teacher identity and felt that they would be well supported by their family in this career choice. Whereas those participants who had not had the same life course experiences were more likely to draw upon evidence from their early childhood experiences (Olsen, 2008) and formal education and displayed a less well-developed sense of teacher identity or one that was more traditional in its views.

1.6 Physical Education

This section aims to briefly examine the status of PE as a subject. The literature used is designed to analyse the complex set of circumstances PE now finds itself in and give context to the timing and purpose of this study. Physical education as a subject has been subject to a complex set of political and financial circumstances where current funding sees PE on par with mathematics (Griggs and Randall, 2019) the investment in improving provision is paradoxical when considering the other measures of austerity in the education system. Entrants to the profession now not only need the skills to teach PE but to also work with, sometimes manage the increasingly diverse work force (Griggs and Randall, 2019). When entering the profession, it may not have been a prior consideration of preservice teachers that they may be working alongside other professionals in a foundation subject area that was coined a 'Cinderella subject' (APPG, 2016, p.10) subject to incomparable government funding with little if any accountability on pupils' outcomes (Griggs and Randall, 2019, p.4). Deemed to have been in a sorry situation by the APPG (2016) report into a fit and healthy childhood the report suggested physical educators had lost their way and were not clear on the purpose of the subject any more. This is a challenging environment for PE which has over the last decade lost its identity and reinvented itself as a catchall for all education physical.

PE is having an identity crisis and new teachers entering the profession are themselves wrestling with their own identity challenges where their 'beliefs, attitudes and teaching philosophies are influenced' (Hushman and Napper-Owens, 2012, p.8) by the environment they find themselves in. Drawing on their preconceptions, ITE and other experiences NQT's face the challenge of navigating a complex situation and beginning to develop their identity. This study sits uniquely in the middle of this set of circumstances at a time when the subject of PE is under significant challenge and the participants of this study are at a time in their personal development that will put considerable strain on their identity development.

The use of the term 'specialist' in this study refers to the subject that the PST have chosen to 'specialise' in. This consists of three taught modules over the three years of their ITE where they explore subject knowledge, pedagogical knowledge and skills to make them capable and competent leaders of PE in a primary setting. The 'specialism' pursued sees the participants completing a dissertation in their specialism and participating in an enhancement program of national governing body awards (NGB).

1.7 Aims and Objectives

The study aim is to investigate the experiences of a cohort of primary school Physical Education specialist trainees in their first year of teaching in England.

The study objectives are:

1. To capture the self-reflections of English primary school Physical Education Specialist Newly Qualified Teachers (NQTs) on their professional roles, with focus on their vision of themselves as a teacher;
2. To explore ways in which personal interpretations of experiences among English primary school Physical Education specialist NQTs during their NQT year affect and are affected by their formation of identities;
3. To identify ways that personal reflection can be adopted as a pedagogic tool for the development of teacher identity among English primary school Physical Education specialist newly qualified teachers.

1.8 The structure of this thesis

This thesis is based on a phenomenological case study and pays due regard to the meaning placed upon the occurrences in the participants' lives (Greenwalt, 2008). It explores how their lived experiences form and reform their identities and their aspirations of teachers that they would like to be or become. When researching the current literature in the field this thesis draws upon a range of contemporary and historical literature using key words such as, teacher attrition, teacher retention, identity, mentoring, preservice teachers, emotional labour, burnout and self-concept among others. The main search engines used have been NELSON (Northampton Electronic Search Online) and Google Scholar, this has allowed the literature to be drawn from a wide range of sources. The sources include books, journals, policy documents, curriculum documents, white papers and online sources such as the British Broadcasting Corporation and the Times Educational Supplement to name a few. The range of literature used offers a broad, balanced and relevant set of documents upon which to base the thesis. The earliest article sourced is 1968 by Heidegger and contemplates the theory of self and the most recent publications are from 2019 and are written in a time of political unrest relating to government funding of physical education and sport, literature searching ceased on

1st April 2019. Of interest is the All Party Parliamentary Group (2019) report that addresses specifically the needs of newly qualified teachers and those exiting their ITE and their needs and requirements in physical education. The total number of sources is 238.

The exclusion criteria for literature searching were limited to relevance, the study is based in England and the participants governed by the requirements of the Department for Education in the UK. However, there is much to be gained by viewing teaching as a global profession and the strategies employed elsewhere are applicable to this study. Therefore, it was decided that research was only to be excluded if it was not relevant to the current curriculum and training requirements of UK NQTs. Initially the literature in this domain will be analysed through a review focussing upon PE, both historic and contemporary, with the aim of giving a contextual insight into how PETE has developed over the last two decades. It analyses the context which the PE fraternity find themselves in with respect to the stereotypical and old-fashioned methodologies associated with physical education and a complicated new world which finds primary physical education teachers (PPE) stuck between discourses of health, sport and PE. This literature review is intended to provide a context into the current practices relating to PE and a rationale for the timing and significance of this study.

The second literature review focuses upon identity, identity formation and specifically teacher identity. It will discuss both the notion of identity development and in relevance to this study teacher identity development. It analyses multiple concepts of identity and explores how identity is developed over the life span. This is pertinent to teacher identity development as it is these life course experiences which form the preconceptions surrounding teachers and teaching. The final literature review analyses the people and contexts which make up teaching. It analyses the unique and multifaceted contribution that settings, staff, ethos and philosophy can have upon individual and collective experiences in teaching. It discusses the power relationships and influence held by veteran teachers and deep lasting assumptions and belief about PE teaching and teachers. This chapter also discusses the role of the mentor and the 'expert' teacher in supporting NQTs, the relevance and influence of this role and it evaluates the skills and competencies required to fulfil this effectively in the realms of supporting NQTs in their identity development.

This study draws on two theoretical underpinnings which I deemed to be most influential upon identity development. The Onion Skin Model by Korthagen (2004) and Lawson's (1983) model of teacher socialisation. These theories will be used to unpick the intricacies of beginning to

understand person and place when embarking upon a 'boundary crossing' (Lawson, 1986) such as the one seen from trainee to teacher.

The methodology chapter discusses and justifies paradigm choices and the epistemological standpoint of the study. The literature sources hail from the interpretive domain and offer a rounded approach to designing, rationalising and defending methodological choices. The literature searching draws upon peer reviewed journals, methodological texts and previous studies in this area. Sources in the positivist paradigm were excluded once the decision to make this a fully interpretive and phenomenological study was decided, as they do not always consider the requirements of a social sciences study such as this one. The methodological sources span from Saunders (1982) *Phenomenology; a new way of viewing organisational research* to Kivunja and Kuyini (2017) *Understanding and Applying Research Paradigms in Educational Contexts* a time frame which offers an evolutionary and contemporary set of sources that offer this study a range of considerations to draw upon when planning, carrying out and analysing this research.

This study has adopted an interpretive stance and is conducted as a phenomenological case study of eight PE specialist NQTs in their first year of teaching. It will critique the decisions made and explore the nature of a case study. It will discuss the limitations of case study research alongside the richness of data that can be yielded from this method that focuses upon the personal and unique. The methods chapter discusses and justifies the ways in which the phenomenological case study was carried out, and it explores the research design and sampling techniques. It details the pilot studies and justifies the choices made. The timeline is evidenced and clarified to allow the reader to understand the longitudinal nature of this case study and how the method was conducted in line with key periods in the participants' induction year in teaching. The ethical considerations and care of the participants involved are evidenced as well as clear rationalisation of the credibility and trustworthiness of the data yielded.

The data analysis tools used are discussed in chapter seven. In this chapter, there is consideration of the nature of qualitative research, particularly that which has a phenomenological standpoint requiring sensitive and honest interpretation of responses and a data analysis approach that allows the 'voices' of the participants to be evidenced. The approach chosen was Interpretive Phenomenological Analysis (IPA), a system which is methodical and thorough whilst allowing the data created to be a true and accurate reflection

of the participants' experiences. The coding and analysis tools are displayed to allow the reader to understand the processes through which the data will be displayed and through what lenses the analysis and interpretation will occur. This chapter not only details the processes by which the data were analysed but evaluates the effectiveness of IPA in understanding the content and the meaning behind the data, it critiques the IPA process and justifies the choices made in approaching the analysis of the data.

The findings are displayed and analysed over two chapters, the first of which discusses the experiences of the participants in the form of case studies written in the first person chronologically through the year of the study. These allow the reader to 'walk a while' with the individual participants and experience the meaningful and important reflections of their journey. The results are displayed as case study vignettes. Written in the first person, they are interspersed with the individual's visual representations of themselves and presented chronologically to allow the reader to follow their journey most clearly.

The second findings chapter focuses in more closely upon analysing the themes yielded from the data analysis, the interpretive approach allows the researcher through the process of IPA to identify and code the emerging primary and secondary themes. This takes the theme and displays the data yielded from all participants at the beginning, middle and end of the study as both numerical data and as word clouds. Thus, the similarities and differences can be displayed in terms of how the participants experienced the year and the timescales within which this occurred. This chapter also analyses the method of video conferencing and mentoring by a member of the participants' HEI and questions its viability as a longer term, wider ranging tool to improve teacher wellbeing. This chapter also includes reflections of the participants in being involved in a project such as this on their personal development of their identity as a teacher.

The discussion chapter will amalgamate the findings of the results chapters and use literature as a means of verifying the research. Drawing upon work from Lawson's (1983) teacher socialisation models and Korthagen's (2004) Onion Skin Model the influencing factors on identity development in new teachers are analysed. The discussion identifies key findings and action points for further and future study. Although not generalisable it is important to identify similarities in teachers' experiences across the study. The thesis concludes with my final thoughts reflecting upon the analysis of the previous chapters. I discuss what can be learnt from the lived experiences of new teachers in terms of mentor training, ITE content and induction provision. The study offers evidence based, reasoned and applicable suggestions for

schools, HEIs, ITE providers, students and new teachers in supporting induction period and transitions.

1.9 Summary

This chapter has discussed the rationale behind this study. It emerges from a personal desire to support teachers in their first year of training: to find ways to make the transition between training and teaching smooth, to develop a community minded approach to improving retention of early career teachers and to encourage reflective practice in the teaching profession. In the busy first year of teaching, the time to step back and reflect is not freely available and it can be easy to fall into the routine and expectations of teaching without taking the time to think 'am I surviving or am I thriving'? This study illuminates the experiences of eight teachers as they are encouraged to take opportunities to reflect on their developing identities as teachers.

Chapter 2 Review of literature: Teaching and teacher education

2.1 Introduction

This chapter is a review of the literature relating to teaching, teacher education and more specifically physical education teacher education (PETE). It considers the impact that political practices have had upon shaping the notions, understanding and beliefs that are seen in the field of PETE. It addresses the unusual and sometimes uncomfortable relationships schools in England have with PE particularly in the context of the physical education and physical education and school sports (PESS) premium which has seen PE afforded huge financial assistance compared to all other subject areas. This chapter features analysis of the changes seen following the funding and the use of an increasing and more diverse workforce providing PE the impact that this has had upon the provision and teachers' attitudes values and beliefs about PE. The process of clarifying and understanding the context in which schools, teachers and teaching find themselves raises questions about the experiences of all staff, not just PE specialists or NQTs. The ways in which schools choose to use, interpret and apply guidance, funding and curricular change can impact significantly upon the experiences of NQTs (Griggs and Randall, 2019), who share with their more experienced colleagues the pressures to improve school performance, budget cuts for all schools and an expectation to provide a better service despite all these pressures. In this context, being an NQT may be a complex and treacherous passage.

2.2 An Introduction to the Current Context of Sport, Physical Activity and Physical Education in England

This section will address the context in which PE finds itself both in terms of the recent historical and political drivers and influencers. It is intended to clarify the current significance of PE in primary schools for the reader who is not familiar with its complexities. This is an important consideration to be aware of before embarking upon trying to interpret the results from this study. It focuses mainly upon the changes since the introduction of the PESSP in 2013 where the status of PE was altered due to the significant amount of funding afforded the subject to improve provision (AfPE, 2013), however, it is important to reflect on some earlier initiatives that have shaped the landscape for PE that we now experience. It will clarify the key terms relating to PE, SS and physical activity (PA) which have over time become inextricably intertwined and are used synonymously.

2.2.1 Key terms

PE, SS, PA and health related exercise have emerged as conflicting discourses (Kirk, 2010). This dissonance has been attributed to 'the academisation of teacher education programmes since the mid-1970s, confusion over the relationship between PE and SS, and the fragmented nature of teaching where there is an overuse of direct teaching approaches' (Belcher, 2014, p.441). In addition to this, there is a movement that suggests that the current 'revival' of PE is due to its perceived contribution to the obesity and wellbeing crisis (Carse, Jess and Keay, 2018). This in turn has contributed to a notable lack of content and pedagogical knowledge in practical activities, which contributes directly to the experiences in the classroom (Morgan and Hansen, 2008). These issues are historically associated with secondary PE, but recently with an increased focus upon health and sport in primary schools, conflicting discourses and well-intentioned health-based practices are replacing or being named under the PE umbrella (Griggs and Randall, 2018).

PE, SS and PA tend to be used interchangeably and often mistakenly PE remains a highly contested subject that continues to be affected by the competing discourses of health, sport and education (Randall *et al.*, 2016) which continue to be used interchangeably by policy makers, adding to the confusion (Griggs and Randall, 2019). Carse *et al.*, (2018, p.488) discuss that this confusion is due to the 'growing perception that physical education experiences have the potential to address many concerns regularly raised about children's health and wellbeing'. This perception has seen several competing discourses and confusion around the core purpose of physical education.

PE refers solely to that which, 'planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils' (AfPE, 2015), which, in the majority of cases, uses England's National Curriculum content and programmes of study to guide provision. It is statutory at all key stages (ages 5-16) (DfE, 2013). SS is defined as 'structured learning that takes place beyond the curriculum' (AfPE,2015) and this includes the wrap-around care beyond curriculum provision. Examples include breakfast, lunch and after school clubs and sporting competitions. SS is generally elective and selective and is not always accessible to all as it may be ability or price prohibitive. PA refers to 'to all bodily movement that uses energy' (AfPE, 2015). This can be confusing as it encompasses the PE and SS provision, but its wider remit includes 'includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel and routine, habitual activities such as using the stairs, doing housework and gardening' (AfPE, 2015). Increasingly schools in England are using these terms

interchangeably and incorrectly. Carse *et al.*, (2018) identify a number of 'schemas' that are demonstrating potential conflict surrounding the purpose and outcomes of PPE. These include the PE, Sport and Health schemas, discussed previously but develop the discussion further by suggesting that PPE also has an 'education schema', which includes a 'hands off' approach to PE where the wider workforce is involved, and that PE is viewed as a 'break' from academic studies. These potentially conflicting schema offer a messy and subjective view of the purpose of PPE leaving teachers of the subject clear on the main purpose of why they are teaching physical education.

2.2.2 Physical Education and its contribution to health

There are many conflicting discourses surrounding the subject and stakeholders that view the role and purpose of the subject very differently (Carse *et al.*, 2018). This section will address some of the literature surrounding the role of PE in health maintenance and assumptions about its effectiveness in addressing obesity and physical inactivity. The increasing concerns over children's lack of activity and obesity often overshadow the fundamental purpose of PE with a short-sighted view that PE will 'sort it out'.

Since the mid-1980s, in England there has been a steady decline in the amount of time allocated to PE (Belcher, 2014; Morgan and Hansen, 2008) with some children experiencing less than an hour of PE a week (Ofsted, 2013). The introduction of the literacy hour and daily mathematics lesson (BBC, 2009, DfEE, 1998; DfEE 1999) an initiative introduced by the Labour Government in 2002, aimed at improving children's core subject skills, but at the cost of the foundation subjects, of which PE is one. Following the PESS funding, 91% of schools in England reported an increase in the number of minutes PE was taught by 15 minutes to 124 minutes, although more recent surveys indicate that this figure has now reduced-to 118 minutes per week (Randall *et al.*, 2016). PE has been cited as a vital tool in the fight against inactivity and obesity (Xiang, Gao and McBride, 2011) but often via health schema (Carse, *et al.*, 2018) which is in conflict to some of the educative aims of PE.

PE has traditionally been organised into a multi activity curriculum where the development of skills is prominent, and teachers employ a limited range of teaching styles (Capel and Blair, 2007, p.15). Internationally the subject has been perceived as being remote from the needs of children, and a poorly constructed, old fashioned, inflexible and games centred curriculum (Morgan and Hansen, 2008). This is one of the main reasons cited for pupil disengagement from the subject (Belcher, 2014). This is not an issue solely confined to England and in Scotland the increase in childhood obesity and the reduction in time allocated to PE in primary schools has

recently been highlighted as a health risk factor (Belcher, 2014) and has also been suggested as a reason why children are transitioning to secondary school with fewer skills and less fitness than noted in previous years (Belcher, 2014). This trend is mirrored in Wales where Physical Education will now be considered as one of the six core areas of learning to raise the profile and allocation of the subject and improve the current statistics surrounding inactivity and obesity in the country (National Assembly for Wales, 2015).

Nationally and internationally, we are experiencing an upward trend in health-related issues and a decline in physical education provision (WHO, 2018) the WHO pledge to reduce inactivity is '3.1. to enhance physical education provision'. In Australia there has been an urgent call for a review of PPE as a direct result of the concerns of childhood obesity (Morgan and Hansen, 2008). In the 1990s there was a surge of scientific and technical approaches to the subject and this was seen across the globe where there was a 'preoccupation with exercise and sport science theory' (Stolz and Pill, 2014). When considering the future directions of PE as a subject, a large determinant will be the dynamic political environment, the current trend towards outsourcing PE is not a sustainable or educationally relevant solution (Griggs, 2016).

A report commissioned by the Youth Sport Trust called the 'Class of 2035' where four alternative visions are detailed from the perceptions of young people. They are the 'digitally distracted', 'fit for purpose', 'go it alone' and 'side-lined' generations (2015). These different visions look at how technology is impacting upon young people, the diversity required in PE and sport to attract and motivate children and the biggest risk appears to be poorly trained, poorly delivered PE and school sport is a major driver in the 'side-lined' generation where PE is not fit for purpose (Randall *et al.*, 2016) and conflicts with the needs and desires of the Class of 2035.

The health of children and young people has become a pressing concern and increasingly lack of activity, poor diet and lifestyle are contributing to overweightness and its associated complications. HM Government in (2016, p.3) released the policy document Childhood Obesity: A plan for action which identified that 'nearly a third of children aged 2 to 15 are overweight or obese' and that action must be taken to embed long-term changes through working in collaboration with families, schools, healthcare providers and their communities. One of the main strategies in this policy was to help all children to achieve one hour of PA every day that is moderate or vigorous (HM Government, 2016). This policy document cites the PESS, the sugar tax levy and universal free school meals as some of its initiatives. Sport England (2019) in their survey of children's activity levels make clear links with academic attainment, mental health and

confidence and increased physical activity. These major shifts in thinking around health and PA have led to confusion between what to do for the best, particularly in schools where the focus upon health may be overshadowing or replacing PE.

2.2.3 The Physical Education and School Sports premium (PESS)

Following the Olympics and Paralympics in London in 2012, Ofsted (2013), the (Office for Standards in Education, Children's Services and Skills), released a report into the state of play in PE and SS in England. Ofsted 'inspect and regulate services providing education and skills for learners of all ages they report directly to Parliament and are independent and impartial' (Ofsted, 2019); there have been consistent challenges to the Ofsted agency, particularly in the way in which inspections take place and the criteria which judgments are made, in particular the over reliance on data (Baxter, 2013). Ofsted aim to critique and report upon subject specific matters as well as specific schools. The Ofsted (2013) report, which was a PE subject report, acknowledged the improvements that had been made in PE over the previous four years but highlighted that despite continued investment, some pupils were still not experiencing good PE or were not experiencing enough PE; while some were experiencing PE that did not promote competitive pursuits or were being taught PE in insufficient depth. Indeed, when viewed from a teacher socialisation perspective there is a good deal of reproduction of poor past experiences (Carse *et al.*, 2018). The 2013 Ofsted report was followed swiftly that same year by major changes to the funding for PE and SS. In many cases Ofsted could be considered to be the driving source for school improvement however, one of their key aims is 'value for money' (Baxter, 2013). Baxter (2013) continues to question how impartial Ofsted can be when their role is both 'inspectors of practice and regulators of that practice' and that they are seen as separate from the service providers (teachers) both in party political agendas and, more practically the length of time since the inspectors have been teachers and headteachers themselves. In the case of this study, reference is made to subject level reporting which raises more issues around the quality of judgements if the inspector is not specialised or has significant experience in and of PE.

PESSP is provided for primary schools to spend as they see fit, with a focus on improving provision in PE and SS, and since 2018, wellbeing (APPG,2019). There is a focus on competition, enjoyment in PE, SS and PA to promote a healthy lifestyle in children from an early age. This amounted to £150 million per annum from 2013-2017 and was provided by the Department of Culture, Media and Sport, the Department of Health and the Department

of Education with the Department for education having an 80% share. In 2017, this was doubled and supported using the sugar tax raised from the sales of sugary drinks (AfPE, 2018). It was designed to be spent on PE and SS and paid directly to primary schools which were required to publish on their school's website how this money was being spent on raising standards in PE. Ofsted (2013) highlighted that teachers 'lacked specialist knowledge', leading to pupils' achievement and progression not being as good as it might be; in 2002 the DfES changed the requirements for primary ITE and it was no longer necessary to train in a specialist primary subject (APPG, 2019). Further issues were raised including '...more able pupils are not always challenged to achieve their very best, levels of personal fitness are not high enough and not all pupils are able to swim 25 metres before they leave school.' (Ofsted, 2013, p.4).

Nevertheless, despite the issues Ofsted raised, the report identified that there is 'more good and outstanding PE than the last Ofsted PE survey in 2008' (2013, p.4). The PESS was to support schools to make effective and progressive sport and physical education provision and provide a legacy for children by re-energising school sport. This was intended to build a sustainable infrastructure' and long-lasting change' (APPG, 2019). One of the key messages behind the PESS funding is sustainability and schools were encouraged to plan for the future (Randall *et al.* 2016, Griggs and Randall, 2019; APPG, 2019) should the government funding be removed or amended with a change in government.

In 2014, Ofsted commissioned a survey to identify and share good practice and to maximise the effective use of the initial PESSP funding (Lloyd, Fry and Wolliny, 2014). The key findings of this survey were that 86% of schools were using the PESS to further enhance the skills of existing staff, 76% of schools had invested in improving the range and quality of equipment, 74% provided more extracurricular activities and 67% employed a new sports coach. These findings have been mirrored by results from research conducted by Griggs and Petrie (2016) and the PESS funding has allowed flexibility in who delivers the curricular PE lessons in schools in England. Lloyd *et al.*, (2014) indicated that in 70% of schools, changes had been made concerning who delivered the curricular PE lessons. These changes included the use of external sports coaches by schools and the use of specialist PE teachers. The Youth Sport Trust (2018) also claim that use of coaches can complement teachers where they feel they need extra support and outstanding outcomes in PE can be accomplished by using coaches' technical knowledge, skills and experience in specific sports. This phenomenon has also been seen in other countries including Australia and New Zealand where 'outsourcing' of PE has been common practice in an

attempt to solve the issue of 'teacher competency' (Randall *et al.*, 2016) and in England we continue to see an 'increasingly privatised model of PE provision' (APPG, 2019, p.19).

From 2013-2018 there was a distinct change in who teaches PE in English primary schools (Smith, 2015; APPG, 2019) increasingly schools are using external providers such as sports coaches to compliment the traditional teacher led PE. There has been some debate about the wider workforce in PE which now includes teachers, coaches and other external providers concerns have been raised regarding the quality and range of PE provision in schools (Randall *et al.*, 2016; APPG, 2019). The use of coaches and the wider school workforce presents a difficult paradox as specialist coaches may possess the skills and knowledge appropriate to their sport and technical knowledge, but it has been suggested that they have little or no knowledge of the National Curriculum (DfE, 2013) for PE in England (APPG, 2019), undertake little planning and are unlikely to engage with assessment practices (Griggs, 2008). However, when external providers can offer what is deemed to be, on a surface level, a suitable alternative to teacher led PE for a fraction of the cost (Griggs 2008), headteachers see this as a viable option when accompanied with apathy, reluctance and avoidance from the teaching staff (Blair and Capel, 2008).

The introduction of the PESS was not without its issues and Ofsted (2014) highlighted that weaknesses in the system included the lack of clear, measurable targets for improvements in PE and sport provision. Ofsted (2014, p.7) further suggested that senior leadership team (SLT) should ensure that strategic plans outlined explicit, measurable targets for improvements and demonstrated how they would evidence and evaluate effectiveness on PE and SS provision. In response to this concern the YST, the Association of Physical Education (AfPE), the county sports partnerships and Sports Coach UK combined their efforts to help schools make best use of their PESS (YST, 2018). However, almost two thirds of schools have failed to comply at all with requirements for public transparency concerning how they are using the PESS money (Griggs, 2016).

In 2016, AfPE, in response to the cry for more clarity in the expectations of spending the increased PESS funding, the increased funding was accompanied by increased accountability to schools of how the money is being used and there are five indicators of this (AfPE, 2016); engagement in regular PA, raising the profile of PE and SS, increased confidence, knowledge and skills (staff), a broader range of sports and activities on offer, increased competition in competitive sport (AfPE, 2019). These indicators match the funding providers wider remits and

challenge schools in how the funding is deployed and planning for sustainable impact. To further strengthen the accountability the PESS is now appraised during a section 5 Ofsted inspection (APPG, 2019) and monitors the effectiveness, accountability and impact of the spending.

The landscape of the workforce in PE has led to challenges for ITE providers in ensuring that trainees have enough opportunity to teach PE which on their school placements. Where schools are employing members of the wider workforce to teach PE they are prioritising the use of coaches and other specialists in school over the training of new teachers (Randall *et al.*, 2016, p.57). The revised Ofsted Criteria for ITE states that primary trainees should 'teach physical education and demonstrate good subject knowledge and teaching strategies, including for pupils/ learners with special educational needs' (Ofsted, 2015, pp.38-39). ITE programmes are facing a climate where there is a lack of opportunity to teach PE, observe experienced teachers and see good practice relating to planning, teaching and assessment in the subject (Whewell, Woolley and Kellam, 2014).

2.3 Initial Teacher Education

This section introduces the literature relating to the challenges of adequately preparing teachers for the role. It analyses the barriers and opportunities presented in ITE in both school and university settings. It is a challenging navigating the partnerships between schools and universities ensuring that sufficient opportunity and facilitate the theory to practice understanding (Herold and Waring, 2018), it also addresses some of the engrained cultural legacies that NQTs find challenging to navigate (Capel, 2007). It will discuss the constraints and challenges faced by ITE and PETE in offering suitable and appropriate opportunities in PE during ITE.

2.3.1 Physical Education Teacher Education

PETE has come under some criticism that it is not adequately preparing trainee teachers for their future roles in school (Tangaroa and Polemitou, 2015; APPG, 2019). There appear to be common themes of limited time attributed to PE in the ITE provision, some students reporting on average 0-15 hours (Griggs, 2015). This is further compounded by a lack of opportunity for student teachers to plan, observe and teach PE in school placements (Randall *et al.*, 2016). There are currently no criteria or minimal entitlement for PE in ITE and addressing this is a recommendation of the Generation Next report of 2016 (Randall *et al.*, 2016) and the APPG (2019) report into PESSP which recommends a clear curriculum for ITE PE. Because of the

increasing trend towards outsourcing PE and SS in schools, like teachers, often student teachers are allocated planning time when the PE is being taught by external providers or specialists (Griggs, 2015). Morgan and Bourke (2008) also cite many other compounding factors that paint a grim picture of PETE including regular cancellation of lessons, large numbers of class teachers and mentors expressing difficulties in teaching PE, timetable constraints and facilities. PE is seen as 'a subject that can be removed, reduced or isolated from the curriculum' (APPG, 2019, p.49). This offers a far from satisfactory offer for PETE and a distinct lack of opportunity for trainees.

The Generation Next Report (Randall *et al.*, 2016) identified a willingness to teach PE and a high level of confidence amongst the trainees surveyed but it revealed that a complex list of factors often prevented them from teaching PE. As a result of this there is little opportunity for ITE students to develop a rounded experience of PE in a school setting (APPG, 2019). Randall *et al.*, (2016) examined the relationship between university-based input and school-based opportunity, finding that confidence was high following HEI taught sessions but diminished over time and decreased further after time in school. Data showed that with a mode number of lessons being taught as 0 that school-based practice was the biggest influence on confidence to teach PE. APPG (2019) similarly reported that nearly 50% of pre-service teachers not having taught PE on placement. The findings also showed distinct differences between 'generalists' and 'specialists' confidence to teach PE (Randall *et al.*, 2016) and that when an opportunity did arise to teach PE in school preference was given to the PE specialist, further compounding the confidence of the generalist teacher. For example, Chedzoy (2000) suggests that specialist primary school PE teachers possess the subject knowledge to teach the subject more effectively and that barriers to effective PE tend to be more 'institutional' (Morgan and Hansen, 2008, p.507).

2.3.2 Confidence and self efficacy in PETE

This section examines the links between PE, self-efficacy and confidence. It will discuss the impact that a lack of teacher knowledge and confidence can have upon the teaching and learning in PE. It will analyse the role that ITE has in challenging this and allowing opportunities to develop confidence and improve self-efficacy in teaching PE.

In the many countries around the world as in England it is the class teacher's responsibility to teach the children's PE (Fletcher, 2012). This situation causes many teachers a challenge in separating their own experiences of school PE from teaching PE (Fletcher, 2012); teachers often express doubt, and have low confidence and a lack of training and these have been deemed to be significant predictors of confidence to teach PE (Morgan and Bourke, 2008). Constructing

one's own identity is a key component in preparing to and successfully continuing to teach (Fletcher, 2012) and 'teachers attitudes towards their educational practices are important to determine their classroom effectiveness and behaviours' (Tok, 2011 p.81). Consequently, it is important to consider what the role of ITE is in helping trainees to develop their skills, knowledge and attributes to be an effective teacher.

Hennessy, Rolfe and Chedzoy (2001, p.57) define confidence as 'a feeling of self-assurance, a feeling that some tasks can probably be completed with the knowledge and skills one possesses and without having to call on others for rescue'. There has been a growing body of researchers who have highlighted the problem of confidence in PE in primary schools (Chedzoy, 2000). Among many of the identified possible causes the issue of confidence and perception of ability to teach primary physical education have been mooted.

Evers, Brouwers and Tomic (2002) refer to the notion of self-efficacy (Bandura, 1997) in relation to teacher's beliefs about their own capabilities and can directly impact upon their self-perception of their confidence. Xiang *et al.*, (2002) identify that in primary schools non-specialist teachers recognise the contribution that PE can make to a child's development and health but are unwilling or lack the confidence to teach it (APPG, 2019). Similarly, Morgan *et al.*, (2008, p.2) suggests that '...classroom teachers do not have the skills or knowledge to deliver adequate physical education lessons.' Poor delivery or lack of knowledge can cause the quality of provision to be questioned. As well as reporting a lack of confidence, non-specialist teachers also maintained a reluctance to teach the subject due to a lack of preparation at ITE level. If they did teach PE they chose to teach areas of the curriculum that they are most familiar with, often neglecting dance and gymnastics and instead opting for large sided games with little priority given to skill acquisition and application (Morgan and Hansen, 2008).

Morgan and Hansen (2008) report that pre-service teachers 'did not possess the knowledge or ability to teach PE' (p.507). Belcher (2014, p. 442) suggests that this is a direct result of the 'inflexible and centralised way in which schools are managed', the increased marginalisation of the subject and poor teacher training experiences. Tok (2011, p.94) goes on to conclude that attitudes of trainees are positive throughout their training but become more positive when on teaching practice, especially when in a supportive environment which 'boosts beliefs in student teachers about their ability to perform' Indeed the APPG (2019) report highlights some very positive case studies where ITE prioritises PE and ensures opportunities to teach this whilst on placement and hold the subject in high regard.

Alongside opportunity to teach it is important that trainees are developing their subject and pedagogical knowledge; this is difficult in PE when there are so many conflicting ideologies (Griggs and Randall, 2018). Swimming remains the only statutory part of the primary PE curriculum in England and one where they must meet a benchmark requirement (DfE, 2013). This is arguably the area of the curriculum trainees must be prepared to teach, therefore. However, this is the area of the curriculum that is consistently cited as the lowest area of confidence as it is largely outsourced and the opportunities to teach it are narrowed by it often being offsite and taught by specialists (Randall *et al.*, 2016).

2.4 Defining the term specialist in this study

Griggs and Randall (2019) discuss the impact of the DfE paper 'Qualifying to Teach' in 2002 which made clear that PST did not require a 'specialism' beyond their basic training. This made rapid and significant changes to the way that ITE was delivered. Many ITE providers streamlined their provision offering less specialist subject teaching, the impact of this was reduced input in the foundation subjects. The impact of this can still be felt in terms of low teacher confidence in teaching PE (Garrett and Wrench, 2008), this has, since the introduction of the PESS premium in 2013, seen a culture of outsourcing and 'professionalisation' of sports coaching (Griggs and Randall, 2019) through the use of 'specialists'.

The term 'specialist' has been subject to debate in the context of primary physical education it can refer to sports coaches who specialise in a sport or sports, secondary specialist teachers and primary teachers who have enhanced input in a subject (Randall *et al.* 2016). Callanan , Fry, Plunkett, Chanfreau and Tanner (2015, p.3) define a PE coordinator as someone who has overall responsibility for the subject and whole school provision, they define a PE specialist as a member of staff specifically employed to teach PE. In their study the term PE specialist referred to a teacher who had in the majority of cases specialised in PE during their ITE. It remains unclear in the terminology exactly what a 'specialist' is and it is used in different contexts to describe different professionals. Fry *et al.* (2014) in their report into PESS spending found that the use of specialist PE teachers had increased 50% since the PESS funding was introduced. This report did not, however, clearly identify what the term 'specialist' meant in this context. Therefore, it is important to identify what the term specialist means in the context of my thesis. In the context of this study the term refers to individuals who in their primary ITE training have completed modules, a dissertation and

NGB awards in their chosen specialism of PE and can therefore be deemed to have enhanced knowledge and competence in PE.

2.5 Summary

This chapter draws together the complex systems involved in teaching and teacher training, pre and in-service teachers. It has discussed the complex and dynamic political climate in England that has spanned decades, has affected recruitment to teaching, provision whilst training and cultural expectations once in post. In recent years, the subject of PE itself in England has changed, adapted and subsumed SS and physical activity into its midst (APPG, 2019) - perhaps a method of surviving the squeeze on time and resources. PE teachers are having to prove themselves as ever adaptable and capable. The misuse and overuse of the word 'sport' has confused and blurred the boundaries of what PE experiences are and should be. It is not clear exactly the purpose or aims of PE in a primary school, who should and can teach it and its identity as a marginalised but well-funded subject. A complex situation to be in for ITE providers and schools where a lack of PE teaching opportunities are increasingly becoming an issue. The next chapter acknowledges the complex situation NQTs and trainees find themselves and looks at the process of becoming a professional in terms of identity development.

Chapter 3 Review of literature: Understanding the nature of identity in the context of teaching

3.1 Introduction

This chapter defines identity as it relates to this study: the impact that identity formation has upon PST and NQTs and the conflicts associated with developing a sense of identity in school settings. It addresses the literature related to identity formation per se and discusses those factors perceived to impact upon identity. Furthermore, there is also discussion concerning the specifics of teacher identity including social context, historical stereotypes, values and beliefs and how these fit with the current state of teaching and teacher training, with specific focus on the English context. In the chapter, I define 'ideal identity' as a concept which incorporates the many types of identity an individual may perceive themselves to have such as professional and personal identities. Little work has been carried out in exploring how teacher identity can influence future actions, (Hamman *et al.*, 2010; Fletcher, 2012) the impact upon future-orientated reflection would allow PST and NQTs to consider their past experiences and imagine the teacher they would like to become by observing PE teachers (Fletcher, 2012). This chapter will also discuss the literature available on identity development, specifically in relation to PE teaching. The unique experiences in the PE fraternity and teacher development in physical education offer some interesting and challenging influences on identity, specifically the influence of social context and the development of socially relevant behaviours. This study aims to explore the internalised processes that lead to teachers developing their perception of self, how they make sense of and internalise their external conditions and how this might influence their decisions pertaining to their career choices and fostering ideal identity development.

3.2 Understanding and defining identity

3.2.1 Defining identity

This section will look to draw together the literature surrounding defining identity, the complimentary and conflicting ideas relating to identity. Identity is a challenging concept that has numerous definitions and facets and research has yet to provide a universally accepted definition (Ruohotie-Lyhty, 2013; Rus, Tomas, Rebege and Apostl, 2013). De Ruyter and Conroy (2002, p.510) define identity as 'the dynamic configuration of the defining characteristics of a person'. This raises a number of issues when trying to identify the important factors that comprise identity, indeed Jenkins (2014) suggests that identity and identification are different, and that identity is 'not something one has' instead it is a process 'one does' hence

identification. The dynamic nature of identity suggests that it is a fluid concept that incorporates the 'defining characteristics' a person currently has, has had in the past and what indeed they may be like in the future. It is accepted that identity is a prime influence on motivation and self-efficacy (Thornburn, 2014). Holmes (2001) in his 'graduate identity' approach discusses the way in which graduates form their identity through self-affirmation and affirmation by significant others (in this case employers and practice settings), he describes the impact that self-worth can have on the formation of graduate identity and, as such, a lack of affirmation may lead to an 'indeterminate' or 'imposed' identity.

The common consensus is that identity is not a fixed attribute of a person but a relational phenomenon (Oruc, 2013, p. 207; Rus *et al.*, 2013). This fluid nature of identity raises many complex issues but despite its ranging definitions, Akkerman and Meijer (2011) identify three common themes; the multiplicity of identity, the discontinuity of identity and the social nature of identity. This characterises identity not as a fixed and stable entity, but rather shifting with time and context and interactions (Beauchamp and Thomas, 2011). Holmes (2013) when discussing the plural nature of identity states that it is 'essentially temporary, [and] subject to possible contestation and change' (Holmes, 2013, p.1045). Akkerman and Meijer (2011, p.309) in their 'dialogical self theory' advocate a dialogic approach to identity and offer explanations of how identity can be 'both unitary and multiple, both continuous and discontinuous, and both individual and social'. This postmodern view is supported by Arvaja (2012, p.393) who questions how if identity is a fluid concept how is it possible to maintain 'a coherent sense of self in the long term?' The multiple nature of identity means that, well as having an identity that currently exists) 'actual self' (Beauchamp and Thomas, 2009, De Ruyter and Conroy, 2002) individuals may also have an identity that is constructed by their interpretation of what a teacher should be like in terms of social norms (Korthagen, 2004) or the 'ought self' (Beauchamp and Thomas, 2009), and a picture of their 'ideal self' that they are aiming to achieve (Beauchamp and Thomas, 2009 and 2010). This is likely to be a fictitious character amalgamated from their early life experiences (Ruohotie-Lyhty, 2013) and the cultural myths about what is accepted in society as a good teacher, PE teacher or PE specialist.

However, Assen *et al.*, (2018, p.131) note that the continuous development of identity occurs between 'assimilation and accommodation' and if an individual assimilates too much they may have a 'ridged and distorted view of reality, while too much accommodation results in chaotic and superficial commitments'. The 'self-categorization theory' (Hogg, 2011) draws closer attention to the psychosocial processes involved in identity development as well as the nature

of interaction with 'salient groups' (Friesen and Besley, 2013, p.24). Two levels of self-categorisation exist 'personal identity' (a person's distinctive and unique qualities) and 'social identity' (an individual's shares similarities, beliefs and affiliations with a social group). Arvaja (2012, p.393) concurs and suggests that not only is identify multiple in terms of social context, but can be 'helpful in understanding teachers' varying positions.' Friesen and Besley (2013, p.24) note that an individual 'might have multiple social identities as individuals can define themselves in terms of many different social categories.' This further reinforces that identity (social or professional) is influenced by context and that teachers can respond effectively to the varying context in which they find themselves (Arvja, 2012). Thus, an appreciation of the complex notion of identity is needed in considering the challenges faced in teaching. This section has defined identity as it relates to teachers, teaching and within the context of this study. Next, consideration will be given in beginning to understand how identity is developed in PE teachers and the factors involved.

3.2.2 Understanding identity.

This section aims to analyse how identity is applied in a range of contexts and the factors that allow identity to be formed and reformed. The formation of identity entails the process of making sense of a changing social context and interpretation or reinterpretation of values, attitudes and beliefs (Beauchamp and Thomas, 2011; Friesen and Besley, 2013; Meijer *et al.*, 2011; Olsen, 2008; Rus *et al.*, 2013). Jenkins (2014) believes this to be a basic human process where individuals 'collectively identify themselves and others, and they conduct their everyday lives in terms of these identities' (Jenkins, 2014, p.113).

The lack of a consensus regarding what identity means makes this a complex phenomenon to study (Fletcher, 2012); this is further compounded by the multiplicity and context specific nature of identity (Arvaja, 2012; Assen *et al.*, 2018). The conflicting facets of identity, particularly teacher identity, reflect post-modernist views in that identity is viewed as fragmented and reflective of the multiple social contexts one might find themselves in (Akkerman and Meijer, 2011; Beauchamp and Thomas, 2010). Oppenheimer and Dvir (2014) remind us that postmodern approaches to identity emphasize 'multiple identities...that are context and culture- dependent.... dynamic and continuous and are constructed and reconstructed throughout life' (p.141). Sirna *et al.*, (2010, p.72) suggest that identities are 'shaped through experiences and mediated by social constructions of race, class, gender and sexuality' and it is important to consider identities as inextricably linked to pedagogical practices and attitude. Jenkins (2014) suggests that individuals will 'self-categorise' themselves differently according to

the context that they are in, that personal identity is different from social identity and that social identity is more likely to influence their behaviour choices. Indeed, some may find it liberating to reflect on how their identity aligns to their personal beliefs and values (Cox and Sykes, 2016) and to consider the 'active reflection and interpretation' taking place between the person and the social context they find themselves in (Arvaja, 2012). Reflective practice has been effectively used in the teaching profession for many years and the formative work on reflection by Schön (1983) has embedded systems that allow teachers to develop as professionals. Beauchamp and Thomas (2010, p. 632) suggest that in teacher education reflection 'is an acknowledged way for student teachers to learn about their practice and about themselves'.

Increasingly, work on reflection is considering the practice of 'anticipatory or prospective reflection' (Beauchamp and Thomas, 2010), and its relation to developing identity. Considering what type of teacher they can see themselves becoming and how they might achieve this. Korthagen (2004) acknowledges that systematic reflection and examination of their practices can help student teachers to understand their shifting self-development. However, it is important to note that Beauchamp and Thomas (2010) maintain that the reflection must attend to teacher mission and identity if it is to be effective. Reflecting upon an ideal is a powerful way of moving student teachers forwards in their personal and professional identity (Beauchamp and Thomas, 2010) and can help them to begin to make sense of the potential personal, societal and professional conflicts they may be faced with in trying to develop this aspiration (Hamman, Gosselin, Romano and Bunan, 2010). Concerns arise when the vision of the future self is not a fulfilling one or they are not clear on how they might achieve this vision.

Gergen (1992) is hailed as a socio-constructionist thinker and proposes a post-modern view on identity (Ackerman and Myjer, 2001). The example given when addressing the multiplicity of identity, is that one might be a medical doctor but might simultaneously be a neighbour, friend and musician, all facets which may affect one's identity at a given moment. In the context of physical education an example might be a teacher, a PE teacher, an athlete and a parent. This offers a challenging and valuable perspective on the formation and dynamic nature of identity. Indeed, literature refers to formation of sub identities (referring to multiplicity) and the on-going process of development (discontinuity) and alongside the social context (social nature of identity) (Akkerman and Meijer, 2011, p.310; Hong, 2010; Frisen and Besley, 2013; Rus *et al.*, 2013; Arvaja, 2012), thus a 'multiplicity of non-monolithic identities is formed' (Oppenheimer and Dvir, 2014, p.141). Assen *et al.*, (2018) conclude that it is important that all sub identities

work 'in harmony' and do not conflict with each other for an individual to appropriately deploy their sub identities in response to the teaching environment.

Identity development is of value in many professional settings, the nature of identity means that it is relevant in many areas of work and life as it is at its most basic the ways in which we relate to others and understanding who we are in this context (Fletcher, 2012). Parents, colleagues, governors and children all have opinions upon what a teacher could and should be and often this is based upon their own experiences (Cox *et al.*, 2016) which may be good, bad or indifferent. As in any environment identity is subject to a range of internal and external influence (Fletcher, 2012). Goldie (2012) suggests that when training to be a medical professional the skills and knowledge required make up only a small part of the role. He suggests that aligned to this there is the need to develop a professional identity; 'identity is realised through a dynamic process of identification by which individuals classify their place in the world as both individuals and members of collectives' (e.461) and that these skills are implicit in their future wellbeing and practices. Holmes (2013) elaborates and suggests that in both the type of activity an individual is engaging in and the kind of person they are allow individuals to begin to make sense of and develop their [graduate] identity.

This point aligns well to the demands of ITE where there are recognised skills and knowledge required from a teacher (DfE, 2013) but also opportunities to experiment and refine their teacher identity. Goldie (2012, e.461) suggests that as in the teaching profession, medical student's identities are shaped by 'interaction with appropriate role models; opportunities to experiment and receive feedback on provisional identities and be provided with the pedagogical space to understand and synergise developing identities, is recommended'. Indeed, there is much crossover in many professional training courses where learning how to be and who to be are an integral part of identity development.

3.3 The Formation of identity

This section draws upon literature that analyses the ways in which identity can be formed. Consideration will be given to life course events; significant others and the emphasis individuals may place upon these.

3.3.1 Life course events

Identity formation begins in early childhood (De Ruyter and Conroy, 2002) and much emphasis is placed upon the importance of parents, teachers and formal education. The values of

significant others in an individual's life hold much influence over identity development and indeed place a significant responsibility on the parents, carers and educationalists in a child's upbringing (Friesen and Besley, 2013). These various individuals have a responsibility to provide opportunities for a child to develop their identity via exposure to a wide range of social, intellectual and moral situations.

A person's identity comprises of several aspects, these aspects are not separate and hold influence over each other. Heidegger (1969) ponders this question and discusses the relationships between the 'man' and 'Being' and proposes that man is more than just his body, he has emotions, thoughts, and needs all which shape who he believes himself to be. The 'boundaries between social and personal identities' (Cox *et al.*, 2016, p.10) cannot easily be separated from the context, Being and man. Heidegger (1969, p.26) proposes that 'everywhere, wherever and however we are related to beings of every kind, we find identity making its claim on us. If this claim were not made, beings could never appear in their Being'.

A complex proposition to consider but identifies at its root that the factors influencing a person's identity are so diverse and unique to that individual it is difficult to know what they might be unless they are displayed in behaviours by the individual, suggesting that an individual has very little control over these behaviours but that they can be influenced by society and by how much importance an individual might place on them. Akkerman and Meijer (2011) and De Ruyter and Conroy (2002), discuss 'social role identity' – these are the identified traits that are associated with the role they have e.g. being a mother, being a teacher and how the individual perceives these roles should be performed. 'Socially defined group identity'- this is defined by belonging to groups into which the individual is born or becomes a member. There are many factors involved in this concept such as race, gender, class. As these concepts are socially constructed and assumed an individual may not perceive these factors to be important in their identity development and Arvaja (2012) suggests that individuals should be given time to reflect and analyse their own experiences when considering their identity. Finally, Ruyter and Conroy (2002) discuss 'Ideal identity'- this is an aspirational factor and includes the traits that an individual might see as highly desirable. Aspiring towards an ideal identity is a difficult process, as well as having hopes and dreams to achieve this, an individual will need assistance to develop their ideals. It will give them a sense of purpose and direction (De Ruyter and Conroy, 2002, p.516).

Wan Yunus, Malik and Zakaria (2012) identify adolescence as a key stage in identity development and that this is a 'stepping stone to becoming happy and productive people' (p.147). They highlight the importance of this for young people when they are deciding upon higher education and suggest that those adolescents with a desire to teach should have a good sense of self and be sure of their choices. Those adolescents who have not developed a clear sense of identity are likely to be easily influenced by peers and their surroundings and have little idea of what they want to achieve in life (Wan Yunus *et al.*, 2012). This point links closely with Erikson's psychosocial development theory (1950; 1964) that is a modern approach as opposed to postmodern but has received criticism along with Freud regarding its categorisation of identity development into distinct stages with a culmination in late adolescence of a near fully formed identity (Oppenheimer and Dvir, 2014).

Erikson's (1964) work on the development of identity cited eight stages of identity development and describes external conflicts with others in society as influential on identity (Freud describes this as interpersonal conflicts with significant others). Holmes (2013) suggests that endorsement by significant others can lead to identity formation success, and that an appropriate identity is ascribed to them as teachers, if they fail then the identity they seek may not be ascribed to them by significant others and instead they may be ascribed an incompatible identity. The most relevant in this context are those relating to early childhood and adolescent experiences. Erikson describes identity development as being an important part of late adolescence (Friesen and Besley, 2013): this phase involves experimenting with a range of identities, exploring and searching for meaning and sense of self. Identity achievement is the point at which individuals synthesise their ideas, childhood identities, and aspirational identities into a more stable sense of self. Where this does not occur, Erikson (1964) refers to this as 'identity diffusion' and this can mean an individual feels lost, confused and lacks focus and clarity. This aligns well with Holmes (2001) who suggests that 'identities are associated with a set of practices that may be specified in varying degrees and may change over time and in different contexts' (Holmes, 2001, p.115).

Importantly it has been noted that identity formation is not unique to adolescence and can extend through adulthood and be revisited numerous times (Arvaja, 2012; Friesen and Besley, 2013). Ruohotie-Lyhty (2013, p.122), through use of reflective narratives proposes that in line with revisiting identity over the life course, there are also significant events that can pervert the development of sense of self or cause individuals to reconsider their values and beliefs. She refers to a 'traumatising event or crisis' that can challenge an individual's identity. However,

limitations to be noted in this study include the use of retrospective self-stories which can be selective and descriptive (Cohen, Manion and Morrison, 2008) and will always include selection when retelling life stories and selective attaching of meaning.

Thus, it is extremely difficult to untangle identity, self-concept, self-efficacy and the notion of self which are undeniably intermingled (Beauchamp and Thomas, 2009, p.179) who consider 'both identity and self-concept to be stable and dynamic at the same time.' De Ruyter and Conroy (2002, p.510) and Arvaja (2012) suggest that identity is socially constructed and as a result is open to an individual's interpretation of a situation and their interaction with others. A constructed view is arguably a version of what the individual perceives to be right or important and this can be seen in how individuals speak or behave in the given context (Arvaja, 2012). Individuals are at risk of habitualisation where their behaviour choices are narrowed and determined by 'the way things *are* done' (Jenkins, 2014, p.114), Romar and Frisk (2017) suggest that this is through an 'apprenticeship of observation' where individuals develop their beliefs, attitudes and actions because of what they experience around them. This is followed swiftly by institutionalisation where behaviours are influenced by the 'way things *should be* done' (Jenkins, 2014, p.114). Acceptance of these constructs is not deemed to be necessary in the construction of identity, indeed an individual may conform to a set of constructs and values but there is no implication that they agree with or accept these and in this case, we observe a mismatch in their identity and their context (Arvaja, 2012). Indeed, this process can be a challenge in implementing change (Romar and Frisk, 2017) where an individual interacting in a setting daily is more likely to handle it in the interpretive framework shared by the people in that setting (Hong, 2010, p. 1531). Holmes (2001) when discussing graduate identity suggests that degree courses with a vocational element offer more opportunities for graduates to practise the context appropriate skills and identities associated with the work place. Student teachers experience conflict in schools in so much as their contribution and experiences are accepted only as far as it does not interrupt the smooth running of the day, learning and school development (Geert *et al.*, 2006, p.649). Therefore, it could be argued that the development of student teachers and the development of the school are still viewed as separate and exclusive.

3.3.2 Life course experience of a pre-service PE teacher

Learning to teach begins long before an individual arrives on their teacher training programme, early influences allow individuals to begin to form opinions on what it is to be a teacher (Wrench and Garrett, 2012; Arvaja, 2012). These early influences are generally an individual's own educational experiences, their family circumstances and in the case of PE

teachers their experience of sport. Britzman (1991) muses that 'learning to teach is not a mere matter of applying decontextualized skills or of mirroring predetermined images; it is a time when one's past, present and future are set in dynamic tension. Life events can help teachers in constructing and redefining their priorities, personally, socially and serve as a way of reflecting upon identity (Coldron and Smith, 1999).

From a socio-cultural perspective becoming a teacher means developing a professional identity (Geert *et al.*, 2006, p.8), learning to teach- like teaching itself- is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become'. If it is assumed that all individuals wishing to become a teacher have had a range of life course experiences prior to ITE and a variety of training routes then it can be mooted that they are likely to have pre-formed conceptions about how it is to teach and what it is to be a teacher (Friesen and Besley, 2013; Olsen 2008). The decision to become a teacher is influenced by individuals perceived, existing and potential relationships with stakeholders in the process. Those stakeholders may include children, PSTs' own teachers (past and present including school-based mentors), other colleagues in school and family members and peers. Malderez *et al.*, (2007, p.232) found that 84% of participants cited 'being influenced by a good teacher' as a reason for ITE and 57% 'wanting to teach pupils better than in [their] own experience'.

When teachers enter the profession, PSTs bring with them their own constructions of teaching and learning that have been formed based on their personal biographies, prior experience, personal characteristics, norms and values (Pillen *et al.*, 2013, p.86). There is much evidence to support the notion that identity is formed from past experiences, biographies and relationships with school-based mentors (Sirna, Tinning and Rossie, 2010) and suggests beginning teachers need to have a sense of their professional identity to better understand where their beliefs and conduct stand. Teachers who share their experience in the teaching profession and trainee teachers who are trained and exposed to teaching practices shape their professional identity as a teacher in relation to these interactions (Hong, 2010, p.1531). They may have many tensions that are not easily resolvable such as their personal feelings, values, beliefs and perceptions (Friesen and Besley, 2013; Arvaja, 2012).

Malderez *et al.*, (2007, p. 230) suggest that PST need to undergo a 'roles shift' from non-teacher to teacher. This involves 'a) actualising an already identified potential and b) undergoing transformation of self in order to change into a teacher'; this is compounded by

the complex nature of the modern school environment and the challenging nature of the school context (Beauchamp and Thomas, 2009). Fletcher (2012) acknowledges that the nature of ITE school experiences offers numerous opportunities to refine their professional identity during ITE teachers are exposed to a range of different settings, these may include rural and urban settings, multi faith settings, church schools, areas of economic deprivation and schools of varying sizes. Alongside this they meet and interact with the staff, children and parents in these settings. The interactions with other teachers and staff are incredibly important in beginning to understand the roles and responsibilities of a teacher (Carse *et al.*, 2018). This allows PST to begin to contemplate the type of teacher they would like to be, if these experiences do not serve to reproduce stereotypical, conservative and traditional approaches to teaching (Capel, 2007). It can be a negative experience for individuals who find themselves in a setting or with people who directly conflict with the PST's values and beliefs (Friesen and Besley, 2013; Kelchmans, 2017). This section has focussed upon the formation of identity, it has addressed the key moments as early childhood and adolescence and discussed the multitude of factors that have been identified as influencing identity formation. The next section of this review will focus more specifically upon the formation of identity in teachers.

3.4 The Teacher's Identity

This section reviews the literature associated with teacher identity, it seeks to unpick the contributing factors that are unique in some cases to teachers and teaching environments. It critiques the range of opinions and challenges when trying to understand the complex nature of a teacher identity. It will discuss the challenges presented in constructing an effective ITE experience which pays due regard to the development of teacher identity.

3.4.1 Teacher identity

Teacher identity has emerged as a separate research area in the last few decades (Oruc, 2013) and draws from both the social sciences and philosophical sciences. Identity is not a new concept in teacher education nor is the development of identity, indeed Assen, Koops, Meijers, Otting and Poell (2018, p.131) suggest that the complexity and multiplicity of teacher identity is an important factor to consider when addressing teacher attrition and that a teachers' professional identity is 'the most important indicator of teaching behaviour.' There are however increasing concerns about teacher self-image, public perception of the role and the influence government changes, plans and perceptions of teaching might have on professionals leaving their career in teaching. Increasingly, the need for PST and NQTs to

develop a strong sense of identity has been mooted as 'crucial to the wellbeing of new members of the profession' (Beauchamp and Thomas, 2011, p.762). Similarly, Hong (2010, p.1531) describes teachers' professional identity as a key factor in teachers' 'motivation, effectiveness and retention' and by developing their professional identity teachers can give due consideration to their epistemological beliefs, educational philosophies, reflection and sense of self (Friesen and Besley, 2013).

Olsen (2008, pp.23-24) views 'teacher development as a continuum...recruitment, preparation, in service professional development and teacher retention may be chronologically sequenced but, epistemologically, they are intertwined...and...influence each other'. This aligns well with the work around occupational socialisation (Lawson, 1986; Chróinín and Coulter, 2012) and consideration should be given to the how a teacher develops their understanding of the role of a teacher (Romar and Frisk, 2017). The life course experience of individuals is an important consideration in attempting to understand the complexities of self-efficacy, core beliefs and compatibility with the role (Glazer, 2018).

Olsen's (2008) work has focussed upon reasons for entering the profession and has shown many insights into the reasons that teachers give for becoming a teacher when encouraged to reflect on their life histories in particular social contexts. This work proposes that teacher identity is both a product of 'social histories' and through 'hope, desperation, imagining and mindfulness', teachers can move themselves between 'facets of their identity' and can 'in some limited way choose to act in certain ways' (Olsen, 2004, p.24). Labelling (Fletcher, 2012), and internalisation of such a label can impact significantly on how individuals perceive themselves, their role and in turn the consequences of their actions. The ways teachers perceive themselves influences their choices, actions and judgements and consequently it would appear sensible to assume that this might influence teachers' 'career making decisions, motivations, job satisfaction, emotion and commitment' (Hong, 2010, p.1531).

A teacher's professional identity involves adopting characteristics from the group or context they associate with, influenced by an individual's personal values and beliefs (Friesen and Besley, 2013; Glazer, 2018; Lawson, 1986; Arvaja, 2012), thus where social and personal identities conflict individuals may struggle to understand, affiliate or work comfortably in that context (Beauchamp and Thomas, 2009). Multiple identities (Friesen and Besley, 2013) experienced at one time might prove to be contradictory or incompatible at times. In facing this conflict teachers may find themselves making choices as to accepting or rejecting possibilities in

professional, moral, technical or social senses: when they are making distinctions, and choosing affiliations (Coldron and Smith, 1999) there is an element of autonomy in developing identity according to values and beliefs. When viewed through a resistance lens, Glazer (2018) suggests that teacher attrition may be a silent protest of refusing to do a job that does not align with their core beliefs and by acting upon their agency they are making the decision to leave (Kelchtermans, 2017).

3.4.2 The challenges, impacts and issues in developing a teacher identity.

This section will discuss the challenges associated with identity development and consider the conflicting situations that PST may find themselves in when involved in their ITE and transitioning to the world of work. Critics of teacher identity research suggest it is too often limited and has, in the past, not explored in enough detail all the possible facets of teaching and identity development (Hamman *et al.*, 2010). The gaps identify the nature of this change, the role of ITE in facilitating the change, and how teachers become able to make the changes themselves (Lawson, 1983) rather than to change to fit a system or social context. Teaching is one such career that requires an individual to make a series of decisions about how to express themselves in a classroom and adapt their personal understandings and ideals to institutional demands (Pillen *et al.*, 2013, p.86). Cardelle-Elwar, Irwin and Lizarraga (2007) highlighted the role that context plays in teacher development through an investigation that explored teachers in Ghana, Spain and the USA. They examined the personal, cultural, historical and political factors that influenced identity development. They maintain through this work that teacher identity is situational and changes according to context. There may be contradictions and tensions between these aspects of where an individual fails to conform to the identity given. For instance, in PE aspiring to be being a male dancer raises tensions between their social role identity and their socially defined group identity.

Pillen *et al.*, (2013, p.89) further identify that tensions exist in other professions where it is deemed to be a service role, such as, nurses and social workers. They highlight thirteen tensions that beginning teachers might encounter early in their career. Of relevance to this study are those concepts related to 'feeling like a student', 'feeling incompetent', 'experiencing conflict between one's own and others orientations regarding learning to teach' and 'Being exposed to contradictory institutional attitudes' (Pillen *et al.*, 2013, p.88). This promotes an arena for moral reasoning, procrastination and debate. Training to teach in school-based setting offers opportunities for team work and forming relationships with other colleagues and a school community (Malderez *et al.*,2007, p.233). However, the experience is only as good as the

situation allows, exposure to situations that are in direct conflict with a teacher's ideology may impact negatively on their opportunities to develop their identity.

ITE occupies a privileged position at the beginning of a teachers journey into teaching and the notion of acculturation (Lawson, 1986; Romar and Frisk, 2018) although it begins much earlier than ITE can be manipulated by the experiences and philosophies shared in the ITE programme (Carse *et al.*, 2018). Van Huizen, Van Oers and Wubbels (2005, p.275) state that: 'from the Vygotskian perspective, the overall aim of ITE is best conceived as the development of professional identity'. How this is done presents not only a challenge relating to the range of life experiences in the PST but also the wide-ranging experiences in school settings offered across ITE (APPG, 2019).

From the very beginning, during ITE and throughout their careers teachers face challenge in defining themselves as a teacher, being seen as a teacher by others and by themselves (Coldron and Smith, 1999; Beauchamp and Thomas, 2009). The ways PST and NQTs deal with these expectations depends upon 'what they find relevant and acceptable based upon their expectations and personal backgrounds' (Lamote and Engels, 2010, p.4). Malderez *et al.*, (2007) also identify the importance of significant others in the formation of identity and argue that this is a core experience of becoming a teacher. They highlight the importance of emotional investment in the process and recognise the complex relationships between student, teacher, mentor, school, colleagues, community and state.

Van Huizen *et al.*, (2005, p.267) highlight three conflicting roles of ITE. They highlight these as three different paradigms: competency based, personality based, and inquiry based. They argue that prioritising one over the others may lead to a poorly balanced experience of ITE. A fragmented or one-sided view of the teacher role or image may lead to student teachers not making the connections between the different paradigms. Timoštšuk and Ugaste (2010, p.1564) use the example of Estonia where until recent history teaching was viewed as a competency-based approach that was instructional in delivery and expected an authoritarian style from teachers. Trent (2010) notes that this highlights a challenge for ITE programs that have been criticised for promoting 'a single unitary image of 'good' teachers and teaching' (Trent, 2010, p.906).

Others' personal opinions about teachers and teaching may impact on a teacher's development of identity: everyone has an opinion on teaching as it is a role openly available to discuss (Cox *et al.*, 2016) this can lead to a range of opinions about education and teaching per se. If one

recognises that teaching is a social pursuit and that knowledge is socially constructed (Capel, 2007) then it is vital to consider the socialisation that a teacher has had prior to training to teach. Indeed, using reflective journals and interviews, Solomon *et al.*, (1991) found that positive role models from individuals' past schooling was a strong motivating factor in deciding to enter ITE.

Hong (2010, p.1531) identified six potential influencing factors on a teacher's identity; these include value, self-efficacy, commitment, emotions, knowledge and beliefs and micro politics. His work has focussed upon reasons for entering the profession and has shown many insights into the reasons that teachers give for becoming a teacher when encouraged to reflect on their life histories in particular social contexts. Professional and teacher identity are also discussed by Maclean and White (2007, p.47) who suggest that identity is displayed in the 'unique way in which they personify their professional role'; and Beauchamp and Thomas (2009, p. 117) as both 'a product (a result of influences on the teacher) and process (a form of ongoing interaction within teacher development)'. They delve into the ways that identities are influenced by the ideals, values and beliefs that lead them to commit to a profession and their occupation of a professional role. Trent (2010) argues that in some cases PST might be searching for 'predictability and a stable professional identity, based on rigid beliefs about the existence of mutually exclusive types of teachers and approaches to teaching' (Trent, 2010, p.906). In this situation there are ready made choices available to individuals that are linked to socially accepted norms, the ethos of the school perhaps or the expectations of the senior team, consequently, there is an expectation that professional identity will form with due consideration to the suitability and sustainability of this identity (Arvaja, 2012). Pillen *et al.*, (2013, p. 86) perceive professional identity as 'process of integrating one's personal knowledge and beliefs, attitudes, norms and values on the one hand, and professional demands from teacher education institutes and schools, including broadly accepted values and standards about teaching on the other'. Maclean and White (2007, p.48) maintain that teacher identity is 'inextricably linked to professional practice and continued professional learning and development'. They suggest that it is also strongly influenced by teachers 'confidence in their own competence, their commitment to their profession; and the satisfaction that they obtain from the continued practice of teaching'.

3.4.3 The innate drive to teach

This section will consider the factors which influence the drive to teach, to nurture and consider the draw of a teaching role. Friesen and Besley (2013, p.25) suggest that the

'Eriksonian concept of generativity, might be particularly relevant to consider as a predictor of professional identity development.' Generativity is associated with nurture and a drive to guide or teach that is innate to all adults, this can be expressed in many ways, for instance being a parent but maintains that individuals with a high level of generativity are more likely to have a more well developed professional identity and have perhaps been teaching as a profession for several years (Friesen and Besley, 2013). Indeed, Olsen (2008) found that many of his participants (largely the female ones) maintained that teaching was a career that could work around parenthood. This further reinforced the historical view of teaching as being 'women's work' and involving 'caring' and 'compatible with parenthood' (p.30). Löfström and Poom-Valicks (2013) found that several students who complete ITE have 'been found to hold the same beliefs as when they entered the programme' (p. 106), however have faced considerable conflict when trying to actualise their beliefs in context (Carse *et al.*, 2018). Their work concluded that this was likely either to cause a number of negative experiences during ITE and changes in the individual's' beliefs.

Patchen and Crawford (2011, p.286) examined teacher epistemological orientation and its influence on teacher practices. Their work highlighted the difficulties in measuring epistemologies and suggests that the major hurdles to such measurement are that beliefs and ideals by their very nature are unquantifiable: research is inconclusive in its findings and direct reflection (such as that seen in questionnaires and interviews) may not 'yield an accurate representation of what teachers think they do'. In the pursuit of meaning or making meaning one might unconsciously or subconsciously allow our beliefs and ideals to affect our understanding. Meaning making is often deeply rooted, personal, and not open to analysis and is usually accompanied with considerable emotional investment (Coldron and Smith, 2013). Olsen (2008, p.28) highlights that some of his participants described a conflict between the deep rooted and 'relatively traditional conceptions of teaching they had long carried with them' and the pedagogical approaches in their ITE which were more aligned with a student-centred constructivist approach. Whilst some of the participants found these liberating, others found this to be a cause of tension.

Timoštšuk and Ugaste (2010, p.1563) discuss the notion of teacher identity when thinking about how best to prepare PST to support pupil learning and simultaneously think about their own professional activity. Timoštšuk and Ugaste (2010) continue to highlight the continual change of educational context, policy and practices which can create tensions between expectations and shaping personal identities. Importantly who you are as a person, your

beliefs, values and expectations are crucial in learning to teach as they will have a significant influence on what you believe to be of importance and relevance in the learning process and how you respond to the changing contexts of teaching (Olsen, 2008). Constructivist approach to knowledge implies interaction between teacher and learner and learner and learner, whereas the transmission approach would suggest that the teacher plays a central role in transmission of knowledge, this is a more old-fashioned approach to teaching as it reduces pupil autonomy and does not allow the children to develop their soft skills. Löffström and Poom-Valicks (2013) found similar results when they explored what PST thought a 'teacher was like'. Their results showed that their answers revolved around two views, both the tasks and roles that a teacher would do, with a strong orientation towards subject expertise. The second view revolved around the 'teacher as a pedagogue' and considered the moral, social and emotional roles a teacher would fulfil. They concluded that in relation to what one believes about teachers' roles, that subject matter expertise alone is not enough and engagement with the teachers' role as a pedagogue was essential to developing understanding about what makes a good teacher.

3.4.4 The changing nature of identity in ITE

This section will discuss the ways in which identity is influenced by experienced offered in ITE, it considers life course experiences and preconceptions of teachers and teaching. It intends to unpick the factors that can influence and inform identity development in ITE. Identity has a significant influence on teacher's choices and is fuelled by individual's values, beliefs and attitudes (Glazer, 2018). This in turn impacts upon teaching and learning approaches, 'personal' and the 'pedagogical' are so deeply intertwined that one will always affect the other (Wrench and Garrett, 2012). Professional identity 'strongly determine[s] the way teachers teach' (Lamote and Engels, 2010, p.3), and constructions of teacher identity are subject to key influencing factors that mean it is a phenomenon that can be deemed to be both stable and dynamic depending upon which sub identity is being considered and the context of the research (Fletcher, 2012). These include the effects of significant others, prior school experiences as a child and young adult and early teacher role models (Solomon, Worthy, Lee and Carter, 1990, p.190) have been mooted as the most influential.

3.4.5 Route into teaching

Malderez *et al.*, (2007, p.231) identified that values beliefs and attitudes were dependent upon the route into teaching they had chosen, whether this is an undergraduate route, post graduate route or school-based route. When asked over half of the PST identified that they

already possessed 'appropriate characteristics or skills' or if they saw ITE as building on existing strengths they identified 'possession of a suitable personality. Olsen (2008) further qualifies this in his work where five out of the six participants cited that they had specific skills or talents that they believed made them suitable for teaching and that this was an influencing factor in entering ITE. The participants also reflected upon their academic ability and their passion for the subjects as reasons to enter the profession. One of the most influencing factors was the perception of success or otherwise from significant others (Malderez *et al.*, 2007, p.237).

When entering any profession, one does so with preconceptions of purpose, worth and reasoning (Capel, 2007). Regardless of route, ITE combines the actualisation of teaching in practice with the application of theory (Carse *et al.*, 2018). In the Becoming a Teacher Project, Malderez *et al.*, (2007) found that some PST questioned the relevance of what they called 'theory', in this study this was identified to mean...

1. *Knowledge which supports classroom teaching, assessment, planning, behaviour management and differentiation.*
2. *How children learn and child psychology*
3. *Subject content knowledge*
4. *Legal issues*

(Malderez *et al.*, 2007, p. 235)

Some of the teachers questioned stated it was of 'peripheral relevance', but in undergraduate routes into teaching teachers suggested that they had seen this in practice. This can be one of the biggest challenges in ITE where there is a disconnect between what is learnt in university and what is done in practice, often links between theory and practice are not made evident and therefore either ignored or dismissed and this can perpetuate a cycle of non-improvement and innovation in teaching. Trent (2010) suggests that PST often have very strong beliefs about teaching both positive and negative and these often reflect their own experience and in many cases, align to a constructivist or transmission style of teaching (Trent, 2010, p.907).

The next section of this review will focus upon PETE and the notion of identity it will consider the unique challenges faced in PE and consider the factors at play in learning to be a PE teacher.

3.5 Physical education teacher training and identity

This section focuses on literature concerned with PE teacher and PST identity, it discusses the impact of the socialisation that a teacher has had prior to training to teach. Capel and Blair (2007, p.16) recognise that the decision to teach secondary PE is shaped by 'experiences in

physical education, sport, success in education and in sport and interactions with physical education teachers, coaches and others working in a physical activity and sport context'. Their research identified that people are more likely to become a PE teacher because of their success in sport rather than PE. It will consider the unique notion of PE as a subject and the demands of teaching a practical subject. PE learning and teaching experiences are unique as they cannot easily be separated and offer 'intellectual', 'cognitive' and physical opportunities (Stolz, 2013). Stolz (2013, p.951) continues to suggest that this has been one of the main problems with PE that 'the movement activities of physical education are looked upon as objects of disembodied academic study.' The body becomes an object of scientific enquiry to be measured and controlled and deemed to be separate to the mind. Embodiment is a concept that links knowing and doing to allow individuals to begin to understand the how the experiences of the body are as important as those of the mind (Stolz, 2013). These experiences include, the reactions to gestures, emotions and nonverbal expressions, this is in line with the thinking of Merleau-Ponty (1962), who views the body and mind as one entity; this is significant for PE as 'there no longer exists a philosophical division between object and subject' (Stolz, 2013, p.953) and allows individuals to use physical experiences to gain a sense of their own identity and negate the suggestion that the body is not linked to construction of knowledge

3.5.1 Prior experience

This section will focus upon the previous experiences of pre-service PE teachers (PSPET), particularly their experience of sport and PE. This section also considers the notion of embodiment which looks at how the experiences of the body contribute to identity development, the physical nature of physical education experiences cannot be neglected (Stolz, 2013) as the whole body experiences the world and often in physical education the body is an expression of identity and belonging (Capel, 2007).

PE teachers' prior experience of PE teachers not only affects their subject knowledge content but their efficacy in teaching certain disciplines within the subject, founded upon their personal experiences in PE and sport (Garrett and Wrench, 2011). The implications of this are that the beliefs held by many secondary PE teachers are conservative and based on a sporting discourse. When asked to describe their ideal [PE] teacher the participants highlighted attributes such as, 'a level of skill and fitness to effectively explain and demonstrate...' (Solomon *et al.*, 1991, p.194), 'knowledge of how to teach as well as how to play'; other significant themes included motivation, knowledge of subject, role-modelling and flexibility.

It is of critical importance that teacher educators understand and reflect on beliefs of PSPET and 'how these evolve over time' (Kulinna, Brusseau, Ferry and Cothran, 2010, p.190). A growing body of literature recognises that teachers' practices and perceptions are heavily influenced by their prior experiences (Garrett and Wrench, 2011). PSPET construct their understandings surrounding the subject through their personal experiences, and the 'historical, social and cultural construct in which physical education takes place' (Chr  n  n and Coulter, 2012, p.223). However, how individuals perceive PE is influenced by factors beyond education. Sporting pursuit, spectatorship, government drivers and policy all impact upon how PE is understood, its purposes and how it is taught (APPG, 2019). Although the influences on pre-service teachers are well recognised it is not clear how these beliefs evolve over time (Kulinna *et al.*, 2010; Capel, 2007). This is important for the present study because little has changed in PETE over the last few years (Graham, 2008); physical education practice is ingrained with traditional hegemonic identities (male, heterosexual, white, motor elite, (Fisette, 2015) and there is a growing need for non-traditional identities to be acknowledged in the PE fraternity (Carse *et al.*, 2018).

PE is unique in that it requires teachers to develop a set of skills that may be different to those used in a classroom teaching environment. This requirement of teachers is further complicated in that there is no set recipe for what makes a good teacher – Ofsted (2019) in their revised section 5 PE specific framework would define good teaching but this study is concerned with teachers and whether in PE there is a prescribed set of ideologies. Teaching requires teachers to adapt to the context they find themselves in (Arvaja, 2016) and this can be unpredictable. Compound this with teaching children who are not seated at a table and the skills and attributes that a new teacher would need to develop to be a successful PE teacher are complicated (Whewell *et al.*, 2014). There are a recognised set of skills and qualities that any teacher is expected to show, and these are known in England as the Teacher Standards (DfE, 2011). They cover teaching, learning and assessment as well as the fundamental expectations of what it is to be a teacher. It is easy to recognise a good teacher when we see one (Graham, 2008) and it is a complex set of circumstances that make an effective teacher. Graham (2008, p.13) notes that an 'ineffective' teacher can take any topic however 'appealing' and teach it in such a way that there is little 'learning or enjoyment'. PETE across England and the rest of the world is inconsistent in preparing PST for the demands of the role a teacher (Heidhorn, 2014; Carse *et al.*, 2018) with variations in respect of content, emphasis, skills and dispositions. The APPG (2019) report into PESSP recommends a core curriculum for ITE PPE that would contribute to a

more consistent and methodical approach to PETE. Corbett (2012) argues that PETE should also equip teachers with skills to coach as she aligns these closely with the skills of a good teacher.

Generally, PSPET enter teacher training with the view that the purpose of PE is 'skill development' (Kullina *et al.*, 2010, p.195). Other key beliefs among PST concerning the purpose of PE include, social development, 'an ideology of healthism', physical activity and fitness (Sirna *et al.*, 2010). Healthism discourses have transformed in recent years to reflect changes in the health needs of young people, obesity and overweightness with their associated health disorders which are a key focus for governments (APPG, 2019; Carse *et al.*, 2018). Health discourses have continued to inform PE content and attitude and PSPET reflect on the role that PE has in getting young people active (Garrett and Wrench, 2012). Negative experiences from their schooling can lead to 'alienating and narrow definitions through dominant discourses of sport and competition' (Randall *et al.*, 2016).

Sports participation and PA preferences strongly influence PSPET identity development and practices. Competing schema include the conceptions of sport and PE; in their study of PST physical education teachers, Garrett and Wrench (2008, p.223) found that some participants' sporting discourses were so firmly entrenched that they 'served to limit their engagement with alternative' discourses and pedagogies. They concluded that preconceptions of health discourses and sporting discourses in PST physical education teachers can 'overshadow the core messages of physical education in a primary context' (Chróinín and Coulter, 2012, p.223; Carse *et al.*, 2018) and place them in a 'mental straightjacket' where primary PST feel disempowered about their future as a physical educator (Pearson, 2011). These requirements may present issues regarding expectations placed upon PPE to be able know what to prioritise when the above approaches have conflicting philosophies (Carse *et al.*, 2018).

Given the current national drive in the UK for health enhancing physical activities, there is some debate as to whether prioritising health as a purpose for PPE represents a shift in belief in recent years (Kullina *et al.*, 2010). One of the failings of current secondary PE provision is that it does not adequately prepare young people to continue to pursue sport and PA after they leave school (Capel, 2007). It is dangerous to presume that being physically educated equates to being physically active and vice versa (McCullick, Belcher, Hardin and Hardin, 2003). This raises the question as to whether PSPET hold 'clear enough beliefs about what is important to be able to build a philosophically consistent and effective curriculum' (Kullina *et al.*, 2010, p.196). Randall *et al.*, (2016) suggests that we have failed at producing an adequate provision of the

PPE curriculum, and that outcomes and expectations of PPE are not consistent or clear (APPG, 2019; Carse *et al.*, 2018). For many years the drive outside the PE fraternity has been to devalue the subject and perceive PE as merely recreation and a chance to 'blow off steam' (Capel, 2007). Historically, this has contributed to the marginalisation of PE as a low-status subjects (Heidhorn, 2014). More recently this perception has shifted and along with the value placed on health discourse to improving lifestyle, there is an increasing body of evidence that PA is a powerful tool for whole school improvement and raising attainment (Capel, 2007; Thornburn, 2014).

PE has traditionally been organised into a multi-activity curriculum where the development of skills is prominent, and teachers employ a limited range of teaching styles (Capel and Blair, 2007, p.15), predominantly 'formal, didactic and teacher centred' (Capel, 2007, p.493), that serve to reinforce (intentionally or unintentionally) the 'physical education as sport' pedagogy (Kirk, 2010; Stolz and Pill, 2010). In many primary and secondary schools PE is taught using a 'sporting model' which focuses almost entirely on the development of skills in a games scenario (Capel, 2007). The disagreement about what PE is, should do and could achieve lends itself to confusion and disquiet about pedagogical approaches and lesson content (Capel, 2007). One might expect that the differing opinion, philosophies and approaches to PE would make it a varied and different phenomenon, but this is far from the case and across the country's schools, PE presents very similarly (Capel 2007). The curriculum content, the sporting model and the emphasis on skill acquisition are all similar in schools nationally. This phenomenon stems from an established fraternity of teachers that has not strayed from this traditional model in many decades.

It is a common notion that in secondary school settings PE teachers may have a common vision of PE and accept the socially constructed version of PE teaching (Capel, 2007). However, in a primary school setting, this is not always the case and can lead to teachers' feelings of isolation and not 'fitting in' (Sirna *et al.*, 2010; Fiset, 2015). Many of the experiences PPE teachers have experienced in their schooling serve to alienate individuals from the subject (Fletcher, 2012). Often primary teachers will define themselves as 'sporty' or 'non-sporty', and those that aligned closely with the sporty description felt that they would be more successful in teaching PE. Fletcher (2012) notes the powerful influence of self-perception upon the decision to teach PE and suggests this comes from one's opinion of their physicality, or as he suggests 'embodiment'. Embodiment is central to the formation of identity (Arvaja, 2016) as it pertains to teaching of PE and Fletcher (2012) reports that how individuals view their body, view its use and capabilities impact identity of formation. Traditionally views about how a PE teacher should look have

included 'skinny', 'athletic', and 'sporty' (Fletcher, 2012, p. 391) which are qualities associated with how their bodies 'should move and look' (Morgan and Bourke, 2008). This offers a limited range of options when considering embodiment and an appraisal of personal appearance, attitudes, thoughts and actions (Lawson, 1983). Conflict may be experienced if PPE do not fit into the predefined 'look' of a PE teacher or indeed the social norms of what is acceptable in the PE fraternity. Social identity is 'constructed and negotiated' (Holmes, 2016) but are fragile and contestable entities.

3.6 Summary

This chapter has addressed the complex and multidimensional issues associated with the process of PE teachers developing an identity. It is not a simple process: instead is influenced by factors of time, context, preconceptions and socialisation. Beginning to teach and ITE expose PST to a wide range of contexts, individuals, pedagogical approaches and assumptions. Some of these will directly conflict with the trainee's own ideas about teachers and teaching. Others will offer opportunities to explore ideas they had not previously considered. Both will impact upon the identity development of the individual teacher. It has been important for me to consider this point both as a teacher educator and as a researcher and to reflect upon ways in which these opportunities can be used to support beginning teachers to reflect upon identity. When one considers identity development within the context of PE, PE teachers and PSPET, there are a number of compounding factors influencing how individual teachers sees themselves 'fitting in' with the context in which they find themselves. The challenges of understanding the unwritten rules, assumptions and stereotypes associated with PE and sport can be a challenging period in a NQT's life. The next chapter addresses the literature associated with social context and exposure to other professionals and influential others as a factor in identity development.

Chapter 4 Review of Literature: People and Places; The Construction of Identity

4.1 Introduction

This chapter discusses literature concerning the construction of identity relevant to this study in respect of teacher identity, values, attitudes and beliefs, the role of context, significant others and the emotions involved in a teaching career. If one accepts that the context is an important influence upon developing teacher identity, then socialisation (Romart and Frisk, 2017) can occur where an individual might adopt the values, knowledge and skills required by the setting they are in, they respond to their environment (Korthagen, 2004) by manipulating their behaviours. The phenomenon of 'socialisation' will be discussed in terms of its relevance to identity development, how influential others can shape decisions made about the attitudes, beliefs practices and routines adopted in post. It will discuss the purpose of mentoring during ITE and induction year and how an effective mentoring system ultimately improves pupil outcomes as it produces staff who share practice, trust each other and work together to solve problems. This is important in the current climate of many teachers leaving the profession only a few years into their careers (Glazer, 2018).

This chapter will use an adaption of Korthagen's Onion Skin Model (2004) (Figure: 1) as the basis for its structure and to reflect upon the different layers or levels that influence identity. In this process the outer layers (environment and behaviour) can be observed by others; this could be the school context or pupils and the behaviours exhibited by the student teacher in that context. Korthagen (2004) maintains that these are the levels which draw the most attention of PST. These levels are synonymous with teacher development models where in the first instance the individuals are most concerned about day to day goings on and do not yet question the deeper meaning or value behind the actions taken (Bressman *et al.*, 2018) as the PST become more competent and confident in their abilities and more settled in their environment they may begin to question some of the deeper level and experience conflict or affirmation. The most difficult to influence remain at the heart of the onion and values and beliefs about what teaching is and what it is to be a teacher are more difficult to challenge. These take time and confidence, to question and develop one's beliefs whilst learning to teach is often a step too far for many novice teachers and it is more effective to fall into routines and habits already in place (Romart and Frisk, 2017).

Korthagen (2004, p.80) suggests that the outer levels can influence the inner levels. For example, ‘a difficult class may trigger reactions from a teacher’. Conversely the inner levels can influence the outer ones: ‘one’s behaviour can have an impact on the environment (a teacher who praises a child, may influence this child)’ (Korthagen, 2004, p.80). Competencies refer to subject content knowledge and in this model, are deemed to be very influential on behaviours. For any individual they may demonstrate several identities at any one time, thus identity is socially constructed and open to ‘possible contestation’ (Holmes, 2015). It is only when a teacher feels ready to reflect that these deeper layers can be challenged. It should be acknowledged that in some cases this never happens, and traditional and constructivist thinking can dominate and limit teacher development. This chapter will start at the outer most layers moving towards the centre of the model.

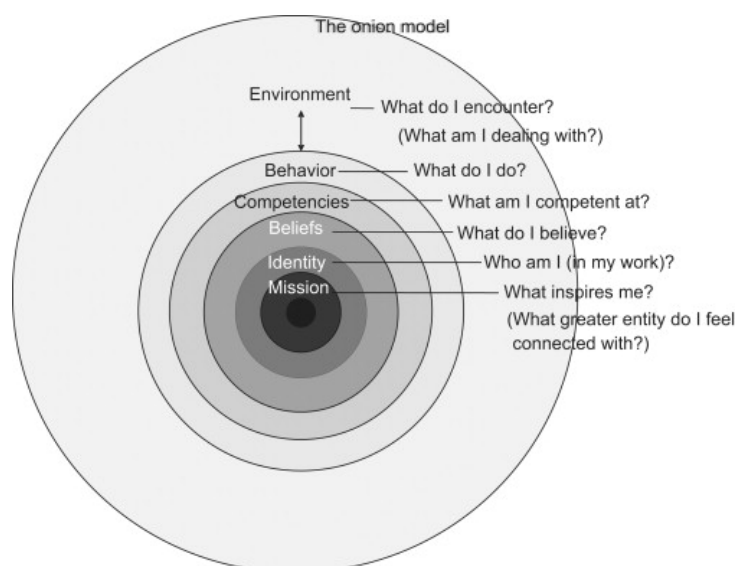


Figure 1: Onion Model (Korthagen, 2004)

4.2 Environmental influences on Identity Construction

This section will address the environmental influences that may impact upon identity, namely the settings the NQT’s find themselves in, the people they work with and the behaviours which are deemed to be ‘acceptable’ by the individuals and collective in their settings. This section will address the task of negotiating their place in the systems written and un written in schools. Coldron and Smith (1999, p.715) moot that the NQT is going through the process of ‘establishing themselves in a school [and] make choices and works hard to achieve what an outsider might consider socialisation into the school culture.’ It will also consider the notion of

'socialisation (Lawson, 1986) which sees individuals change their behaviours and adapt to the philosophies and beliefs of the people around them.

4.2.1 The effect of the setting

This section discusses the ways in which the setting a teacher works can influence their behaviours, beliefs and routines. The social context in which a teacher finds themselves means that the social and cultural impacts on one's identity cannot be easily separated and there is no way of knowing which if any has the stronger influence on identity development (Cox and Sykes, 2016). To further complicate the process of pre-service identity development, if one accepts a social psychology origin to identity development, then there are perspectives on teachers 'social identity' and stemming from educational literature teachers 'professional identity' (Oruc, 2013, p. 208). This suggests a significant shift in identity due to the range of experiences they might have when 'becoming a teacher'. Identity development continues in flux as the teachers experience different school contexts and interactions with broader communities. Löffström and Poom-Valicks (2013) recommended that the socialisation into the teaching profession experienced during school-based practices was vitally important in developing teacher identity, much more so than the teacher education curricula. The phenomenological approach to social construction of identity would suggest that all experiences are meaningful and in turn impact upon knowledge construction, reaction and interaction and behaviours (Stolz, 2013). Therefore, it is vital that PST are exposed not only to a wide range of settings but also become critically reflective of those experiences in considering the type of setting they would like to work in as well as the type of teacher they hope to become (Herold and Waring, 2011).

Typically, beginning teachers feel compelled to conform to socio-cultural norms in the school and department within which they work, a phenomenon that has been termed 'teacher occupational socialisation' (Chróinín and Coulter, 2012) which involves the multifaceted influences that act and impact on the later actions and decisions of people who decide to enter ITE. Solomon *et al.*, (1991, p.188) also refer to 'socialisation' where prospective PE teachers demonstrate and mirror the traits and attitudes of those around them rather than forming their own beliefs and practices, and thus the notion of 'Teacher Role Identity' (TRI) was coined; deemed to be key to socialisation, TRI is referred to as '... the perception of oneself in the role of the teacher' (Solomon *et al.*, 1991, p.190)

The beginning teacher faces many challenges during their induction year one of which is the micro political nuances that are present in an unfamiliar staffroom, department and school

environment. Christensen (2013, p.74) describes the staffroom as a 'collection of newcomers and established staff members' and relays the importance of how they 'interact with others with differing interests, goals, status power and authority' (Christensen, 2013, p.75). The power relationships and professional culture in a staff room can be a minefield for a NQT or PST where they are exposed to 'informal learning' and 'unwritten rules and expectations' (Christensen, 2013, p.76) and it is teachers who enjoy a long career and are veterans of the profession that have an extremely powerful influence upon the accepted cultural norms (Lawson, 1983). By being given the opportunity to engage with, work with, debate with and interact with fellow practitioner's, teachers can watch and learn from each other (Coldron and Smith, 1999).

4.3 The process of teacher socialisation

This section will analyse the literature surrounding understanding the process of teacher socialisation. Research into socialisation has a long history and has largely 'focused on understanding the processes whereby an individual becomes a contributing member of the society of teachers' (Romar and Frisk, 2017, p.90) and therefore the processes, psychological, political and sociological that occur during this process. In terms of 'workplace socialisation' and 'occupational socialisation', Lawson's (1983) work is focussed upon socialisation of PE teachers, but Carse (2012) suggests that his model is applicable to all teachers. Teachers' socialisation is a phenomenon that occurs over a life time and never stops and that the development of becoming a teacher is done through the experience of teaching (Stolz and Pill, 2014). It is an amalgamation of early childhood experiences and ITE (Hushmans and Nappa Owens, 2012). Malderez *et al.*, (2007) identify three influencing factors on the development of PST identity. Their study surveyed a range of PST as part of a joint funded project with the DfES and GTCE 'Becoming a Teacher project 2003 -2009' in England. Their first phase of data revealed that the main influences on a teacher's identity included their sense of self, the significant others in their lives (which included family, friends and colleagues) and the 'role of emotion' and how the PST tried to explore and reason about their early experiences of teaching (Malderez *et al.*, 2007, p.230).

4.3. 1 Socialisation in PE

Research has consistently shown the effect that teacher beliefs and attitudes have upon their pedagogical approaches and in turn the PSTs' learning and achievement (Xiang, 2011). Teaching is a profession that continually requires the making of moral judgements (Coldron

and Smith, 1999). By making these judgements teachers reject and accept possibilities and in doing so develop their professional identity (Arvaja, 2016).

Bourdieu (1998) highlights that individuals' ways of thinking and acting are shaped through individuals' experiences and can influence mannerisms, gestures and behaviours. He terms this 'habitus' and describes these dispositions as 'durable' depending upon the social circumstances in which people find themselves. This can mean that NQT and PST adapt to the beliefs, practices and philosophies of the people they are working with to be accepted, fit in or maintain the status quo (Hushman and Nappa Owens, 2012). Bourdieu's (1998) notion of habitus provides a useful means by which to understand normalised practices, behaviours and beliefs. Garret and Wrench (2012, p.4) identify that habitus (socialised subjectivity) can be influenced by past experiences and can also 'shape present and future practices.' Garret and Wrench (2012) continue to suggest that criticisms of Bourdieu's work include being over deterministic but could offer one way of understanding why PE teachers adopt particular pedagogical approaches (Capel, 2007). Similarly, Lawson (1983) identifies that all socialisation is problematic and that cultural stereotypes are highly influential. He moots that at what he terms 'boundary passages' (Lawson, 1983, p.2) is where we see socialisation become more prominent. In this case the move in to ITE and again into the NQT year. This is the case for PE teachers entering the profession (Christensen, 2013) in England, new secondary PST also face the more complicated cultural dynamics of PE departments populated by staff who are 90% Caucasian and played high school sports in England themselves (over 90%) (McCullick, Belcher, Hardin and Hardin, 2003). Herold and Waring (2018, p.96) suggest that 'PETE in England has been largely unsuccessful in challenging the hegemony of content focussed teaching in school PE' and that there are significant challenges for PST when mentors favour traditional content led approaches to teaching.

Generally, in PE in England there is no standardised testing, little direction on curriculum content and teacher autonomy in curriculum interpretation, teachers of PE often rely on their personal belief system when designing and delivering the curriculum (Hodges Kulina, Brusseau, Ferry and Cothran (2010). NQTs and PST find themselves in schools where the dominant discourses are excellence in 'sports performance, male hegemony, and strident hetero-normativity' (Christensen, 2013, p.74; Fletcher, 2012). Sirna et al., (2010) suggest that many teachers 'tend to be sexist, elitist and insensitive to social issues' (Sirna *et al.*, 2010, p.72). Such is the power of the hegemonic discourse that little resistance is to be expected from PSPET (Garrett and Wrench, 2012). Indeed, Chróinín and Coulter (2012, p.232) suggest that

regardless of the messages delivered in PETE these 'new understandings will be abandoned and replaced with the dominant physical culture in schools' as the social recognition from other more experienced teachers is essential to novice teachers to be seen as a 'proper teacher' (Kelchtermans, 2017).

4.3.2 Lawsons model of socialisation in PE- Acculturation

This section will discuss the socialisation that occurs prior to any ITE. Lawson (1983) identifies three stages of socialisation into PE teaching. He calls the first stage 'acculturation' which begins at birth and spans to PST (Curtner Smith, 2001), this is where individuals build up their ideas and beliefs about PE, sport, teaching and teachers (Romart and Frisk, 2017). Hushman and Nappa Owens (2001) refer to this stage as 'recruitment socialisation'. Capel and Blair (2007) identified that in the case of PE teachers they are more likely to enter the profession because of their success in sport rather than PE and that those individuals with interests like other PE teachers are more likely to pursue a career in PE teaching (Sirna *et al.*, 2010). Equally, O'Connor and Macdonald (2002) recognise that many PSPET are attracted to the profession to continue their involvement in physical activity and sport. Prior experience of PE teachers not only affects PSPETs' subject knowledge content but their efficacy in teaching certain disciplines within the subject. This is founded upon their personal experiences in PE and sport (Curtner Smith, 2001). PSPET develop their philosophies concerning PE in a number of ways, including their experiences through childhood and adolescence (Capel, 2007; Chr  n  n and Coulter, 2012).

Korthagen (2004, p.87) pertains that what matters is that teachers are 'cognitively aware of their core qualities, but that they are emotionally in touch with those qualities (p.87). The 'Possible Selves' theory Hamman, Gosselin, Romano and Bunuan (2010) is an interesting way of discussing knowledge, beliefs and values. Possible Selves theory offers a dimension to identity development of pre- service and NQTs as they are at a time of transition in their lives and this offers a chance to explore a 'theoretical framework for examining future orientated, identity relevant, goal directed thinking in the present' (Hamman *et al.*, 2010, p. 1349). When asked what makes a 'good teacher', PST have been found to draw upon their personal experiences and idealistic vision of what is a good teacher (L  fstr  m and Poom-Valicks, 2013). Chr  n  n and Coulter (201) recognise the contribution previous experience in sport often motivates individuals to complete PETE, they do however suggest that PETE should challenge the normative discourses and sport heavy experiences prior to ITE.

The 'Possible Selves' theory describes the importance of 'self-relevant, future-orientated self-concepts, and how these self-views relate to motivation for present and future action' (Hamman *et al.*, 2010, p.1351). The possible selves theory accepts that future selves are unlimited and diverse in their makeup and relates to PETE perceptions of their current self. The range of experiences afforded during training and induction can have an impact upon the vision of self and possible future identity. Hamman *et al.*, (2013) suggest a future self can be a self that PETE design themselves, who has aspirational characteristics of who they would like to become (hoped-for selves) and characteristics, values and beliefs they would like to avoid (feared-selves). Considering the concept of ones 'possible self' does offer a motivational element to teacher identity in the context of thinking about what they might become provides foresight and can encourage perseverance towards their aspirations and goals (Chr  n  n and Coulter, 2012). Thus, the 'Possible Selves' theory can be used to analyse times of transition or change and delve into how individuals perceive and manage change (Hamman *et al.*, 2010, p.1352). Garrett and Wrench (2008) and Arvaja (2016) also maintain that ITE should embed opportunities to analyse PST own prior experiences and consider their future self.

It is proposed that not only is identity context specific but also time specific (Akkerman and Meijer, 2011) and teacher identity is influenced by the period in their career at which a teacher find themselves. Hamman *et al.*, (2010) pertains that new teachers' possible selves can be classified into four categories- professionalism, classroom management, interpersonal school relations and instruction - suggesting that beginning teachers are more focussed upon the day to day groundwork of running a classroom, and highlights a shift change when discussing more experienced teachers who had a response focused more on quality and allowed them to consider themselves beyond their immediate context and role. These four classifications can offer conflict in determining teacher identity and in the multiple, fluid and discontinuous nature of identity (Arvaja, 2012).

4.3.3 Lawsons model of socialisation in PE- Professional socialisation

In Lawson's (1983) second stage of socialisation he refers to 'professional socialisation' which is where individuals develop their professional identity (Hushman and Nappa Owens, 2012) and begin to display the traits and characteristics of a (PE) teacher. O'Connor and Macdonald (2002, p.39) interpreted socialisation to mean the ways in which PE teachers selectively acquire the values and attitudes, the interest, skills and knowledge' of the groups or culture that they desire to be a part of. They expand on this definition to incorporate 'professional

socialisation' which accepts the influence that the perception of the professional role will have upon values and beliefs and in turn, socialisation.

The aims of induction models include aims of 'teacher socialisation, adjustment, development and assessment of teacher skill' (Able *et al.*, 2018, p.3; Shatz- Oppenheimer, 2018) and it is notable that this is first in the list of things that are hoped to be achieved. Teachers' belief systems guide their behaviours, decisions and actions (Fletcher, 2012). The socialisation of PE teachers is historically very strong and this in turn can impact on the knowledge, skills and understanding that PSPET acquire (Capel, 2007): 'perceptions, values, beliefs, attitudes, behaviours and practices about content, teaching and teaching philosophies are influenced' (Capel, 2007, p.495) so the sporting model is perpetuated. ITE has been accused of disseminating a shared culture and professional ideology and in recruiting what are perceived as suitable recruits (Lawson, 1983). This can lead to feelings of role conflict, marginalisation and isolation in teachers who find themselves at odds with the culturally accepted norms (Capel, 2007). Herold and Waring (2011, p.100) in their work found that PST 'generally accepted that they had to 'fit in' to the given contexts and work within these parameters'.

Romart and Frisk (2017) refer to what they call the 'complex totality' of teachers where knowledge and beliefs are inseparable. This would support the assumption that socialisation is a one-way process seeing the PST as passive and willing to adapt (Carse, 2012). This is not the case (Sela and Harel, 2018) and many PST may present an effective 'social masquerade' (Lawson 1983. p.9), demonstrating disconnect between knowledge and beliefs, role distancing and protecting their 'real selves' as this only impacts the surface levels of Korthagen's (2004) Onion Skin Model. Conversely, Korthagen (2004) identifies beliefs (Mission) as the core part of his Onion Skin Model which is resistant to change or modification.

The type of socialisation that teacher educators are hoping to achieve must be caveated by considering that all ITE educators have been socialised as teachers at some point in their career and that ITE may not necessarily have the desired effect (Chr  n  n and Coulter, 2012). Armour, Makapoulou and Chambers (2012, p.69) argue that the relationship between schools and universities can be open to 'considerable strain' and describes the ITE programmes in their study as 'neither complementary nor collaborative.' Furthermore, there is evidence to suggest that beliefs and values prior to training are not easily changed and that ITE has relatively little impact on these beliefs nor does it challenge them in practice (Capel, 2007; Armour *et al.*, 2012; Herold and Waring, 2018). It is important to remind ourselves that not all learning

experiences one has are deemed 'equal' (Armour *et al.*, 2012); some can indeed be a backwards step, and an example of this would be the traditions and practices experienced on school practice. Herold and Waring (2018), maintain that schools have the power to 'institutionalise' teachers and that the social and cultural norms of a school are important in fitting in. Chróinín and Coulter (2012) found that although by the end of their training period the PST were able to demonstrate understanding of constructs aligning with PE discourses, they could not guarantee that their teaching would be based upon these understandings, going forward. The school setting has an important influence on how individuals learn to teach (Herold and Waring, 2011) which raises the question of the impact of ITE on values and beliefs (Lawson, 1986) and how ITE prepares students to be critical of school practice (Herold and Waring, 2011). Capel's (2007, p.497) research suggests that teacher training in many cases 'confirm[s] rather than modify[ies], (student teachers') values and beliefs.' Despite these criticisms, however, school practice during training is viewed by student teachers as 'the most valuable and relevant part of the ITE experience' (Sirna *et al.*, 2010, p.71). Herold and Waring (2018) suggest that many aspects of university-based learning were complimentary to practices seen in schools and that mentors equally valued the work done with PST in keeping their learning up to date.

Primary teacher education that includes PE should ensure that teachers exit their ITE and embark on a career with a clear understanding of the purposes of PPE (APPG, 2019). PETE can enable PST to 'filter' the potential conflicting discourses of PE, sport and health (Chróinín and Coulter, 2012; Carse *et al.*, 2018) and to recognise that learning is not only the development of skills, it is development of the person (Armour *et al.*, 2012). However, Capel (2007) proposes that PETE is not robustly enough developing the skills to reflect upon the challenges and opportunities available to them in their setting, and that many new entrants to the profession feel unable to challenge, innovate and use the strategies they experience in ITE. They are given a 'hand me down' (Lawson, 1983) model of teaching which he compares to 'ill-fitting clothes'. Indeed, Penney and Evans (1997) suggest that many teachers read, interpret and adapt the curriculum to match their own beliefs. This allows PE teachers to teach what they have always done in the way they have always done it. It is easy to see why PSPET may experience conflict between what they value and believe, have previously experienced (Capel, 2007) are taught during ITE and end up teaching on school practice and beyond.

The self-perpetuation of teaching practices in PE is reinforced by strong traditional expectations and an unwillingness to move beyond a sporting model (APPG, 2019). This in turn

will impact upon how PSPET develop their teaching skills (Capel, 2007). Generally, the consensus as to what knowledge is required and valued by PE teachers is not contested (Capel, 2007) but this is a limited set of knowledge which serves to further reinforce the traditional view of PE teaching. Randall *et al.*, (2016) and Capel (2007, p.499) suggests that most PST are 'not able or ready in teacher training to prioritise the development of knowledge to enable them to meet the needs of individual pupils.'

4.3.4 Lawsons model of socialisation in PE- Organisational socialisation

Lawson's (1983) third and final stage is termed 'organisational socialisation' and this refers to the socialisation that happens on the job and throughout teaching careers. The formative years in a teaching career have been identified as 'a crucial influence on teachers' professional learning' (Armour, Makapoulou and Chambers, 2012, p.630). In many cases NQTs rarely question or challenge the current practices in school (Tsangaridou, 2006) accepting them as the norm. Organisational socialisation is often embedded in the practices seen by veteran teachers, a deeply embedded stereotypes and assumptions about teaching (Romart and Frisk, 2017). If the views of the PST / NQT and practices align this will serve to reinforce tradition; however, if they do not align it is likely in the majority of cases that the NQT will adapt their practices to 'fit in' (Capel, 2007). Lawson (1983, p.4) refers to this as a 'social tug of war between institutions and people'. Hushman and Nappa Owens (2012) further analyse occupational socialisation to include four distinct elements; these are marginalisation or isolation, where once in context the individual begins to understand and realise the specific status, nature and views of the subject in the setting and might experience conflict and considerable emotional strain: Role conflict, where the new teacher realises that teaching is not the only responsibility and indeed the job is far more diverse and complex: Reality shock, this is where the new teacher may experience a collapse of the ideals they had previously formed about their role: Finally they refer to 'wash out' (Lawson, 1983a; 1983b) where they may convert to traditional pedagogies that are exemplified by conservative and inappropriate practices (Capel, 2007). Thus, making occupational socialisation problematic.

Identity emerges over time but also in correlation with interactions such as within institutions (Holmes, 2016) (school settings), in this situation a PST or NQT may present them self as a particular kind of person with their values and beliefs, to significant others (mentors and teachers) and it is the response and affirmation from these 'others' that can ascribe or withhold ascription of that identity (Holmes, 2016; Arvaja, 2016). This can include adopting a way of dressing or appearance and maintenance of health (Sirna *et al.*, 2010). There is a

suggestion that there is an accepted 'look' for PE teachers that conforms to the 'corporeal regime' (Macdonald and Kirk, 1999) and that these corporeal characteristics 'act as (social) capital in the PE community and it is important to 'look the part' (Sirna *et al.*, 2010). Lawson (1983) describes socialisation strategies adopted by teachers to 'fit in' these may include short term compliance and impression management which he calls 'fence sitting', the 'custodial' part of socialisation which refers to accepting and internalising the changes, and finally the 'innovative' part of socialisation where individuals become agents of change and actively challenge traditions and assumptions. There are once again assumptions that new teachers are incapable of feeling empowered to make change, although this may appear in the minority of cases we should view new teachers as 'active strategists'. Lawson (1986, p.4) calls them chameleons - displaying their colours as the situation warrants. He also suggests that organisational socialisation can be...

- Collective and individual
- Formal and informal
- Sequential and random
- Fixed and variable
- Serial or disjunctive
- Investiture or divestiture

(Lawson, 1983, pp. 4-5)

Lawson (1983) continues by suggesting that in the case of NQTs, occupational socialisation is most likely to be individual, disjunctive, informal and random; because teaching is a lonely occupation where NQTs find themselves in their classrooms alone for much of the time. Thus, reinforcing the importance of the mentor in supporting the NQT to pick apart and begin to understand and perhaps challenge some of the conflicting discourses. Hushman and Nappa Owens (2012) recognise the problems associated with occupational socialisation and offer suggestions to limit the occurrence of this. Their suggestions are four-fold and include practicing hypothetical scenarios with experienced teachers, using reflective teaching practices, offering suggestions to modify teaching practices and roleplaying the many hats of an educator. These suggestions must be addressed with a critical eye as it will depend upon the experienced teachers selected to support this process. It is unlikely that a veteran teacher who has themselves been socialised into the habits of the institution can support with anything

other than their own embedded practices (Capel, 2007). This highlights the value and importance of the role of mentor and guide during this time. To this end the next section of this literature review will focus upon the role of the mentor in supporting induction.

4.4 Mentors and Their Role in Teacher Identity Development

This section addresses specifically the role of the mentor as one of the environmental factors that Korthagen (2004) considers in his outer layers of his Onion Skin Model. The role of the mentor is analysed and critiqued in terms of influencing the development of identity and occupational socialisation.

Effective mentoring programs ‘strengthen and build the quality and professionalism in beginning teachers’ (Spooner-Lane, 2017, p.253) and that effective mentoring can have an impact on teacher retention (Shatz-Oppenheimer, 2018). In literature analysing the role of the mentor in identity development one of the key roles of the mentor is to facilitate ‘professional socialisation’ (Shatz-Oppenheimer, 2018) into the profession and the development of a professional identity. It is therefore important to consider the skills, qualities and values that an effective mentor needs to fulfil the role. This chapter will also consider what it is to be deemed an ‘expert teacher’ and whether the role of mentor and expert teacher are compatible. Research by Shatz-Oppenheimer (2018) claims that many new mentors are not fully aware of the complexities of the role before they have any training and that the core skill of emotional support, deemed central to role, is not easily acquired and takes a good deal of time to develop.

In this context the term mentor is defined as the role of a member of staff assigned an NQT to support their first year in teaching which in this study is called the induction year.

Heikkinen *et al.*, (2018) identify three roles of a mentor...

- ‘1. mentoring as supervision in order to assist new teachers pass through probation
2. mentoring as a form of professional and emotional support provided with a more traditional dyadic method
3. mentoring as a collaborative self-development i.e. social construction of professional skills and competence.’

Heikkinen *et al.*, (2018, p.2)

This section will consider the role of the mentor in these three facets as it relates to English primary schools.

4.4.1 Mentoring NQTs in English primary schools

Mentoring is a common and essential process in many work places and the DfE (2018) notes that in a school context 'it can positively affect morale, behaviour, motivation, and career outcomes' and without effective mentoring 'many beginning teachers struggle and fail to learn the nuances of effective teaching' (Spooner-Lane, 2017, p.254). In teaching it is often associated with the pairing of a more experienced teacher with a novice teacher (Bressman, Winter and Efrat Efron, 2018; Shatz-Opppenheimer, 2018), the purpose being to offer advice, guidance and support. The notion of mentoring has been contested in that it will manifest in different forms employed differently in different contexts and with different purposes (Heikkininen, Wilkinson, Aspfors and Bristol, 2018) and in the English primary school system could look very different depending upon the context the NQT finds themselves in. This is not a problem restricted to England and many other countries who subscribe to a mentoring system for novice teachers experience similar issues of lack of resources to do the role effectively and the mentoring programs are not always systematic or well organised (Shatz-Opppenheimer, 2018). Many schools find themselves under resourced and lacking funding to provide the quality of mentoring they desire (Spooner-Lane, 2017).

In 2016 the DfE in England introduced the National Standards for School Based ITT Mentors (DfE, 2016), as an attempt to raise the profile and clarify the responsibilities of school-based mentors. It focuses on identifying the key responsibilities of the mentor and aims to provide more consistency in the quality and experience of PST in England. The report maintains that mentors should have excellent subject knowledge, and are excellent teachers, they should be able to support PST by identifying needs, providing constructive feedback and creating an environment where the PST can progress and learn (DfE, 2016). In the pre-amble to the mentor standards the DfE recognises that 'effective mentoring will support trainees to become high-quality teachers and build their resilience so that they are more likely to remain in teaching once their initial training is complete' (DfE, 2013, p.11). Indeed, Waterman and He (2011) in their review of literature pertaining to mentoring of NQTs revealed that five of the fourteen studies they analysed found clear connections between teacher retention and mentoring programs. They further cite that this was a complex phenomenon to analyse due to the nonlinear and complex relationship between mentoring and retention but non the less it

should be acknowledged that effective mentoring programs has strong part to play in teachers remaining in the profession (Shatz-Oppenheimer, 2018).

In 2018, a consultation in England by the DfE, into the current QTS and mentoring provision in teaching, led to recommendations aimed at strengthening the current support for new teachers. The consultation initially suggests that there will be 'an extended induction period with QTS awarded at the end; development of a structured early career content framework setting out what all teachers need to know and areas for development and stronger mentoring provision for new teachers' (DfE, 2018). This report also recommends that the current ITE mentor standards are revisited and aligned so that they are suitable for the mentoring of NQTs under the new recommendation. This has potential to improve consistency between training and induction but will rely on schools using these effectively and having suitably experienced and motivated staff to participate in mentoring NQTs.

4.4.2 The role of the mentor as supervision

The mentoring programmes in the induction year are a formal but not a legal requirement in the UK (DfE, 2013) these see the mentor of the NQT in both a supportive and possible evaluative role. This offers some conflict in the roles as a strong relationship with a mentor is built upon trust and on a peer to peer level (Bressman *et al.*, 2018) that is highly individualised to the needs of the NQT. It is important to recognise that individual progression is not linear and that individuals in the same stage of their career/ years of experience may not be in the same stages of development and that the factors that impact upon progression are personal to the individual and institution they find themselves (Bressman *et al.*, 2018).

Other challenges to mentoring include the phenomenon 'judgementoring' which is implied by Malderez and Hobson (2013), this refers to the challenges of advising and evaluating performance. Similarly, Shatz-Oppenheimer (2018, p.276) identifies a potential role conflict in mentoring a NQT where one finds themselves in both a supportive and evaluative role, it may cause difficulties when building the trust and receptivity needed for a strong mentoring relationship when part of the role is seen as the 'gatekeeper to the profession'. Malderez and Hobson (2013) pertain that mentoring works best when evaluative responsibilities and mentoring responsibilities remain separate. This allows a trusting relationship with a mentor to develop, to allow the individuals to grow together and to have meaningful interactions without the pressure of assessment (Bressman *et al.*, 2018). In England, during ITE, this is not the case as the mentor is asked to 'ensure consistency by working with other mentors and

partners to moderate judgements' (DfE, 2016, p.12) which can be a source of conflict in role where the mentor is expected to advise and judge in the same role..

The 2018 recommendations address this challenging role and the consultation is suggesting that currently...

'the induction tutor provides monitoring and support but is also responsible for coordinating assessment of the NQT. This dual role can mean an NQT is reluctant to seek help with particular challenges in case it affects their assessment. This is not always conducive to effective mentoring, where the mentee must be able to openly discuss challenges'

(DfE, 2018).

Bressmann *et al.*, (2018) hail this as a welcome step forwards in the monitoring, monitoring and assessment of NQTs and encompasses a vision supported by clarifying the line between friendship, mentoring and assessment which can become blurred in the current system. The role of mentor in supervising relies upon the mentor to have well developed professional and pedagogical skills, that can clearly make connections between theory and practice (Shatz-Oppenheimer, 2018).

4.4.3 The role of the mentor as a form of professional and emotional support

ITE and the start of a teaching career is a crucial time period for fostering identity development (Ruohotie-Lyhty, 2013) for many PST and NQTs the role of their mentor cannot be underestimated. Mentors fulfil a role that is multi-faceted and highly influential (Waterman and He, 2011). When a positive relationship is forged with a school-based mentor they can offer many important influences; examples given in the Malderez *et al.*, (2007, p.233) study were 'boosting confidence', 'strategies and support for classroom management', 'being there/available', and 'offering advice and guidance for managing time and workload.' The DfE (2018) recognises that 'effective mentoring is central to successful early professional development and has an impact on pupil outcomes'. Shatz-Oppenheimer (2018) identifies emotional support as key quality of a mentor, Spooner-Lane (2017) is clear in maintaining that a mentor that only offers emotional support without challenging PST and NQTs to reflect on their progress and ideal does not fulfil the role of a mentor fully.

Bressman *et al.*, (2018) suggest that in the early stages of their career NQTs find themselves in the 'survival mode' where they may face doubts, lack confidence and experience and they

are often concerned about surviving on a day to day basis and largely self-focussed. This phase is categorised by a lack of flexibility and over control. In this phase it is vital that the mentor can offer guidance, specific suggestions, share resources and solutions and offer multiple options for success. Sirna *et al.*, (2010, p.74) suggest that mentors provide a 'living link' but can in fact contribute to reproducing gender norms and socialisation (Romart and Frisk, 2017). If the relationship between mentor and mentee is in jeopardy then the negative influences on PST were cited as their mentor was often 'too busy', 'absent' or 'reluctant to let them take responsibility' (Malderez *et al.*, 2007; Spooner- Lane, 2017).

4.4.4 The role of the mentor in collaborative self-development.

Ruohotie-Lyhty (2013) argues that if a lack of emphasis and time is given to reflection, reflective practice, consideration of sense of self and identity, that this can be detrimental to identity formation. Similarly, Yuan and Mak (2018) describe how using reflective practices can lead to effective construction and formation of identities in PST and that reflection is a key mentoring tool (Shatz-Oppenheimer, 2018) empowering PST and NQTs to 'reflect and reframe their teaching beliefs' (Spooner-Lane, 2017, p.270). When a teacher has not yet clearly defined their identity or clear vision of what they would like to be as a teacher, they 'emulate their cooperating teachers' (Solomon, 1991, p.207; Lawson, 1986) and rely heavily on their tutorage and guidance throughout ITE.

PST readily identify with those people that they recognise as already teachers (Fletcher and Kosnik, 2016), in the case of this study, those in a mentoring role, university tutors and practicing teachers. Fletcher (2012, p.392) purports that the role of the expert teacher is to provide PST with 'constructive and critical feedback on their planning, instruction and assessment of pupils'. Romar and Frisk (2017) agree and suggest that an expert teacher has both excellent teaching skills and high levels of subject matter competence. Mentors hold authority over a PST and have responsibility to model 'behaviours, attitudes, skills and knowledge' (Fletcher and Kosnik, 2016, p. 557), that are deemed to be aligned with that of an effective teacher. This is all very well if the mentor and mentee have values and beliefs that align, consequently Shatz-Oppenheimer (2018) suggests that new mentors are often ill prepared for and, have no conception of the potential conflicts they may experiencing when mentoring.

Fletcher and Kosnik (2016) found that where PST failed to see effective teaching from their mentor[physical education], they assigned a negative identity to that teacher. It is possible that the mentors themselves are themselves struggling with a new identity and negotiating

their own identities as a mentor, which may be different to, aligned with or challenged by their teacher identity (Fletcher and Kosnik, 2016). This suggests that appropriate support and training should be afforded to the mentors in transitioning from teacher to mentor and it should not be assumed that a very good teacher will become a very good mentor. Learning to be a mentor can take time and the DfE (2018) propose that training as a mentor will be seen as career progression and that it should be a valued and recognised role that has appropriate status and recognition. To assume the role of a mentor one could suggest that they could be a proficient and capable teacher (Schatz-Oppenheimer, 2017). Although the roles of mentor and teacher are complimentary in many ways Schatz-Oppenheimer (2017) maintains that there are distinct and challenging differences in the role, for example working closely with an adult, analysing and interpreting lesson situations and as a mentor reconstructing their own professional identity.

Tsui (2009) discusses the role of the 'expert teacher' in her work in China looking at the mentoring systems there. She highlights some of the distinctive qualities of an 'expert teacher' whose roles include that of mentoring novice teachers in school due to their 'pedagogical expertise developed out of years of experience' (Tsui, 2009, p. 421). Her work pertains that whilst experience is a necessary condition to fulfil the role of the mentor it is not critical. 'The critical difference between experts and experienced non-experts lies in the way they complete the task or the types of tasks they take on' (Tsui, 2009, pp.422-423) and Spooner-Lane (2017) would concur and suggests that it is availability and openness that build strong mentoring and that more attention should be paid to how the two are paired.

Coldron and Smith (1999, p.723) highlight the nature of expert teachers in supporting novice teachers in approaching the day to day moral decisions that occur in their classroom. They pertain that it is not necessarily the skills and techniques they have that are of value but instead 'what they can tell others about achieving the goals of teaching and about the moral tradition they represent'. Fletcher and Kosnik (2016) agree and suggest that the mentor has a major influence on PSPET identity formation, their identities formed through the range of interactions and opportunities afforded by the mentor and concluded that mentors should be strong across the range of subjects to allow PST fair and equitable support across the curriculum. Indeed, Shatz- Oppenheimer (2018) is clear that one of the main functions of a mentor is to support the NQT in understanding and adapting to the school norms and aid with socialisation.

The skills that would be associated with an expert teacher/ mentor are summarised in Table 1 and show that reflection, application to context and integrating classroom knowledge are three dimensions deemed to be appropriate for the role of the mentor. Similarly, Ruohotie-Lyhty (2013) moots that effective mentoring can help development throughout the induction period. Fletcher (2012, p.392) describes the role of experiences in school as needing to involve opportunities to ‘engage in and observing and practicing exemplary teaching under close supervision of an expert teacher’.

Dimension	Aspects
Integrating aspects of teacher knowledge	Establishment of classroom norms and learning Organisation of learning and the object of learning
Relating contexts of work and exploiting situated possibilities	Perceiving and exploiting possibilities for learning Maximising available resources for learning
Reflective practice	Theorising practical knowledge and practicalising theoretical knowledge

Table 1: The Dimensions of an Expert Teacher (adapted from Tsui, 2009, p.433)

This section has analysed the multifaceted role of a mentor in an educational setting and identifies some of the key skills and attributes that are key to successfully helping NQTs to navigate their first year of teaching. The role is evaluated as a vital one that supports the transition of teachers from ITE to NQT and is one of the most critical phases in a teaching career (Heikkinen et al., 2018). However, it is not to be assumed that the novice teacher is passive in this process, on the contrary, Sela and Harel (2018, p.3) describe the beginning teachers ‘own actions as critical’ to their own success, they discuss resilience as a key attribute in successfully completing their induction. This leads well into the next section of the review that addresses those beliefs which an individual holds at their core which can influence behaviours, attitudes and philosophies (Bukor, 2015).

4.5 The Role of Emotion, values and beliefs in Identity Development

This section moves inwards towards the heart of the Onion Skin Model (Korthagen, 2004) where he maintains that these layers of beliefs, values and mission are the most difficult to influence. The role of emotion will be analysed and how this might influence identity development as well as the response to the outer layers of the Onion Skin Model. In the case of this study this refers to the beliefs about PST and NQT roles as a teacher and how these shapes beliefs of what teachers are, and teaching is.

4.5.1 Level of Mission

Korthagen (2004) calls the central layer of his Onion Skin Model the 'level of mission'. Level of mission is a deeply rooted and personal drive, a personal calling or motivation and is located next to identity. In psychology level of mission is referred to as being aware of one's purpose or meaning in life and 'the role we see for ourselves in relation to fellow man' (Korthagen, 2004, p.85). For example, in teachers this might be 'creating feelings of self-worth in children'. a deeply ingrained and personal set values, attitudes and beliefs (Xiang, 2011) that have led them to becoming a teacher. Level of mission is highly influential on self-image and in turn identity (Bukor, 2015). There is a complex relationship between beliefs and how these manifests outwardly in actions and reactions, Coldron and Smith (1999) suggest that moral judgements are present in at least three areas a) evaluating what they are asked to do, b) critically evaluating the school's traditions and habitus and c) decisions surrounding curriculum emphasis, values displayed and the behaviour routines that are expected. Teacher belief is identified to be a 'precursor to teacher identity research' (Bukor, 2015, p.307) and are a complex phenomenon to study in that belief systems have many contributing and conflicting influences.

Bukor (2018, p.307) describes how identity development happens when reflecting on your own agency; she clarifies that teachers are 'actively engaged in the process of creating themselves throughout their entire career', and that it is very difficult to do so without involving ones' emotions.

4.5.2 The role of emotion

'Teaching is a highly emotional practice' (Lee *et al.*, 2016, p.1), the importance of understanding the role that emotions play in the development of teacher identity influences and shapes one's professional image (Beauchamp and Thomas, 2009) and how they might deal with these emotions; often, teachers will strive to regulate their emotions (Taxer and Gross, 2018). Hobbs (2012, p.720) asserts that 'teachers are emotionally committed to their work',

and that their emotional connections link to their ideology, passion and beliefs. This passion and emotional commitment is central to level of mission (Korthagen, 2004). The role involves elements of care, guidance and support of young people. Emotions are 'indispensable to rational decision making' (Bukor, 2015, p.308) and that 'emotional intelligence is at the heart of good professional practice'

A teacher's first year of teaching encompasses many challenges where the move from learning to become a teacher to 'learning how to teach' (Oppenheimer and Dvir, 2014, p.140). There are periods of time in a teacher's professional life that will be emotionally draining such as exam periods and inspections that may particularly affect teacher identity (Beauchamp and Thomas, 2009), and the induction year can be one such time. When asked to give words that would describe their feelings about becoming a teacher as part of the Becoming a Teacher Project (Malderez *et al.*, 2007, p.237) PST used highly emotive language such as 'excited', 'love it', 'worry' and 'panic' to describe embarking upon their first year as a teacher. This transition year can lead to extreme feelings of 'helplessness, loneliness, foreignness, alienation, insecurity, obscurity and ambiguity' (Oppenheimer and Dvir, 2014, p.140). Emotions have been cited to influence 'teacher cognition, motivation, memory, categorization and problem-solving abilities' (Bukor, 2015, p. 308) and emotional regulation is affected by factors such as social context.

Teaching can be a highly emotional experience, and this challenges resilience, mental health and wellbeing (Taxer and Gross, 2018). Emotional labour refers to 'both regulating one's inner feelings and expressing one's emotions at work' (Lee, Kwon and Oh, 2016, p.1). Oppenheimer and Dvir (2014) refer to 'Emotional Labour', a phenomenon coined by Hochschild (1983) to describe aspects of the work undertaken by airline cabin crew. For NQTs, emotional labour may describe how NQTs might seek to hide their emotions and attempt to mirror more experienced teachers who do not appear to be exhibiting the same emotions, described by Lawson (1983, p.8) as a social masquerade and by Taxer and Gross (2018) as deep acting. Lee *et al.*, (2014) suggest that three factors impact upon 'emotional labour' in this situation; the emotional requirements of the situation, the internal regulation systems and the outward emotional performance which may result in surface action and the expression of an unfeelt emotion (Taxer and Gross, 2018).

Methods for managing emotions are usually 'personality dependent and relate to situations that the teacher has experiences' (Oppenheimer and Dvir, 2014, p.141; Rus *et al.*,2013).

However, to reduce the number of emotionally exhausted teachers, who choose to internalise their true feelings, values and beliefs or who fake their emotions, Lee *et al.*, (2016) suggest that PE teachers need to develop their own coping strategies and develop an environment that allows their true feelings to be expressed. ‘Surface acting’ where the individual displays the emotions they deem to be most appropriate in that context (whether they are a true reflection of their inner feelings or not) demands the energy to maintain the facade to demonstrate coping, much less effort is required when the displayed emotion matches the internal emotion felt. Lee *et al.*, (2014) concluded that job burnout and ultimately dropout rate was intrinsically linked to whether the PE teachers in their study were able to express either their true negative or positive feelings and if they try to suppress them then job satisfaction is negatively affected, and they feel so ‘emotionally spent’ they do little to engage with and develop their teaching (Bressman *et al.*, 2018, p. 164).

Teachers acknowledge that a ‘modest amount of emotion is appropriate in the classroom’ (Taxer and Gross, 2018, p.181) and that it is the teacher’s responsibility to regulate the emotional climate of the classroom. Bukor (2015) suggests that if a teacher is displaying negative emotions then this will in turn impact upon the climate in the classroom and reduce student motivation, the converse is seen where positive emotions are displayed. Teachers exhibiting emotional exhaustion will often display negative emotions. Teacher burnout is a phenomenon whereby teachers experience feelings of emotional exhaustion during their career (Evers, Brouwers and Tomic, 2002), and is proposed to be caused by high levels of stress associated with the job. Emotional exhaustion is a prime cause of leaving the profession (Bukor, 2015), the context of increased expectations, increasing numbers of children with emotional and other needs and increasing class sizes can impact upon individuals feeling of helplessness and in turn may lead to teachers leaving the profession. The challenge posed by such a commitment is seen to impact upon mental health and wellbeing, and in turn job satisfaction and pupil progress (Bressman *et al.*, 2018). Much has been seen in the press regarding the workload of teachers and physical education is deemed to potentially ‘elicit a higher degree of emotional challenges’ (Lee *et al.*, 2014) due to its unique structure.

4.6 Summary

This chapter has discussed some of the influencing factors on identity construction. Using Korthagen’s Onion Skin Model (2004) as a structure, this chapter has highlighted the challenges faced by teachers and activities that allow them to refine and contemplate their

emerging identities and to visualise the teacher they would like to become. The values, beliefs and emotions involved in the construction of identity are all influenced by context, time and people. This is particularly challenging in the fraternity of PE teaching where traditional and conflicting discourses are experienced. This creates a challenge for not only ITE providers in offering a diverse and challenging context for trainees to learn in but also to equip them with the skills to reflect upon these experiences and be able to filter the experiences into at its most simple level, good and bad experiences. When individuals begin to reflect upon their learning they can consider the wider remit of teaching and what it is to teach. The nature of human beings is that they are quickly and sometimes unfortunately socialised in to practices and cultures that reinforce the traditional, heteronormative assumptions about PE, PE teachers and 'an ongoing lack of fit, will eventually make teachers leave' (Kelchtermans, 2017, p.969). It is important that NQTs feel empowered, and are supported to be so, to bring diversity and challenge to a new work place.

Chapter 5 Methodology

5.1 Introduction

This chapter discusses the philosophical and methodological approach for the study, the selected methods and their suitability for this study. Justification is provided for the methodological decisions made for the study and considerations such as credibility, dependability, trustworthiness and transferability (Guba, 1981) are discussed. The way in which a researcher's view on how knowledge is formed and developed will be examined and in turn the influence on the choice of research method. In my case I found myself in the role of teacher educator and before that teacher. I have my own philosophies about learning and teaching that have been formed over my career, it is sensible to assume that I might carry with me beliefs and assumptions that could influence my choices about my research. In my case I find that I have a strong interest in how our graduates develop after they leave ITE. Brook (2009) argues that the notion of authenticity is key to research centred on lived experience, in this case becoming a teacher. The ethical considerations that pertained to this study will be justified and demonstrate the care taken to ensure the wellbeing of the participants (BERA, 2011).

5.2 Aims and Objectives

The study aimed to investigate the experiences of a cohort of primary school Physical Education specialist trainees in their first year of teaching in England.

The study objectives were:

1. To capture the self-reflections of English primary school Physical Education Specialist Newly Qualified Teachers (NQTs) on their professional roles, with focus on their vision of themselves as a teacher;
2. To explore ways in which personal interpretations of experiences among English primary school Physical Education specialist NQTs during their NQT year affect and are affected by their formation of identities;
3. To identify ways that personal reflection can be adopted as a pedagogic tool for the development of teacher identity among English primary school Physical Education specialist newly qualified teachers.

5.3 Epistemology

This section will outline the epistemological stance of this study by discussing how knowledge is viewed and how this and my beliefs as a researcher have informed the philosophical and methodological decisions in this study. The nature of knowledge, how it is acquired and formed is classed as epistemology: 'a philosophy of what counts as knowledge and truth' (Strega, 2005, p.201). Moustakas (1994, p.59) 'believed that researchers take a personal interest in the phenomenon they seek to know, and that they are intimately connected with the phenomenon. Epistemology in research is used to describe 'how we come to know something' (Kivunja and Kuyini, 2017) and considers the ways in which knowledge can be acquired, justified and considered truthful: It appreciates the social context of the phenomenon being studied and is essential when designing research as it informs the meaning making when the research reaches data analysis in conceptualising the meaning embedded in the data (Kivunja and Kuyini, 2017).

Bridges, Smyers and Smith (2009) highlight the importance of considering the epistemological stance of research as this can impact upon its perceived trustworthiness and moral context. Epistemological stances differ between those who 'seek to make science out of educational research' (Bridges *et al.*, 2009, p.23) and those who recognise that human behaviour is not neatly analysed by a scientific approach. Generally, the views relating to knowledge formation have focussed upon the polar opposites of positivism and post-positivism (Cohen, Manion and Morrison, 2008). The positivist view of knowledge is that it is 'hard, objective and tangible' (Cohen *et al.*, 2008, p.7), and therefore less successful in the study of human behaviour. It is derived from logical positivism which conforms to the 'rigid rules of logic, measurement, truth, absolute principles and prediction' (Weaver and Olson, 2006, p.460). Conversely, the post positivist approach stresses the importance of an individual's experience, how they interpret, add meaning to, change and assimilate their experiences (Arthur, Waring, Coe and Hedges, 2012). This shift in epistemology was as a direct response to the positivist view on human behaviour, and the post positivist researcher view human beings 'both as subject and object of knowledge' (Peters and Burbles, 2004, p.41). In post-positivist research the data is deemed to be socially constructed rather than objectively determined (Noor, 2008). It is still a developing approach with many criticisms and researchers often find themselves drawn to attributing meaning rather than analysing the phenomenon themselves.

Paradigm choice comes with a number of factors to consider, firstly what knowledge you might expect to create (Creswell, 2003), these assumptions about what a researcher believes can inform paradigm choice. Feilzer (2010, p.6) divides the main paradigms conveniently for readers into 'positivism/post-positivism and constructivism/ interpretivism' and each is discussed here, to contextualise the discussion concerning the paradigm that was selected for this study. There have been elusions of whether any one paradigm can truly suit any research enquiry (Weaver and Olson, 2006) and it has been suggested that a pluralistic approach to paradigms may enhance some research fields. Ultimately it is important to consider whether one paradigm is more suitable than another comes down to researcher judgment and their epistemological stance.

5.3.1 Positivism

Positivism is often referred to as the 'scientific method' (Creswell, 2003). The Enlightenment Philosophers developed the scientific method and began to apply this to human nature that they deemed to be 'constant, uniform and predictable' (Peters and Burbles, 2004, p.34) and therefore applicable to all sciences including the social sciences. With these assumptions followed a tendency towards quantitative data collection methods and that 'reality can never be completely known' (Weaver and Olson, 2006, p.460).

Arthur, Waring, Coe and Hedges (2012) tell us that this method has developed from the Latin 'Scientia' which translates to 'systematic knowledge' (Peters and Burbles, 2004), and this developed throughout the 18th century, when measuring outcomes by 'reason' rather than 'sense experience' were deemed to be the most reliable when researching human beings. The positivist view of research was pioneered by Comte (1882) and embraces a scientific approach to determining knowledge (Nicholas and Burbles, 2004, p.35). This stems from the Enlightenment Period in the eighteenth century where the scientific methods tried to expand to the 'moral sciences'. The social theories of St. Simon and Comte also suggest that there is just one approach to research 'whether it be natural or social/ human/ moral' (Nicholas and Burbles, 2004, p.35). The assumption of tangible, predictable and uniform knowledge with an emphasis on quantitative data has led to doubt in its applicability to social sciences. Cohen *et al.*, (2008, p.17) describe the criticisms of positivism suggesting it has a 'reductionist view of nature which, by definition defines life in measurable terms rather than inner experience...'

Positivism is an approach to knowledge making using a natural science method i.e. the scientist adopts the role of 'objective researcher' (Noor, 2008, p.1602). The common features of positivist research are inclusive of a process of experimentation, measurable entities, cause and effect relationships and predictions made on measurable outcomes (Kivunja and Kuyini, 2017, p.30). This allows the researcher to make generalisations based on these measurable outcomes and Cohen, Manion and Morrison (2008) define the measurable outcomes as 'determinism, empiricism, parsimony and generalisability' This implies that researchers studying human interaction may be wise to take into account the impact that individual interpretation and understanding of their experiences will have on their responses to research and '...recognising that we cannot be "positive" about our claims of knowledge when studying behaviour or actions of humans' (Creswell, 2003, p.7). Out of this debate evolved the post-positivist method which is essentially 'the modified scientific method for the social sciences' (Taylor and Medina, 2013, p.3).

5.3.2 The Post-Positivist view

One could interpret most educational research as being on a continuum that spans from the post positivistic to the interpretive paradigm (Leech, Dellinger, Brannagan and Tanaka, 2010). The interpretive paradigm arrived in educational research as late as the 1970's (Taylor and Medina, 2013) it has influences of anthropology and understanding the different, the other and to see things through another's eyes. The interpretive paradigm adopts a post positivist viewpoint characterised by a concern for the individual and gives priority to understanding the meaning that individuals ascribe to their experiences and to the reactions to others (Weaver, 2005). This paradigm aligns with the Heidegger (1969) view of the world in that humans are viewed as 'self-interpreting' (Weaver and Olson, 2006) this allows the relationship between researcher and participant to develop as a valued part of the process (Sumison, 2002). Greenwalt (2008) notes that it is the invitation of participants to 'dwell' on their experiences and to use 'as much concrete detail and context as possible' (Greenwalt, 2008, p.391); furthermore, the interpretive approach focuses on behaviour with meaning and intention; it stems from the individual and then tries to interpret the meaning (van Manen (2001). Heidegger (1969), when addressing subjectivity as a proponent of interpretivist research maintains a post structuralist stand point that it is vital to 'take into account the subjects possibilities' (Peters and Burbles, 2004, p.22) and more recently the role of the conscious self.

Subjectivity relies upon how individuals construct their knowledge of the world around them, both on their own and with others (Creswell, 2003). These meanings are constructed both socially and historically and a researcher would aim to gain understanding of this by visiting the context and gathering information personally. The post positivist view sees knowledge as 'personal, subjective and unique' (Cohen, *et al.*, 2008, p.7). Equally, the post positivist approach stresses the importance of an individual's experience, how they interpret, change and assimilate their experiences. In post positivist research the data are deemed to be socially constructed rather than objectively determined (Noor, 2008). It could be mooted that the role of the researcher in this case is to gather data but to 'appreciate the different constructions and meanings that people place upon their experience' (Noor, 2008, p.1602). Qualitative research methods are aligned with processes and meaning (Atieno, 2009) and assumes that the researcher is the primary 'tool' in data collection. It is concerned with building data and is therefore inductive and descriptive (Atieno, 2009, p.14). This allows the researcher to consider the deeper meaning behind the data, it is not about performing the research, it is about living the research with the participants in a way that allows their views to be shared honestly and truly reflective of the occurrences. It is common that in qualitative research that 'data is usually collected in naturalistic settings' (Pietkiewicz and Smith, 2012, p. 361). Taking due regard of the above considerations, this study adopted a post positive, interpretive approach to gathering data that aimed to gather the experiences, feelings and reflections of its participants and the meanings and interpretations they attached to these experiences.

5.4 Selecting a paradigm

Choice of paradigm reflects the researcher's beliefs and perceptions of the world they live in, and therefore can be viewed as 'a lens through which a researcher views a researcher looks at the world' (Kivunja and Kuyuini, 2017, p.26). This has implications for research methods choice, data analysis tools and the interpretation of the results yielded. It is important that researchers consider their philosophical stance towards research which in turn will define their methodological choices (Weaver and Olson, 2006, p.460). Furthermore, Bergman (2010) suggests that although different paradigms may appear to be distinct they do not '...necessitate a particular view of the nature of reality, privilege a specific research theme and how to research it' (p.173). In discussing paradigms, it is important to have a clear grasp of the components of a paradigm- epistemology, ontology, methodology and axiology. The debate is still open as to whether 'the growth of interest in qualitative research grew out of an

awareness of philosophical positions that were marginalised by the quantitative research orthodoxy' (Bryman, 2006, p.113) but it is generally accepted paradigm choice is affected by and affects research methods.

When a researcher begins to plan his/her work, it is important to consider the paradigm choice, which can influence the approaches employed, the way in which the data is analysed and presented in turn the results yielded. According to Taylor, Kermode, and Roberts (2007, p. 5), a paradigm is 'a broad view or perspective of something' It can be viewed as a 'philosophical way of thinking' (Kivunja and Kuyini, 2017, p.26). Historically, there has been much debate surrounding paradigm choice, use and justification, this was termed the 'paradigm wars' (Bryman, 2006, p.113) this debate was based upon 'a perception of quantitative and qualitative research as distinct and, to a large extent, competing paradigms based on fundamentally different principles'. That is, researchers' beliefs, values and epistemological standpoints were so different that they deemed the different paradigms to be incommensurable (Bryman, 2006).

Educational research by its nature is complex and cannot easily be affiliated to any one research paradigm as it can be characterised by 'ontological, epistemological and methodological differences in the approaches to conceptualising and conducting research and in their contribution towards disciplinary knowledge construction' (Weaver and Olson, 2006, p.2). Bergman (2010) suggests that the use of the word 'paradigm' in social sciences causes something of a debate as it is used in a number of ways. He suggests it is most regularly used in the distinction between qualitative and quantitative research. Feilzer (2010, p.7) expands on this point concluding that a paradigm can '...constrain intellectual curiosity, blind researchers to aspects of social phenomena or even to new phenomena or theories'. Furthermore, Bergman (2010) suggests that although they may appear to be distinct they do not '...necessitate a particular view of the nature of reality, privilege a specific research theme and how to research it' (Bergman 2010, p.173).

Paradigms are frames of reference which constitute the 'vocabulary, theories, [and] principles, as well as the presuppositions and values' related to a piece of research (Weaver and Olson, 2006, p.460). A paradigm is defined by the human values placed upon it about how best to initiate research, this has been subject to much debate, paradigms can neither be 'proved or

disproved' (Weaver and Olson, 2006) and it is formed by the researcher's beliefs and values and thus can impact upon decisions pertaining to methodological design, research inquiry and in turn analysis of findings. In particular qualitative research is deemed to be so diverse that it can transcend paradigm and is more open to a pluralistic or mixed methods approach. Bryman (2006) proposes three reasons as to why paradigms (qualitative and quantitative research) can no longer be viewed as 'incompatible'. Bryman (2006, p.115) further suggests that, it is integral to the credibility of your work in legitimising the chosen approaches and in can draw from many philosophies regarding how research is and could be completed. These conclusions lend researchers to view their work pragmatically and in some instances to put to one side their epistemological beliefs to continue with their research.

5.5 The selected paradigm.

This research was grounded in the field of educational research and in the interpretive paradigm. This study adopted an post- positivist viewpoint, characterised by a concern for the individual and gives priority to understanding the meaning that individuals make of their experiences (Sumison, 2002). Furthermore, the interpretive approach focuses on behaviour with meaning and intention; it stems from the individual and then tries to interpret the meaning (van Manen, 2001). Interpretivism is concerned with understanding the world as it is experienced by the participants (Kivunja and Kuyini, 2017). The qualitative approach that was adopted for this study was based on constructivist principles including multiple meanings, socially and historically constructed data and the intention of developing a theory or pattern (Creswell, 2003, p.18). Qualitative research methods were deemed to be most appropriate for a study of this type as the emphasis remains on meaning and processes which may not be rigorously examined [or] measured (if measured at all), in terms of quantity, amount, intensity or frequency' (Noor, 2008, p. 1602).

The key features of the interpretivist paradigm include a subjective epistemology, and this is the assumption and acceptance that I would have influence on the data yielded due to the personal experiences of the settings and experiences being studied. The research is viewed and an 'interactive process' (Kivunja and Kuyini, 2017) where data yielded is as a result of the research design and influenced by and subsequently analysed by the researcher. The interpretivist paradigm has not been without its critics and questions raised regarding its validity and replicability (Sandelowski, 2000) and that terms such as external validity and reliability should be dismissed in preference to criteria of trustworthiness and authenticity

(Kivunja and Kuyini, 2017). Sandelowski pertains that the critics of interpretivism have led to many researchers engaging in this type of research to 'defend their efforts with more than mere description' (Sandelowski, 2000, p.334). It is unavoidable that interpretive paradigms employ an element of interpretive analysis. It is 'filtered through (human) perceptions' (Sandelowski, 2000), relies upon researchers to interpret their findings and it is the case that data transforms from a participants account to a researcher's phenomenological description of that event. This relies on a relationship underpinned by fairness, in that the researcher will represent their views in a fair manner. Other authenticity criteria include 'educative'; were the participants to benefit from a learning process, 'catalytic'- did the participants benefit from the process and 'tactical', were the participants empowered (Taylor and Medina, 2013, p.5)?

The interpretivist paradigm supports a relativist ontology where the 'situation studied has multiple realities' (Kivunja and Kuyini, 2017, p.33) and that the interactions between the researcher and the participants allow the data to be viewed through different lenses. This philosophy deems that there are 'many, equally valid, interpretations of reality, and that, further, these interpretations are dependent on when they are made and the context in which they are made' (Bigham, 2009, p.93). and has a view on truth that it is 'multiple local and specific realities that can only be subjectively perceived' (Weaver and Olson, 2006, p. 462). Interpretivism relies upon researchers to interpret their findings and it is the case the data transforms from a participants account to a researcher's phenomenological description of that event. The interpretivist paradigm also assumes a naturalist methodology where data is gathered through a range of methods and a balanced axiology where the researcher will, in the outcomes of the research, reflect the values of the researcher in presenting the data (Kivunja and Kuyini, 2017).

The main features of this paradigm, which made it suitable for this study, were its understanding that the world should be viewed from multiple viewpoints, and that realities are multiple and socially constructed (Kivunja and Kuyini, 2017). It also embraces the interactions between participants and the researcher and that individual understanding and contextual factors have influence on the data. The qualitative approach that was adopted for this study was based on constructivist principles including multiple meanings, socially and historically constructed data and the intention of developing a theory or pattern (Creswell, 2003, p.18). Qualitative research rejects the notion that there is one single truth and embraces the multiple meanings, interpretations and experiences of its participants (Winter, 2000).

Clough and Nutbrown (2007, p.17) highlight that the interpretive paradigm lends itself effectively to research that is about individuals, non-statistical, subjective, understanding actions and meanings and interrogates and critiques the taken for granted. It rejects the 'assumption of uniformity in nature-the assumption that phenomena would occur in the same way in different places and times' (Gage, 1989, p.5). This philosophy deems that there are 'many, equally valid, interpretations of reality, and that, further, these interpretations are dependent on when they are made and the context in which they are made' (Bigham, 2009, p.93).

The scientific method is in this case not deemed as a suitable approach to understanding human nature. An interpretive approach to research was appropriate for this piece of research in particular as it focused upon the participants 'interpretations of their world' and accept 'the possibility that people may differ in their responses to the same or similar situations' (Gage, 1989, p.5). This study was conducted on the premise that the participants were 'able to construct their own social reality, rather than having reality always be the determiner of the individual's perceptions' (Gage, 1989, p.5), and it was this meaning making and interpretation of events by the participants that made the data yielded valuable.

5.4 The selected methodology: Phenomenology

There is an important relationship between paradigm and methodology, because of the implications upon methodological choice that come from the researchers' beliefs, values and opinions (Kivunja and Kuyini, 2017). The interpretivist paradigm aligns well with Phenomenology which is characterised by real life experiences and the social processes that are contained within them. Phenomenology reveals the 'essence' of the subject's experiences and takes account of the context in which they find themselves. This study is informed by phenomenological perspectives in that it focuses upon 'how people experience their world and what it is like to be in that world' (Sumsion, 2002, p.870; Newby, 2014). A 'key component of Phenomenology is the description of people's experiences' (Kivunja and Kuyini, 2017, p.37).

Participants' individual perspectives and subjective interpretations lend themselves to an approach that values uniqueness and individuality, and for this reason this study adopted phenomenological case study (Henry, Casserly, Coady and Marshall, 2008; Flyvbjerg, 2006) as the methodology for the research. This offered the study a methodological approach that

embraced the uniqueness of each participant's experiences and their subsequent interpretations of 'what's it like for them' (Henry *et al.*, 2008; Van der Mescht, 2004, p.1). The psychological situations, social circumstances and meanings attributed to these phenomena allow researchers to acknowledge the participants as individuals who react to, respond to and make decisions based upon the phenomenon in question (Bennett *et al.*, 2013). In the case of this study I wanted to understand how my participants interpreted and attached meaning to the events and experiences of their NQT year and whether these informed or affected their developing teacher identity.

5.4.1 What is Phenomenology?

When defining 'Phenomenology' researchers draw upon the work of Husserl (1965), Heidegger (1968), Merleau-Ponty (2005) and Sartre (1982). Their work has promoted debates and discussion and allowed the formation of Phenomenology as a discipline. Phenomenology is the study of lived experiences; for example, thought, memory, emotion, desire and social activity (Dall 'Alba, 2009). Husserl (1965) termed these types of experience 'intentionality' which was the 'study of the structure of consciousness as it is experienced from the first-person perspective' (Peters, 2009; Conklin, 2014). Phenomenology is the study of experiences gathered from those who have engaged in them first-hand and in understanding individuals' 'intentionality' or how experiences are directed through content or meaning, challenging assumptions and learning 'what it means to live, work, play and learn in our world' (Dall 'Alba, 2009, p.1). Phenomenology studies experiences from first-hand situ and in understanding individual's 'intentionality' or how experiences are directed through content or meaning. Phenomenology is not just the process of analysing and reporting results it is as van Manen (2014) beautifully puts 'to write is to reflect; to write is to research. And in writing we might deepen and change ourselves in a way we might not predict.' (van Manen, 2014, p.20) Phenomenology becomes more than an epistemological standpoint, it is my belief that there is a need for change through discovery, research and reflection upon our own and others' lives as we choose to live them. The phenomenological stance of this study therefore takes Heidegger's (1954) stance of 'situated in human reality' (Thompson, 2008) and captures how the participants 'describe it, feel about it, judge it, remember it, make sense of it and talk about it with others' (Bennett *et al.*, 2013, p.564). This lived experience allows understanding from a first-person perspective of what it is to develop a deeper appreciation of experiences, it is however important to note that this can only be analysed retrospectively (Stolz, 2013) and therefore is deemed to be interpretive.

5.4.2 What is Phenomenological research?

Phenomenology allows for the identification of 'the "essence" of human experiences concerning a particular phenomenon' (Creswell, 2003, p.15) and for the study of a small number of participants' views through in-depth and prolonged engagement to develop or realise 'patterns and relationships of meaning' (Creswell, 2003, p.15). Phenomenological researchers accept the idea that an 'individual's interpretation of experience is entirely unique' (Roberts, 2009, p.23) and that these interpretations are changing and developing as a result of the individuals lived experiences. If one takes a Husserlian approach to phenomenological research then the way in which a researcher 'contemplates the meaning *others* make of objects, or experiences' (Van der Mescht, 20014, p.2) it becomes interpretive and constructivist and is impacted by the participants lived experiences.

Phenomenology can be viewed as '... the study of direct experience taken at face value...' (Cohen, Manion and Morrison, 2008, p.22), or aiming to 'grasp the exclusively singular aspects (identity/ essence/ otherness) of a phenomenon or event' (van Manen, 2014, p.27) this approach allows a researcher to analyse the research as a determinant of the occurring events, interpretations and reactions. The essence of human experiences is key to phenomenological research and it can be a philosophy as well as a methodology (van Manen, 2014), it 'involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning' (Creswell, 2003, p.15). It is argued that Phenomenology is not a method but 'a way of inquiring' (Dall 'Alba, 2009) and that it should be responsive to the phenomena being explored. Phenomenological research requires the researcher to be a 'sensitive observer of the subtleties of everyday life' (van Manen, 2001, p.29). The uniqueness of the research situations is a factor in Phenomenology, one takes a philosophical approach to Phenomenology it is a method of meaning making (van Manen, 2014), 'an understanding of consciousness as active, as meaning bestowing' (Cohen, Manion and Morrison, 2008, p.22). Yet understanding, analysing and interpreting how individuals construct their meaning and understanding of their lived experience is a complex affair. Rarely will the methods used rely on repeatable and procedural choices but instead on trial and error and best fit for purpose (van Manen, 2014).

5.4.3 Constraints of Phenomenology

In capturing the participants lived experiences and historical reflective experiences this study is particularly suited to the flexibility that a phenomenological approach affords (Conkins, 2014). How the individuals choose to represent their experiences, reflect upon them and attach meaning will be unique and allow the participants subjective reflections to be presented in a way as unique as their experiences. This causes phenomenological researchers somewhat of a problem in that Phenomenology has different meanings to different people (Van der Mescht, 2004) as it can be highly interpretive, but distinctly different to other interpretive methods. Husserl (1965) suggests that a phenomenological researcher that one should 'lay aside one's presuppositions' (Conkins, 2014); this demands a researcher to question their own assumptions, prejudice and convictions. By freeing oneself from the 'restraints of her interpretive lens' (Conkins, 2014, p.119) a phenomenological researcher can consider the data in a way in which is not constrained by traditional and societal assumptions. Brook (2009) suggests that in order to do this that a phenomenological researcher should ask themselves 'what characteristics show themselves as central, or remain 'fundamental' and 'primordial' after we clear away the preconceptions about teaching? The researchers own process of interpretation is subjective and has emergent and reflective qualities welcomed by interpretive research (Taylor and Medina, 2013). It is wise to be cautious that researcher bias is not introduced, and I was consciously aware of my prior experiences with the participants and careful to allow the 'voices' of my participants [to] be heard (Elliot, 2017).

Considering these points, then, I approached this research from a phenomenological standpoint in the hope of capturing the unique and personal experiences of my participants. I was particularly encouraged by the - many and developing- methodologies associated with phenomenological research. The possibilities these afford includes photography, analysis of visual arts and the engagement with new media and technology (van Manen, 2014) offering appropriate and innovative approaches to recording lived experiences through the eyes of the participants or 'letting that which shows itself, show itself' (Heidegger, 1988). In this case I accepted that I would not be able to access the participants' 'reality' but that I would be able to analyse the 'dialogue' and visual representations of participating individuals. The study was orientated to be 'concerned with the revelation and disclosure, not explanation and prediction' (Thompson, 2008, p. 2). It was my intention to study the relationship between the phenomenon under study (teacher identity) and the meanings ascribed by the participants to their experiences (of the NQT year).

5.4.4 Phenomenological case study

For this study I adopted a phenomenological case study approach; case study is a common method used when working within the interpretivist paradigm (Kivunja and Kuyini, 2017) and it is an 'in depth review of new or unclear phenomenon' (Phelan, 2011, p.221). A case study allows researchers to conduct 'an empirical enquiry that investigates contemporary phenomenon within its real-life context' (Noor, 2008, p.1602). Case studies can be defined as a means by which 'the researcher explores in depth ... one or more individuals' (Creswell, 2003, p.15). This method was chosen because it allowed me to use a specific instance to demonstrate a more general phenomenon and to understand 'complex real-life activities' (Noor, 2008). Case studies have the benefit of being able to provide a 'unique example of real people in real situations' (Cohen *et al.*, 2007, p.253). This study will 'collect detailed information using a variety of data collection procedures over a sustained period of time' (Creswell, 2003, p.15).

Adopting a case study approach allows for deep exploration into the participants' interpretations of cause and effect and how context can influence actions and beliefs, it has the benefit of allowing the researcher to gather a 'holistic view' (Noor, 2008) of the phenomena and events and draws upon a complex range of evidence and can employ a wide range of methods (Newby, 2014). It is important to note that as this study tracked participants through three terms of teaching, by using a case study approach (Newby, 2014) it allowed me to adapt, reflect and act upon changing dynamics, interactions and other complex circumstances associated with human relationships (Cohen *et al.*, 2007). Whilst this afforded me and the participants the flexibility that a study such as this required, I recognised that a case study approach can lack a '...degree of control...' and are 'rarely controlled systematically' (Cohen *et al.*, 2007, p.255). In this case it concerned where the participants had taken up their first teaching posts and the access and time pressures that this year presented. Similarly, the case study method runs the risk of being deemed 'impressionistic' and 'biased' in both the case of the researcher and participant (Cohen *et al.*, 2007) and rigour (Noor, 2008). They have been deemed 'poor grounds for advancing grand generalisation' (Elliot and Lukes in Bridges *et al.*, 2009, p.103). Phenomenological research does not allow for empirical generalisations to be drawn, indeed van Manen reminds us that 'the only generalisation allowed in phenomenological research is "never generalise"' (van Manen, 2014, p.352). Case studies per se do not seek to make generalisations, but using multiple cases allows some form of

replication (Newby, 2014; Noor, 2008) and Winter (2000) argues that it is possible to make some generalisations about the phenomena, but argues that these should be internal generalisations in beginning to understand that phenomenon, and what might be universal about it. Suggesting that if one wishes to generalise qualitative results then this is best used in the development of theories (Winter, 2000), 'refining theories and suggesting complexities for further investigation' (Elliot and Lukes in Bridges *et al.*, 2009, p.103).

Qualitative methodologies are complex and difficult to analyze requiring 'sensitive interpretation' (van Manen, 2014), there is no set of rules and regulations and often each case will require a unique menu of methods. Heidegger (1988, p.328), suggests 'when a method is genuine and provides access to the objects then that the progress made by following it ...will cause the method that was used to become necessarily obsolete'. Whilst this level of subjectivity beneficial in terms of this study's objectives, it was important to consider carefully what effect I could have in the design, implementation and analysis of the data. A phenomenological case study approach by its nature inevitably has researcher bias associated with it. This study did not intend to erase researcher subjectivity but instead acknowledge this (Thompson, 2008, Gibson and Haynes, 2003) and designed the method with full awareness that 'the inquirer and respondent are interrelated' (Guba, 1981, p.77). Using a case study facilitates the capture of unique features and provided insight and understanding: 'Sometimes we simply have to keep our eyes open and look carefully at individual cases—not in the hope of proving anything, but rather in the hope of learning something!' (Flyvbjerg, 2006, p.224).

Methods of gathering data on lived experiences in a Phenomenology study vary hugely and offer a varied and unique view into lived experiences. It is important to recognise that accounts, narratives and reflections could never be truly identical to the actual lived experience (van Manen, 2014) but do allow an interesting glimpse in to the participants attachment of meaning and interpretation of the situation. A phenomenological case study allows the researcher to 'borrow' the participant's experiences. Benner (1994) in her research about nurse practitioners work identified five ways of grouping the meaning attributed their responses; these were 'Situation' (the participants positionality both historically and currently), 'Embodiment' (this is the interpretation and response to emotion), 'Temporality' (the view of one's self now and in the future), 'Concerns'(what matters to the person), 'Common meanings' ('the taken for granted cultural and linguistic meanings' (Conklin, 2014,

p.120). This approach offers a way of compartmentalising and beginning to understand the meaning attributed to the experience of the participant and of beginning to seek out similarities and differences in the participant's responses.

5.5 Trustworthiness in phenomenological research

Phenomenological research sits firmly in the interpretive paradigm and as such attempts to 'pick up the pieces' of the unquantifiable, personal, in depth, descriptive and social aspects of the world' (Winter, 2000, p.8). Arbitrary measures of validity and reliability do not lend themselves to phenomenological research (Guba, 1981) and as such nor do the notions that traditionally are characteristics of valid research. Phenomenological research can be measured by the researchers 'suspension of personal or systemic bias, its originality of insight, and its scholarly treatment of sources' (van Manen, 2014, p.347). Winter (2000) argues that interpretation is an 'unavoidable' element of interpretive enquires and that 'denying one's role within the research [also] threatens validity' (Winter, 2000, p.7).

Guba (1981, p.80) suggests there are four dimensions of trustworthiness when looking at qualitative data, these are 'credibility', 'dependability', 'confirmability' and 'transferability'; Newby (2014, p.129) argues however, that these replacement terms are in themselves as vague as their quantitative equivalents as the data yielded is victim to subjectivity and context in its analysis. Yardley (2000) notes that 'commitment and rigour' are vital and can be demonstrated through 'attentiveness to the participant during data collection and the care with which the analysis of each case is carried out' (Smith, *et al.*, 2011, p.181). It is unlikely that phenomenological research will yield the same results, even if the phenomena or event researched is the same (van Manen, 2014), instead, its adequacy is 'dependant not upon quantity but on the richness of the data' (Goodson and Sikes, 2001, p.23). Methods suggested by Guba (1981) such as prolonged exposure, member checks and triangulation can be used to increase credibility of the research. The unique attractiveness of case study research is that the researcher can draw on data from any source and if prepared to break conventions (Newby, 2014), produce some unique and exciting work that accepts that 'human behaviour is by its very nature continuously variable, contextual and subject to multiple interpretations of reality' (Kivunja and Kuyini, 2017, p.34).

Naturalistic enquiry relies upon asking of the research and researcher such questions as 'what is this human experience like? Or 'how is this or that phenomena or event experienced?' (van Manen, 2014, p.350). Inevitably the prolonged exposure that is encouraged, sees the researcher as an 'instrument' and become immersed in the process and taking the opportunities presented to build knowledge (Guba, 1981). Having said this, it is prudent to consider possible bias in their participants accounts by having a clear understanding of the frames of reference- political, social, geographical, religious (Goodson and Sikes, 2001, p.25; van Manen, 2014) that are developed by individuals as they inhabit their world. Rather than pretending that bias does not exist in phenomenological research it might be wise to acknowledge it and seek to highlight and understand instances where it could occur. Guba (1981) highlights that naturalistic enquiry is 'believing in unfolding multiple realities' and that the phenomena are intimately tied to the times and the contexts in which they are found.' (Guba, 1981, p.80). Yardley (2000) broad criteria for credibility checking that complement the philosophies and origins of qualitative research and in this case, are applied to interpretive phenomenological analysis. She also recognises 'sensitivity to context' as an important quality assurance measure in qualitative research in conducting the research, the relationship with the participants and the topics involved.

5.6 Summary

This chapter has addressed the rationale and paradigm of this study and has gauged the challenges and opportunities that a phenomenological case study poses. Merleau-Ponty (1962) suggests that one can only really know Phenomenology. Adopting a phenomenological approach for this study provided opportunities to gain understanding of the lived experiences (Bennett *et al.*, 2013) of eight NQT primary PE specialists, the incidents and experiences that shape their identity and how the participants attributed meaning to these experiences. The methodology I employed allowed me to come alongside my study participants in their NQT year with my study participants and attempt to understand how they were interpreting their worlds, the challenges and opportunities that the induction year offered them and to encourage them to reflect on their development.

Chapter 6 Research Methods

6.1 Introduction

This chapter introduces the methods used to collect data for this study and discusses the relative merits of the choices alongside acknowledging the limitations presented. By its nature a case study approach has limitations due to its size (Winter, 2000) and its unique context, so the limitations and challenges of this approach that were encountered during data collection are addressed in this chapter. The participants are introduced in terms of their characteristics and the sampling technique discussed. The method design, data collection schedule and time scale are clarified: a longitudinal approach was used it is important to be able to identify the key time periods in the study and understand why these were chosen to align with the school year in England. The selected data collection methods are interviews and visual representations, both which fall into the qualitative domain and as such require consideration as to the most effective way of analysing the data presented. Two pilot studies were used to identify the most appropriate way of conducting the interviews and then trialling the content of the interviews to ensure that the data needed was produced. The methods yielded data that is rich in its content, unique to the participants and in line with the interpretive paradigm. The inductive nature of the data challenged my skills as a researcher in ensuring that concepts such as trustworthiness were addressed correctly.

6.2 Sampling technique

Phenomenological research, which does not seek to make empirical generalisations (van Manen, 2014 and Goodson and Sikes, 2001) is not designed to generalise from the participants to a wider sector of the population (Winter, 2000). Attempting to gather a representative sample of individuals would be irrelevant and the notion of sample size is also questionable. Indeed the key feature of phenomenological research is just that 'the phenomenon' in a particular context (Guetterman, 2015). In phenomenological research van Manen (2014, p.353) reminds researchers to ponder on the question 'how many examples of concrete experiential descriptions would be appropriate for this study in order to explore the phenomenological meaning of this or that phenomenon?'. As Phenomenology does not look for - or expect to see patterns - or sameness in the data, it is the uniqueness of responses which yields the most insightful results. To this end the sample for this study was small (Goodson and Sikes, 2001) to yield a richness of data rather than representative opinions (Guetterman, 2015). There was a risk of participant drop out (Newby, 2014) but this is a feature

of longitudinal research and the initial sample size was large enough to weather any fall in participant numbers and within the suggested number of 3-10 participants for case study research (Guetterman, 2015).

The study sample included 8 final year PEspecialists (pseudonyms used) from the BA (QTS) Primary Education Course who graduated in July 2016 and commenced their NQT year in September 2016. Volunteers from within the cohort who felt willing and able to contribute to the research came forward following an email inviting them to participate and access to the sample was 'permitted and.... practicable' (Cohen *et al.*, 2008, p.109). I was their PE Curriculum Leader for the three years of their undergraduate degree. They spent significant amounts of time in my sessions developing their PE skills and knowledge and I supervised many of them for their undergraduate dissertation. This allowed me to form very positive relationships with them built on trust and respect. My relationship with the participants was key to the success of this study. Phenomenological studies rely upon an in-depth and honest account of the participants lived experiences. The nature of my dialogue with my participants needed to be supported by a foundation of trust and care, without my pre-existing relationship with the NQT's I would not be able to have discussions built on frankness and honesty. This, I believe, is a strength of this study which offers a true account of the participants interpretations of their lived experiences.

To this end the sampling technique is deemed to be critical case sampling where the research uses 'a small number of important cases' (Guetterman, 2015). Critical case sampling allows the research to be based upon a small group who have experienced the same phenomenon (Guetterman, 2015). The sample is a 'closely defined group' (Newby, 2014, p. 255) and critical case sampling is appropriate as the data needed can only be provided by those teachers who have specialised in PE and who are entering their first year of teaching; therefore, the inclusion criteria were;

- a) The participants should be about to enter their first year of teaching in a full-time role
- b) The participants should have specialised in PE in their undergraduate degree

The inclusion criteria were deemed to be appropriate, in that the participants were deemed to have 'experienced the central phenomenon' (Creswell and Plano Clark, 2011 p.173) and that

they could provide the necessary information needed for the research (Noor, 2008). The participants chosen for a specific purpose and 'by virtue of their professional role, power, access to networks, expertise or experience' (Cohen *et al.*, 2008, p.114). In phenomenological research it is unusual to see a random sample used, the research is generally based upon the experience of a particular social situation (Goodson and Sykes, 2001) and thus the participants are required to have the appropriate experience and knowledge. In this case the participants had to specialise in PE on their undergraduate degree and be entering their first year of full time teaching. Although this approach can be perceived as biased, this is contested by qualitative researchers (Godson and Sikes, 2001) in that essentially all human knowledge expressed [through verbal accounts] is essentially biased. This is considered and embraced in this study as it seeks to understand the interpretation of their experiences.

My sample included six female trainees and two male trainees, in the age range of 21-25 years old. Research has consistently demonstrated that the teaching profession is becoming increasingly feminised and that the education of boys is 'suffering' because of the lack of credible male role models (Carrington, Francis, Hutchings, Skelton, Read and Hall. 2007). This of course assumes that children identify more readily with a teacher of the same gender which is not always the case. Nevertheless, it is representative of the nature of the Primary teaching population as a whole in England (DfE, 2012) where although the number of male trainee teachers is increasing it is still below that of female trainees. The DfE (2014) identify that of the teaching workforce in England there is little change from 2012/13 where 73.6% were female. The DfE (2014, p.7) suggest that four out of five teachers in primary schools are female. The DfE (2014) also state that 26.4% of teachers in primary schools are under 30 years old and 88% of teachers in primary schools are white British. This is representative of the sample used in this study.

Participant	Gender	Age	School Age group	School Type ²	Ofsted Grade	Year Group(s) taught
Hagrid	Male	23	Primary	Private	Outstanding	5
Charlie	Male	23	Primary	State	Good	2
Sybil	Female	22	Primary	Voluntary aided Church of England	Good	1
Narcissa	Female	21	Primary	State	Good	1
Ravina	Female	26	Primary	State Church of England	None (new school)	1
Andromeda	Female	23	Primary	Academy	None (new Academy)	3 and 4
Bellatrix	Female	24	Primary	State	Good	4 and 5
Elladora	Female	22	Primary	Academy	Good	5

Table 2: The characteristics of the study participants

² Most state schools have to follow the national curriculum. The most common ones are:

- community schools, controlled by the local council and not influenced by business or religious groups
- foundation schools and voluntary schools, which have more freedom to change the way they do things than community schools
- academies, run by a governing body, independent from the local council - they can follow a different curriculum
- grammar schools, run by the council, a foundation body or a trust - they select all or most of their pupils based on academic ability and there is often an exam to get in (DfE, 2019, <https://www.gov.uk/types-of-school>, Accessed 25.4.19)

The sample offers a clear range of year groups and school types allowing analysis to consider the way in which context may affect participants experience of their NQT year. It does not have any participants who teach in year 6, this is due to the voluntary nature of the sampling technique- there were no individuals teaching in year 6 who offered their participation.

6.3 The study phases

The study design had three phases:

This study was designed to align with the termly assessments of the English NQT year: the DfE (2012) requires that English NQTs 'should be observed at intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice' (DfE, 2012, p.12). The general convention is that the assessment is conducted each term towards the end of each assessment period: 'NQTs should have three formal assessments carried out by either the head teacher/principal or the induction tutor on a termly basis' (DfE, 2012, p.13). This time scale offers the students convenient and logical times to discuss their progress. The observations also give the participants appropriate items to reflect on and summarise their experiences of recent weeks.

In their three-year study looking at use of metaphors as a means to describe identity, Thomas and Beauchamp (2011) employed a series of interviews at specifically chosen time periods to ascertain if there were patterns in the metaphors used by 45 NQTs to describe their professional identity and whether these changed over the period of the induction year. The timings of data collection were chosen specifically: they followed the participating NQTs graduation, so they were no longer students of the university but began before they were in post. This allowed the first tranche of their views to be gathered before they were influenced by their schools. Hamman *et al.*, (2010) asked participants to identify possible selves that they expected to achieve in the coming year rather than those which they hoped to achieve. These 'possible selves' were related only to teaching, and to this end the first data collection point in this study was in the August before they began their teaching career following graduation. The second data collection point was the end of term one (December/January). the final data collection point was July of the participants NQT year. All data points aligned with the assessment periods of the English NQT induction process.

6.4 Method 1: Interviews

Interviews 'explore the experiences of the participants and the meanings they attribute to them' (Tong, Sainsbury and Craig, 2007. p.351). Individual interviews were deemed appropriate due to the personal nature of the discussion. It is commonly accepted that a 'relatively unstructured, informal, conversation like...' interview is most appropriate when conducting life history interviews (Goodson and Sikes, 2001, p.28). It is difficult to know which experiences have had the most impact upon a participant's life course or indeed the order in which they might appear (Germeten, 2013). In interviews pertaining to life histories the researcher 'guides' the participant through the telling of their life, it will be entirely subjective (Atkinson, 1998; Germeten, 2013), but recalling events allows individuals reflect upon the events and allow individuals to view their lives 'both subjectively and objectively at the same time' (Atkinson,1998, p.10).

The reflective nature of the questions and recalling information from the past enabled the participants to expand on their ideas and offer a rich response in discussion with the researcher (Thompson, 2008). In recalling life events and histories, the participants engage with storytelling, 'when we tell a story from our own life...we increase our working knowledge of ourselves' (Atkinson, 1998, p.1). It is this reflective dialogue that I aimed to achieve where the participants could reflect upon and attach meaning to their past critical incidents. It has been suggested that in terms of developing one's identity, life story telling is a powerful vehicle in understanding oneself, 'both self-image and self-esteem can gain in clarity and strength' (Atkinson, 1998, p.12) and can allow for expressions of identity to become evident. Oruc (2013, p.209) used semi structured interviews at various times through the school year with a single trainee teacher, he accompanied this with reflective journal writing and regularly scheduled observations and interviews he maintained through his research that narrative research analysis is a powerful tool and that 'the stories of teachers own experiences, is increasingly been seen as crucial to the study of teachers thinking, culture and behaviour'.

In interviews, the researcher can adopt a formal interview structure (Punch, 2009) which is mirrored for each interviewee, but this will only minimise the effect of the wording and does little to mediate the interviewee's responses to the interviewer's subconscious signals or mannerisms (Cohen, Manion and Morrison, 2008). This study adopted a semi-structured approach this offered flexibility to expand or elaborate or move through the questions in a

different order. Similarly, it was apparent in this study due to the nature of the discussions had, that keeping to a set structure would not necessarily be conducive to a smooth process. The relationship between participant and researcher is of paramount importance (Goodson and Sikes, 2001) when conducting interviews, indeed the depth and honesty in the data becomes reliant on the participant feeling that they can open up to the researcher on potentially sensitive incidents or issues. This can take 'a factual form, metaphorical form, a poetic form or any other creatively expressive form' (Atkinson, 1998, p.8). 'Where cultural, racial, social economic and linguistic differences exist between a researcher and the participants' (Thompson, 2008, p.2) it is likely that the semi structured approach will facilitate what might be a meandering and unconventional interview process.

All interviews were digitally recorded on a recording device and digitally through blackboard collaborate. Notes were taken and transcribed to allow increased accuracy in reporting responses (Tong, *et al.*, 2007, p. 356) as researchers cannot always rely on their recollections as being an accurate representation of the content of the interview (Bennett *et al.*, 2013). I adopted an approach that allowed me to 'listen to the interviewee's ideas on a particular issue or topic' (Clough and Nutbrown, 2007, p.129). As Thompson (2008) describes, it is important to 'listen phenomenologically' accepting the pauses, utterances and thinking that individuals might make when recalling their feelings and reflections; to give credence to the unsaid and 'paying attention to the plain statements' (Thompson, 2008, p.6). Analysing phenomenological interview data means considering the content of a freely given, unprompted narrative that reflects a lived experience.

In interviews particularly, there is the potential for affecting the credibility of the data through interviewer bias. Often during interviews, the interviewer will unwittingly influence the interviewee, through their tone of voice, body language and the interviewees already formed preconceptions about the interviewer. In phenomenological research this is an entirely acknowledged and acceptable notion (Winter, 2000) it is embraced by researchers in this field who rely on the relationship between participant and researcher to gain a full and rich understanding of their experiences (Guba, 1981). It is the job of the researcher in a phenomenological interview to ask, 'one or two governing questions and sporadic prompts and requests for clarification' (Thompson, 2008, p.5). This was likely to be at its most influential when discussing issues of a sensitive nature, I was well known to the participants and I felt that

this would be beneficial particularly in encouraging open and honest responses and elaboration on answers (Bennett *et al.*, 2013).

My participants were encouraged to talk about issues pertinent to them and the research questions through the use of open-ended questions (Atkinson, 1998). Increasingly interviews are being used in educational research and allow researchers to gain an understanding of the 'essence of family dynamics, early education, characteristics, and values' (Atkinson, 1998, p.17), allowing exploration of early career choices, political and world views and understanding of context. This works from the premise that normally, what one expresses in speech is what one thinks or is thinking (Thompson 2008, p.5). Participants in my study were interviewed at each of the data collection points. Entry interviews, midterm interviews, and final interviews were conducted.

6.4.1 Phase 1: Entry interviews

The purpose of the entry interview (Appendix A) was to ascertain the decisions and choices to date that had led the participants to decide to train to be teachers. The critical incidents they identified and the reflections they have upon this process, where people, events and experiences were the focus (Goodson and Sikes, 2001). Researching deep personal experiences is one approach to beginning to understand social issues. Critical incidents are defined as 'some event or situation which marked a significant turning point or change in the life of a person or institution... or social phenomenon' (Tripp, 2012, p.24), they are often what is most remembered or reflected upon and therefore gives a base from which to begin a reflective conversation (Creswell, 2003). In the interviews this involved asking my participants to consider questions such as, who are you, what are you, and why are you? Interviews are a form of narrative research that allowed the participants to retell their experiences, this is then analysed to try and understand how people talk about and portray their 'experiences, events in life and the social context they inhabit' (Germeten, 2013, p. 612) The connection between the language used and the meaning made was of interest in my study: 'as we acquire language, we learn to give voice- meaning – to our experiences and to understand it...' (Sykes, 2001, p.15). Recount and recall is not without its difficulties and indeed Germeten (2013) recognises that constructing interviews that require the participant to 'recall', we could be inclined to give precedence to those events that have meaning or value. Goodson and Numan (2003) too suggest that we select by 'serendipity'. This stems from their suggestion that life stories and in turn narratives are constructed from 'critical incidents'; memory is selective, and this can cause

difficulty in recalling details with less meaning (Goodson and Numan ,2003). This is one of the complexities in that, 'all representations of reality.... are narratively constructed' and the connections between reality and actuality are not always clear cut (Goodson and Sikes, 2001, p.2).

In this study the recount focused upon those times deemed to be 'critical incidents' or 'turning points' by the participant. These critical incidents do not have to be dramatic, traumatic or life changing but can instead be routine and straight forward events that occur routinely in education. In the case of the participants in this study it was negotiating the critical incidents that led them to decide to train to be a teacher. A discussion surrounding those incidents will allow the researcher to construct a brief history of the participants to date that is readable, accessible and enables the researcher to gather an 'impression' (Goodson and Sikes, 2001) of how participants experience the phenomena of their training and eventually NQT induction year. It is important to note that there is no right or wrong way of conducting a recount, indeed different studies will have their own approaches, the researcher will have their own 'unique emotional engagement' (Goodson and Sikes, 2001) and it is these unique approaches that are a defining characteristic of life history research. The encouraging factor when delving into critical incidents it that the participants usually have an emotional connection with the incident and possibly a 'continuing significance' (Tripp, 2012), they are often recalled frequently and can become well-rehearsed and practiced, this presents the interviewer with a difficulty in ensuring the validity and reliability of the event recalled, 'distortions occur in memories' (Tripp, 2012, p.98) and are only recalled in moments and with no regard for objectivity.

6.4.2 Phase 2: Midterm interviews

This interview with participants took place at the midpoint of their induction year (Appendix B); this was after their first formal observation allowing a chance to reflect upon their experiences and feedback so far. In real terms this meant a formal observation before Christmas of their induction year, one before Easter and their final observation in June or July of the academic year. Following each observation there would be a debrief and feedback session aimed at designing next steps and reflecting on progress, identifying 'areas of development'. In terms of this study it was deemed appropriate to have the midterm interview and reflection after the first formal observation has taken place as the participants will have this to reflect on during the discussion. The DfE (2012) requires that 'NQTs should have three formal assessments carried out by either the head teacher/principal or the induction tutor on

a termly basis' (DfE, 2012, p.13). In this study this would have been December 2016 and thus the midpoint interview was scheduled for late December 2016 – January 2017.

6.4.3 Phase 3: Exit interviews

The exit interview (Appendix C) took place following the completion of the participant's induction year and all formal assessments as required by the NQT year (June- July 2017). The school is required to confirm the NQTs successful completion, or not, of their induction year and the final observation will 'form the basis of the head teacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory' (DfE, 2015, p.18). It was therefore deemed that this would be an appropriate time in this study for participants to reflect upon their induction year and 'teacher selves'. The exit interviews had a dual purpose, they asked participants to reflect upon their NQT year and their individual experiences of it, but also on the process of being involved in the study in so much as its viability as a feasible support mechanism. The final interview was also a member check process (Guba, 1981) whereby the participants were shown their diagram from before they started their NQT year and read abstracts from the previous two interviews that focused upon their vision of themselves as a teacher and their identity as a teacher; member checking 'is at the heart of the credibility criterion' (Guba, 1981, p. 85). This allowed me, as the researcher, to increase trustworthiness of the data by inviting the participants to reflect upon their responses and record their responses to them.

6.5 Method 2: Visual representation of self

Visual methodologies are increasingly growing in credence as a viable method in the qualitative tool box (Pink, 2012; Russell, 2007), they accept a 'broad view on knowledge and its sources and influences (Metcalf, 2016, p.81). These can include, drawings, paintings, film and other media (Gauntlett and Holworth, 2006). They allow participants to communicate their experiences and interpretations in an alternative fashion and appreciates the creativity and reflexivity of people. Visual methodologies have been used by researchers from across disciplines and from different theoretical underpinnings (Russell, 2007).

Gauntlett and Holworth (2006, p.84) suggest that as social sciences research develops it requires a set of 'good and varied' set of tools to understand how people interpret their social worlds, their experiences and their identities. This method of communication has long been

used in art therapy, often as a starting point for a discussion where the interpretation and analysis of the artefact comes from the creator (Gauntlett and Holzworth, 2006). They often produce thoughtful reflection and have been used successfully in educational research as an 'inclusive and in some cases exclusive medium for young people to explicate certain dimensions of their identity' (Russell, 2007, p.41). Margolis and Pauwells (2011) suggest that it is the analysis of the process of the image making that is often more telling.

There is a growing appreciation of Arts-Based Educational Research (ABER) (Barone and Eisner in Green, Camilli and Elmore (2006), although it is much misunderstood approach to research that has had its legitimacy questioned. The written word has historically been given prominence (Russell, 2007, p.40) but it is this 'limit to words and things that is the beginning of visual methodologies' (Metcalf, 2016, p.85). Understandably it does have many different features to more regular forms of educational research, it is not aimed at a certainty, and instead it looks to provide alternative means to interpret [educational] phenomena (Barone and Eisner in Green Camilli and Elmore (2006). It remains an area of Ethnography that has a 'complex lack of agreed theoretical and conceptual frameworks' (Russell, 2007, p.40). This non-traditional and interpretive methodology can cause somewhat of a challenge in research traditionalists but in the case of this research offers a unique way of analysing individuals sense of self or visual representation of self. Gauntlett and Holsworth (2006, p.84) suggests that it is a way of involving the participant in the research and that it is an 'enabling method as it assumes people have something interesting to communicate'. It also allows the participant to shift positions in the research (Russell, 2007) and can help to unravel the complex process of identity formation. They can be used in conjunction with other qualitative research methods such as interviews and focus groups (Russell, 2007) and it is this combination of methods that allows the interpretation to come from the creator of the artefact and provides a focus for discussion. The visual representation of self was intended to act as a 'trigger' for the discussion (Margolis and Pauwells, 2011), it was sent a week before the interview and therefore allowed time for contemplation, meaning the end product was more likely to be representative of the participants thinking (Margolis and Powells, 2011). We all 'see differently when presented with the same view' (Metcalf, 2019, p.85) and in the case of this study, interviews and a visual method presented a complimentary and enabling pair of approaches.

Barone and Eisner (in Green, Camilli and Elmore (2006) suggest that there are a number of criteria for appraising ABER, they discuss the 'illuminating effect' (p.102) which is they define as the 'ability to reveal what has not been noticed', the second idea is that ABER can be judged by its 'generativity' which is the ability to raise new questions, sometimes more than it answers (Russell, 2007). In this study participants were asked at the three stages of research to illustrate/ annotate/ draw themselves in a way in which illustrates themselves as they see themselves at this point in time, on a simple template (Appendix D) they brought this with them to the interview where it formed part of the discussion and reflective process.

6.6 Ethical considerations

This section will discuss the ethical considerations for this study. It will detail the steps taken to ensure that the participants of the study were aware of the demands of the study and were clear about their participant rights. I was also very aware that there may be a perceived power differential as I had previously been the participants teacher educator on their undergraduate degree, and this makes for a 'complex relationship for researchers who are also teacher educators' (Norton and Early, 2011, p.417). Similarly, I detail how the intrusion on the participants in such a busy year was assured. Appendix E demonstrates the researchers detailed intentions regarding fulfilling the University of Northampton and BERA (2011) ethical requirements and guidelines.

6.6.1 Participant consent

In line with BERA (2011) the participants were all fully informed of the purpose of the study, their role, their rights and assurances. This was done using a participant information (Appendix F) sheet which addresses voluntary informed consent, confidentiality and appropriate anonymity, data collection and storage, right to withdraw, and potential harm (BERA, 2011), this was also approved by the research degree board at the University of Northampton. The nature of a phenomenological case study means that it was an in depth and personal journey with each of the participants. Throughout the research project consent was a continuous dialogue between participants and researcher to ensure satisfaction from the participants that they were happy to continue with the research and have the right to withdraw some or all their data at any point. BERA (2011, p.5) recognises that 'researchers must take the steps necessary to ensure that all participants in the research understand the process in which they

are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported’.

Voluntary informed consent is primarily concerned with obtaining the ‘consent and cooperation of subjects who are to assist in investigations’ (Cohen *et al.*, 2008, p.52). It has been defined by BERA as ‘the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway’ (BERA, 2011, p.5). Participants were recruited from my graduating PE specialists from the class of 2016, they were initially asked to respond to a call for volunteers to be involved. Volunteers were then informed of the aims of the research and the criteria by which they have been recruited and they were then asked to consider if they still wished to be involved. Participant information sheets regarding the purpose and requirements of the research were then provided to the volunteers. Subsequently, informed consent was secured from the participants and revisited during each of the interviews in the form of verbal consent (Smith *et al.*, 2009, p.53) were asked to respect the privacy and anonymity of their workplace.

6.6.2 Power differentials and dual roles

Petrovic and Olmsted (2001) suggest that power can be collaborative or coercive and I was keen to assure my participants that we would be working collaboratively. Because of my previous relationship with the participants, one that saw me as their teacher educator and them student, I was keen to minimise the perceived power differential for this piece of research. Norton and Early (2011, p.416) highlight that ‘the researcher is an important stakeholder with considerable power, influence and investment’. This took the form of assurances on the Participation Information Sheets (Appendix F) and a discussion with the participants about what my role entailed. I adopted the role of critical friend whose agenda was to structure, guide and record the reflective dialogue using semi structured questions and empower the participants to reflect. I made it known that I would not offer advice and guidance unless directly asked to, instead offering referral to the appropriate bodies (head teachers, unions, NQT mentor, and peer support).

BERA recognises that ‘dual roles may also introduce explicit tensions in areas such as confidentiality and must be addressed accordingly’ (BERA, 2011, p.5). It was made clear to the participants that their participation will not impact upon their NQT year and this is purely a reflective process aimed at fostering a community of practice and a means by which they can

reflect on elements of their professional practice that the NQT target setting meetings might not. Other assurances were given in informing participants about right to withdraw as per guidance from BERA (2011) 'Researchers must recognize the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right' (BERA, 2011, p.5). I identified the 3 phases of the research and ensured that the participants know that they could withdraw their participation at any point during the year and consent to their reflections being used or not. Similarly, confidentiality (BERA, 2011) was assured throughout all phases of the research with participants being given a pseudonym for data collection, storage and reporting and their workplaces identity remaining anonymous. Blackboard collaborate is a programme that sits within the Universities VLE and is password protected at several levels.

6.6.3 Minimising workload

The research took place during the participants induction year. I had to 'recognise concerns relating to the 'bureaucratic burden' of much research... and must seek to minimize the impact of (the) research on the normal working and workloads of participants' (BERA, 2011, p.7). The research time line was carefully designed to intrude upon participants' day to day lives as little as possible, interview times were flexible, booked well in advance and able to be rescheduled to the participants needs. The details for each interview were sent out a week in advance to ensure that the participants had adequate time to complete their visual representations and reflect upon the questions given. A risk assessment (Appendix G) was provided alongside the briefing documents for all participants. This was intended to reassure the participants that I had carefully considered the demands of this research and put into place measures to make it as un-intrusive as possible.

6.7 Pilot Study

A pilot study was conducted to explore two key concerns that I had as a researcher. Firstly, to explore a range of online video call tools to ascertain which one would be most reliable, most accessible and had the range of tools needed to conduct an online interview which allowed me to view with the participant their visual representation of self. Secondly, to trial the interview questions for clarity and content. It is important that the language and structure of the questions and statements is analysed to reduce issues of misinterpretation and misunderstanding (Cohen *et al.*, 2008).

An effective pilot study is important in several ways; it can offer assurances that your research tool is fit for purpose and allow the researcher a ‘dry run’ before embarking upon the core research (Cohen, Manion and Morrison, 2008). Key to this pilot study was finding the most suitable video call tool to conduct the interviews with. The tools trialled were Google Hangouts, Skype and Blackboard Collaborate (BBC). These were the tools most known to me and the participants, all offered a range of features for consideration but at the forefront of my mind when trialling them was the participants experience of these tools and to reduce the inconvenience as much as possible so that the interviews did not begin with a frustrated conversation about the technology. Table 3 demonstrates the available features each tool offered.

	Chat facility	Recording facility	Guest login	Secure data storage	File sharing	Annotation tools
Google Hangout	Yes	Yes	Yes	No	Yes	No
Skype	Yes	Yes	No	No	No	No
Blackboard Collaborate	Yes	Yes	Yes	Yes	Yes	Yes

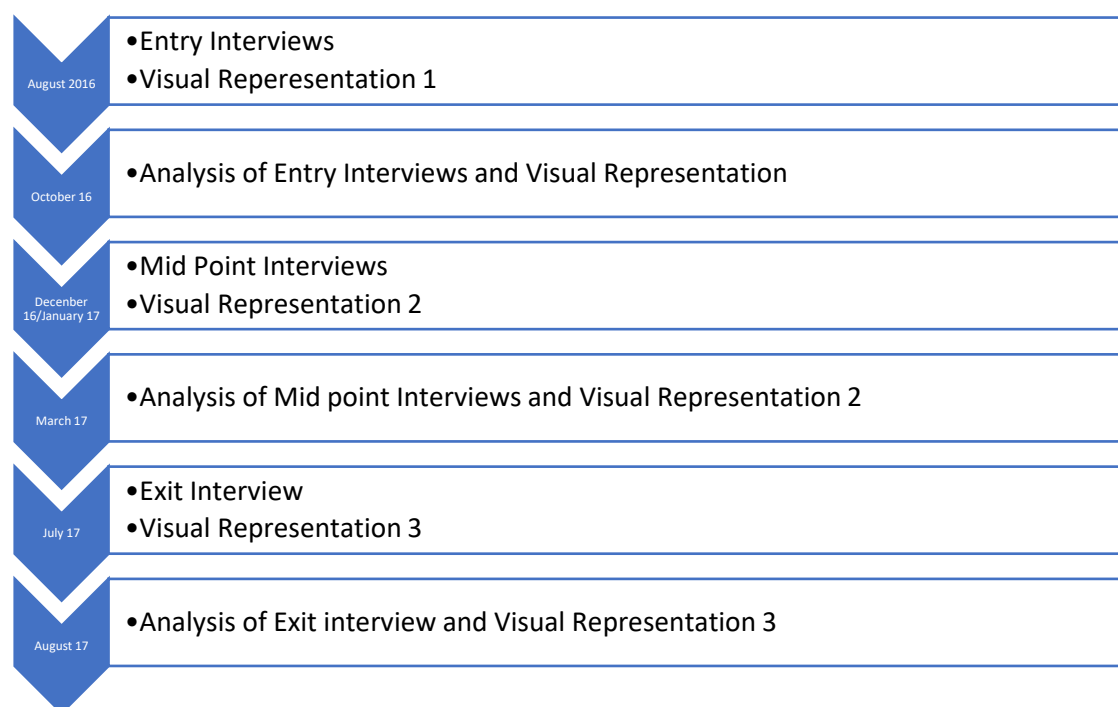
Table 3: Opportunities provided by the online video call facilities trialled.

The research into the tools and the trial of the tools demonstrated that BBC offered the range of facilities required to complete the interviews and because the data is stored on the university’s VLE the data is password protected. This means that only the researcher is able to access the stored files. The participant feedback on the range of tools offered by BBC was very positive and once familiar, was easy to use. Feedback from the pilot participant also revolved around connectivity problems and familiarity with the software; this has led to a set of instructions (Appendix H) being produced to support the participants in accessing BBC and familiarising themselves with the setup of the software and tools available. The first part of the Entry Interview was dedicated to a tutorial by me focussing upon navigating the program

and trouble shooting. The participants were then more confident in using BBC in subsequent interviews.

The pilot participant remarked that she required more time to reflect and think in more detail about the annotations they would like to make on the diagram and to reflect on the interview questions. The participant information sheet, instructions, interview questions and blank questions were all sent out one week prior to the scheduled interview time to allow participants time to reflect upon the requirements. During the pilot, it became evident that the interview questions themselves were a little vague. The interview questions were revised and were more structured to support the participants in their reflection; the reworked questions broke down some of the pilot questions into their component parts.

Figure 2: - Pictorial representation of method timescale



6.9 Summary

This chapter has discussed the nature of qualitative research in terms of historical challenges to size of sample, trustworthiness of data and dependability (Guba, 1981), it has challenged the notion that a small sample size reduces the credibility of data (Winter, 2000) and that the traditional notions of validity and reliability had no place in this study (Guetterman, 2015). Instead this chapter argues that the dependability and credibility of the chosen methods and methodology are produced by in-depth and true to their word research into the lived

experiences of the NQTs. This chapter has detailed the research approach of this study and demonstrated how the needs and considerations of its participants were in the forefront in terms of preventing harm or feelings of stress associated with a difficult transition period (BERA, 2011). Due regard has been demonstrated to the ethical considerations in place for a phenomenological case study and how the study was designed to align to the statutory assessment periods of the induction year.

Chapter 7: Data Analysis

7.1 Introduction

This chapter discusses the means and methods employed to begin to understand the meanings and messages in the data collected. Interpretation lies at the heart of qualitative research (Guba, 1981). This study aimed to try and understand and interpret the lived experiences of its participants. This chapter specifically highlights how the data were analysed, the challenges faced and the ways in which phenomenological research offered in depth personalised meaning making from the participants (Kivunaja and Kuyini, (2017)). The analytical approach depends largely on the purposes of the research and this should be a key determinant in the design of the study. This chapter details the decisions made regarding data analysis to produce trustworthy data with inbuilt authenticity checking through the form of member checks (Guba, 1981). It discusses the analysis of the narrative and visual data and how this has produced the system that was used to analyse the participant's data. The method used for analysis of both the interviews and visual representations was Interpretative Phenomenological Analysis (Smith, Flowers and Larkin, 2011) and this chapter addresses the opportunities and challenges of this method of analysis.

7.2 Analysing qualitative research

The nature of qualitative evidence poses challenges in analysing a rich and complex set of information (Winter, 2000), however, it is commonly accepted that there is no right or wrong way to go about it and no single methodological framework (Punch, 2009). The analytical approach depends largely on the purposes of the research and this should be a key determinant in the design of the study (Kivunaja and Kuyini, 2017).

This study yielded qualitative data in so much that it reported feelings, reflections and opinion. There were two types of data, a) qualitative data reported as activity and beliefs and b) qualitative data as remembered or intended activity (Newby, 2014). Both types of data are subject to participant variance (Cohen *et al*, 2008) but the latter is deemed to be more uncertain as it relies on reporting of what they 'might' or 'usually' do. Researchers would be well advised to consider the time since the event and the significance of the event when analysing the data (Corkins, 2014). Qualitative research analysis is involved with 'transforming, interpreting and making sense...' (Punch, 2009, p.171); this allows diversity and variety in the

analytical tools employed but it is vital that the integrity and rigour of analysis are maintained (Punch, 2009). Recommendations for doing so encourage researchers to be disciplined, systematic and honest (Guba, 1981). The nature of qualitative evidence poses challenges in analysing a rich and complex set of information, however, it is commonly accepted that there is no right or wrong way to go about it and no single methodological framework (Punch, 2009).

Data analysis in qualitative data is inherently complex (Newby, 2014) this is due to the range and type of data that qualitative methods can present. In this case the data took the form of words and visual images. There has been debate pertaining to the quality of results yielded from qualitative data and questions whether they come from a sound methodological basis (Newby, 2014; Guba, 1981). Newby (2014, p.463) continues by suggesting that to understand how to analyse qualitative data it is important to 'break it up into smaller units' then consider ways of reconstructing it, perhaps discarding some of it, looking for the most effective way of putting it back together to 'best convey the meaningfulness of the data'.

For this study I used 'interpretive analysis' where the data was not accepted on face value and instead I looked for meaning, to attach meaning to these occurrences and make inferences from the similarities noted and the frequency of occurrences (Smith *et al.*, 2011). Miles and Huberman (1994) take the approaches of inferential and descriptive codes. Descriptive coding was an appropriate starting point and allowed me to form initial opinions and summaries from the initial reading of the data. Following this I employed inferential coding where meaning is attached; this level of coding focused upon pulling together data to provide meaning and interpretation (Creswell, 2003) For this study I employed 'tabula rasa' (Smith *et al.*, 2011) where the initial coding formed the basis of a more in-depth coding scheme for phase two and three analysis (Appendix I). Hamman *et al.*, (2010) employed an open-ended format of recording biographies where participants wrote their answers in any way they felt appropriate and then during analysis the research team then coded it according to predetermined dimensions. The data analysis adopted the form of coding the interview data and visual representations to look for themes and trends and understand the meaning behind not only what is said (content analysis) but how it is said (discourse analysis) (Thompson, 2008). The coding structure was intended to emerge from the data in line with an interpretive paradigm where the data informs the development of the codes (Miles and Huberman, 1994).

7.3 Interpretation of qualitative data

Interpretation is a challenging business in qualitative research. Interpretations are influenced by the interpreter: their assumptions, their values, ethics, attitudes and beliefs (Willig, 2013). The type of interpretation a researcher conducts depends on the ontological and epistemological positions adopted (Kivunja and Kuyini, 2017). It was my unique positionality as a teacher and teacher educator that allowed me the praxis wisdom to interpret the data with sympathy to the NQT's situation.

Phenomenological research poses its own unique set of challenges, the underlying principle of phenomenological research to present the participants data in a way that is as closely aligned to the participants responses as possible. It is the participant's account with as little influence by the researcher as possible (Willig, 2013). The phenomenological approach to interpretation is one which is committed to an empathetic approach to analysis (Brocki and Wearden 2014; Willig, 2013). This suggests that the analysis should seek to elaborate on meaning and pay 'special attention to its features and qualities, by attempting to make connections between them and by noticing patterns and relationships' (Willig, 2013, p.5). This causes some interpreters distinct problems when trying to interpret phenomenological data or narratives (Guba, 1981). It is a juxtaposition between the 'subjective nature of the process of attributing meaning to something whilst acknowledging that interpretations are something more than an idiosyncratic flight of fancy on the part of the interpreter' (Willig, 2013, p. 7). This paradox is known as the 'hermeneutic cycle' where to understand a whole you need to also understand its parts. This relies on an understanding of the context in which the data is given to allow appreciation of the parts and the whole without either being of more importance (Smith, Flowers and Larkin, 2011).

7.3.1 Analysing narratives

Narrative research involves studying the lives of individuals and their stories of their lives (Creswell, 2003). Analysing narrative data such as that in life histories can allow researchers a creative way of analysing this information (Punch, 2009). The data is a shared product of the recount of the participant, the interaction and the interpretation of both participant and researcher (Moustakas, 1994). This approach has historically been used in medical and illness studies, major life events and trauma and studies in education from student and teacher point of view (Punch, 2009). In this respect, narrative analysis overlaps with discourse analysis when

one considers the various subtleties held within a recount, the context of the recount, the voice in which it is told and any social constructions (Cohen *et al.*, 2008). Narrative analysis allows both form and content to be studied simultaneously (Punch, 2009) and allows researchers to analyse how meaning is conveyed through the language used. Jackson and Mazzei (2012) identify important cues in the process of deconstructive analysis with the aim of finding contradictions, similarities and hidden meanings. They suggest questions such as what words are being used to represent things and what are the things being represented (signifiers); what is absent or left unsignified (absence); are there any uncertainties (erasure) and are there any contradictions (difference). This allows the tone of the analysis to be more about the meanings which lie beneath what has been said (Elliot, 2017).

Much research in the field of teacher identity has focused on the language used in narratives such as metaphor (Thomas and Beauchamp, 2011), where participants can show their understanding of similarities in situations but ignore their differences (Punch, 2009, p.192). Other examples are the use of irony or linking their experiences to a larger concept (Thomas and Beauchamp, 2011). The use of language is central to understanding making of meaning (Guba, 1981), discourse analysis focuses beyond the choice of words and phrases and instead upon 'the way the language is used, what it is used for and the social context in which it is used' (Punch, 2009, p.194). This type of discourse tracing allows the analysis of 'power relationships and proceed with a systematic data analysis that is accessible and transparent' (LeGreco and Tracey, 2009).

Discourse is highly reflective of human nature as well as being an influencing factor upon it. It is highly concerned with talk and text as a social product and process. It is interested in 'transformation and change' and it allows the researcher to look at notions of ideology, power relations, inferences and subtleties which may convey meaning beyond the spoken or written word (LeGreco and Tracey, 2009). Fairclough (1995) offers three stages of discourse tracing: firstly, focus upon the texts (spoken or written language), secondly begin to interpret the meaning in the texts, and finally consider this in the context of broader social contexts. This allowed me to make connections between the participants' local experiences and the social context in which they are displayed. For this study I used Interpretive Phenomenological Analysis (IPA) because of the flexibility it allows to be inductive, interpretive and participant centred (Smith, Flowers and Larkin, 2011)

7.4 Interpretive Phenomenological Analysis

IPA is an approach to doing research as well as to data analysis that maintains 'human beings are not passive perceivers of an objective reality, but rather that they come to interpret and understand their world by formulating their own biographical stories into a form that makes sense to them' (Brocki and Wearden, 2014, p.3). It has philosophical origins in the work of Husserl (1965) and can look in detail at what the phenomenon is 'like' for an individual, in a sense the researcher is trying to make sense of someone's responses to trying to make sense of it themselves; to disengage from the activity and instead focus upon the experience of it. It can be used as an epistemological stance without need for a separate methodology, and in choosing IPA researchers are presented with a range of qualitative methods suitable to this approach (Smith *et al.*, 2019). This study employed a complimentary methodology and used IPA as its approach to data analysis.

IPA is 'strongly connected to the interpretative or hermeneutic tradition in its recognition of the researcher's centrality to analysis and research' (Brocki and Wearden, 2014, p.5) and 'draws upon the fundamental principles of Phenomenology, hermeneutics, and idiography' (Pietkiewicz and Smith, 2014, p.8). Idiography is concerned with the use of single cases and the examination of the participants perspectives (Pietkiewicz and Smith, 2014). This, of course, relies upon the unique context in which the participant finds themselves. It is important that in IPA and ideography that each case is analysed on its own merit before any generalisations are made. This offers two challenges for this study: firstly, the ability for the participants to appropriately express their meaning during the interviews, and secondly the researcher's ability to interpret these.

Brocki and Wearden, (2014) maintain that IPA prioritises the importance of the narrative and goes beyond basic thematic analysis as this can lead to a 'decontextualized, superficial explanation of the phenomena being studied' (Elliot, 2009, p.2). It recognises firstly in the analysis the meaning made and then delves into the significance of this for the participant. Larkin and Thompson (2012) reinforce that in terms of epistemology IPA falls into interpretive phenomenological epistemology and that it is conducted with some assumptions. The researcher engages with the personal accounts of their participants, they focus upon the detail and the 'particular(s)', the researcher goes through a 'process of intersubjective meaning making', the researcher must accept and reflect upon their own personal experiences and

assumptions, and in understanding the participants experiences the researcher maintains a 'commitment' to true reflection (Larkin and Thompson, 2012, p. 103). IPA offers researchers the ability to maintain some flexibility with their interpretations and avoid to the best of their ability entering the analysis with preconceived ideas. This is difficult in the case of a phenomenological study as it is near impossible for the researcher to not have any awareness of the area (Brocki and Wearden, 2014, p.16). In the case of this study I was able to use my knowledge and relationships with the participants to offer what I felt was an honest reflection of their experiences.

IPA differs from other methodologies, such as grounded theory, as 'in IPA the aim is to select participants in order to illuminate a particular research question, and to develop a full and interesting interpretation of the data' (Brocki and Wearden, 2012, p.24). In the case of this study, IPA presented suitability for understanding personal experiences as opposed to social processes (Brocki and Wearden, 2012 p.38) and allowed me more freedom in understanding meaning. IPA is synonymous with interpreting the meaning events and people in the participants life, because of this, IPA lends itself to small sample sizes; it takes account of 'how people perceive and talk about objects and events' (Pietkiewicz and Smith, 2012, p.362). IPA 'requires the researcher to collect detailed, reflective, first-person accounts from research participants. It provides an established, phenomenologically focused approach to the interpretation of these accounts' (Larkin and Thompson, 2012, p.4). It is the primary aim of IPA researchers to 'investigate how individuals make sense of their experiences' (Pietkiewicz and Smith, 2012). As pure experience is never accessible to researchers (Smith, Flowers and Larkin, 2011, p.33) this type of research aims at getting an experience that is as close to what the participants have experienced. Halling (2008, p.145) observes that 'in everyday life each of us is something of a phenomenologist insofar as we genuinely listen to the stories people tell us and insofar as we pay attention to and reflect on our own perceptions'. And so, it follows that interpretation of data should not follow a mechanical set of rules and instead is an 'craft or art' (Smith *et al.*, 2011) where the analyst is able to offer a perspective the data and meaningful insights which 'exceed and subsume the explicit claims of our participants' (Smith *et al.*, 2011, p.23).

As this study draws from 'context dependent knowledge' (LeGreco and Tracey, 2009, p.1521) such as that found in a case study methodology, it offers the researcher 'in-depth, thick

descriptions of contextual and personal experience' (LeGreco and Tracey, 2009, p.1522). Most papers employing IPA do not aim to achieve a representative sample in terms of either population or probability. IPA acknowledges the purposive and small sample size and does not seek to make generalisations and that 'six to eight participants is appropriate for an IPA study' (Pietkiewicz and Smith, 2014, p.9). This sample size allows for relationships to be seen between respondents and the amount of data produced is not overwhelming. Instead the approach is concerned with the subjective interpretations of individuals accounts and accepts that interpretation by the researcher is complicated by the researcher's perception and trying to make sense of the world of another. Thus, IPA was deemed to be an appropriate data analysis method which epistemologically sits neatly into the post positivist, interpretive paradigm and complements the in-depth search for meaning making I hoped to achieve in this study. IPA lends itself well to a study such as this one where self-reflection is at the heart of the process and the analysis depends upon the lived experiences, interpretations, understandings and perceptions of what has happened to them.

7.5 Analysing data using IPA

For this study, using the guidelines suggested by Larkin and Thompson (2012), I approached analysis of the narrative data and the visual representations of self by firstly conducting a line by line analysis of the data identifying themes as they emerge from the data. As with all analysis researchers should exercise care in minimising researcher bias in designing the themes for analysis. The flexibility allowed in IPA gives analysts the opportunity to engage with free coding, according to Larkin and Thompson (2012), whose research suggests that 'it can be helpful to start by working with a licence to be wrong, presumptive, wayward, biased, creative, self-absorbed and unsystematic' (p.106). The analysis systems encouraged by IPA could be described as double hermeneutic, the first being the description and content gifted by the participant and secondly the interpretation and translation afforded by the researcher (Pietkiewicz and Smith, 2012). To develop the initial coding (Appendix I) this approach was taken in annotating, revisiting, checking and re annotating the interview scripts (Appendices J-Q) and visual representations (Appendix R) to explore the patterns, meanings, interpretation and differences displayed by the participants accounts. Smith, Flowers and Larkin (2011, p. 83) suggest that 'the analyst should be concerned as much with the process of engaging with the transcript as the outcome' and that it is important to try and understand the meaning the

participants attach to their observations and to try and decipher the patterns, use of language and what it means to you as the researcher.

Discourse tracing requires as far as possible for the data to be arranged chronologically, this allows the researcher to identify patterns, trends and processes that occur over time (LeGreco and Tracey, 2009). The interview data were transcribed chronologically for each participant and stored in order of the interviews, namely Interview 1 (Autumn) Interview 2 (winter), Interview 3 (summer). The interviews were labelled by participant and the line numbers created to formalise the way in which the participants utterances can be referred to (Appendices J-Q). The nature of this study required that the data is analysed in two ways, firstly the experience per each case participant, detailing their experiences over their induction year, and secondly, the themes identified in the second stage of analysis were arranged chronologically, for example those utterances pertaining to identity were taken from each participant and organised into all participants responses in interview 1, 2 and 3. This is exemplified in tables 4 and 5.

Participant	Interview 1	Interview 2	Interview 3
Hagrid	→		
Charlie			
Elladora			
Sybill			
Bellatrix			
Narcissa			
Andromeda			
Ravina	↓		

Table 4: Interview and diagram data analysis by participant.

Theme	Emotions	People	Context	Experience	Identity	Reflection	Professional role
Term 1	→						
Term 2							
Term 3	↓						

Table 5: Interview and diagram data analysis by theme.

Finally, those questions pertaining to the projects viability were collated to be analysed in terms of the usefulness of the experience (Appendix C).

This process has continued throughout the analysis and led me to the second round of coding which focuses upon the emergent themes. It has considered the descriptive, linguistic and conceptual comments (Smith *et al.*, 2011). This allowed me to analyse the data across methods, participants and the phases of the study. The primary and secondary codes for themes for this study are displayed in Appendix I. Larkin and Thompson (2012, p.111) identify that the themes that are most effective are 'usually those that clearly evoke the content of the material within them, *and* the meanings that are attached to that content by the participants'. The themes have evolved from numerous rounds of coding and reflection (Pietkiewicz and Smith, 2014) and it is hoped are representative of the meaning expressed by the participants. IPA is a 'flexible and inductive approach', (Brocki and Wearden, 2014, p.39) that allows researchers to explore and delve (Pietkiewicz and Smith, 2014) into the data in a way that is not constrained by a framework or one theoretical approach.

The themes have been abstracted from the transcripts and diagrams and analysed for similarities and differences in their use (Appendix I). An example of this might be the use of the words 'confident' or 'confidence', participants may refer to this as an attribute they think is important to teaching or to an emotional response of feeling confident. Part of the analyst's role is to decipher the meaning behind the use of language and attribute the most appropriate theme. The analysis will also use numeration (Smith *et al.*, 2011) which is a measure of the frequency of the emergent themes; it is not used as a quantitative indicator but can be used to identify patterns and their relative importance to the participants.

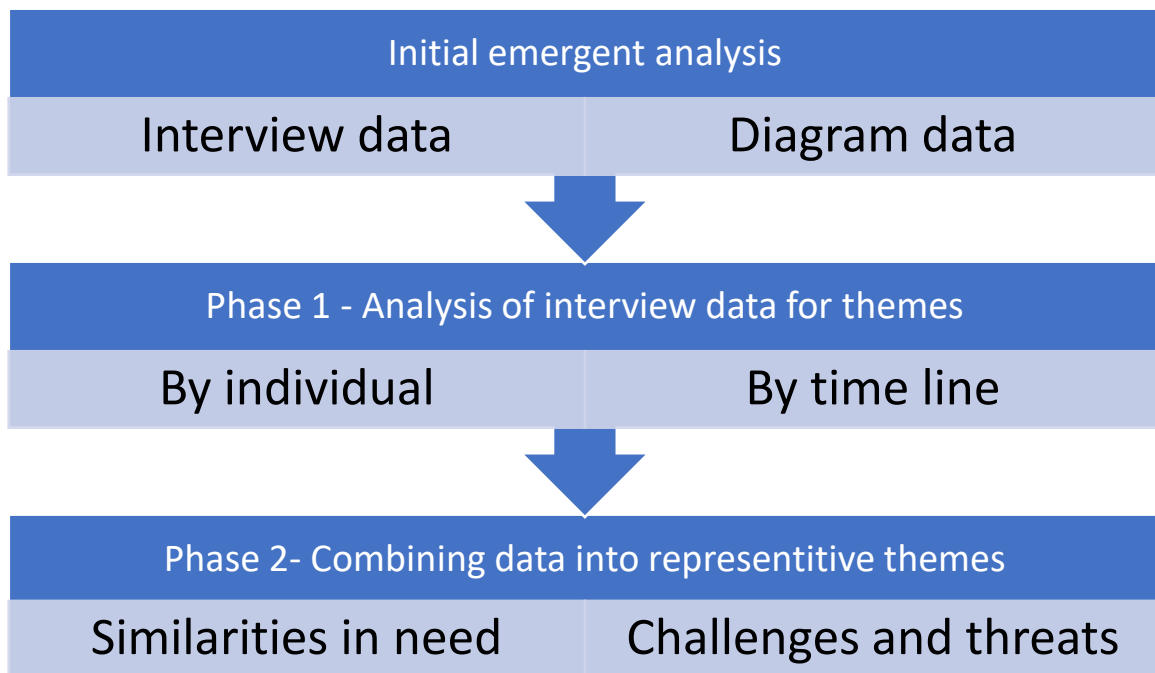


Figure 3: Coding and analysis process

In line with the philosophy of IPA (Pietkiwicz and Smith, 2014) the coding has initially identified what matters to the participants followed by what it means to the participant and this will be displayed in the following chapters as authentic extracts from participants which in IPA should be presented as verbatim (Brocki and Wearden, 2014, p.31). Thus, the final analysis will include both the participant's accounts and the interpretation of the researcher (Pietkiewicz and Smith, 2014). In the final interview (Appendix C) the participants were presented with questions relating to the process of being involved with this study. I asked them to consider the worth and credibility of the provision they received. The results are presented in the themes elicited from their response.

7.6 Trustworthiness, credibility and IPA

The nature of IPA lends itself like other ways of analysing qualitative data to scrutiny of credibility (Smith, Flowers and Larkin, 2011) and in the past that it has been scrutinised under the same criteria for quantitative research which is wholly inappropriate. Brocki and Wearden (2014) identify that rather than looking for 'one true account' instead it is important to check the 'credibility of the final account'. Some of the suggested ways this might happen is to select appropriate participants and use of appropriate triangulation methods such as credibility checking (Guba, 1981). In the case of this study the participants were, in their final interview read excerpts from their prior two interviews and presented with their first diagram (Appendix

R) allowing member checking to be employed without being repetitive, cumbersome and against the ethical principles of research (BERA, 2011) for the participants. This 'member checking' (Guba, 1981) formed part of the final interview and a process of self-reflection and validation of the participant's previous responses (Guba, 1981); this ensures trustworthiness of the data. Asking the participants to reflect on their previous responses allowed me to 'focus[es] on 'how things are understood', rather than on 'what happened' (Larkin and Thompson, 2012, p. 112). This process also acted as a reflective prompt encouraging the participants to reflect upon their journey and their previous interpretations of their experiences.

7.7 Summary

This chapter has looked at some of the approaches to analysing transcripts and visual data that sits comfortably with the philosophy of phenomenological cases studies, it justified the choice of and details the processes involved in IPA and the intended outcomes. It has also considered the credibility of IPA to justify and reflect upon the complexity of analysing case by case data. This chapter has also clarified the analytical approach taken in this study and the intricacies of the way the data has been analysed, coded, and arranged in a way in which analysis can take place. This was key to this research as it allowed me to address the individual experiences of their NQT year but also to explore if the participants experienced similar phenomenon in their induction year.

Chapter 8 Individual case study data: Presentation, analysis and interpretation

8.1 Introduction

This chapter displays the results of the study in the form of individual phenomenological case studies for the participants and analyses data from each using IPA (Brocki and Wearden, 2014). This process is well suited to small samples drawing from 'context dependent knowledge' (LeGreco and Tracey, 2009). IPA is methodical but flexible and offers researchers opportunities for engaging with the data on many levels. For instance, engaging with the content from the participants and the meaning behind the content. The results, analysis and interpretation have been combined into one chapter as the case studies are unique to the individuals and as such each brings with it a different interpretation of the experiences (Guba, 1981; Atkinson, 1998; Kivunja and Kuyni, 2017). By analysing each case study in turn, the key findings for each individual can be addressed. Case studies allow the results to be presented in a way that is in line with the ethos of phenomenological research because they allow for the lived experiences of the individuals to be represented where meaning and feeling can be understood (Pietkiewicz and Smith, 2014).

The representative sample draws from eight NQTs in their first year of teaching who were interviewed three times: before, during and at the end of their induction year. The participants were drawn from a range of primary school settings including academies, independent, church and maintained schools. They taught across the primary age range from years one to five, but not year six. Two participants taught in mixed year group classes. The case studies are displayed as an amalgamation of both the visual and interview data that has been analysed and combined to be presented as a first-person account of participants' NQT year. The themes that have emerged from the data have been analysed chronologically to demonstrate how the whole cohort has evolved over the year with specific reference to the data pertaining to each theme. This allows the similarities and anomalies to be displayed logically and clearly. Following each case study, the statements and meaning in the individual case studies will be analysed. The nature of Phenomenology is to look for meaning making and the messages behind what is said or inferred. The case studies have been analysed in relation to literature and each other. Although the nature of case study research, and phenomenological case studies, do not seek to make generalisations (Guetterman, 2015) or to be bolstered by assumptions in literature, considering whether the participants share any insight or

experiences that contribute to their NQT year and ways to improve practices designed to support novice teachers and mentors is valuable.

8.2 Phenomenological reports

The case studies presented are written in a manner in keeping with phenomenological research in that they attempt to best represent the lived experiences of the participants without generalisation or assumption (Yardley, 2000) and with due regard to credibility checking (Guba, 1981). They are reported using the content of the interviews which reports 'what' was said and the time line of the year to display these in chronological order as well as drawing from the discussions around the visual representations and the words on the visual representations. The case studies present the data in a way that is true to the accounts of the participants and during the analysis process have taken account of what the participants mean to not present the data out of context (Smith, Flowers and Larkin, 2011). This individual and personalised approach holds true to the phenomenological stand point that each individual experience, their life differently and that their reflections cannot be separated from their experiences, beliefs and values and that these are implicit in a true and accurate representation of the individual's experiences (LeGreco and Tracey, 2009). The writing is aimed to resonate with the reader and to be 'realistic, plausible (and) believable' (Taylor and Medina, 2013, p.10). I have used my relationship and knowledge of the individuals who I have known for four years to offer what I hope to be a sensitive and honest reflection of the participants experiences. Researchers working in the interpretive paradigm are able to 'draw from the full range of pronouns (I, you, she, he, if, they), active and passive voices and multiple tenses (past, present and future) depending upon the (unfolding) purpose of their inquiries' (Taylor and Medina, 2013, p.9). Therefore, the case studies are written in the first person to accurately present the meaning and tense in the conversation. Full transcripts are displayed in Appendices J-Q and the original visual representations in Appendix R. The codes are derived from the first letter of the participants pseudonym; Elladora (E), the entry interview (I), midpoint interview (M) and the exit interview (E) and the line number. Therefore, an example of Elladora's midpoint interview line 7 is displayed as (EM7).

8.3 Individual case studies

8.3.1 Case study 1. Elladora

Gender: Female

Age: 22

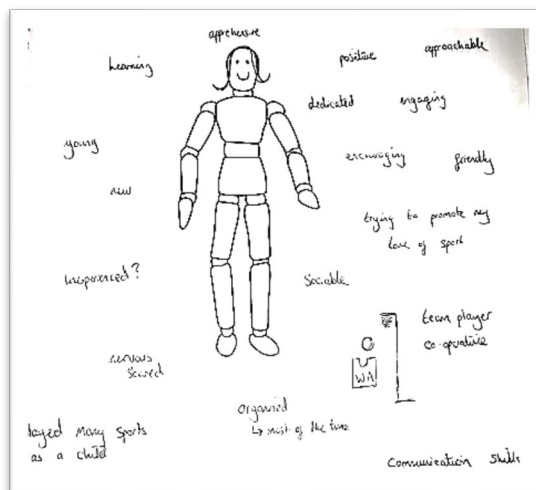
School: Academy

Ofsted Grade: Good

Year Group: 5

Entry interview

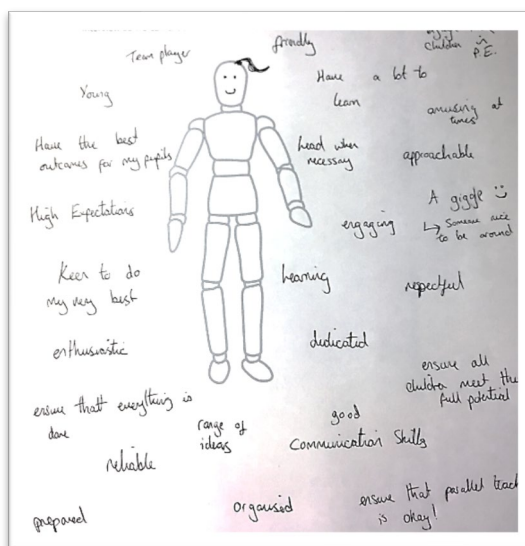
I am a 22-year-old primary school teacher with a specialism in PE who is teaching a year 5 class. Prior to teaching I have 'been involved in lots of different sports' (EI50) since 'year 8' and my teacher training concreted my decision that teaching was what I wanted to do. I have a strong sense of the person I am and the teacher I would like to be and would describe myself as 'dedicated' (EI22), friendly (EI20) and 'approachable' (EI46). I have 'high expectations' (EM35) of both, myself and the children and I aim to ensure that the 'children respect me as a teacher' (EI72). I would initially describe myself as 'sporty' and 'friendly' (EI120) and as a 'team player' (EI46). The images of the teacher I would like to become are from the teachers I have had in the past, my 'primary school teachers' (EI10) and my 'PE teachers' (EI56) who were 'engaging' (EI152). If I was to describe myself as a teacher I would say 'young' and 'inexperienced' (EI49) and I feel that 'all teachers are unique'. I am keen that the 'children achieve their potential whatever their ability' and can 'work independently' (EI68) I am 'daunted' that I will be 'in charge of my own classroom and thirty children' (EI166). I am feeling 'very apprehensive and very scared' (EI16) about beginning my NQT year but is also 'very excited' (EI16).



Midpoint interview

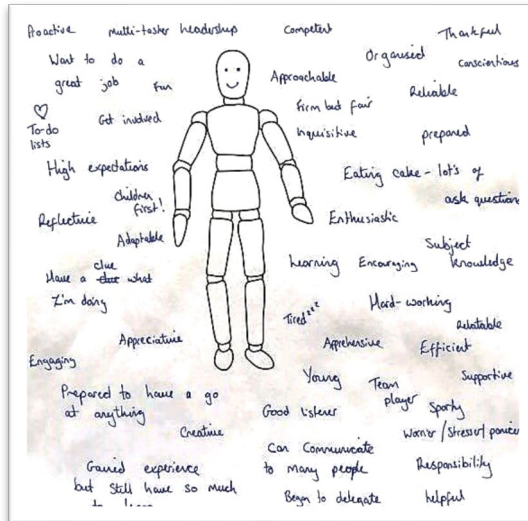
When I reflect on my first term of my NQT year I often think 'this is why I've done this' (EM10) and that I am feeling 'more comfortable' (EM6). I would describe my school as a 'comfortable environment' (EM16) and that 'it feels like I belong here' (EM8). I have made 'more friendships' (EM45) and have had 'lots of conversations with other members of staff' (EM43) I have been 'observing' and going to 'more experienced teachers' (EM43) for support. The

people I work with are 'building up my confidence' (EM37) and I am grateful for how much they are 'there to support me' (EM37). I am 'learning off other members of staff' (EM12) and I am 'making sure that I am doing the best for my pupils' (EM22) as they 'bring out the character' in me (EM37). If you asked me how I feel about myself I would say I still feel 'quite young' (EM39) but I think I am still 'reliable, dedicated and enthusiastic' (EM39). I have become 'more concerned about my pupils and my class (EM27) and I recognise this is 'quite a big responsibility' (EM33).



Exit interview

I am coming to the end of my NQT year and I feel that I have 'developed bonds with other teachers' (EE30) and I am 'thankful for all the support' (EE57) they have given me. I don't see myself as 'going to work' but rather 'it is who I am, I am a teacher' (EE22). My children would describe me as 'happy, dazzling and beautiful' (EE40). I have found this term 'very rewarding and very challenging' but I do not 'consider it work' (EE22). My colleagues describe me as 'well prepared, organised, conscientious, very considerate, enthusiastic, caring and lovely' (EE45). My understanding of my role has changed, and I am 'involved in so much more outside the classroom' (EE4). I feel that I can 'make many more decisions by myself' (EE92) and that I am 'prepared to have a go at anything they give me' (EE57). I am 'not nervous or scared anymore' (EE69). I describe myself as a 'worrier' and a 'stresser' and a 'panicker' (EE57) and to combat this I am 'very organised' (EE32). I am 'very tired at the moment' (EE51) and I had initially felt 'overwhelmed because of the high expectations I have of myself (EE53). I 'will be glad when this term is over' (EE94) and I 'have kind of forgotten that I am a PE specialist this year' (EE84) as I have 'been focussing on trying to get through my NQT year' (EE84).



8.3.2 Elladora's story

Elladora demonstrates that her primary influences for becoming a teacher were her previous teachers, particularly those who she met in primary school and in PE. Freisen and Besley (2013) highlight the importance of significant others in a child's upbringing particularly educationalists, furthermore the significant others who fall into a child's adolescent (Romart and Frisk, 2017) age when identity development is at its most experimental are deemed to have a more influential role (Holmes, 2013). Elladora also describes her sporting past and how this has influenced her decision to teach (Fletcher, 2012). She calls herself 'sporty' and aligns with the identity of earlier role models, particularly her PE teachers (Solomon *et al.*, 1991). Interestingly, Elladora is in the initial interview clear on the teacher she wants to be and states that she 'has a strong sense of the person I am and the teacher I would like to be' (E122). Work by Garrett and Wrench (2012) describes how early influences can help to form opinions on teachers and teaching suggesting Elladora had some positive experiences of teachers and teaching. What is not clear from Elladora's commentary is whether the person she is and the teacher she would like to be align at this early stage. Elladora's placements will have given her multiple opportunities to define and refine her teacher identity (Fletcher, 2012) but it is not clear if these identities are separate or intertwined. Elladora is reticent about beginning her teaching career and uses emotive language such as 'daunted' and 'very excited'. This is common in new teachers where the transition from student to teacher can elicit a range of feelings (Malderez *et al.*, 2007, Oppenheimer and Dvir, 2014).

When Elladora reaches the end of her first term of teaching she is still feeling mixed emotions and doubt and considering if she has made the right choice. There is perhaps a divide between

what she was expecting and the reality of teaching (Löfström and Poom-Valiks, 2013). When placed in this situation Elladora appears to reach out to the other members of the school community to find her place (Lawson, 1986). The social construction of identity suggests that it is through interactions with others the individual will influence identity development (Oruc, 2012). Elladora also describes the support the staff in the school give her, and how she is using more experienced teacher's practices developing her own identity, style and teaching (Hamman *et al.*, 2010) to build her confidence. Elladora maintains that she still feels '*young*'; this is often referred to in the context of inexperienced and lacking confidence (Holmes, 2001) in areas of her work. Goldie (2012) suggests that it is through interactions with more experienced staff and opportunities to receive feedback that can influence efficacy. Increasingly Elladora demonstrates an awareness of the wider life of the school and is moving away from just being concerned with what happens in her classroom and is making sense of the social context she finds herself in (Beauchamp and Thomas, 2011). She is beginning to identify herself as part of a 'collective' (Jenkins, 2014), she is beginning to 'socialise' into the organisation (Lawson, 1983).

As Elladora approaches the end of her NQT year she remains thankful for the interactions and support of her colleagues (Stolz, 2013). It is interesting to note that she exhibits feelings of contentment and belonging and identifies herself fully as a teacher stating, '*its who I am, I am a teacher*' (EE22). This represents a significant change in identity development as well as a blurring of personal and professional identity, and it is not clear if she is demonstrating multiplicity (a range of sub identities) in this comment or if her social, personal and professional identities are intertwined (Cox and Sykes, 2016). It does however suggest that her identity as a teacher may be aligned with her initial level of mission about teachers and teaching (Korthagen, 2004). Elladora still demonstrates elements of self-doubt and expresses these by identifying herself as a '*panicker*', '*worrier*' and '*stresser*', acknowledging that she is very tired, but she is beginning to demonstrate autonomy in accepting and rejecting areas of her identity or combatting them to align with the teacher she wants to be (Coldron and Smith, 1999). There are elements of her identity that appear to have taken a background role- such as that of being a PE specialist- while she has concentrated on 'day to day survival' (Bressman *et al.*, 2018) and now feels able to develop her role as a teacher further and contribute to the wider life of the school. This is indicative of the development of professional socialisation which take on an informal, individual and disjunctive form as Elladora attempts to navigate her way into the final term of her NQT year (Lawson, 1983).

8.3.3 Case study 2. Ravina

Gender: Female

Age: 26

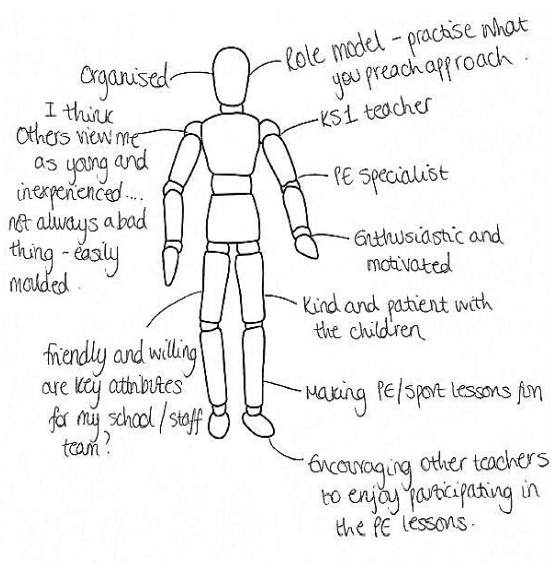
School: State COE

Ofsted Grade: None

Year Group: 1

Entry Interview

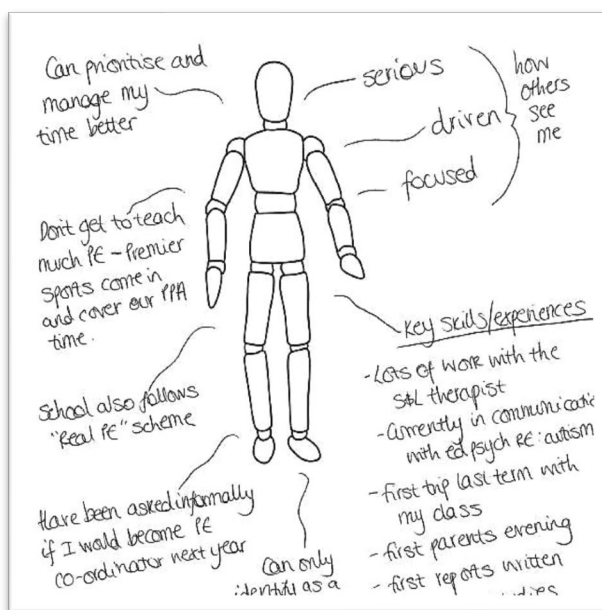
I am a 22-year-old primary school teacher with a specialism in PE who is teaching a year 1 class, I am also a 'daughter, a sister, an aunty, [and] a girlfriend' (RI6) and I am working in a 'new school' (RI77). I enjoy 'exercise, walking, running and going to the gym' (RI8), I have always been involved in 'athletics swimming and running...but... I never took PE or sport [in school] so when I [went] to university I thought this is my chance to experience PE as an adult' (BI37). Prior to teacher training I was 'working as a teaching assistant' (RI12) so 'I always knew the downfalls of teaching' (RI17) plus 'my mum and my sister are all in education' (RI17), 'I've always probably soted of mothered people a bit' (RI33). I think teaching is going to be 'fun and exciting' (RI51) but 'stressful' (RI47), I think I will 'be just making sure that I'm covering everything they need to know' (RI51), I want to feel like I '[know] what I'm doing really and not being lost or feeling lost' (RI67). 'It's quite strange coming from being a student and seeing yourself in the adult world' (RI83), when I look back I think 'Wow, I've learnt a lot and I'm a different person' (RI85). Because I am joining a new school, 'I anticipate that I'm going to have more children join my class' (RI77) and I think 'wherever you end up that has a huge impact on the kind of teacher you become' (RI73). 'Going into your NQT year is daunting' (RI49) but I am 'really motivated' (RI61) and 'really organised' (RI65) and I am going to 'keep myself 'healthy and fit' (RI39).



Mid-point interview

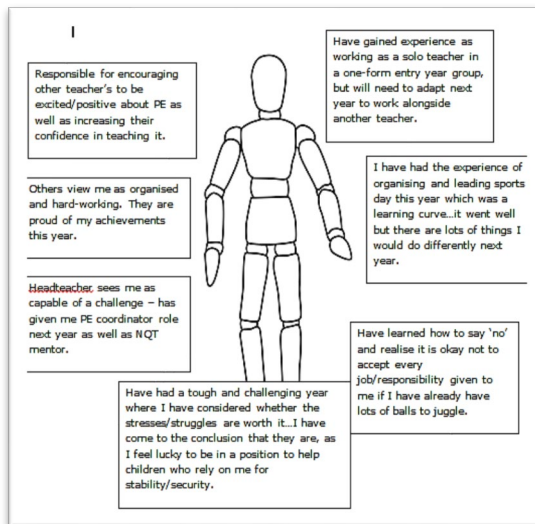
My first term has 'gone really well, I've enjoyed it' (RM4) and I feel 'happy and proud' (RM12). 'it is a lot harder than I ever anticipated' (RM16) and 'there have been a lot of firsts' (RM4). But it has been 'more enjoyable than I thought it would be, at the same time more challenging than I thought it would be' (RM18). 'It was still a bit of a shock' (RM16), the 'work life balance,

just managing workload and switching off is the most challenging thing' (RM8). 'There is so much to think about all the time you have to make head space' (RM44). 'I feel like when I look back to September I feel like I was a completely different person' (RM14) going into a 'brand new school, I think that has had a lot of impact' (RM26), 'I do feel I define myself as a teacher now' (RM22). 'My mentor, I would say has definitely influenced me' (RM26), I 'constantly talk to my mentor...about where I can go next' (RM40). I have done 'a lot of observations' (RM32), 'I go and watch other teachers in the school, I've also been to a few other schools and ...spoken to the teachers there' (RM32). 'I'm more realistic now' (RM14) and 'I'm quite serious now' (RM22), 'I do a lot of research' (RM30) and I try 'different things and see how they go' (RM42).



Exit interview

'I've been more proud of myself this term so I can actually say, I did a really good job (RE14), at 'Christmas I was really overwhelmed, tired and shocked' (RE46). 'I'm tired all the time' (RE41) and my colleagues comment that 'I'm a hundred miles an hour' (RE20), others do 'view me as young and inexperienced' (RE33) and 'I'm easily worked up'. 'September, I just feel like that was a life time ago and I was a different person, ...I've grown so much, ...it's made me more resilient' (RE56). 'It's been like a super busy term' (RE4), 'I'm just so much quicker at doing everything and I don't doubt myself as much' (RE14), I've definitely changed as a teacher, just from the confidence aspect really' (RE24). 'I've learnt how to say no' (RE31) and I've realised that 'a lot of people don't know what they're doing and they're, you know, ten years in' (RE43), I'm now 'someone who isn't afraid to admit then they've got it wrong' (RE 54). 'I have had a lot of children joining my class and then leaving to go to another school and that's been quite a challenge' (RE10)' I've had an amazing mentor' (RE46) and next year 'I've got a year team partner so that means sharing the workload' (RE58). Next year all the staff 'will be teaching their own PE and they're all quite nervous' (RE27), 'I've been given the PE coordinator role for next year and I'm going to be an NQT mentor too' (RE48). When I thought about being a teacher 'I thought about what I could be for my class and now I think about what I can be for my school as a whole' (RE48).



8.3.4 Ravina's story

Ravina immediately identifies herself with the activities she enjoys in particular her affinity for sport and exercise and she appears to identify traits that align with knowledge about the role and her past experiences (Sirna *et al.*, 2010; Romart and Frisk, 2017). Ravina has family members who work in education (Friesen and Besley, 2013) and this endorsement by family members has a large influence on her decision to teach and how she sees herself in the role (Holmes, 2013). She also has significant prior experience working as a teaching assistant and this may contribute to her pre-formed conceptions of what teaching is and should be like (Olsen, 2008; Coldron and Smith, 1999; Britzman, 1991). Ravina aspires to appear as 'capable' and 'competent', sharing the vision of helping children to learn and develop (Graham, 2008), she is aware of the influence on context and exemplifies this by discussing both her new school and the understanding that context can have an influence of her perception of herself as a teacher (Solomon *et al.*, 1991) and her self-efficacy (Lawson, 1986). She appears to exhibit tensions regarding moving from student to teacher and some of these are not easily resolvable (Freisen and Besley, 2013), these include her beliefs and values (Korthagen, 2004). She combats this by stating the qualities she feels are essential to success, focussing upon the immediate challenges (Hamman *et al.*, 2010) demonstrating a social masquerade (Lawson, 1986; Lee *et al.*, 2016).

At the midpoint interview Ravina describes her emotions on having completed her first term of teaching, calling it both 'enjoyable' and 'challenging' and exhibiting a task orientated approach to teaching and the day to day challenges (Hamman, *et al.*, 2010). She describes herself as a 'completely different person' to the one who started her job in September (Freisen and Besley 2013) and acknowledges the impact that the context has on her, defining herself

as a teacher now. This, she indicates, is achieved through interactions with salient others (Freisen and Besley, 2012) and the broader school community, perhaps an indication of occupational socialisation (Lawson, 1986). Her significant other and more experienced role model is her mentor who has supported and directed Ravina's learning over the first term (Malderez *et al.*, 2007; Ruohitie- Lyhty, 2013). She also discusses how she has been using more experienced staff to model teaching behaviours and attitude that she considers to be those of an effective teacher (Fletcher and Kosnik, 2016) this suggests that Ravina is filtering the information she sees and choosing that which align with her values and beliefs (Lawson 1986; Korthagen, 2004). Effective mentoring is characterised by the opportunities afforded to the mentee (Fletcher and Kosnik, 2016) and Ravina appears to have been making use of these to improve her practices.

In her final interview, Ravina describes the emotions she is experiencing such as '*proud*', acknowledging the journey she has been on over the year. She describes her experience in the run up to Christmas as overwhelming and that she was tired and shocked and perhaps she is referring to 'emotional labour' (Hochschild, 1983; Oppenheimer and Dvir, 2014) and being able to regulate one's feelings. She alludes to this when she describes other staff as seeing her as '*young and inexperienced*'. She also discusses her realisation that the most experienced members of staff may still be exhibiting conflict and doubt, but they are most likely 'surface acting' (Lee *et al.*, 2016) and displaying those emotions most easily accepted in the context (Lawson, 1986). She discusses having to change the way she teaches (English and Olsen, 2008) identifies this as a conflict with the deep rooted traditional concepts of teaching that she may have carried with her from pre-training. Ravina reiterates the role of her mentor in her development this year and is proud to say she will be an NQT mentor next year alongside being PE coordinator. This raises issues of the role of an NQT mentor and whether this is a role that can and should be taking on so early in a career and in transitioning from teacher to mentor and that it should not be assumed that a very good teacher will become a very good mentor (DfE, 2018; Shatz-Oppenheimer, 2017). Ravina concludes by discussing the contribution she makes to the wider school and not just to the day to day classroom teaching (Bressman *et al.*, 2018) which is a characteristic of novice teachers. As Ravina progresses in her career she may have to re consider her identity as a teacher mentor and whether these things are mutually exclusive, complimentary or conflicting (Fletcher, 2012; Shatz-Oppenheimer, 2017).

8.3.5 Case study 3. Hagrid

Gender: Male

Age: 23

School: Private

Inspection Grade: Outstanding

Year Group: 5

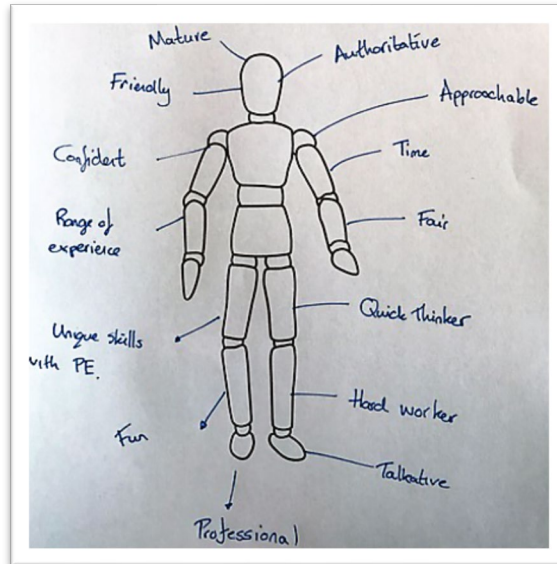
Entry interview

I am a 23-year-old primary school teacher with a specialism in PE who is teaching a year 5 class in an independent school. I enjoy sports such as 'squash and running' (HI8). I have always 'enjoyed sports and been part of a team' (HI41). I studied GCSE PE and A level PE and I believe that it is this experience in PE and sport that 'has helped me to secure the job I have now' as it 'made me stand out from the crowd' (HI47). I had a 'teacher in year 3, [who] was male' (HI14) and he was 'really interactive' and 'a really good teacher' (HI14). Prior to teacher training I did my 'work experience in primary schools' (HI10). I also during my year out, did a 'job share' where I planned 'sports festivals', lead 'sports leaders' and 'took PE sessions working with small groups' (HI10). For me 'seeing the children progress because of what I was teaching them made me really proud' (HI10). I have 'always sort of enjoyed helping and teaching others' (HI28), and I am looking forwards to my NQT year where I can be 'part of the school community' and 'make friends' (HI24). I would describe myself as 'talkative, friendly and confident' (HI21). I hope that I will become a 'fun teacher', who is 'fair', 'knowledgeable' and 'approachable' (HI57). I have aspirations to be a 'great teacher' (HI59). I think my first year of teaching will be 'tough', and 'learning new things' as there are so many other aspects around ...teaching' (HI51) and I hope that 'from now until Christmas I'd be a lot more settled in ... school' (HI73). I know that 'I am never going to be perfect at everything' (HI63) and I am 'nervous' and 'excited' (HI18) but I am looking forward to 'having my own class' (HI12).³

Midpoint interview

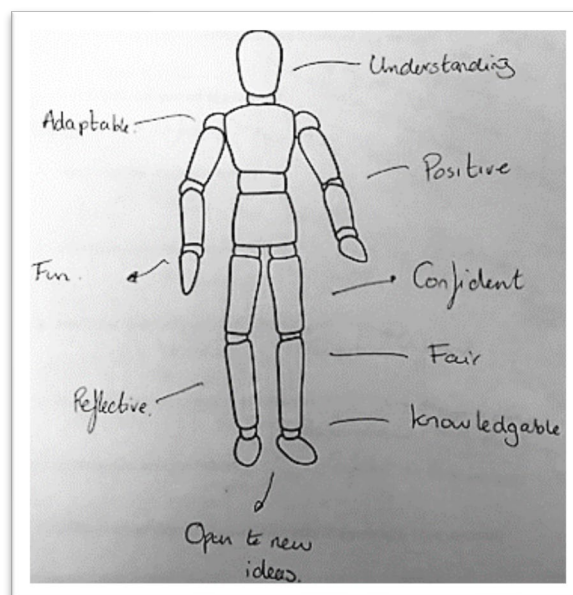
After this first term I feel that I am 'getting to know the children, staff and parents' (HM6) and I 'feel respected' (HM34) and 'more professional now' (HM26). 'When you are on placement you don't have that full picture' (HM18), the term has been busy and 'we had an inspection early on' (HM16), but I have 'grown with confidence' (HM32). This term has been 'challenging' (HM20) but 'rewarding' (HM20) and I have 'enjoy[ed]... see[ing] the impact I am having on the children' (HM28). I am starting to 'understand their emotions' (HM40). I have been working with the other staff, observing and discussing with other teachers, there are 'really good experienced teachers that I could watch all day long and see how they do it' (HM52). I hope that I am viewed as a 'hard worker', 'fair', 'friendly' and 'fun' (HM30) and I have become 'immersed in school life' (HM36) carrying out duties such as 'parents evening'(HM10) and 'assessments'(HM40). I am proud that we were voted 'Independent school of the year' (HM10). I definitely feel 'more professional'(HM44) and I feel 'authoritative' (HM30), it has been 'nice...throughout the term where I [have had] reassurance from other teachers' (HM40).

³ Hagrid was unable to upload his first diagram. We discussed it and analysed it but the file was not accessible.



Exit interview

As the year draws to a close I feel 'a lot more confident as a teacher' (HE18), and 'more adaptable than I was' (HE18). I am 'really happy' (HE83) and it has been a 'great year' (HE4). I have 'learnt quite a lot this year and can't wait to get into it again next year'(HE12). I was awarded 'best practice on my folder' (HE14) and I received a 'nice email...from my line manager' (HE16) saying how well I had done. I have been 'taking it in my stride' (HE10) and feels I am a person who 'works well in a team' (HE82). I have not 'had chance to teach PE because they have PE staff [here] but I have 'use[d] that unique skill of PE but in a different way' (HE48) and 'that has impacted upon how I see myself as a teacher'. At the 'beginning of the year maybe people were a bit uneasy with me being an NQT (HE69) but I feel like I have 'progressed as a teacher....and I have...come a really long way since the beginning of the year' (HE84).



8.3.6 Hagrid's story

Hagrid identifies himself as having a set of skills that make him *'stand out from the crowd'*, mainly his sporting interests (Fletcher 2012) and skills that he believes secured him the job he has. This view supported by work by Olsen (2008) who suggests that many teachers feel they already have the skills and talents they believe make them suitable for teaching. In Hagrid's case he has referred to the skills and qualities he remembers his year 3 teacher having and describes him as an *'interactive'* and *'really good teacher'* (Graham, 2008) and it is these early influences (Britzman, 1991) that have influenced Hagrid's opinions on what it is to be a teacher (Wrench and Garrett, 2012; Romart and Frisk, 2017). Hagrid has significant experience prior to his teacher training in sports leadership and coaching (Chróinín and Coulter, 2012) and it is these experiences that contribute to Hagrid's embodiment (Fletcher, 2012) and the traceable influence on Hagrid's future aspirations (Randall *et al.*, 2016). He aspires to make friends and feel part of a community in the school and in doing so suggests that he will affiliate with the occupational socialisation (Lawson, 1986) and habitualisation which may occur in the school where he will find himself following the expected norms without challenging them (Jenkins, 2014). He shares that he has always enjoyed *'helping and teaching others'* and in doing so Hagrid identifies a social role identity (De Ruyter and Conroy, 2002) and the identity traits he associates with his role as teacher or helper. He describes himself with several positive adjectives including *'talkative, friendly and approachable'* (HE21); these appear to be his social identity and one which he would hope to be perceived as having in many situations, reinforcing the notion that identity is not something someone has but instead what they do (Jenkins, 2014). Hagrid has a clear aspirational identity where he hopes to be a teacher who is *'fair knowledgeable and approachable'* (HE57). Here we see a crossover of Hagrid's social and professional identity as he considers approachability important in all contexts. This is an example of an identity that is unitary and multiple (Akkerman and Meijer, 2011) in that it has some fixed constants and many other temporary and fluid elements. Hagrid exhibits emotions of *'nervous and excited'* which are commonly used emotive language (Trent, 2011; Malderez *et al.*, 2007).

At Hagrid's mid- point interview, he describes how he feels *'respected, more professional'* and how he has *'grown with confidence'*. These all suggest a shift in identity formation and that he has undergone some element of fashioning and refashioning his teacher identity (Trent, 2010). His first term has not been without its challenges; his school had an inspection which was successful but this positive reinforcement so early on negates need to challenge what is

or has been done and to accept this as the norm (Tsangaridou, 2006; Capel, 2007). Hagrid alludes to the opportunities he has had to develop his professional practice and if one accepts that all experiences are meaningful then they will all impact upon identity formation (Stolz, 2013). Hagrid describes some of the experienced staff he has observed as *'really good experienced teachers that he [I] could watch all day long'*(HM52) and if the teachers Hagrid is observing demonstrate traits or skills that align with his notions of a good teacher and good teaching then this in turn may offer positive reinforcement of these traits in Hagrid's teacher identity (Holmes, 2013; Lawson, 1986; Romart and Frisk, 2017). Hagrid aspires to be viewed in a certain way, *'hardworking, fun, friendly and fair'*, characteristics which he believes are those of a good teacher (Goldie, 2012) and importantly it is how others view him that he is concerned with to seek acceptance and endorsement of his choices. This is further reinforced by his reference to assurance and affirmation he has had from other staff that he works with and in turn his group social identity (De Ruyter and Conroy, 2002).

Hagrid's final interview of the year sees him discuss some of the skills and attributes he has developed, namely he discusses his *'confidence'* and *'adaptability'*. He describes some of his achievements and how his line manager has recognised his good practices, Fletcher and Kosnik (2016) suggest that novice teachers readily identify with those people they recognise as teachers and emulate them where there is no conflict with their views of teachers or teaching (Fletcher, 2012). Hagrid explains that he has not been able to teach PE and that this was his unique set of skills that he was very proud of at the beginning of the year, and it could be mooted that Hagrid is disappointed not to have been able to continue his involvement in sport and physical activity (Macdonald, 2002). Hagrid suggests he has applied these skills in his teaching differently, not challenging the processes in the school (Tsangaridou, 2006) and accepting the cultural norms. Hagrid feels that he has come a long way and that he hopes any uneasiness of him being an NQT has been eradicated and that learning is not only a development of skills but of the person as well (Armour *et al.*, 2012).

8.3.7 Case study 4. Sybil

Gender: Female

Age: 22

School: Voluntary Aided Church of England

Ofsted Grade: Good

Year Group: 1

Entry interview

I am a 22-year-old primary school teacher with a specialism in PE who is teaching an 'extremely challenging' (SI68) year 1 class. Prior to teaching I 'coached netball ...and travelled around with my team' (SI19); this gave me an 'escape and a release' (SI23) and because 'PE was kind of carrying me through' my teacher training, 'I am more aware of my emotions' and it helps me to channel them into positive outcomes' (SI55). 'I am a geek, I like to learn' (SI24) but I can be 'very stubborn' (SI5) and 'set in my ways' (SI5), 'I want to be in control' (SI82). 'It is overwhelming and scary' (SI3) when I think about my NQT year and 'I'm sure it's going to be stressful' (SI68). 'There are so many other bits to being a teacher; so being a social worker, being the carer, being the parent [and] being the nurse' (SI59). But, 'I am a hardworking and trustworthy' (SI5), who 'is ambitious' and 'I want to push the boat out' (SI41). 'I am quite proud that I have got this far' (SI3), 'it is very daunting' (SI99) and the 'needs of children really complicate the job' (SI72) but I feel that 'I can have a positive impact and maybe counteract some of the stereotypes' (SI59). 'I still [feel] like a very small fish in a very, very, very big sea' (SI76). 'I'm not sure if any teacher thinks I'm at my ideal now or whether we just move the goal posts' (SI93) of what that vision is, - 'is that something someone else decides? (SI107) 'You think oh I can't wait to be an adult, and I'm still waiting to feel like an adult (SI105) - I don't think I will be a professional for a very long time' (SI107).



Mid-point interview

My first term has been 'really long but very rewarding' (SM5), I have been 'asking for help, but also accepting help when it is offered' (SM9). 'My colleagues and family have definitely got a

playing field as teachers, it feels like I am playing a game or pretending' (SE30), 'it's a lot tougher than I thought' (SE26), 'PE is such a tiny bit of being a primary educator' (SE81).



8.3.8 Sybll's story

Sybll identifies herself as a PE type and alludes to her experience in coaching, sport (Capel, 2007) and the PE she studied during her teacher training, she is clear about some of the personality traits she possesses and the role that sport has played in her emotional wellbeing. Lee *et al.* (2014) identifies that it is important for (PE) teachers to find coping mechanisms or hide their true emotions and mirror those around them (Hochschild, 1983; Lawson, 1986; Romart and Frisk, 2017). Sybll displays many of the emotions voiced by Malderez *et al.*, (2007) in that she is predicting that her NQT year will be '*overwhelming and scary*'. This could be because she also identifies herself as '*stubborn*' and '*set in her ways*'. A potential cause of conflict is that Sybll's preconception of what it is to teach or be a teacher do not align with what she was exposed to during her NQT year, suggesting that these deep-rooted beliefs are what drives her (Korthagen, 2004). Capel (2007) identifies that often new entrants feel unable to innovate and that preconceptions are not easily changed or challenged. Unlike many of her contemporaries, Sybll recognises early on that teaching goes far beyond the chalk face and she is already in conflict regarding the multifaceted identity of a teacher and the multiplicity of a teacher's identity (Akkerman and Meijer, 2011; Löffström and Poom-Valiks, 2013), particularly the altruistic need to nurture and help young people. Sybll identifies the complex and far ranging needs of young people which are often offered as the reasons for leaving the profession (Hong, 2010) and she is keen to counteract stereotypes- though this is not clear whether this is the stereotypical teacher, PE teacher, child or setting. She is, however, at a stage in her professional development where she feels empowered to make changes, rather than fall into habituation (Jenkins, 2010) this sees Sybll as an agent of change, as an active

strategist (Lawson, 1986). Ruohotie-Lyhty (2013) proposes that a picture of your ideal self is likely to be a fictitious character that is amalgamated from early life experiences and cultural myths. Here reflectiveness on her identity is interesting, and she notes that it is constantly changing with the moving goal posts, or whether it is a decision made by other people and she does not feel like an *'adult'* or a *'professional'* which eludes to some doubt and need for reassurance in her practices (Holmes, 2013).

At her midpoint interview, Sybll acknowledges that there have been some changes in her *'me'*, and this fits with Goldie (2012) who suggests that identity is a process of identification and it is about finding your place in the world and obeying the social norms (Korthagen, 2004). Sybll expresses flux and reflection on her teacher identity, acknowledging it is changing. Friesen and Besley (2013) maintain that identity formation is not unique to adolescence and can extend into adulthood and be revisited numerous times. Interestingly, the teacher Sybll thought she has changed, she reflects on the role of PE in her past identity reflections, now she acknowledges that this has faded away a little and she is unsure how that makes her feel (Couldron and Smith, 1999). This is a clear example of conflict between preconceptions of teaching and identity and actualisation and reality, and Olsen (2008) suggests this might be conflict between the deep-rooted conceptions that the individual has carried with them for a long time. Sybll acknowledges that she has identified the needs of her class as requiring nurture and care (De Ruyter and Conroy, 2002) before they are able to begin to learn. One factor that may be contributing to the conflict that Sybll is experiencing is the lack of or sparseness of mentoring she identifies in her interviews, this represents a lack of opportunity to interact with appropriate role models or receive feedback (Goldie, 2012; Schatz-Oppenheimer, 2017) and one of the negative influences identified by Malderez *et al.*, (2007) was absent or reluctant mentors, and often the novice teacher would associate negative identity traits to that teacher (Fletcher and Kosnik, 2016). Instead, Sybll has found herself an *'adopted mentor'* who she perceives to have the traits of a mentor/expert teacher (Coldron and Smith, 1999) to support her and guide her through the more emotional parts of the job. These parts are what Sybll refers to as *'the serious part of the job'* such as safeguarding needs, this is largely due to the years of teaching experience (Tsui, 2009) and approaching the day to day moral decisions presented in teaching.

When reflecting on her NQT year, Sybll expresses feelings of *'relief'* and *'success'*. She identifies that she is not still entirely sure what she is or should be doing. This represents a role shift from non-teacher to teacher (Malderez *et al.*, 2007) and she still doesn't feel like a

teacher. Sybll reflects on her successes this year and relates to the outcomes of the children which would make sense given her initial reflection on her role in the school as a nurturer and a care giver (De Ruyter and Conroy, 2002). Sybll reflects on the challenges the year has presented her with and the context here appears to be of importance (Stolz, 2013), noting that there is a high staff turnover and dissatisfaction in her school. This is characterised by Sybll identifying staff dissatisfaction about the expectations in the setting (Hong, 2010). These are some of the reasons that Bennett *et al.*, (2013) identifies as contributing to teacher attrition. Sybll is anxious that her friendship groups will be changing; she acknowledges that this year has seen her change a lot and she has experienced significant conflict between what she believed teaching would be about and the reality of teaching in her school (Löfström and Poom-Valiks, 2013; Glazer, 2018). Sybll identifies that next year she will be the KS1 PE lead and this is a further challenge to her identity and she believes it is tiny part of teaching and that the safety and care of her children come before everything and that PE may not offer the children in her class what it offered her as an adult (Belcher, 2014).

8.3.9 Case study 5. Bellatrix

Gender: Female

Age: 24

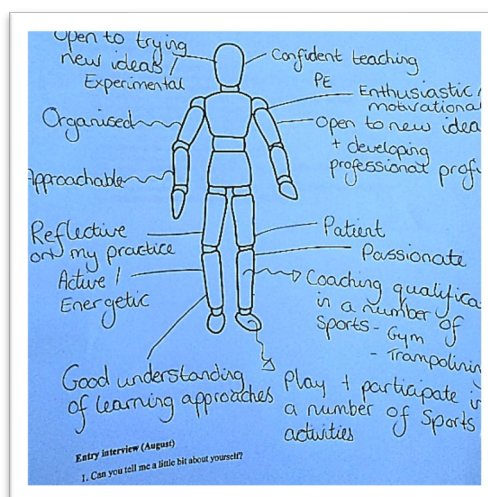
School: State

Ofsted Grade: Good

Year Group: 4/5

Entry interview

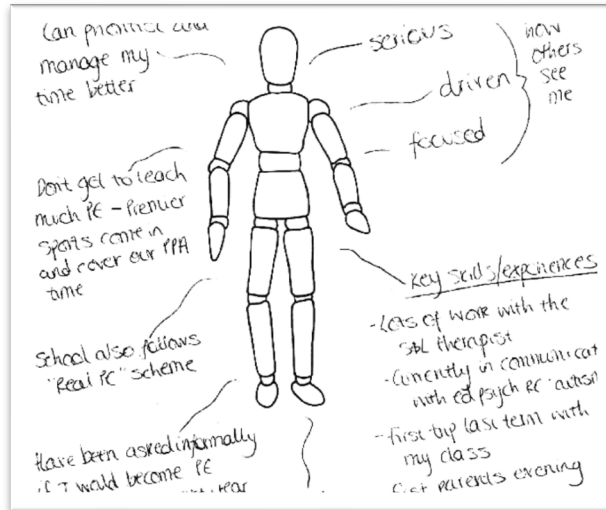
I am a 24-year-old primary school teacher with a specialism in PE who is teaching a mixed year 4 and 5 class. Prior to training to teach I used to 'coach gymnastics and trampolining' (BI8) and 'worked in after school clubs' (BI8). I was 'inspired to become a teacher by my head teacher at primary school' (BI8) and my teacher training made me realise 'I was probably very comfortable where I was before' (BI59), and that 'it's not just about teaching... but about the holistic side' too (BI45). I am a 'very active person' (BI8) who does 'lots of sports activities' (BI6), it was this 'love of sport' that led me to choose PE specialism. I am 'an approachable person' (BI19) and I am 'open to new ideas' (BI35), if you had just met me you might think I am 'a quiet person' (BI15) but when I get more comfortable I am 'a lot more outgoing' (BI15).



Midpoint interview

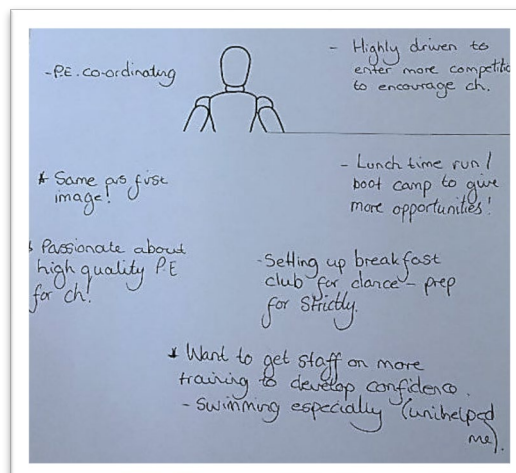
I spent a lot of last term feeling 'a bit nervous I suppose' (BM12). This term I have 'been given opportunities to develop what it is that I am doing' (BM28). I have 'had a lot of comments from the head and my mentor' (BM22) and 'I am growing in confidence and learning a lot of skills' (BM28). It has been a 'very busy but good and rewarding' (BM6) term. I feel like my colleagues see me as a 'more professional' and I feel like a 'respected person' (BM32). I would still describe myself as 'enthusiastic', 'positive' and 'determined' (BM14,18). I am a 'very reflective teacher' (BM24) and I have 'gained a lot more confidence' (BM16). I have been 'observing other teachers' (BM30) and getting 'actively involved with activities within the school' (BM30), I was involved in 'coordinating the Christmas production' (BM8) and managing my time well to 'fit everything in' (BM10). I am 'very passionate about what I am doing with the children' (BM24) and 'seeing how far the children [have] come since September' (BM8)

has been good. 'I have a couple of children who are struggling at home' (BM 10) so I have been 'getting advice and things' (BM10) and working with the parents to help.



Exit interview

My final term has been 'very exciting' (BE4), it's been 'very fun, very positive and very busy' (BE4). I feel 'respected, very respected by everyone' (BE18), 'I've loved being a teacher...it is something that I have always wanted to do' (BE12). I can see that I have 'grown ...and... developed my understanding' (BE26), my colleagues have commented that 'they wouldn't think that I was an NQT' (BE22) and when I reflect on the year I think 'you have to be a very dedicated person to want to be a teacher' (BE43). 'It is not as bad as people suggested that it might be in the first year' (BE54). Over this year I feel that I 'know each individual child' ... and I'm 'not just planning for like the collective'. I will be coordinating the PE next year and 'I am slowly getting the rest of the school to be on board' (BE48) with the benefits and opportunities in PE, my colleagues know I am 'competitive' (BE18) and 'eager' (BE30) and my passion for PE shines through, I am 'confident when it comes to teaching PE' (BE34). I feel this year has been 'a successful year' but it is 'a relief as well that I have made it to the end of the year' (BE54).



8.3.10 Bellatrix's story

Bellatrix identifies herself immediately as '*sporty*' (Fletcher, 2012) and of having a good deal of experience coaching in clubs and schools (Olsen, 2008). It is clear from Bellatrix's statements about her past experiences in sport that this has been a major factor in becoming a teacher and specialising in PE. She demonstrates high self-efficacy with PE and sport and this is key in deciding to become a teacher and in developing her identity (Malderez, 2007; Capel, 2007). Bellatrix appears to be the most confident in her teaching and sporting ability and suggests that she was '*very comfortable where I was before*' (BI59) and that the ITE has made her consider the wider role of the teacher (Wrench and Garrett, 2012). This is an achievement as it is well documented that ITE can often have a minimal effect on deep rooted beliefs about teachers and teaching (Tok, 2011; Pillen *et al.*, 2013) and she appears to be as she starts her NQT year going through a role shift from non-teacher to teacher and refining her identity (Fletcher, 2012). Like many of the other participants she was inspired to train to teach by head teacher from her primary school, someone who she assigned a positive role identity (Ruohotilyhty, 2012; Maldrez *et al.*, 2007) and who has allowed her to form opinions on what it is to be a teacher from an early age (Wrench and Garrett, 2012; Lawson, 1986). It is interesting to note that out of all of the interviews Bellatrix's were the shortest and well prepared. She describes herself as a very reflective person and someone who knows her strengths and weaknesses. This suggests that she has spent some time considering her identity and interpreting and reflecting on her values attitudes and beliefs (Beauchamp and Thomas, 2011) as she appears to have a well formed, precise understanding of who she is and the teacher she wants to be.

Bellatrix reflects at Christmas that she has been '*nervous*' (BM12) but has had lots of opportunities to demonstrate autonomy and through the experiences and opportunities she has had (Sirna, *et al.*, 2010). These experiences have seen her grow in skills, confidence and knowledge and this has been positively endorsed by who she perceives as significant others (Holmes, 2013). Namely her mentor and head teacher who have reinforced that her practices are in line with expectations (Coldron and Smith, 1999). This further reinforces Bellatrix's opinion and efficacy relating to her identity formation (Jenkins, 2014) and her feeling that she can be an agent of change (Lawson, 1986). Bellatrix is keen to share that she has been actively involved in the wider context of the school and doing activities that she considers are above and beyond the role of an NQT. In doing so Bellatrix appears to be at this point significantly further ahead of the other participants in '*interpersonal school relations*' (Hamman *et al.*,

2012) where her focus has shifted beyond her classroom practices. She feels like she is well respected and liked in the school community working with colleagues across the school as well as parents. There appears to at this point be little conflict between what Bellatrix hoped the role would be like and what she is experiencing on a day to day basis, and Lamote and Engels (2010) suggest that it is this balance between what they experience and what they thought they would experience that impacts upon values, attitudes and beliefs. Korthagen (2004, p.87) also suggests that what matters most to teachers is that they are 'cognitively aware of their core qualities... and... emotionally in touch with those qualities'. In her discussions around herself and her developing identity, Bellatrix appears to be aware of her 'core qualities' and reflects upon how she feels about this.

At the end of her NQT year Bellatrix remains upbeat and passionate about the year she has had. She appears collected and confident about the teacher she is and is emotionally committed to her work (Hobbs, 2012). She is proud that her colleagues suggest they '*wouldn't have thought she was and NQT*'. Bellatrix interprets this as acceptance and friendship and it clearly impacts upon how she feels about herself and how she feels she has settled into the school. It is difficult to say whether Bellatrix has been subject to socialisation (Capel, 2007), there are many influencing factors on how an individual perceives they 'fit in'. It could be suggested that the recruitment procedures are designed to recruit teachers who will easily fit the settings values and beliefs and can adapt their personal understandings and beliefs to institutional demands (Pillen *et al.*, 2012) and as Glazer (2018, p.69) acknowledges the profession is attracting 'a more compliant workforce' that are 'not as committed to the ideals of teaching'. Bellatrix has been appointed as the Subject Leader for PE for the following year and is keen to instigate a change in attitude and belief from her colleagues. This is the role she has wanted from beginning her training and she expresses that her colleagues know how passionate she is about PE and that she is '*slowly getting the rest of the school to be on board*' (BE48). This demonstrates a good deal of confidence in herself as a change maker (Lawson, 1986) and her professional identity. Unlike Sybil and Charlie, who suggest they have lost their identity as a PE specialist, Bellatrix appears to have retained and developed this identity during her NQT year. This demonstrates a strong image of the teacher she wants to be and her idealistic vision of a teacher (Löfström and Poom-Valiks, 2013). She presents a future orientated, goal driven individual who has very strong beliefs about teaching (Trent, 2010). Her narrative also suggests that perhaps her ITE experiences have done little to change her notions of belief about teaching and teachers (Capel, 2007).

8.3.11 Case study 6. Narcissa

Gender: Female

Age: 21

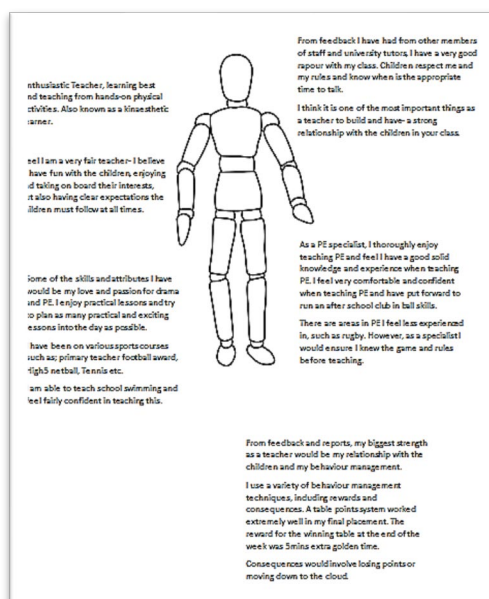
School: State

Ofsted Grade: Good

Year Group: 1

Entry interview

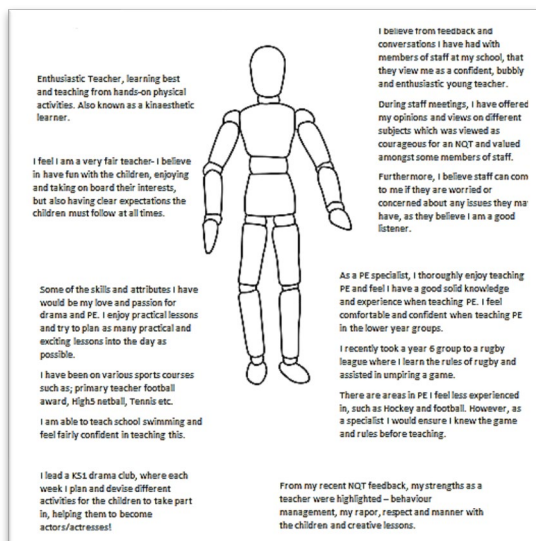
I am a 21-year-old primary school teacher with a specialism in PE who is teaching a year 1 class. I 'always wanted to be a teacher' (NI11) because 'I enjoy listening to children and their interests' (NI30) and 'I like helping and knowing that I am making a difference to ...children and their lives' (NI11). I 'enjoy sports and drama' (NI9) and that 'influenced my decision to focus on being a PE specialist' (NI26). I think that my NQT year will be 'exciting and new and interesting' but 'stressful' (NI44). I am 'excited but nervous' (NI17) but 'I feel that I am ready for the challenge' (NI17). I would describe myself as 'loud, bubbly and a bit crazy' (NI19), I am 'quite confident' (NI19) and I feel like I am 'quite fair' (NI30) and 'quite caring' (NI31). I want to be the teacher that is 'exciting and good at helping us learn' (NI73), I would like the children to think that I am 'someone who is fair and will listen to us' (NI73).



Midpoint interview

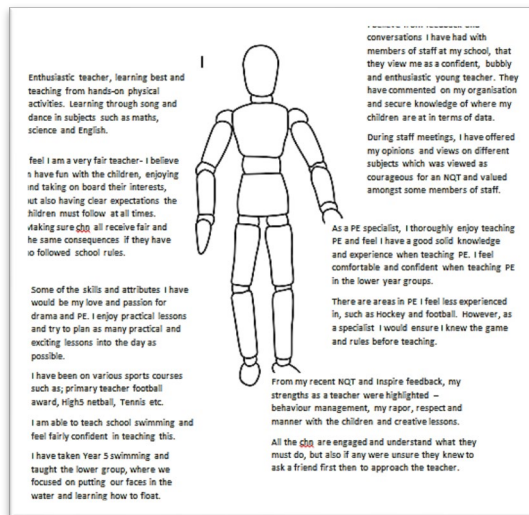
The first term 'has been quite full on... it's been stressful at times' (NM6), 'there's a new deputy head and lots of new teachers' (NI50), 'most of the other staff have been there a little while' (NM28), 'but I think they like me' (NM28). I remember being 'a bit nervous and... excited' (NM16), but the 'school I am in are really helping to allowing me to become the teacher I want to be' (NM36). I am 'exhausted and tired but also happy, proud and feeling accomplished' (NM17), but 'I didn't realise how tiring it was going to be' (NM18). 'I've got more personal and emotional things to deal with' (NM10), 'I had to deal with a bereavement, one of the children in my class lost their mum' (NM10), and 'I found that really difficult' (NM10). I have had some 'quite rewarding' (NM6) experiences, for instance, 'seeing the

progress of the children' (NM8) and 'it's really nice hearing the parents telling me their child is really happy and enjoying school' (NM8). When I was 'observed by the head teacher... her feedback was very positive' (NM30), and I will continue to watch 'more members of staff after Christmas' (NM56), and 'when they give their feedback I'll obviously take it on board' (NM54). I feel like I have 'stayed the same' (NM46), and I am 'willing to try and learn new things' (NM32).



Exit interview

'I feel like a very responsible teacher' (NE20), 'I'm dedicated to the job' (NE24), and I am 'very proud', I love watching them grow, so I feel like a very proud teacher' (NE19). 'It's like wow! I've done my first year and its gone so quick!' (NE72). I feel I 'have grown knowledge in different areas but again, I would still like to improve' (NE52). 'Being an NQT is hard' (NE84), 'you need a balance...I would say try and have a better work life balance' (NE60). I would say that I am 'more confident' (NE46) and 'I feel like I'm a fair teacher' (NE36) and 'I've got a lot more patience' (NE34). 'I have my own identity' ...'I have traits that are similar to other teachers, but I also have a lot of traits that are very different' (NE56). 'I feel like I was emotionally invested in the children, so my teaching style hasn't changed' (NE56), lots of people have 'commented on my enthusiasm' (NE38) and the 'rapport with the children' (NE22). Next year 'I am going travelling' (NE84), I am 'sad but happy' (NE72) to be moving on.



8.3.12 Narcissa's story

Narcissa is the youngest participant in this study. Having only turned 21 in August of the year she graduates, she is clear that teaching is something that she has always wanted to do (Friesen and Besley, 2013), and has skills and qualities she believes are innate to a teacher's practice and persona (Olsen, 2008; Glazer, 2018). Like the others in the study Narcissa defines herself by the sporting activities she does and her pursuits outside of work and how it is these interests and experiences that led her to be a teacher and to specialise in PE (Sirna *et al.*, 2010; Capel, 2007). Narcissa uses emotive language to describe how she feels about beginning her teaching career (Malderez *et al.*, 2007) using the words '*excited*', '*stressful*' and '*nervous*'. She has an image of how she would be like to be viewed as a teacher by the children and her colleagues and this demonstrates an aspiring ideal identity that shares the traits with what she perceives is a good teacher (De Ruyter and Conroy, 2002). Narcissa is particularly clear about what she feels are the important aspects of being a teacher which are helping the children to learn and to listen to them, representing deep rooted values and beliefs within her (Korthagen, 2004; Lofström and Poom-Valicks, 2013). These ideals may come from past experiences of being taught where Narcissa has formed a vision of an effective teacher from her interactions with teachers as a child, adolescent, adult and trainee (Graham, 2008, Carse *et al.*, 2018).

At the end of Narcissa's first term she reflects on her contextual experiences, the setting the changes and the things she has had to adapt to over the term; she suggests that she 'thinks' the other staff like her and this suggests that she believes that other staff liking her will confirm the identity that she has demonstrated and represent acceptance into the 'society of teachers'. At this point Narcissa does not appear clear on whether she has been occupationally socialised (Lawson, 1986). She does not separate her social identity from her professional

identity and hopes that the affirmation by other staff is evidence enough that she is both a good person and a good teacher. Cox and Sykes (2016) discuss personal and social identities as being inextricably linked to context and being. This is an example of blurring of identities and of an understanding that the values and beliefs you have as a person influence both your personal identity, professional identity and your social identity, it stands to reason that this in turn can influence your professional identity. Multiplicity of identity suggests that many of the separate identities one has all have characteristics in common (Oppenheimer and Dvir, 2014; Jenkins, 2014). This is similar to Elladora who states, *'it is who I am, I am a teacher'* (EE22) representing a crossover of identity traits.

Like many of the other participants Narcissa is experiencing the demands of the role, the fatigue, the stress and increasingly the role of the teacher beyond the classroom (Glazer, 2018). She states she did not realise how tiring it was going to be, and she had had the experience of supporting a child in her class through a bereavement which she had had no experience of dealing with either in her training and personally. This was a particularly challenging time for her and it is the support of the staffing the school particularly a mentor who can help with the moral decisions and the wider role of a teacher (Coldron and Smith, 1999), but Narcissa makes no reference to receiving any support through this process. Narcissa declares that she feels like she has stayed the same over her first term of teaching although she is willing to take on advice and feedback (Able *et al.*, 2018) and to *'try new things'*. This is an interesting claim, it is difficult to understand how teaching in a context for a term elicits no changes. Perhaps Narcissa feels she as a person (personal identity) has stayed the same despite any changes to her practices and methods – where she is perhaps exhibiting surface level compliance (Lawson, 1983). This represents again the multiplicity of identity and what she does and who she is, are not necessarily connected in all circumstances (Oruc, 2013). Beauchamp and Thomas (2009) suggest that identity and self-concept are both stable and dynamic and it is extremely difficult to untangle what traits are associated with which identity. By the end of her induction year Narcissa is *'proud'* to have completed her year successfully and she reflect on her progress identifying that there are still areas she feels she can improve. She states frankly that *'being an NQT is hard'* (NE84), *'you need a balance...I would say try and have a better work life balance'* (NE60) and to this end she joins the numerous individuals that leave the profession within their first few years of teaching (Hong, 2010; Glazer, 2018). Narcissa is leaving to go travelling. Narcissa is very clear when she reflects on her teacher identity: she is the only participant who states that she is different from all the other teachers

in her school. Perhaps fearing that resisting the occupational socialisation in a setting may be detrimental to her career, she suggests she has some similarities, but it is largely the differences she focusses upon. This could be a clash of beliefs and values between Narcissa's ideals and the context she has found herself in (De Ruyter and Conroy, 2002). Much of the literature surrounding identity would suggest it is socially constructed and can lead to habituation (Jenkins, 2014) where behaviour choices are narrowed by 'the way things are done'. In Narcissa's case she may find that the way things 'are' done in her setting did not align to her vision of teachers and teaching (Korthagen, 2004). There is no mention at all in Narcissa's interviews about her mentor and if she feels that she has not had the endorsement of a more experienced teacher in her induction year (Holmes, 2013), this may be a contributing factor to her decision to leave.

8.3.13 Case study 7. Charlie

Gender: Male

Age: 23

School: State

Ofsted Grade: Good

Year Group: 2

Entry interview

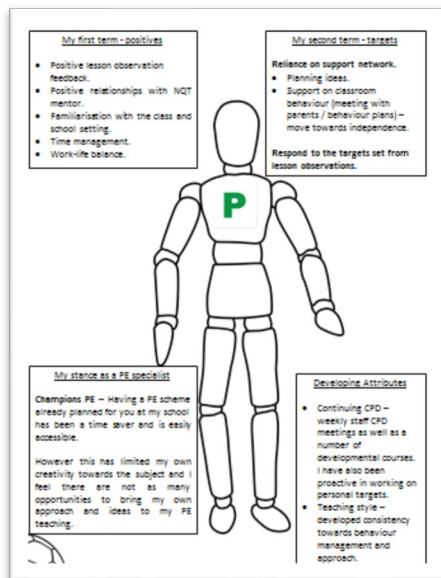
I am a 23-year-old primary school teacher with a specialism in PE who is teaching a year 2 class. Initially I 'didn't really know what I wanted to do' (CI12) and prior to doing my teacher training I did a 'job in learning support in key stage 3' (CI12). I 'love sport' (CI37) 'play hockey' (CI8) and have done a 'lot of coaching with the younger ones' (CI59). I think if you are male there is 'an expectation that ... you are more likely to do sport' (CI63) and I feel my 'teaching reflects what I like' so I try to 'keep it active' ((CI65). I like to 'have a laugh' (CI28) and I am 'quite a safe person' (CI24), 'I initially thought when I was training I thought I wanted to be a PE teacher' (CCI59) and 'I didn't realise quite how different each school was' (CI168). I think that my first term will be 'very busy' (CI67) and I 'need to work out ways that I can cut corners' (CI67) 'after this first term, I feel that's when I will really start becoming my own teacher' (CI93). I think the children 'would describe me as fun' but 'I want a clear level of respect' (CI83) but I 'still want everyone to enjoy learning' (CI83). 'I am going to do the whole authoritative stance and set my expectations' (CI85). I am 'treating this first term as almost like a teaching placement' (CI93) 'because I still feel pretty unprepared' (CI107), 'I've just got to learn who I am' (CI105).



Midpoint interview

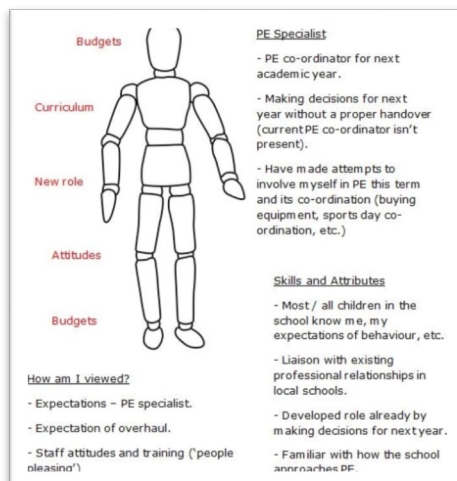
This term has 'been pretty difficult to be honest' (CM8) but I have a 'much more consistent position on my behaviour management and ... teaching style' (CM14). I'm 'not strict, but ...sort of stern, respectable but still approachable' (CM32) a more 'laid back approach' (CM54). It's difficult because 'if something happens at school you sort of take it home and you are worried'

(CM16). I have got 'a really good work life balance at the minute' (CM14). This term I have been into 'different schools and observed ... phonics' (CM25) and 'I have been on a couple of NQT courses' (CM46), 'I don't want to say I'm losing interest in the whole PE specialism, it's just I don't know, I feel...the lessons lack my sort of approach' (CM29).



Exit interview

Now I have completed my NQT year 'I think when I first went into teaching I was pretty naïve about it, you forget how much of an act it is' (CE82), 'I mean I've always felt like a trainee, even in the first term of this year' (CE10). I 'actually feel like a teacher' (CE10), 'I just feel like I am one'(CE14), 'I don't have to do the whole strict thing anymore because they obviously know where the line is now' (CE80). 'I don't feel very young any more' (CE49), and my 'persona as a teacher... just changes on a day to day basis now' (CE55), I don't know what my colleagues think of me, 'you never really know what people truly think of you' (CE32), I think 'there is room to be yourself but within a line really' (CE86). 'I always tell anyone who is looking to go into teaching, it's not what you initially expect it to be' (CE86). Next year 'I've been given the responsibility to coordinate year 2' (CE105) and I will be 'PE coordinator' (CE18), 'I'm a bit concerned with ruffling feathers' (CE37) as 'I think the [PE] curriculum we teach is awful' (CE39).



8.3.14 Charlie's story

Charlie is the second of the participating our male primary school teachers who, like Hagrid, has taken a gap year to work as a teaching assistant in a secondary school. He is not as clear as some of the other participants that teaching was something he always wanted to do and instead employed a 'try before you buy' approach by working in secondary schools as a teaching assistant. It is this experience, combined with his love of hockey, that made him decide to be a teacher. This is a typical pathway into teaching particularly where sport and activity are involved (Capel and Blair, 2007) and is seen as a way that he could still '*keep it active*' (CI65). He suggests that he has a high self-efficacy in teaching sport and PE (O'Connor and Macdonald, 2002) and initially wanted to be a PE teacher. However, he alludes to the contextual nature of experience in that he states, '*I didn't realise quite how different each school was*' (CI68) and this suggests that he believes it is important to find a setting that aligns with your prior values and beliefs (Lamote and Engels, 2010; Korthagen, 2004) and what he may find acceptable based on his prior experiences and personal background (Coldron and Smith, 1999). Charlie appears before the start of his NQT year very aware of the workload and expectations and interestingly states that he needs to work out how to '*cut corners*'. Taken out of context this may make Charlie seem a little lazy, but in the context of the interview he explains that on placements he often over planned, over prepared and had become aware that he would not be able to do that in a full-time post. This is one example of a clash between training and practice (Armour *et al.*, 2012) where on ITE placements there is time to prepare and plan compared to teaching as a qualified teacher so Charlie may putting in place strategies to cope with his knowledge of the work load or predicting that this is what the other teachers in his setting would do.

Charlie muses reflectively that the first term will be when he really starts to become his own teacher and he has to learn who he is. These statements suggest a willingness to adapt and change to become an accepted version of a teacher and to socialise into the setting (Arvaja, 2016)- but whose version? His own, the schools, the children's? It is well documented that NQTs rarely question policy and practice in a setting (Tsangaridou, 2006; Hushmans and Nappa Owens, 2012) and maybe Charlie at this stage is seeking reassurance that his version of a teacher is acceptable and endorsed and he will adapt his practices to 'fit in' (Capel, 2007; Lawson, 1986).

Charlie's second interview was noticeably shorter in length and he identifies that it has not been an easy term (Ruohotie-Lhyty, 2013) for him but that he is developing 'in *behaviour*

management and teaching style' (CM14). It suggests that he is in the process of reevaluating his approaches to teaching to be more in line with the expectations of the setting (Capel, 2007) which is significant as Malderez *et al.*, (2007) found in their research that teachers who entered the profession via a 'role shift' in this case TA to teacher were more likely to have a stable sense of self and were less affable to change. Armour *et al.*, (2007) would suggest that some learning experiences can be a backward step that serve to reinforce traditional approaches to teaching. It is often the case that new teachers feel unable to innovate and use the strategies they learned during their ITE (Capel, 2007) and this is perhaps an example of surface level compliance where to be accepted into an organisation, an individual changes their approaches (Romart and Frisk, 2017) but may not change their values or beliefs. Charlie has had a successful term in so much that his observations were positive, and he has been supported in terms of his professional development by attending CPD courses. He does however, allude to the fact that he has largely been left to '*get on with it*'. This can be an isolating experience and without the support and guidance of a mentor or expert teacher (Ruohotie- Lyhty, 2013) could have led to Charlie developing an incompatible identity (Holmes, 2013) or not conforming to socially acceptable norms (Lawson, 1983). He alludes to his teaching of PE which was a prominent feature in his identity discussions at the start of the year. He feels the way the school teaches PE does not fit with his approach and this is an issue of conflict for him, yet Charlie is demonstrating conformity in that he accepts and gets on with the teaching of PE despite it not aligning to his philosophy (Jenkins, 2014). This represents what Lawson (1986) would refer to as compliance and acceptance- the custodial phase of his model. When looking at PE in particular it has been subject to conflict around its purpose and aim with contested discourses around health, sport and PE (Randall *et al.*, 2016). It could be suggested that for example, if Charlie were to align with a PE discourse, for example, that sees PE there to educate young people to be physically literate, but the school aligns to a sport or health philosophy this could elicit feelings of conflict in him.

Charlie is reticent about his experiences of his NQT year of teaching calling it an '*act*' and feeling '*naïve*'. These feelings allude to his realisation of what doing the job requires and that also his initial confidence may have diminished when he found himself in the day to day job (Löfström and Poom-Valiks, 2013) where he still felt like a trainee. However, he appears to have emerged in the summer of his NQT year '*actually feeling like a teacher*' (CE10). This indicates he has reached a point where his day to day image of himself as a teacher meets the expectations he had, or he has changed his expectations to align with those of the context he

finds himself in (Couldron and Smith, 1999; Lawson 1986). This socialisation can include a certain way of dressing or appearance, along with conforming to the way things 'should' be done without challenge (Tsangaridou, 2006). Charlie has some interesting opinions about how his colleagues perceive him, suggesting it is '*difficult to know what anyone ever really thinks about you*'. He goes on to suggest that in teaching you can be yourself but '*within a line*' (CE86) which is an interesting indication that he has had to change to fit the system rather than challenging the norm (Holmes, 2016; Lawson, 1986). This also could suggest frustration, apathy and a feeling of helplessness in changing the systems.

Charlie has been given a good deal of responsibility for his second year of teaching and rather than seeing this as an affirmation of his teaching he suggests that he might be '*ruffling feathers*' (CE37) and that this is his opportunity to '*shake up*' the current PE provision, perhaps he feels empowered at this point to innovate (Lawson, 1986) and act to challenge the norms regarding PE teaching. This is a shift for Charlie who perhaps, like Bellatrix, sees this as his opportunity to challenge and change the school's practices, to innovate and move the provision to be more in line with his own beliefs and values. Charlie has clearly been in conflict regarding his philosophy and the school's philosophy about teaching and PE teaching; Hammam *et al.*, (2010) suggest that reflection on identity is a powerful way of helping teachers to make sense of the personal, societal and professional conflicts they may be experiencing.

8.3.15 Case study 8. Andromeda

Gender: Female

Age: 23

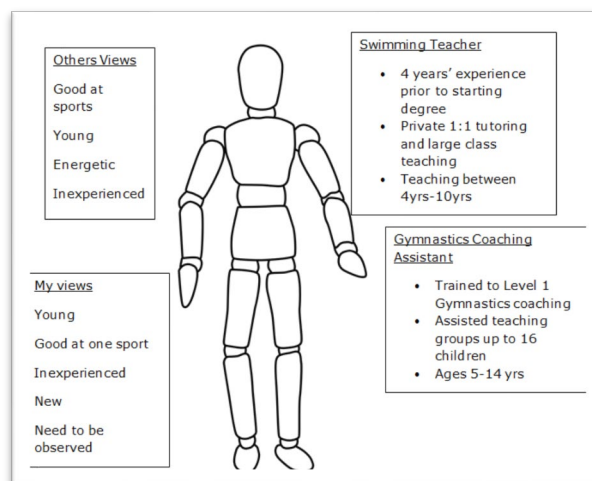
School: Academy

Ofsted Grade: None

Year Group: 3/4

Entry interview

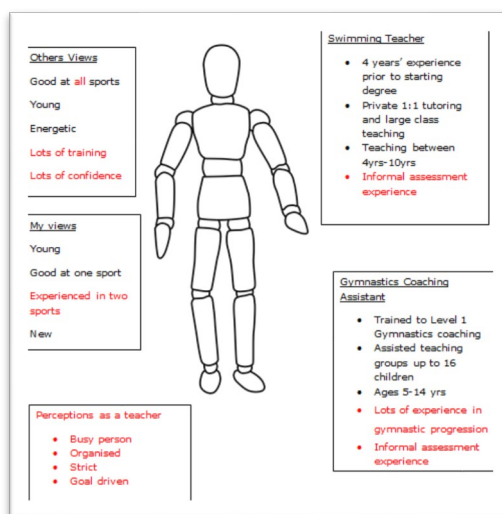
I am a 23-year-old primary school teacher with a specialism in PE who is teaching a mixed year 3 and 4 class. I am 'from a sporty family' (AI55), and 'I've always been quite sporty' (AI55), 'I do think other people think... I am good at every sport, but I'm not, I am good at one sport' (AI57). 'I was part of a swimming club' (AI8) 'I'm a swimming teacher' (AI47) and a 'lifeguard' (AI8), so although 'I decided to be a teacher quite late' (AI9), it was the 'sports teaching and coaching that I was doing' (AI9) that motivated me to be a teacher and a PE specialist. I am 'excited but definitely nervous' (AI19) to be starting my role, I have 'first-hand experience' (AI78) of what it is like to be a teacher, my sister is 'becoming a teacher' (AI15). 'I don't really identify myself as a teacher yet' (AI21), 'I think people think I am really young' (AI25), 'I feel like I am still 14' (AI29). I think this year will be 'stressful...nerve wracking [and] memorable' (AI74), I am going to 'maggie the good bits' (AI105) and 'watch other people' (AI111) and 'try[ing] to emulate their style' (AI80) while I'm 'getting used to teachery things' (AI111). I would describe myself as 'quite relaxed, quite calm, quite fun, quite energetic' (AI93) and 'I feel like I could cope, if I tried really hard' (AI101) because 'the more I do it, the more I realise how much I care about it' (AI78).



Midpoint interview

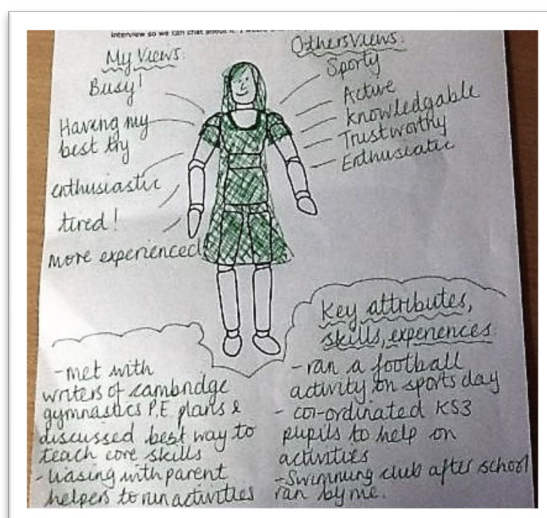
My first term has been 'busy, like incredibly busy' (AM5) and I have 'done things I never thought really' (AM5), 'the workload is very challenging' (AM8), 'it is a stressful but rewarding job' (AM24). 'The most challenging part of my job is probably the parents and the expectations of parents' (AM12) and the 'home life of the children', the 'culture and the community' and 'how that impacts on the children' (AM53). 'I wanted to be ...just a teacher', 'now I think the flipside and that...out of class is so important' (AM51). 'I don't feel experienced yet, but I feel I have gained a lot more, and I recognise more experiences that I had but I didn't think was

experience' (AM32). My identity has 'definitely changed, it's not what I thought it was going to be' (AM38), 'I understand myself a bit more' (AM22), I still think I am 'organised..., quite strict..., maybe a bit over strict' (AM28). I have been 'meeting up with my NQT mentor and talking 'just about what's been going on and it...helps me to digest it' (AM63).



Exit interview

Well I have completed my NQT year and I am 'relieved, very relieved' (AE73), 'I feel so much older' (AE34), 'I feel like I have aged 60 years in this one year' (AE33). 'I'm just so tired by the end of the day' (AE65), 'you are never quite ready, you could train and train and never be ready for the amount of work' (AE8). 'I have a lot of fun' (AE10), and 'I am less daunted by it' (AE63), I 'feel I can relax around' (AE25) the children as 'everything feels so much more settled' (AE2). 'I feel the type of teacher I want to be hasn't changed, but maybe the time line has changed' (AE65), 'teacher mode is more blurred' (AE63) but I am 'more relaxed... and... a little bit more adaptable' (AE34). 'I don't know if I would class myself as a fully-fledged teacher yet' (AE10). Next year I am leading PE 'I feel as if there is quite a lot of responsibility with it, I don't know if I feel ready for it' (AE78).



8.3.16 Andromeda's story

Andromeda identifies herself and her family as '*sporty*' (Fletcher, 2012) and discusses how sport contributed significantly to her childhood and adolescence and it is this early exposure to sport and activity (Sirna *et al.*, 2010; Capel, 2007) that has given her confidence to explore teaching. Her sister is a teacher and often when people make decision to become a teacher it is influenced by those who they consider to be influential and important in their lives (Olsen, 2008; Garrett and Wrench, 2011). Andromeda has significant experience working in sport with young people and children and readily identifies that this has given her a skill set that is conducive to teaching (Olsen, 2008). She also displays a passion for sport and physical activity and reveals that this is a family trait. The success that Andromeda experienced in the coaching and teaching of sports has reinforced to her that she has the necessary capabilities to be what she perceives to be an effective teacher. Andromeda is a trained swimming teacher and perhaps the traditional notions of swimming teaching can reinforce traditional concepts of PE teaching (Trent, 2010) due to the nature of the instructional approach to the sport and can serve to reinforce stereotypical and conservative approaches to teaching (Capel, 2007; Graham, 2008).

Andromeda acknowledges some doubt and uncertainty around beginning her career and she is '*excited*' and '*nervous*' (AI19) and as yet does not feel able to identify herself as a teacher. This indicates that like many of the others Andromeda needs to experience a role shift from non-teacher to teacher (Malderez *et al.*, 2007) in order to be able to describe herself as one. Andromeda describes herself as a '*magpie*' who will try and emulate the style of other teachers in the setting, this is an example of socialisation, it is a safe way of ensuring that you begin to fit in and follow the unwritten rules and assumptions of the organisation (Romart and Frisk, 2017). This demonstrates a willingness to evolve and change to suit the role and Fletcher (2012) acknowledges that new teachers need numerous opportunities to refine their identity. She elaborates that this will only be a short-term measure while '*she is getting used to teachery things*' (AI111). This demonstrates that Andromeda is aware of the way in which novice and expert teachers differ (Tsui, 2009; Fletcher, and Kosnik, 2016) both in the way in which they might approach a task and also the type of tasks they may take on. Andromeda is on a journey and decides that '*hard work will pay off in the long run*' and that she '*cares a good deal about the job*' suggesting an emotional commitment to the role and all it entails (Hochschild, 1983; Hobbs, 2012).

After Andromeda has completed her first term of teaching she acknowledges the workload as '*challenging*' and '*stressful*'. Her commentary revolves around the issues that the children face outside of the school setting and her understanding of the impact that home life can play on a child's education (Bressman *et al.*, 2018). Like Sybl and Ravina, she is realising the full extent of the role of a teacher (Tsui, 2009) and the teaching side of it is not the area where Andromeda feels the challenge. Andromeda appears to be a very reflective individual with lots of experiences that she had initially discounted as experience and now in the job is able to draw upon these past experiences to help her to resolve or manage the issues faced (Capel and Blair, 2007). She is very frank about her changing identity and surprised herself by concluding '*it is not what I thought it would be*' (AM38). This demonstrates the plural nature of identity and that it is 'essentially temporary' and 'subject to contestation and change' (Holmes, 2013, p.1045) and perhaps challenges to her assumptions and beliefs about teachers and teaching (Romart and Frisk, 2017). Andromeda is an example of a teacher who is open to developing her professional identity and uses the expertise of her NQT mentor to discuss her progress (Malderez *et al.*, 2007). Features of effective mentoring that she identified included, '*availability, strategies, advice and guidance*' (Malderez *et al.*, 2007) and in meeting up with her NQT mentor Andromeda has been able to access these.

Andromeda reflects on her NQT year with relief. She is candid in suggesting she feels she has aged a good deal in the year and does not feel '*young*' any more, perhaps this is Andromeda accepting the challenges of teaching and identifying with her colleagues who are older than her (Fletcher and Kosnik, 2016). She alludes to her training as not preparing her for the workload (Tok, 2011). Interestingly Andromeda refers to '*teacher mode*' which could be deemed to be her professional identity (Oruc, 2013) and as she describes 'teacher mode' as blurred, suggesting a conflation of elements of her social identity (Cox and Sykes, 2016) and her professional identity as she feels more comfortable in the role. Interestingly her ideal teacher identity has not changed, but she acknowledges that maybe the time it might take to reach it is longer. This point shares similarities with Sybl's suggestion that '*you never reach your ideal, rather you just keep moving the goal posts*'. These are insightful comments into the transient and developmental nature of identity formation (Löfström and Poom-Valiks, 2013). Andromeda does not feel like a full teacher yet and this is indicative of the individual journeys all the participants in this study in that identity formation is context and time dependent (Cox and Sykes, 2016) and it is difficult to know which of these has the most influence on identity formation. Like other participants, Andromeda will be a subject leader for PE next year, a role

about which she has some reservations, mainly whether or not she is ready for the responsibility. This point that Andromeda feels '*daunted*' about becoming a PE subject leader which reflects her earlier musings around not feeling like a fully-fledged teacher, it must be daunting to then consider at this point leading a subject if you feel that you are still learning the ropes. Teacher burnout is one of the most significant contributors to teachers leaving the profession (Lee *et al.*, 2016) and for NQTs who need more time to develop their teaching, taking a role of responsibility so soon can cause some internal conflict. Fletcher and Kosnik (2016) in their discussions around teachers and mentors suggest that taking on the role of a mentor can challenge even experienced teachers to reconsider their professional identity. It would stand to reason that in Andromedas case she is going to have to reconsider her identity as a teacher and a subject leader which may cause her some conflict.

8.4 Summary of case study findings

These case studies represent a series of unique and personal journeys for all the participants who have found themselves in different settings, in different year groups, coming from different backgrounds with different values and beliefs on teachers and teaching. What the case studies can show us is that each teaching context is different, and that these differences have offered the participants of this study a range of experiences both positive and negative.

All participants experienced feelings of doubt, both in their ability to teach and teaching in general. It is documented that teaching is an emotional profession where there is much of yourself in who you are as a teacher (Lee *et al.*, 2016). These emotions serve to reinforce how teachers are, and their professional image (Beauchamp and Thomas, 2009). The experiences of doubt and negative emotion accumulate around a change in understanding about their wider role. All participants are experiencing a year when they move from learning how to be a teacher to learning how to teach (Oppenheimer and Dvir, 2014, p.140); learning how to teach encompasses so much more than that seen at the chalk face. Sybll describes herself as a detective, Ravina as a different person and Narcissa as emotionally invested in the children. The realisation of the role going beyond the 9am-3pm in a classroom has led all participants to allude to the complex nature of the role and how this was the element for which they were not prepared (Lee *et al.*, 2014). Thus, it is important that NQT and ITE programmes, as well as mentoring, support trainees to develop teaching skills and pedagogies but also the emotional resilience needed to be a teacher. The emotional interactions with children and families in need or safeguarding panels can impact upon individuals deeply at a very personal level.

All participants demonstrate a need to seek affirmation from people with whom they readily identify, such as senior teachers and their mentors. In some cases, these people were not as readily available as they might have been, and this was a point of significant conflict particularly for Sybll and Charlie who felt they did not have the support that perhaps the others were having. This led to both Sybll and Charlie being in some doubt about how they fitted the system (Fletcher and Kosnik, 2016) and a conflict in their longstanding values and beliefs and the settings they are in. The occupational socialisation can be challenging for teachers new to the profession, or indeed teachers moving settings, the veteran teachers in the setting are influential in respect of social and cultural norms (Lawson, 1986). Identity is socially constructed and is both a product of context and a process of exploration of what does or does not fit with that context (Friesen and Besley, 2013). Ravina is a further example of an NQT whose identity is in flux as she finds herself in a brand-new school where the ethos and philosophy are not historically engrained in practices and the school is seeking to define itself, and there are numerous colleagues in the school all trying to influence the acceptable norms and culture in a context that does not have any. Attempting to align with the school's philosophies if those philosophies are not clear may cause significant pressure: Trent (2010) discusses how identity is formed through the group or context with whom one associates. In Ravina's case it could be that no one in her setting is entirely clear about what the philosophy is. Therefore, the presence of expert teachers who model both good teaching and are perceived to be an effective teacher are required in a setting to guide and support NQTs in finding more about teaching and themselves as teachers.

All participants go through an identity adaptation; this takes place over different timescales, to a differing extent and in different ways. Narcissa, Bellatrix and Charlie all had very clear visions of themselves. Bellatrix perceived that she already had an identity that fitted with the setting's philosophy: Charlie had a very clear picture of himself as a teacher which he went on to realise did not quite fit with the setting's ideals and he changed to 'fit in' (Capel, 2007; Lawson, 1986) and Narcissa who had a strong sense of self throughout the year and has left the profession to travel: this may have been either because her sense of self did not fit with her schools or that she resisted socialisation. Those participants who had some idea of their 'teacher self' experienced a range of emotions and changes related to their identity development, and went through a process of finding who 'I' am. This involved a process of adapting and changing, observing and emulating (Solomon, 1990) and discovering their own version of identity. For instance, Elladora has had a chance to explore a range of teachers,

discuss her progress and having started with a strong sense of the teacher she wanted to be has fine-tuned her practices and beliefs to a point where she is satisfied with her current teacher identity. It could be suggested that all ITE and NQT programmes need to consider the experiences necessary to support identity development in NQTs. This should be in place as there are clear guidelines for NQTs (DfE, 2018) there is only a minimum standard and the experiences for NQTs is variable at best. The review of NQT and QTS provision (DfE,2018) needs to consider both the role of the mentor as well as a measure for exposing NQTs to experiences that challenge and isolate their self-development as a teacher.

All participants identify very clearly with their 'sporting' persona and this is a very influential factor in defining their identity prior to their NQT year beginning. All cite that their experiences in sport and PE led them to specialise in PE (Capel,2007). The participants indicated that over the course of their NQT year, the connection between sport and PE did not take priority and was often less of a priority as they developed through the year. It does reappear towards the end of the year in those NQTs who have been given subject leadership for their second year, but by this point it has been a minor and neglected part of their identity as other traits of an effective teacher have taken precedence. This is clear in the cases of Elladora, Sybll, Hagrid and Charlie: who they thought they were has been directly challenged by what they have needed to do. For example, Elladora alludes to having not forgotten about being a PE specialist: she has just had other priorities; Hagrid has not taught any PE as they outsource in his setting but claims he has used the skills PE has given him in different ways. Sybll discusses that she always thought she would be 'the PE one' but has found that this is not the case and has had to re-evaluate who she thinks she is as a teacher and this has been a cause of much stress and conflict (Friesen and Besley, 2013) and multiple identities experienced at one time may well prove to be contradictory and incompatible. Andromeda has the responsibility for leading PE but 'does not feel if she is ready for it yet'. In the worst of cases the individuals have felt disempowered in an area that they love and forced to re-evaluate their opinions of this. To this end it is important for schools to consider the preconceptions that NQTs arrive with (Kulinna *et al.*, 2010), and how they can be supported over the year to consider any challenges to this. All NQTs are supported with a set of targets from their ITE provider (DfE, 2018) to inform the initial meeting with mentors and head teachers and this would be a good opportunity to discuss more specifically the aspirational and ideal identities the new teachers wish to achieve. It seems a little unfair that rather than changing to fit the system that the system is not more flexible and accommodating.

In conclusion, all participants in this study said they have experienced a range of experiences that have forced them to reflect upon and adapt (or not) their values and beliefs around their identity. All participants appeared to develop along a continuum where they initially experienced a realisation that teaching in the 'real world' is much more complex than they felt prepared for, and at this point they exhibited a lack of control and uncertainty which lasted for a timespan of anything between the first two weeks of teaching and the end of their NQT year. For those who have adequate support in place and a strong sense of self and resilience they may go through a period of recalibration (where appropriate) to align their practices and philosophies to the context they are in (Lawson, 1986). This process of acceptance and socialisation can occur as soon as they have finished recalibrating. For some NQTs the process was over quite quickly as they started their year, but more commonly it began after the first term was over and they felt they have survived. Recalibration occurred multiple times throughout the year when they were faced with a situation they had not met before and had to redefine the ways in which they might approach this. Without the support of significant others (in this case expert teachers and colleagues) this recalibration cannot occur and instead led the NQTs to experience the lack of control and uncertainty seen at the start of the year. This process seems to be cyclical and to occur at individual's own pace; the feelings elicited were personal to the participants believed to be of most importance at the times their narratives were gathered.

This chapter has presented the case studies of the participants in this study. Their data has been drawn together in a way that accurately and sensitively portrays their feelings, belief and personal journeys through their NQT years. They have been displayed in the first person with care taken to advocate the meaning and sentiment of the interviews and visual representations. The case studies represent the evolving thoughts and commentary across the participants' NQT year, highlighting their memorable moments, areas of concern and musings. The data presented in this chapter focuses upon 'how things are understood' rather than purely what has happened. The analysis reveals some similarities in what is a unique and context dependent experience for the participating NQTs. These similarities largely revolve around the processes that NQTs go through to redefine and recalibrate their identities in response to the situations they find themselves in. The data would suggest that those NQTs who have support in place are able to do this with less internal conflict and doubt, compared with those whose setting was not providing adequate support or the NQT was faced with a scenario so severe that they took significantly longer to consider their responses.

Chapter 9. Collective case study data: Presentation, analysis and interpretation

9.1 Introduction

This chapter details the collective journey of the participants and how they experienced their NQT year as a collective and purposive group of PE specialists within the NQT population in primary education. The chapter interrogates themes that have emerged from the IPA analysis and how these were shared and experienced by the participants. They are analysed against the literature in this chapter, this allows the reader to see clearly the individual and collective complexities of each theme. These are displayed in terms of the themes identified during coding and analysed to gauge similarities and differences in their lived experiences.

The themes identified during phase one of the analysis of the visualisations and the interviews informed the coding (Appendix I). The themes identified are 'Emotions', 'Relationships', 'Identity', 'People', 'Role', 'Context' and 'Experience'. The transcript utterances for each theme have then been arranged in chronological order, as required for IPA (Smith *et al.*, 2011), to give an image of the developments over the period of the study; IPA offered a flexible and methodical approach to organising and analysing data (Pietkiewicz and Smith, 2012). The themes have been analysed (1) in terms of the sub themes for each code and initially the number of utterances/ inferences identified in each theme. This will allow a simple indication of the most prevalent theme. The data yielded has then (2) been broken down by time line and the nature of the utterance. The data for each theme is (3) presented in the form of a word cloud (www.wordclouds.com) which organises the data by frequency, thus the larger the word appears the more prevalent the word in the data. This method was chosen as it is a highly visual method displaying all the results but clearly identifying those which occurred most frequently. Following the presentation of the data the findings will be analysed against current literature and summarised at the end of the chapter. The aim is to identify how the sample has responded to the themes identified in the literature and whether there is a thread or threads that contribute to the development of teacher identity in the NQT year or not. Although the numbers of participants in this study mean the findings are not necessarily generalisable, the findings provide points for ITE to consider when looking at how best to support PST and NQTs. The second part of this chapter considers the participants views on the potential contribution of a support system such as this one which affords NQTs a lasting relationship with their ITE provider.

It is recognised that emotions can have an effect on mental health and wellbeing (Lee *et al.*, 2016) and it is important that employers and mentors consider the needs of the novice teachers. What are they excited about and how can this be harnessed? What are they scared of and what can be put in place to negate these feelings? Of course, when embarking on any new venture it would be expected that feelings of trepidation and excitement are prevalent. But, in the case of teaching it may be important to note if the negative emotions more prevalent than the positive ones and the impact this can have on NQTs' feelings of autonomy and control (Bukor, 2015). The data in this study indicate that there were, over the course of the year, more negative utterances than positive, and although the negative utterances declined in the final term they were still considerably higher than the positive ones. Teachers who feel that they are experiencing negative emotions may also feel a lack of control and exhibit exhaustion in trying to mask their true feelings (Rus *et al.*, 2013; Lawson, 1986). It is considerably easier to exhibit one's true emotions rather than 'surface acting' (Lee *et al.*, 2016) to appear to cope. When broken down by term the utterances are as follows in Table 6.

	Entry	Mid-point	Exit	Total
Positive inference	9	25	15	45
Negative inference	19	25	21	65

Table 6: Number of emotional utterances across the three data points

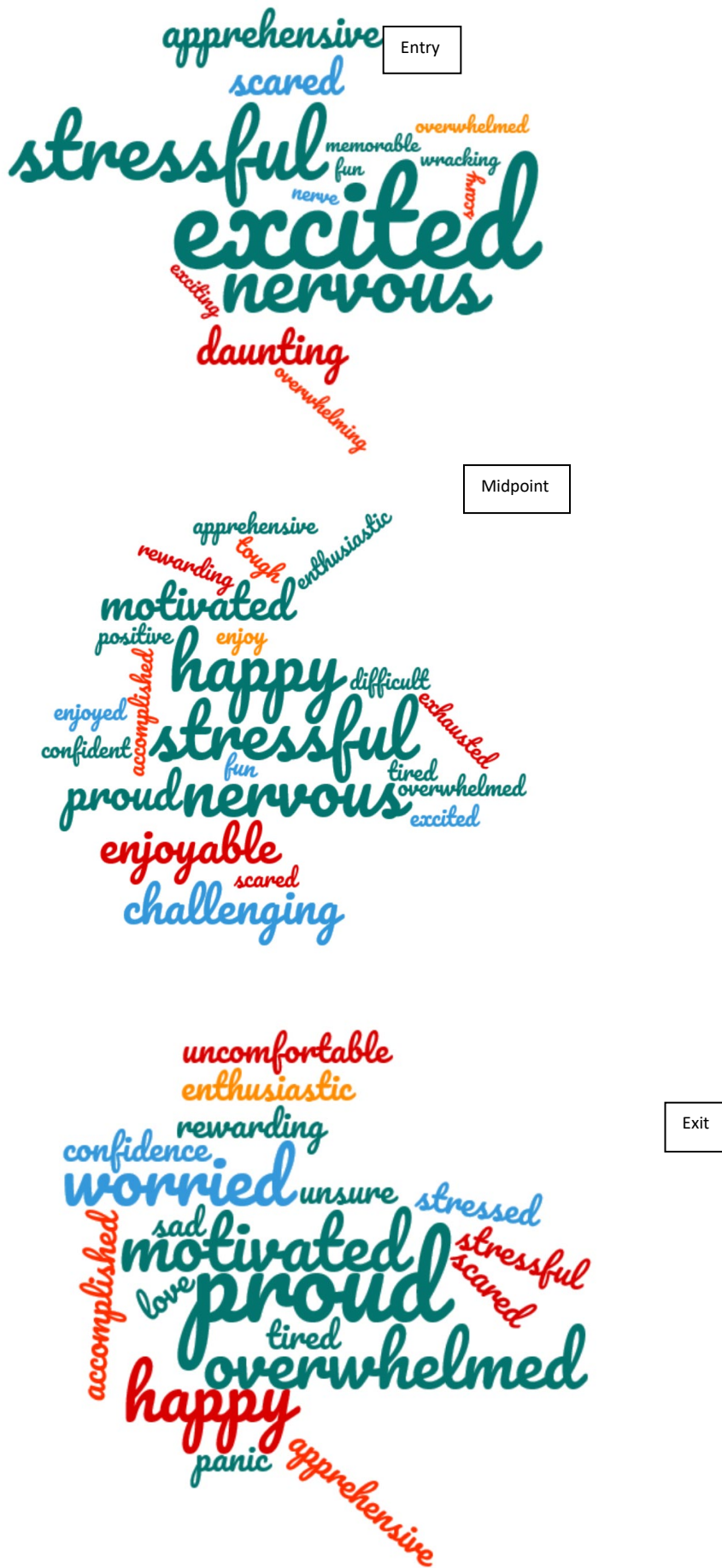


Figure 5: Word clouds of emotional utterances across the three interviews.

The word clouds above indicate that the most frequently occurring emotional utterances in term one are *'excited'*, *'nervous'* and *'stressful'*. In term two these are *'happy'*, *'stressful'* and *'nervous'* and at the end of the NQT year they are *'proud'*, *'happy'*, *'motivated'* and *'overwhelmed'*. When you view the word clouds in chronological order it is very clear that the individuals in this study, regardless of context, cited *'excitement'* before their role began, *'stressful'* after their first term and *'proud'* at the end of their induction year. This would appear to be in line with the fashioning and refashioning of participants' identities and occupational socialisation occurring (Lawson, 1986). Where there is an understandable flux in the midpoint of the year where the NQTs were regrouping and beginning to reflect and question the common practices and consider their role beyond their day to day practices (Hamman *et al.*, 2010). Not only were the NQTs considering the challenges to their beliefs and practices of what teaching is but also their beliefs about the teacher they are (Christensen, 2012; Korthagen, 2004). Teaching is a profession which fulfils the innate drive in adults to teach (Friesen and Besley, 2013); alongside this is the emotional investment and commitment to the role (Hobbs, 2012; Lee *et al.*, 2016), which is in turn deeply linked to an individual's core values and beliefs and in turn influences how teacher identity might develop (Beauchamp and Thomas, 2009; Korthagen 2004). Teaching is acknowledged to have a higher emotional challenge than some other careers (Lee *et al.*, 2014) and this could be the cause of some of the negative emotions being experienced. The participants were balancing learning to teach with learning to be a teacher and to care for all the children in their class. With increasing class sizes, assessment requirements and children with complex needs it is understandable that this combination is the cause of stress for new teachers (Oppenheimer and Dvir, 2014). The 'becoming a teacher project' (Malderez *et al.*, 2007) found that the induction year can induce feelings of 'worry' and 'panic' and similarly Oppenheimer and Dvir (2014) state feelings of helplessness, loneliness insecurity and ambiguity. In this study participants expressed their emotions through words and phrases such as *'it is a stressful but rewarding job'* (AM24) and allude to the reasons behind that stress...*'I've got a lot more personal and emotional things to deal with'* (NM10). The sources of their positive emotions revolve around their experiences with their children...*'I love the feeling when you can see the impact you are having on the children'* (HM28) and *'very proud- I love teaching, and I love watching them grow and so I feel a very proud teacher'* (NE19). These positive emotions display the altruistic reasoning that many teachers cite when entering the profession because they want to improve outcomes for children (Olsen, 2008; Hobbs, 2012).

The majority of the participants in this study were offered extra responsibility in their second year of teaching, and the negative emotions of worry and overwhelmed made a resurgence as with a new role comes a further challenge to the individual's identity, particularly where that role is mentoring (Fletcher and Kosnik, 2016; Shatz- Oppenheimer, 2017). At this point in the study the majority of the positive emotions experienced were 'pride' and 'relief' to have completed their year, the negative ones were largely associated with the perceived changing nature of the role for the following year. For instance, Sybll who has been offered KS1 PE leader approaches this role with 'a little bit of apprehension' (SE88).

9.3 Relationships and people over the NQT year

This section addresses the utterances made in relation to the people that the participants encountered in their NQT year, in general these were people they discussed in their interviews and on their diagrams, that were an important influence upon them at that time. 'Children' (Figure 6) was the most prominent word of the NQT year. Olsen (2008) suggests that improving children's outcomes is a prime motivator in wanting to teach which Korthagen (2004) would suggest lies in the centre most part of his model- beliefs and identity- who am I and what do I believe in?

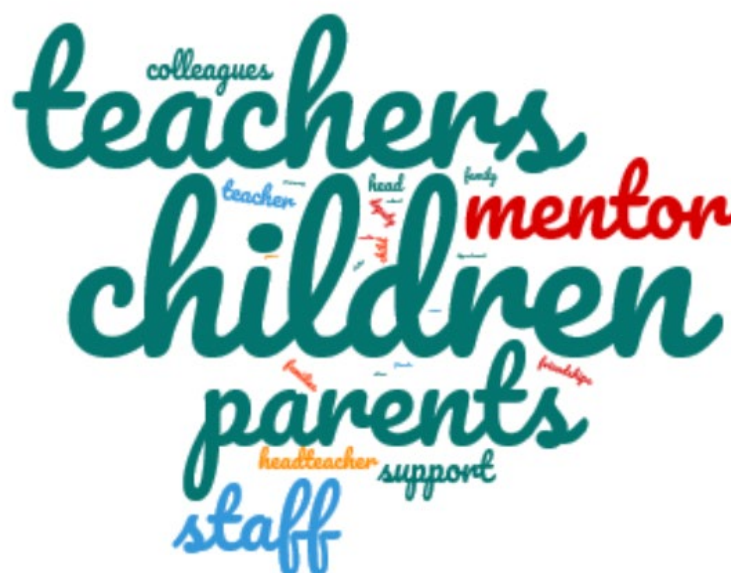


Figure 6: Relationship utterances from the 8 participants over the timeline of the study

The word cloud demonstrates that over the time line of the study the most frequently referred to people are the 'children', 'other teachers' and 'staff', when combined with the

data pertaining to the mentor (also *'general staff'* but accounted for separately) the data suggests that overwhelmingly the staff in the school are most influential for the NQT over the year. They are the gate keepers to successful occupational socialisation (Romart and Frisk, 2017), they make, keep and change the rules as to what is and is not acceptable. In most cases NQTs are allocated a mentor for their induction year whose role is to offer support, advice and guidance (Bressman *et al.*, 2018; DfE, 2018) this is a highly influential role and one which carries with it a good deal of responsibility and influence (Lyhty, 2013). Where the relationship with mentors are positive it can be a confidence boosting relationship (Malderez *et al.*, 2007) which provides opportunities such as *'I'll constantly talk to my mentor on a weekly basis about where I can go next'* (RM40) and *'my mentor I would say has definitely influenced me'* (RM26). The reliance on the mentor was particularly strong in the first two terms where the NQTs relied upon their guidance – *'my mentor when she is saying ..." go watch this or go do that and have you tried this?" that's kind of been shaping what I'm going to try'* (SM45). Solomon *et al.*, (1991) moot that while NQTs identities are not fully formed they look to their mentors to help them to concrete their identity, Andromeda's exemplifies this by suggesting that in her first term she will be using her mentor to *'try[ing] to emulate their style'* (AI80). The role of other staff in the school should not be underestimated and it is important to consider their influence on NQTs not only in day to day routines and teaching skill but also in conforming to the unwritten set of rules and culture in the workplace (Christensen, 2013).

Throughout this study participants have referred to their colleagues in many roles; these include observing their practice- *'when you observe teachers that know what they are doing'* (SI49), and *'it's a lot about watching more experienced teachers'* (AM81) and *'I'm learning off other members of staff like what works well for them because they pick up on so much that I wouldn't have thought of'* (EM12). This point reinforces that identity emerges over time (Holmes, 2016) and in the case of novice teachers it is the interactions with their peers and their affirmation that confirms that their choices of values attitudes and belief are appropriate (Chrónin and Coulter, 2012). However, this comes with a word of caution as it is the responsibility of the ITE provider, NQT mentor and NQT to adopt a critical stance (Capel, 2007), to observe thoughtfully and make independent decisions about whether what they are seeing is indeed how they would like to be, an avoid making changes that conflict with beliefs and values just to *'fit in'* or *'look the part'* (Sirna *et al.*, 2010; Lawson, 1986). It is

important that teachers can filter conflicting discourses (Chr  n  n and Coulter, 2012) and that not all learning experiences are deemed equal (Armour *et al.*, 2012).

As well as learning from the staff teaching experiences there are a number of social interactions that serve to reinforce and affirm to the NQT that the choices they are making about their identity are in line with the ‘social norm’ (Friesen and Besley, 2013; Romart and Frisk, 2017). For instance, Narcissa identifies that when she is watched by other members of staff ‘*when they give their feedback I’ll obviously take it on board*’ (NM54) and Elladora states that ‘*definitely, the people I work with, they just build up my confidence*’ (EM36). Elladora continues in her final interview to suggest she felt like she has ‘*made friendships within the school with people I can go and ask questions to*’ (EE30). In her context, Sybll experienced a very different relationship with the staff in the school, she discussed ‘*challenging relationships with colleagues*’ (SE22) and towards the end of her year she is faced with a situation where her ‘*whole support network [is] being taken away, all of my TAs that I am friends with are leaving and going somewhere else*’ (SE89). This caused obvious distress and conflict for her social identity where individuals perceive they share similar qualities, traits and beliefs with a certain group (Friesen and Besley, 2013). Where some individuals fail to affiliate with the values and beliefs of the people surrounding them this lack of perceived affiliation can lead to distress and emotional challenge which in turn can lead to teachers leaving the setting or profession (Lee, *et al.*, 2014; Glazer, 2018).

The utterances relating to the people that the participants discuss in their interviews and visualisations are represented in Table 7.

	Entry	Midpoint	Exit	Total
Children	7	18	9	34
General staff	13	30	22	65
Mentor	6	11	1	18
Parents (school)	3	13	7	23
Family and Friends	5	2	0	7
Past teachers	4	0	0	4

Table 7: Relationship utterances by data point for all participants

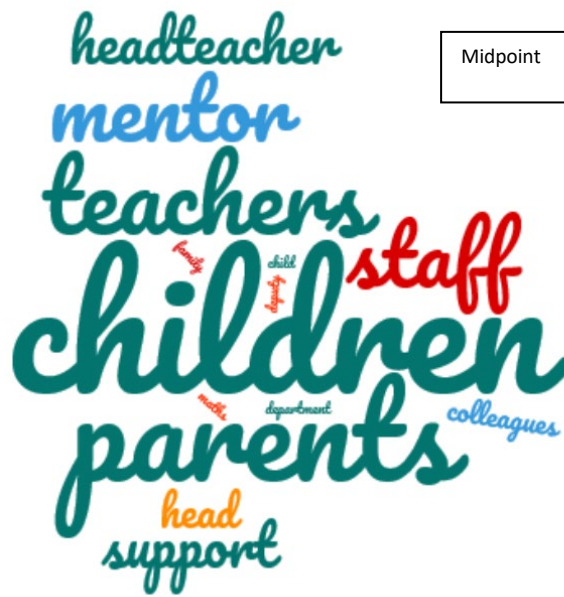


Figure 7: The relationship utterances of the cohort by data point

These data represent a reliance upon the other staff in the school including, other teachers, support staff, deputy and headteachers. This reliance was particularly heavy in the midpoint interview that was conducted just after their first term of teaching. Similarly, the mentions of the NQT mentors and children are increased at the midpoint of the study. The mentions of past teachers and family and friends is less prevalent and decreases over the year.

The children are a dominant theme in all phases of the research and as Hagrid identifies '*the interaction between myself and the children and the LSA*' (HM48) as important. Many of the utterances refer to children as a collective, as well as beginning to understand the complexities of individual children...'*over time being able to know each individual as them and not just planning for the collective*' (BE52). The discussions revolve around care '*I do just want to know all of them are safe and feeling safe*' (SE79) and progress '*it has been good seeing how far the children in my class have come since the beginning of the year*' (BE8) this reinforces the intrinsic motivators to becoming a teacher of helping and nurturing children (Löfström and Poom-Valicks, 2013; Olsen, 2008).

9.4 Influential experiences over the NQT year

This section discusses the utterances that pertain to the experiences that the participants have had over their year that they discuss and reflect upon as having an influencing effect. Figure 9 indicates that the life course experiences of the participants are evident in their discussions, Britzman (1991) and Sirna *et al.*, (2010) suggests that teaching is an amalgamation of their early life experiences and Coldron and Smith (1999) advocate that the events that have occurred in teachers' lives can help teachers when constructing and redefining their priorities.



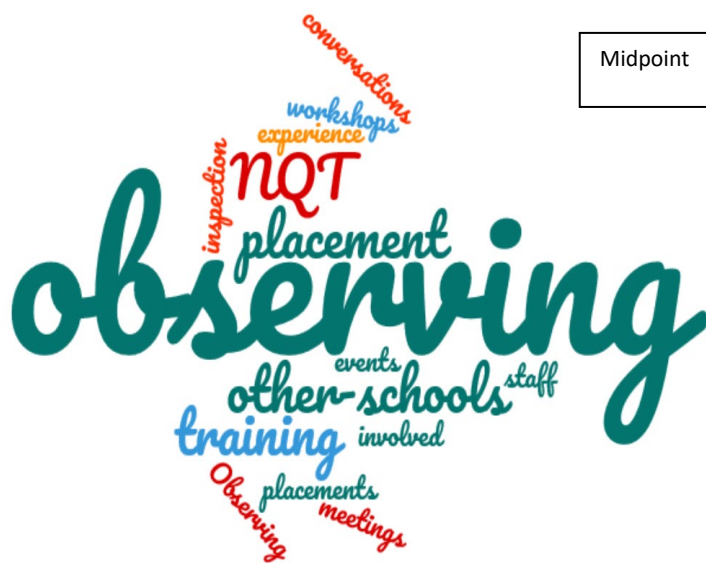
Figure 8: Experience utterances from the 8 participants over the timeline of the study

The word cloud demonstrates that over the term of the study the most frequently referred to experiences were ‘*placement*’, ‘*lectures*’, ‘*observing*’ and ‘*sporting experience*’. Placements on teacher training should be, and continue to be the most ‘valuable and relevant part of the ITE experience’ (Sirna *et al.*, 2010, p.71). This is indicated by their prevalence in Figure 8. Although the references in the interviews to placements decline over time, they remain a key point of reference particularly and understandably in the first term. Hagrid who states in his initial interview that ‘*I think my placements have affected my perception of what teaching is*’ (HI51) and Ravina suggests this is because ‘*being able to work with all different types of teachers*’ (RI55) is one of her most valuable experiences. As the year develops placements decline in the number of references used and those that do still refer to placement do so in the context of, they were good but...‘*I think it’s just this first term, no placement can actually prepare for the teaching side of it*’ (CM44) and ‘*however many placements you have you’re never really going to understand the responsibility*’ (CM16). Hagrid agrees, suggesting ‘*when you’re on placement you don’t have that full picture and then you are just sort of dropped in it on the first day and you’re like wow! There’s actually a lot to do*’ (HM18). This is indicative of the increasingly diverse and pressured role that teaching has become (O’Connor and

Macdonald, 2002; Bressman *et al.*, 2018) and conflict between new teachers hopes of their experiences and the reality (Löfström and Poom-Valicks, 2013; Able *et al.*, 2018).



Entry



Midpoint



Exit

Figure 9: The experience utterances of the cohort by data point

When analysed by phase of the research, at the entry interview the most commonly referred to experiences were *'lectures', 'placements', 'coaching'* and *'sporting experience'*. At the midpoint interview most of the experiences were *'observing'* and *'NQT provision'*. The midpoint appears to be a key stage for learning from others and be offered opportunities to explore the type of teacher they would like to be and perhaps use their experiences to date to consider what a good teacher is like. This is where experiences offered by veteran teachers can provide substantial influence in how the NQT proceeds, they may experience opportunities which challenge their values and beliefs (Fletcher and Kosnik, 2016) or which ratify and confirm them (Romar and Frisk, 2017). This type of reflection opportunity can lead to self-directed, critical and motivated individuals to think about what they might learn from the experiences offered be this a positive or negative one (Capel, 2007). Sybll for example has *'a little book that I write down things that went wrong and say how to do it next year'* (SM55) and Ravina who is realising that *'I think I've opened my eyes a bit to see that I am fortunate to be in a position to help children...that need a stable adult in their lives'* (RE12). It is clear that *'University'* as a point of reference diminishes completely during the NQT year (Table 8) and this serves to reinforce that ITE does little to change or challenge deep seated values and beliefs about teaching (Lawson, 1986; Chróinín and Coulter, 2012) and often socialisation into a workplace is such that new teachers will rapidly fall into the way things are done with little challenge (Capel, 2007).

	Entry	Midpoint	Exit	Total
Sporting	20	0	0	20
University	17	0	0	17
Placement	9	3	0	12
Previous work	15	3	2	20
Current role	0	22	0	22

Table 8: Experience utterances by data point

In the final interview of their NQT year, participants referenced experiences very little. Those that were are all equally referenced across the cohort: these were *'conferences, working and courses'*. This could be indicative of individuals who are satisfied with their choices and teacher self; indeed, Charlie suggests that *'in terms of how I wanted to be from training I think it worked out pretty successfully'* (CE68) and Bellatrix tells us that her NQT year has been a

'good accomplishment' (BE4). The experiences discussed towards the end of the year are mainly focused on subject or pedagogical knowledge gained through 'attending courses and conferences' (SM79) in preparation for the next years teaching or role. This appears to have been a 'one size fits all' experience for the participants and an underpinning that all NQTs will reach the same point at the same time (Bressman *et al.*,2018), indeed within this cohort it could be suggested that there are individuals for whom different provision may support and rectify some of the negative experiences they have had in the year.

9.5 Context over the NQT year

This section discusses the participants' reflections on their contexts and environments. In terms of identity construction Beauchamp and Thomas (2009) imply that the school context is most influential in challenging teachers to consider and reconsider their teacher identity. Likewise, Coldron and Smith (1999) and Lawson (1986) propose that when socialising in to a new environment an individual will identify the behaviours deemed most appropriate to the context they are in, in this case their school, and work hard to 'fit in'. This is the outer most layer of Korthagen's Onion Skin Model (2004) and his model identifies that environment affects behaviour, behaviours are also indicative of social role identity (Ruyter and Conroy, 2002) and in turn how individuals speak or act in a given context (Arvaja, 2012).



Figure 10: Contextual utterances from the 8 participants over the timeline of the study

	Entry	Midpoint	Exit	Total
School	8	8	3	19
Classroom	2	6	3	11
Other	5	10	3	18

Table 9: Contextual utterances by data point

The data presented in Figure 10 demonstrates that the ‘school’ context is the most influential factor on the participants discussions around context. This includes discussions around school structure, staffing and relationships. Cardelle-Elwar, Irwin and Lizarraga (2007) discuss the role context plays on teacher identity and they maintain that teacher identity is situational and changes according to context. One example might be classroom behaviour in contrast to staff room behaviour. Ravina candidly discusses this in her initial interview where she suggests that *‘wherever you end up that has a huge impact upon the kind of teacher that you become’* (RI73). Others discuss wanting to *‘be part of the school community’* (HI24) and looking for *‘a comfortable environment to be around, it feels like I belong there’* (EM16). This point alludes directly to Korthagen’s (2004) environment layer offering an example of how the participants understand and respond to the environment that find themselves and indeed by the final term are experienced or have experienced professional socialisation (Lawson, 1986). This indicates that the participants are responding to the interpretive framework held by individuals in the setting (Hong, 2010).

The ‘other’ category had many different contextual influences that were unique to the individual, for instance being involved in a school inspection, staff shortages, changes in staffing and being in a new school or a school that was restructuring. The ‘other’ category is most obvious during the first term. Pillen *et al.*, (2013), acknowledges that although contextual influences are not unique to teachers or teaching and are indeed seen across a wide range of professions, it can lead to the NQTs experiencing ‘contradictory institutional attitudes’. This situation includes understanding the micro politics of the institution and particularly the staffroom. Sybll quantified this by telling us *‘you go in the staff room and no one’s talking, and I’ve not really had a school where there isn’t that colleague friendliness’* (SE24). In the case of Ravina who was in a new school, she observed that *‘they are developing it like a blank canvas...they do things a lot differently than I’ve ever seen in other schools’* (RM26) and Elladora who initially experiences apprehension at the proposition of entering a

staff room where there is an established team of colleagues and finding her place there. These are examples of powerful forces at play in the political and societal setting of the school and there is a good deal of ‘informal learning’ and ‘unwritten rules’ to contend with (Christensen, 2013, p.76). Chróinín and Coulter (2012) discuss the multifaceted factors that can influence a teacher’s identity, their environment being powerful in influencing behaviour choice, actions (Bourdieu, 1998) and in some instances how they dress or speak to conform to the cultural norms (Lawson, 1986).

9.6 Roles over the NQT year

This section discusses the findings relating to the participants understanding and descriptions of their roles. Rather than display these results as a word cloud the complex and unique responses would not have been effectively displayed. The discussions surrounding the role or their perception of the role of the teacher were varied and unique to the individual, in this case I have coded the reflections as Knowledge (ideas about what the role might be or what they would like it to be), Realisation (reflections on their understanding of the demands or presumed demands of the role) and Actualisation (activities the participants identified themselves as doing).

	Entry	Midpoint	Exit	Total
Knowledge	34	0	0	34
Realisation	36	8	13	57
Actualisation	6	9	11	26

Table 10: Reflections utterances by data point for all participants

The results of this theme indicate that in the entry interview most of the discussion revolved around what the NQTs expected their role to be and fell into knowledge and realisation. In the midpoint interview the majority focused upon the reflections of what their role entailed, and the realisations of the role and the participants discussed specific examples of the activities they had done or been involved in. The exit interview demonstrates a shift towards actualisation as they reflect on what they have accomplished in the year. Many of the realisation discussions in the exit interview revolved around the expectations for their NQT+1 year where seven of the eight NQTs had been given additional responsibilities for their second year and they reflected upon this as a change and challenge to their current responsibilities.

Hamman *et al.*, (2010) suggest that in the first term of teaching most of the novice teacher's energy is concerned with survival and the day to day business of teaching and it is perhaps not until they feel comfortable with this that their focus can shift to other responsibilities. This is seen in the examples below relating to realisation, but it should be noted that this does not occur in a linear fashion, for all teachers at the same chronological time, or to the same degree- and that any challenges to identity are heavily linked to professional learning and development opportunities afforded to the teachers in their NQT year (Maclean and White, 2007, p.47). For example, in her final term Andromeda who has been given PE subject leader proclaims...*'I feel at the moment I'm not quite ready'* (AE59), whereas in relation to her teaching and classroom practices she states, *'I feel like what were challenges before, don't feel like challenges now'* (AE8).

Examples of Knowledge activities include...

Entry- *'you get to make an impact on the children'* (EI44), *'but I want a clear level of respect'* (CI83), *'It's a good career ladder to go on'* (EI14), *'I am hoping to be more knowledgeable'* (NI83)

Examples of Realisation activities include...

Entry- *'there's so many aspects around teaching'* (HI51), *'I'm as qualified as can be'* (CI33)

Midpoint- *'the work life balance, just managing the workload'* (RM8), *'I believe it's a lot harder and underpaid than I thought'* (NM18),

Exit- *'I am tired all the time'* (RE41), *'I've got a lot more patience'* (NE34), *'I feel very confident in my judgements'* (NE46)

Examples of Actualisation activities include...

Entry- *'I always try to keep it active'* (CI75), *'keep going with the high expectations'* (EI74)

Midpoint- *'I do a lot of research'* (RM30), *'I am aware of the pupil's capabilities and prior knowledge'* (NM50), *'How I differentiated work was really good'* (HM48)

Exit- *'they are respecting me, and respect is shown back'* (CE72), *'I've had parents evening and that was very good'* (HM10), *'...commented on the rapport with the children and also data percentages'* (NE22).

As Beauchamp and Thomas (2009) suggest, how a teacher personifies their professional role is both a product and a process. Within the sample we see examples of NQTs who have been well supported, have formed good relationships and feel empowered in their role (Malderez et al., 2007). Conversely, we see Sybll who has had inconsistent support in a context where she does not feel settled and as a consequence is still expressing doubts about her role in the final term and anxieties about the upcoming year (Patchen and Crawford, 2011) ...*'it's really bizarre that I kind of feel like I am doing it and I know what I am doing'* (SE87) and Ravina who is in a new school reflects *'I massively doubted myself a lot, yeah. I would just struggle to make decisions'* (RE24). The participants who have appeared to have a supportive and enjoyable year are much more confident in their reflections about their role, *'I'm a lot more confident with my teaching'* (NE43), and *'I feel like I can stand on my own two feet, that I can make many more decisions by myself without relying on other people'* (EE92). A moment of realisation is exemplified by Elladora who states, *'I think I would like to move up the leadership scale now'* (E182) demonstrating that in her understanding of the role there is space to contribute in different ways to the school. This suggests that they are considering alternate facets of their identity, that which Beauchamp and Thomas (2009) label 'ideal self' which combines not only their own preconceptions of teachers and teaching but their more recent understanding of the cultural norms and interactions with salient groups (Friesen and Besley, 2013).

9.7 Identity over the NQT year

This section focuses upon the findings relating to identity and identity development. Identity and identity development is a key focus in this study and recognising the contributing factors that impact identity, this section focuses mainly on self-perception of the participants: the ways in which they would describe themselves or the way in which they would like to be described.

It is important to remind ourselves of the difficult job defining identity (Fletcher, 2012), and in the context of this study it is deemed to be 'the dynamic configuration of the defining characteristics of a person (De Ruyter and Conroy, 2002) and that often identity is transient, context dependent and influenced by a complex range of factors that can impact upon self-efficacy (Thornburn, 2014; Assen *et al.*, 2018). It is also difficult to separate the multiple identities that any one person has at any one time (Gergen, 1992); for example this research asked them to reflect on their identity in the context of being a teacher in a situation

(interview) that is conducted as a critical friend and it is difficult (and in the context of a phenomenological case study, unnecessary, (Guba, 1981)) to tease apart professional and social identity components (Cox and Sykes, 2016).

What is clear from the overall utterances regarding identity (Figure 11) is that the most referred to identity traits over the study were '*fun, confident, enthusiastic and fair*'. Over the study the most referred to identify traits fell into the '*professional*' bracket, this is involved with traits identified in the context of how the participants or their colleagues and children would describe them as a teacher. The professional identity references were most prevalent in the exit interview at the end of the NQT year. This would fit well with Holmes's (2001) work on graduate identity that suggests over time and through self-affirmation and from affirmation of significant others, individuals can form a clear identity, this is also indicative of professional socialisation into their work place (Lawson, 1986). Where this affirmation is not present, or self-worth is low individuals can remain in a state of transient identity or an imposed identity (Holmes, 2010) or feel like they have been forced to 'fit in' (Sirna *et al.*, 2010).

The majority of the identity traits identified were categorised as a trait pertaining to their professional identity, this aligns with work by Beauchamp and Thomas (2010) and Akkerman and Meijer (2011) that identity is fragmented and reflective of the context they find themselves in and linked to pedagogical practices and attitude (Sirna *et al.*, 2010). For instance, Bellatrix suggests that she is *'fun and engaging in lessons'* (BI61) as does Andromeda who states she is *'quite relaxed, quite calm and quite fun'* (AI93) and in the same breath describes herself as *'quite fun, quite energetic as a teacher'* demonstrating a cross over between her personal identity and her professional identity (Oppenheimer and Dvir, 2014).

'Confidence' is also used as a personality trait that crosses boundaries of identities, for example Narcissa who describes herself as *'quite confident'* (NI19) and then *'I feel more confident as a teacher'* (NI38). Bellatrix is an interesting teacher who appears to reflect or share her reflections more readily; she calls herself *'reflective'* (BM18) then describes herself as a *'very reflective teacher'* (BM24). Gergen (1992) describes this phenomenon well suggesting any individual at any one time can be exhibiting simultaneously any number of identities in this case it could be teacher, sports person, individual...demonstrating multiplicity. Jenkins (2014) furthers this concept by suggesting it is one's social identity which is often most likely to influence behaviour. This is demonstrated towards the end of the study where identities become more confused and merged, some participants feel like there is more of them as a person in who they are as a teacher. For instance, Elladora suggests *'its who I am, I am a teacher'* (EI22) and Charlie who on reflecting on completing his year states *'I think you are a teacher through and through after that'* (CE105). Others, who perhaps have had a more unstable experience over their NQT year, are able to identify traits they have that they believe are part of their teacher identity. For instance, *'I am a fair teacher'* (SE30) but at the same time when Sybll is asked about how she views herself as a teacher replies *'I don't, I still find it very difficult to find myself on the same playing field as teachers'* (SE30). Sybll is still experiencing challenge and conflict in understanding her identity and when asked she describes the process she has been through when considering her identity that *'part of the journey was making it (identity) bigger then picking out which bits were the best bits'* (SE30). This demonstrates a reflection on how her identity aligns to her personal beliefs and values (Cox and Sykes, 2016). Importantly in this context confidence is used as both a personality trait and as an emotion. Sybll is perhaps also demonstrating the skill of deploying the most appropriate sub identity for the context (Assen *et al.*, 2018) where she exhibits surface level coping (Lawson, 1986) at the same time as emotional labour (Oppenheimer and Dvir, 2014).



Exit

Figure 12: The identity utterances of the cohort by data point

Before beginning their NQT year the overarching personality trait the participants identified was 'fun', they also described themselves as largely 'friendly', 'approachable', 'confident', 'fair' and 'young'. At the midpoint of the study the most prevalent references were 'professional', 'confident', 'enthusiastic' and 'fun'.

The emphasis on identity traits seemed to change as the year developed and focus shifted 'professional'. For example, Hagrid explains in his midpoint interview that he is 'feeling more professional now in terms of how I sort of view myself but then how other teachers view me' (HE26) demonstrating perhaps that Hagrid is starting to self-categorise himself with the collective [staff] in the school. Narcissa exemplifies this with the statement 'I feel like a very responsible teacher' (NE20). Romar and Frisk (2017) refer to this concept as an apprenticeship of observation where Hagrid and Narcissa both demonstrate through their comments that have developed their actions and beliefs as a result of what has occurred around them.

Charlie considered his professional identity, stating 'my persona as a teacher which, like I said, it just changes on a day to day basis' (CE55) this could be indicative of both a stable and dynamic identity (Beauchamp and Thomas, 2009) and is demonstrating that he is responding to the interpretation of the situation (Assen *et al.*, 2018). One such example might be if Charlie perceives his class are over excited he may appear stricter, if they are working well he may relax a little more and be less authoritative. Indeed, Charlie exemplifies such a situation in describing that 'I feel I have to change to suit the needs of the class' ... 'I'm quite flexible now, I'm not as I was as a trainee' (CE22).

At the exit interview the identity traits participants referred to most were *'fair'*, *'confident'*, *'organised'* and *'enthusiastic'*. This finding aligns with how the NQTs would like to be perceived by all stakeholders including other staff, senior teachers, children and parents, potentially leading to feelings of affirmation by the people involved in the journey, Bellatrix states *'I am respected, very respected by everybody'* (BE18) and Ravina who suggests *'I think other people know they can trust me with things'* (RE18) and that she *'was a different person...I've grown so much'* (RE56) over the year. The social construction of identity lends itself easily to socialisation where an individual who interacts with the same context and people on a day to day basis will end up sharing the same interpretive framework as others in the setting (Hong, 2010). The major aim of most teacher induction is that *'teacher socialisation, adjustment, development and assessment of teacher skill'* (Able *et al.*, 2018, p.3) despite the variable experiences of NQTs all are destined to be habitualised into the smooth running of a school (Hushman and Nappa Owens, 2010). This process leaves little space for challenge and diversity in our education system and acceptance into this profession is based on it not upsetting the smooth running of the day (Geert *et al.*, 2006) often leading to a *'social masquerade'* (Sela and Harel, 2008). This process begins at the recruitment stage where application procedures are designed to find candidates who align to the school's philosophy and ethos, whether that be consciously or subconsciously (Glazer, 2018).

In summary, all identity development should be viewed with an element of trepidation in that one would question if it is free choice or a multiple-choice approach to identity development where there is a prescriptive set of rules that determine what a teacher should be look like, sound, and act. Charlie sums this up suggesting, *'there is room to be yourself but within a line really'* (CE86). This is particularly prominent in physical education where new teachers can find themselves in a *'mental straightjacket'* (Chróinín and Coulter, 2012, p.223) and a narrow vision of a PE teacher that is socially constructed and subject to many stereotypes (Fisette, 2015) alignment to dominant discourses (Christensen, 2013, p.24). It is particularly difficult for a male primary school teacher who finds themselves largely in the minority with limited role models in the settings upon which to base their identity (Olsen, 2008).

9.8 Final reflections from the participants

After reflecting upon the project and they year that they have experienced in school they were asked to sum up their year in a sentence. These thoughts are presented as they were

by the participants and offer you a flavour of their experiences. They range in their interpretations from largely positive...

Narcissa – *‘a very busy, challenging and amazing year’* (NE95)

Bellatrix – *‘it has been a positive experience, very rewarding’* (BE69)

Andromeda- *‘it is a stressful year that I have learnt a lot from and truly proved that I loved it.’*

To an acknowledgment of their achievements

Ravina- *‘It’s made me a stronger person’* (RE69)

Hagrid- *‘I feel like I have progressed as a teacher, like I have come a really long way from the beginning of the year’* (HE84)

To recognition of the demands of the role and the effect this has had on them

Elladora- *‘I’ve mostly loved it, there’s been a couple of breakdowns, and can I sleep yet?’* (EE114)

Sybil- *‘if someone had truly told me what it was going to entail, probably would have said no thank you, but I am glad I did it.’* (SE107)

Their comments should be taken in the context that they were given, in the case of this study the relationship between the participants and myself was key. I had known them at this point for four years and had (and still have) a trusting and respectful relationship. These comments were said to essentially a friend. Whether they would comment the same to work colleagues or their head teacher remains questionable. What is clear is that their year was a challenge for them (Bressman *et al.*, 2018) and the ways in which they have interpreted their experiences is as unique as the contexts they find themselves in. The final part of this chapter discusses the viability of a system similar to this study which looks at supporting new entrants into teaching via their ITE provider as a means to maintain relationships and provide support during their transition into teaching.

9.9 The potential contribution of the project

This section draws together the interpretation and analysis of the case study data and the analysis by theme. It also uses the comments from the participants displayed through their own voice and thoughts, that relate to a scheme like this project where a member of the NQT’s

ITE provider offered a personal and informal way of keeping in touch. These comments relate to the viability of such a programme that allows NQTs to reflect and consider their identity development. This is timely given the Department of Education's (2018) drive to reform the structure of QTS and the induction period. Though many schools and ITE providers use NQT programmes to support the development of their new teachers (DfE, 2011) this project wanted to delve below the subject and pedagogical knowledge, continuing professional development and skills enhancement opportunities afforded to NQTs. This study focused upon the individual's personal development during their NQT year, a role often taken by the NQT's mentor or a colleague in the school. This project took the standpoint that an alternative way of supporting development where the individuals involved can meet outside the context of the school, at times that are not pressured or intrusive could allow discussions that may not be possible in the school context to take place. It is important to remember the role of the researcher in this project- my role was to act as a critical friend, to allow my research to be as authentic as possible but to also reduce any power relationship that may have been present prior to graduation. I was clear with participants that I would not advocate any particular route or option relating to any issues that may arise during our conversations and that in my role as researcher I would be as objective as possible when responding.

At the end of the final interview the participants were asked to reflect on their involvement in the project and their opinions of whether a venture such as this could work on a larger scale as a means to support NQTs. The results were analysed by grouping responses relating to the statements the participants made. The process of IPA was used as with the case studies and themes and the data to offer consistency and standardise the method. The data yielded four main themes. The reflections split into four main categories of 'context, support, personal practice and professional practice'. Context related to those statements which pertained to the setting the NQT found themselves, support referred to those responses which described or indicated that the NQT would see this venture as a support tool, personal practice refers to the responses which identify the ways in which this venture could support them as an individual and finally, professional practice relates to the statements which identify areas of professional need.

The participants were unanimous in their opinions that this was a positive experience for them in their NQT year. Suggesting '*you don't always get chance to step back and think about how you have improved*' (HE88) and that it had made them '*more aware of [my] thoughts and opinions*' (BE58). They felt '*encouraged to be more reflective*' (AE79) and that it was '*nice to*

see what I was like then and what I am now' (CE109). Ravina commented that 'I honestly think it would be amazing' (RE64).

The participants identified some barriers to a venture such as this which included mainly practical issues with the scale of the venture, for instance *'I don't know if it would work on a larger scale (HE94), 'It would be very time consuming' (EE100) and 'it would need a lot of organisation and commitment, it would need people to want to do it' (SE101)*(people being the training provider and the NQT). There were comments relating to the fact that there is a system in place in schools for NQTs to support them and that *'I don't think it would make a big difference because you get a mentor any way in school' (BE62)*. There was a recognised need for there to be a personal touch with Sybll noting that it would only work *'as long as they are the ones who have made that connection with their provider' (SE103)*

Table 12 Reflections of the participants on the viability of a scheme to support NQTs

Support	Personal practice	Professional practice	Context
It's quite nice to talk to someone who has been there (CE117)	I feel like I am keeping contact with the uni (AE100)	I've definitely been reflective on how my teaching has changed (AE79)	Every school is completely different from each other, so everyone is going to have a completely different experience (CE117)
Not a shoulder to cry on ... (CE117)	It has made me more aware of my thoughts and opinions (BE58)	It is good for people to understand themselves as individuals (BE60)	I just think everyone's experience is so different, so you have no idea how you are going to <i>get along</i> (RE70)
...to see that you are not the only one in that situation (CE117)	I am a reflective person, so it has probably enhanced that even more (BE60)	Take time to sit down and think am I the person or the teacher I want to be? (HE88)	It's your school, it's the ethos, it's the head teacher, it's your colleagues, even little things like parents you end up with, and the children. (RE70)
...and at the real low points... its helped me bring myself back out of that as well. (SE99)	It has been a good opportunity I think, to reflect on yourself (HE88)	It has helped me to view myself as a teacher (NE82)	Every school is completely different from each other, so everyone is going to have a completely different experience from each other (CE115)
It's been nice knowing that's still been there as a kind of link in a support network (SE103)	I feel like the project has helped me to reflect on myself (NE84)	It is quite good for an NQT to reflect on themselves (NE84)	
I really enjoyed being able to speak to you towards the end of the term (EE104)	I've been aware a bit more about how I have been changing (SE99)	...without it I would not have thought I had changed (SE10)	
I think it's just a support mechanism (EE104)	I've had to reflect on who I am as a person, and as a teacher (EE98)	I mean in terms of supporting NQT wellbeing... (RE62)	
Just having you there and seeing a familiar face and someone who is on the outside it's almost like an outlet (RE62)	It forces you to reflect and think about yourself (RE60)		
It's really personal (RE64)	It's been like a little personal journey which is really nice (RE60)		
	It forces, you to reflect and it forces you to sit back and think about you (RE66)		

When reflecting upon the project the participants shared a number of suggestions as to how they might see a project such as this working (Table 12). The responses mainly revolved around the practicalities and the need of the individuals. It was clear that this would not work if it became too big and impersonal and that it was the ITE providers that would offer this local feel and *'it would have to be a more local thing than people all over the country'* (EE106). For example, *'it would be good for university for the first year of NQT's to have a bit of input'* (NE98), you *'could be sent to some support connector from your provider and followed up with this sort of support'* (SE105), *'if you have someone who is just dedicated to it then it might do... I think it has potential'* (EE100). Many basing it upon their own experiences suggested *'if you took it as an opportunity, ...depending upon how much support you get in your school'* (HE94) and that it could be about *'opting in, opting out, about the support you needed'* (HE98). The participants envisaged that it could take many forms which included *'some sort of informal chat'* (SE107) or *'where you have certain parts of the year where you meet up or have a video chat'* (AE102) or *'one or two events a year'* (NE92).

Any support program, unless driven by a requirement to do so will remain ad hoc and variable in time, content and uptake. This is evidenced by the increasing provision of NQT programmes by private companies and less in HEIs. It would be a process that individual ITE providers could look to adopt. Funding, work load pressure and goodwill are often limited, and this is not seen as a priority. Essentially the ITE provider has done its job of producing a teacher. What happens next is disconnected from them and seen as a role for the school. This is short-sighted in that it is right at this particular point where the NQTs are most in need of a familiar face, of guidance and of assurance. Where they seek this can determine parents, assumptions and practices for many years.

9.10 Summary

The analysis and interpretation presented in this chapter have raised many key points to consider. What is apparent in reflecting on this chapter is the importance of the people with whom the NQTs interact on a day to day basis. They are there on a daily basis forming the *'social identity'* of the collective staff and creating the unwritten rules about fitting in and acceptable behaviours (Sirna *et al.*, 2010). Where there is a supportive and open staff team the NQTs in this study largely adapt to the new *'social norms'* and routines they find themselves in (Lawson, 1986). There is particular reference to the mentor who holds a highly influential and important role (Sirna *et al.*, 2010). Where a high quality attentive mentor was in place the NQTs thrived

(DfE, 2013), where this was not the case there were many other issues because of this including poor classroom practice, low self-efficacy, confusion and alienation (Fletcher and Kosnik, 2016). The mentoring role therefore needs to be reconsidered in terms of quality and quantity and whether this is the right person to support an individual based upon their needs and personalities. With the right combinations this will allow the NQT to flourish and learn (DfE, 2018) with the ultimate goal of retaining teachers in the profession (DfE, 2013). This can only be achieved with well-trained committed mentors who understand the demands and responsibility of the role and have been given time in their day to perform this role (DfE, 2018).

Closely linked to this is the consideration of personalised provision for the NQTs. There should not necessarily be a one size fits all programme. The revised QTS and NQT standards (DfE, 2018) which suggest an extended induction period, offer much more flexibility in time line. It will allow schools to provide bespoke content on a personal time line. For those NQTs who are still in need of support to fully develop their skills and knowledge, and in the context of this study, an effective teacher identity they are satisfied with may have provision similar to that seen in the first and second terms of this study such as observations and CPD. Whereas, those NQTs with a clear picture of the teacher they are, and high self-efficacy could be offered provision more in line with an experienced teacher. This personalised provision in turn can raise feelings of autonomy and job satisfaction and aligns with the DfE's (2018) statement of 'an early career content framework'.

This study identifies that the NQTs are all to some extent socialised into their setting (Garrett and Wrench, 2012). The context in which the NQTs find themselves is critical to identity development and can influence behaviours, decisions and actions (Fletcher, 2012). If the values, ethos and beliefs of the school, staff, parents and governor's conflicts with the NQTs preconceived ideas of their own values the process of socialisation takes longer, is less of a smooth induction or may indeed never happen. This is rebuffed somewhat in that the recruitment processes are designed to recruit individuals that share the values and beliefs of the school (Hushman and Nappa Owens, 2001), but this is not always an assurance that any individual will enjoy that context when they begin their role. The pressure of securing a job can often obscure issues and conflict that may be evident, or the individual may feel that they are capable of tolerating or changing them (Capel, 2007).

The study identifies the need to support student teachers and NQTs to develop both a critical and reflective eye (Sela and Harel, 2018; Capel, 2007). Socialisation can quickly change to

habitualisation and acceptance of the way things are. Successful teachers should be able to challenge and innovate (Lawson, 1986). This begins with considering if what they are observing is indeed best practice or just something that has been practiced. To feel confident that they can try new things and they won't be branded a maverick in their setting. To innovate and fail and try again; emotional resilience and a strong sense of self are important characteristics to foster in NQTs (Evers, Brouwers and Tomic, 2002). The Teaching Standards (DfE, 2013) ensure that an NQT can teach to a certain level but they are not a fully formed teacher. They have in this study described and discussed the issues that their ITE did not prepare them for (Herold and Waring, 2018) and how this has been difficult, upsetting and eye opening. ITE needs to consider emotional resilience as specific taught content, recognising how they react under pressure and how to manage this. Ruohotie-Lhyty (2013) allude to the lack of time spent in ITE on reflective practice, reflection and sense of self. Alongside this it is evident that exposure and consideration of the wider role of the teacher does not have enough emphasis in the participants training. Similarly, there can be a perceived dis joint between ITE providers and their partnership schools (Armour *et al.*, 2012) and this relationship needs to be considered in strengthening provision. This is a difficult issue to address as the range of issues that an NQT could be presented with, so diverse that no training could adequately cover the combinations possible. Instead the range of contexts can be managed to give a flavour of the wider role and specific content addressing such issues as attachment theory, child development, the wider workforce and the team around the family could be addressed more regularly, thoroughly or differently.

This chapter has demonstrated the development of ideas of all the participants over the term of the study. It has also demonstrated the nuances of the data by the phase of the study to show the changes depending upon the time of the study. When analysed against literature there are a number of factors that contribute to a developing NQT. Some have more impact than others and it is the unique combination of all the above that form a developing teacher. There is much to consider about the fragility of identity when confronted by challenging contexts, managing relationships with a variety of different people, dealing with and managing their own emotions and understanding the demanding and ever-changing role of the teacher. Even in this small sample there is evidence of them experiencing the issues that the wider teaching workforce is experiencing. There is also clear evidence that development in this year is not linear and nor is it the same for all NQTs and as such consideration of the provision in place needs to address both content, individuality and need.

Chapter 10 Discussion

10.1 Introduction

This chapter will draw together the findings from the case study data, the reflections by theme and the literature pertaining to the study's findings. Reflecting upon the initial research questions and analysing these in relation to the study's findings. The discussion relates the findings back to the studies initial aims and objectives. Limitations of the study will be addressed along with implications for policy, practice and experience. This study aimed to investigate the experiences of a cohort of primary school PE specialist trainees in their first year of teaching in England. The study focussed specifically upon identity and identity development. The findings indicate the ways in which the multiple influencing factors on identity serve to impact upon the development and reflection upon their identity. The chapter returns to the unique position of being a primary PE specialist in this context and discusses if this has been an influencing factor in how the participants experienced their NQT year. Finally, in the context of NQT induction, the chapter considers in the context of changes to NQT induction the viability of a ITE led support programme for NQTs and mentors. The discussion is structured according to the studies objectives.

The study aim was to investigate the experiences of a cohort of primary school PE specialist NQTs in their first year of teaching in England.

The study objectives are:

1. To capture the self-reflections of English primary school PE specialist NQTs on their professional roles, with focus on their vision of themselves as a teacher;
2. To explore ways in which personal interpretations of experiences among English primary school PE specialist NQTs during their NQT year affect and are affected by their formation of identities;
3. To identify ways that personal reflection can be adopted as a pedagogic tool for the development of teacher identity among English primary school PE specialist NQTs.

10.2 The self-reflections of English primary school Physical Education specialist NQTs on their professional roles, with focus on their vision of themselves as a teacher.

This section addresses the processes associated with reflective practice, both in terms of professional practice and personal development. It draws upon the findings of the study that relate to how the participants viewed themselves as developing teachers and discuss the ways in which their vision of themselves changed during the duration of the study. It explores the

different facets of becoming a teacher and teaching with respect to their developing understanding of their professional role. The self-reflection process has been an insightful one for the NQTs and has in their views allowed them to step back and consider their role outside the working week. The interviews have been useful in reflecting upon their individual journeys and to consider their personal development. The reflections have varied over the term of the study and have seen times of happiness, doubt, pride, stress all of which are when applied against the literature demonstrating nothing out of the ordinary for an NQT.

Their reflections upon how they and others see themselves provided insights indicating there is initially a clear reliance upon their identities as athletes (Capel 2007), this is a driver and a constant focus throughout the study. The participants refer to themselves in a number of ways identifying themselves as 'sporty' or other adjectives that relate to their passion for sport or sport coaching.

There reference to their identity as an athlete becomes less relevant in the middle of the year but is something they come back to time and time again as a reference point for reflecting upon themselves. Many of the reflections discuss growing and changing, there is talk of adaption and fitting in. Many of the NQTs have willingly or unwillingly been subject to socialisation (Lawson, 1986) of one form or another. For some of the NQTs this has proved to be incredibly challenging and made them consider if teaching is the right thing for them. Surface level compliance is evident in the majority of cases (Lawson 1983; Sela and Harel, 2018): the NQTs indicated that as long as such compliance does not interfere with their deep-rooted beliefs of teachers and teaching this is something they will accept and internalise. Even in some cases where a situation did not match their core values, they have recalibrated, internalised and conformed (Herold and Waring, 2018). This was easier for some than others. Where it proved a significant challenge the NQTs expressed there is discontent and uncertainty.

10.2.1 The cycle of reflection and adaptation.

The participants in this study followed a similar cycle in their reflections about their identities. They did not happen along the same timescale for all participants and they did not happen to the same degree, but they were present. By using the findings from the participants' stories and the subsequent IPA analysis of the themes I was able to identify key phases in each of the participants. All participants initially expressed feelings of doubt and uncertainty about beginning

their NQT year. This was demonstrated by their use of terminology such as *'worried'*, *'unsure'* and *'nervous'*. This phase I labelled as Phase 1: lack of control and uncertainty. By the end of the study all participants have socialised into the ways of working in their settings. This was indicated by iterations such as *'when they give their feedback I'll obviously take it on board'* (NM54) and *'definitely, the people I work with, they just build up my confidence'* (EM36). This led to the final phase 4: acceptance and socialisation. The phases in between, Phase 2: realisation and conflict and Phase 3 recalibration were identified through the participants reflections about how they interpreted and responded to their experience. Phase 2 was characterised by reflections such as *'the work life balance, just managing the workload'* (RM8), *'I believe it's a lot harder and underpaid than I thought'* (NM18). And Phase 3: recalibration, *'I'm a lot more confident with my teaching'* (NE43), and *'I feel like I can stand on my own two feet, that I can make many more decisions by myself without relying on other people'* (EE92).

The results of this study suggest that the participants all experienced the four phases of reflection and adaption. The four phase model detailed below and in pictorial form in Figure 13 demonstrate the phases and illustrate the cyclical nature of this process. It is important to note that the phases varied in length and prominence between participants.

Phase 1: lack of control and uncertainty

Phase 2: realisation and conflict

Phase 3: recalibration

Phase 4: acceptance and socialisation

Figure 13: A visualisation of the process of managing conflict in NQTs



Phase 1

When examined in order, phase one was characterised by feelings of uncertainty and reflections on their ITE aspirational thoughts about what to expect or how it might feel (Malderez *et al.*, 2007). Language such as excited, '*nervous*', '*worried*', '*apprehensive*' were used to express their feelings of the unknown. The study data demonstrated that the participants in this phase had strong feelings about the teacher they would like to be and what they might look like, say, do and in doing so demonstrate one element of the process they feel empowered in is to imagine themselves in the role and doing well (Arvaja, 2016; Holmes, 2010). This phase varied in length but typically lasted up to and including Christmas of their first year and aligns well to the end of Lawsons (1983) model of socialisation acculturation phase.

Phase 2

Phase 2 was a phase that appears numerous times and varied in length and intensity aligning with Lawson's (1983) 'professional socialisation' phase. Typically, in the case of this study it was most evident around the end of their first term, this was compounded by being very tired and having had many experiences for the first time. The discussions in this phase tended to revolve around the challenges and opportunities presented to them in the first term of their year and often this challenged the images and descriptions of the type of teacher they thought they were going to be (Hamman *et al.*, 2010). In this phase and they raised many concerns about themselves, their ability and teaching; Ruohotie-Lyhty (2013) and Sela and Harel (2018) refer to this reaction as 'praxis shock'.

Phase 3

Phase 3 was characterised by adopting new practices and trying new things. It was a survival mechanism of fitting in and being accepted and aligns with Lawson's (1986) 'occupational socialisation' phase and O'Connor and Macdonald's (2002) suggestion of this being the time where teachers become more selective in their values attitudes and beliefs. Recalibration took place at several levels. This included surface level change (Lawson, 1983) to daily practices for example a change in the daily routine of scheme of work. It may also have taken place at a much deeper level where change is more likely to happen in the longer term, fashioning and refashioning identities, values and beliefs (Korthagen, 2004). Korthagen (2004) also reminds

us that the central parts of his model such as beliefs are highly resistant to change and that NQTs rarely question or challenge current practices in place in schools (Tsangaridou, 2006). Successful recalibration at this level allowed the NQT to adapt to, accept and drive change.

Phase 4

Phase 4 was a time when the NQTs tended to make decisions. Following recalibration and reflection the NQTs made decisions as to whether to accept the changes at surface or deep levels and socialise into the way things are done (Carse, 2012). Where the NQT deemed the conflict to be resolvable then socialisation occurs and the individual moves forwards. Where the conflict is not deemed resolvable (and this is most likely to happen at the deeper levels of values and beliefs (Korthagen, 2004) then the individual is at a point in their experience where they may feel that it is not possible to continue, because to continue may have negative implications for their social, physical and mental wellbeing. It was noteworthy that in phase 4 (acceptance and socialisation) there is choice evident in selecting to accept the current situation and socialise into it, or not (Lawson, 1986). Where the individuals did not accept this choice, they have made other choices and in the case of this study they have left the profession.

10.3 Ways in which personal interpretations of experiences among English primary school Physical Education specialist NQTs during their NQT year affects and is affected by their formation of ideal identities.

This section will discuss the personal interpretations of the participants as they progressed through their NQT year. Their personal interpretations referred to a number of different issues both within personal and professional practice and development. It is important in a phenomenological study such as this that the unique ways in which the phenomenon has been experienced and the meaning associated with it are retained (Roberts, 2009). This is the very essence of the interpretive paradigm (Weaver and Olson, 2008). The causal links between the phenomenon and the individual can be observed as affecting and being affected by their meaning making and their interpretation of the circumstance (Guba, 1981). These in turn can affect their perception of their developing identities.

10.3.1 Agents of Change

Some of the participants reported they had become ‘agents of change’ and had begun to challenge the practices they saw in school. PE is an arena where teachers are not satisfied with their subject and pedagogical knowledge and years of outsourcing and marginalising the subject have led to low quality teaching and negative assumptions about the subject (Randall *et al.*, 2016; Randall and Griggs, 2019; APPG, 2019). In some cases, the NQTs felt empowered to demonstrate their skill and passion for the subject in the setting and were proud to do so. They discussed actively championing the subject and enjoyed being known as the one to do so. This demonstrates they were maintaining their core beliefs and values (Korthagen 2004) and articulating them clearly. In some settings this is actively encouraged, but this was not the case in all. It was not clear whether their NQT year has impacted upon their values and beliefs or whether these were already cemented at their level of mission and highly resistant to change (Korthagen, 2004; Capel, 2007).

10.3.2 The role of PE

What was surprising and disheartening (to me as the researcher, and lifetime PE advocate) was the consistent lack of emphasis on PE in all the participant’s settings. It was not prioritised in the schools and led to a decline in emphasis over the research phases (Carse *et al.*, 2018). This caused some conflict in their values and beliefs about their role and identity in the school setting. They discussed either not using the skills, putting them to one side or using them differently (Morgan and Bourke, 2008). This reflects the consistent marginalisation of PPE in England in recent years (Randall *et al.*, 2016). Many of the participants felt that they had a strong sense of identity upon leaving ITE- that they were the PE person, and were excited to start their role when they joined the school. This became less and less evident over the year for most of the participants and they found themselves prioritising other areas of their job, not always through choice but because of the expectations of the school and SLT. Belcher (2014) suggests that schools are managed in an inflexible and centralised way and that PE provision and status is directly impacted by this. Tok (2011) is clear that teachers attitude towards educational practices are a defining factor in their effectiveness and behaviours, the low status of PE in schools may have impacted upon the attitudes of those who believe PE to be a significant part who they are.

10.3.3 To be or not to be?

In terms of the participant's identity formation the study has demonstrated that despite the uniqueness of the case studies all have experienced situations which have called for them to reflect on themselves as teachers, their beliefs and values (Korthagen, 2004). What remains unclear is to what level they have accepted any change. In the case of Sybll and Narcissa, they have joined the 50% of teachers leaving in the first 5 years of their career in England (Bennett *et al.*, 2013). They cited a range of reasons for leaving including conflict in their values and beliefs (Able *et al.*, 2018), incompatibility (Glazer, 2018) and burnout (Bressman *et al.*, 2018). Ultimately, they decided teaching was not for them, or that their contexts were unsuitable. Those who have stayed have done so both willingly but thoughtfully. The promise of further responsibility, though daunting, perhaps has offered them the chance to become agents of change (Lawson, 1986) and express more saliently their values and philosophies.

10.4 Ways that personal reflection can be adopted as a pedagogic tool for the development of teacher identity among English primary school Physical Education specialist newly qualified teachers.

This section focuses upon the findings and discussion surrounding viability and appropriateness of the study in supporting reflective practice about teacher and ideal identity. It discusses the common elements in the participants experiences and their reflections upon the NQT year experience and it discusses the contribution that reflective practice could contribute to supporting teacher identity development. Reflective practice is common place in teaching and in ITE (Yuan and Mak, 2018), ITE uses many of the well embedded strategies of reflection based upon the work of Schön (1983) to promote a critical and responsible approach to improving personal practice. This is, like in the data from this study, often related to the logistical and practical elements of the role with little attention paid to reflecting upon values and beliefs (Beauchamp and Thomas, 2010).

No link can be made by effective reflective practice and teacher attrition, but it could be suggested that those teachers with a strong sense of identity and a vision of ideal identity may experience longer satisfaction in their work (Löfström and Poom-Valiks, 2013). The data in this study recognise the benefits experienced of having time and space to reflect upon personal ideals, practices such as this may have a place in both NQT and ITE preparation in allowing teachers to consider their individual needs individual needs and a more consistent approach to personal reflection could allow NQTs to manage conflicts and uncertainty in a different way.

10.4.1 The induction process

This study has revealed that the current provision for NQTs is variable and inconsistent (Able *et al.*, 2018) and does not consider their individual needs or personal development sufficiently. When exposed to the opportunity to reflect on their developing teacher self the participants found this a useful process (Shatz- Oppenheimer, 2018). All the participants who have chosen to remain in teaching have been given additional responsibility in their second year. They may find this challenging and so they may revert the feelings and concerns in the initial interviews of feeling out of their depth and overwhelmed. It may be argued that perhaps this is a point in their teaching career where they do not have enough experience to successfully take on the roles given and must cope with an increased teaching load in their second year (Bressman *et al.*, 2018).

The experiences they have had in their NQT year have included common elements such as CPD, observing other teachers and working with more experienced members of staff (Sirna *et al.*, 2010). However, these have presented themselves in a variety of formats and with varied levels of success. Often schools find themselves with staffing, organisational and financial constraints that can impact the NQT provision (Spooner-Lane, 2017). The data indicate that there may be value in the NQT being driven to shape their own programme and recognise their developmental needs. They were often victims of 'you don't know, what you don't know' and perhaps enabling NQTs to make more focused reflections on their personal aspirations and vision would allow schools to offer more personalised programmes that support professional and personal needs.

10.5 Summary

This section draws upon all the findings of the study and displays them in such a way that the links between the impacting factors can be observed. Figure 13 demonstrates the four phases of NQT development in a cyclical form.

Figure 13 indicates that the areas of conflict (new scenario) are not linear nor are they unique to NQTs. The conflict is defined as anything that challenges beliefs and values. The time line can be minutes to years in completing the circle. Each individual would experience this cycle of reflection in a different way and what might cause conflict for one individual may not be such for another individual. Similarly, the intervention required will differ for each circumstance and individual, the important point being that it is offered.

A simple example would be something like being asked to teach from a prescribed scheme of work for PE. This constitutes the new scenario, the teacher may (or may not) experience uncertainty, may seek reassurance from a significant other, accept the decision and adopt this as a habit. This would be a surface level example where the uncertainty is minimal and quickly dealt with. An example that might require more in-depth reflection could be a directive such as – all teachers must include a competitive element to their PE lessons. This new scenario may cause conflict in terms of teachers feeling they do not have the knowledge or skill to do this to the teacher believing that competition has no place in PE and should be in SS. At this point if an intervention occurs to model what this looks like and how to do it, if the teacher is happy this satisfies their concerns about subject knowledge they may well accept and adopt this as practice. If the belief is deep seated that PE is no place for competition, then modelling this would not necessarily satisfy the discontent. The teacher would not recalibrate, would not accept the change and would continue to experience feelings of conflict and uncertainty. Behavioural change is less likely and adopting this as a habit becomes unlikely. If this scenario is enough to challenge at a fundamental level the beliefs and values of a person then it is unlikely to be resolved and may lead to further conflict, feelings of a lack of autonomy and feeling devalued.

These are simple examples in a PE context, but they exemplify the challenges faced by new teachers in socialising into a workplace ethos. Sometimes this occupational socialisation (Lawson, 1986) is welcomed: the NQTs in this study reflected on watching and emulating more experienced teachers who had skills and strategies they did not. Where the more experienced staff are demonstrating values and attitudes that align with those of the NQT, this was a welcome and positive situation (Shatz- Oppenheimer, 2017). Figure 13 uses the data yielded from this study to offer an explanatory model (Thomas, 2007) for the phenomena experienced by the NQTs. An explanatory model emerges from the data and offers a hypothesis upon which to build from. The model in Figure 13 emerges from the NQT's practical experiences,

reflections and interpretations and my experience as a researcher, teacher and teacher educator. It draws together the rich descriptions provided by the NQTs and my subsequent analysis of their content and meaning. Thomas (2007) notes that generalisation is not well suited to the field of education and Figure 13 is not intended to be theoretical in nature instead acknowledge that 'human experience is practical' (Thomas, 2007, p.45) in its intention, and acknowledges that frameworks such as this and constrain practice' within their boundaries' (Thomas, 2007, p.31)

This chapter has addressed the initial aims and objectives of the study. It has drawn together the findings and the literature to demonstrate the links of this work to those of other studies. It summarises the complex nature of conflict and uncertainty in teaching. Using the data from this study I have articulated the cyclical nature of the phenomenon and the importance of effective interventions for new teachers to help them to navigate their induction year.

Chapter 11 Conclusion

11.1 Introduction

The aim of this study was to provide a detailed and personal account of eight PE specialists in their first year of teaching, how they respond, react to and interpret the challenges of their first teaching post. As outlined in the review of literature, while there is extensive research pertaining to teacher identity, there is limited in-depth research into how NQTs develop their identities and the factors that influence this. This is the gap within literature to which my study has contributed. The concluding chapter of this thesis offers a summary of the main findings, acknowledgment of the limitations of the study and concludes as it started with a personal reflection on the last six years completing this thesis.

11.2 Main findings

The main findings of this study can be summarised succinctly as follows;

- PPE specialist NQTs felt disempowered or unable to use their PE skills in their first year of teaching instead focussing upon their classroom teaching.
- The mentoring and NQT experiences were inconsistent.
- The experiences the NQTs were offered varied widely.
- NQT's reflections upon identities show development of teacher identity
- Identity development is largely context driven by the social norms of the institution.
- As the year progressed participants saw a less defined teacher identity as they felt able to allow other identities, such as their social and personal identities, to emerge.
- Participants who decided to leave the profession at the end of their NQT year reported that they had experienced role conflict, burnout, lack of support and inadequate mentoring.
- NQT's reported that ITE had not adequately prepared them for critiquing practices in their schools and the personal skills required to reflect on their part in this.
- NQT's reported that they found maintaining links with their ITE providers in their NQT year a beneficial layer of support but the design and implementation of such a program could be problematic on a large scale.

11.3 Limitations of this study

This study had some limitations. In any phenomenological study the detail is important, so the scale of such studies tends to be small (Guba, 1981); therefore, any attempt to generalise the results is unwise (van Manen, 2014). Furthermore, although the participants representing a

gender balance for primary education, they did not represent equally other demographic groups such as sexuality, religion and ethnicity. A phenomenological case study embraces critical case sampling and does not seek to gain a representative sample on a wider scale than the study itself. The study does not consider the experiences of another route into teaching other than that of a three-year undergraduate route and does not seek to assume that experiences of post graduate teachers will be the same as those of undergraduates. The findings have fulfilled the requirements of a case study in that it is an in-depth study of an issue within a one-year time frame with PE specialists from one ITE provider in England, all of whom were located in different schools in their NQT year.

11.4 Implications of Findings

This section will address the implications of the findings of this study, specifically looking to make recommendations to the organisations involved in teacher education and induction (HEI's, ITE providers and schools), teachers and mentors. To this end my recommendations are three-fold and make useable and logical suggestions for supporting NQTs in the difficult transition from PST to NQT. Taking into consideration all the data, one of the main outcomes I hoped to achieve in doing this research was to disseminate understanding relating to NQTs transition into the teaching profession. The findings allude to a much wider spread and strategic need for change so that NQTs are given a more structured, personalised, better resourced induction into the profession by people who have the time and skills to do the role. The DfE (2018) changes to the induction period are a significant step forwards for the teaching in England in one respect, offering flexibility in provision. This study also has the potential to impact positively upon the understanding of the unique experience of the NQT and how an individual's experiences and making of meaning is highly subjective and context driven. To this end I have designed a cyclical tool (Figure 13) that both mentors and NQTs can use to support their understanding how NQTs can take responsibility for their own development over the NQT year and how their deep-rooted beliefs and values are affected by and in turn affect their level of mission (Korthagen, 2004). It is inevitable that the NQT year will socialise new teachers into their workplace (Lawson, 1986) but this tool will be useful for both Mentors and NQTs in understanding why there may be resistance to change and perhaps the options available.

11.4.1 Recommendations for HEIs, ITE, and Schools

- **Encourage Reflection**
 - Professionals working in ITE and with NQTs should explicitly encourage reflection on teacher identity and consideration and appreciation of values and beliefs (Geert *et al.*, 2006; Kelchmans, 2017). Acknowledgment of the skills that a novice teacher may already have in any previous experience, training or induction process that they bring with them, as these skills form an important framework upon which they base their self-efficacy and identity (Sirna *et al.*, 2010). This may build explicitly upon their aspirations from school or ITE depending on the stage they are in their training and their developing identity as a teacher.
- **Strengthen the role of the mentor**
 - One of the key recommendations from this study is to strengthen the role of the mentor and offer training to allow facilitations of discussions around teacher identity. In England, the role of the mentor has for too long been not been given the status it needs to be executed effectively. The DfE (2018) recommendations for mentoring and the extended induction period are a step towards this but it must go further to consider the role and therefore the most suitable people to complete this role (Sela and Harel, 2018). The roles need to be associated with status, training and remuneration, it also needs to clarify the role and purpose of the mentor in terms of emotional support, supervision and professional development to allow a trusting relationship (Bressman *et al.*, 2018) without the responsibility of assessment (Malderez and Hobson, 2013).
- **Acknowledge conflict**
 - ITE providers and schools need to provide opportunities to reflect on conflicts and address the impact of these on physical and mental wellbeing. The cyclical approach in Figure 13 represents multiple opportunities to address concerns and chances for intervention. Without effective mentoring, relationships and a shared philosophy of openness then the conflicting discourses (Capel, 2007) that NQTs may be presented with offer them difficult decisions about teaching and teachers that they feel ill equipped to manage. One way of managing this during ITE would be to provide opportunities during training to experience a wide range of settings (Malderez *et al.* 2007) and educational philosophies. To

do this ITE providers need to be more aware of the underlying philosophies of their partner schools and consider how, or indeed if, this might impact upon their allocation of school placements. A steering group that discusses the philosophical approaches represented by the schools the ITE provider works with would be a starting point for a complex process of unpicking shared philosophies relating to ITE and NQT induction.

- **Ongoing duty of care**

- The study data indicates that ITE providers have a role in supporting their trainees into their careers, this needs to go much further than the standard NQT profile and stock check of where NQTs go ‘just in case Ofsted want to know’. The duty of care should continue much further than this and data from this study revealed that graduates form a strong allegiance and affinity to their training providers. It is the basis of this relationship that could offer a ‘familiar face’ in their early years of teaching. It also strengthens the partnership between schools and their training providers offering support for mentors and head teachers in recruitment and retention of effective teachers.

11.4.2 Recommendations for teachers.

The study data indicate a number of recommendations for teachers, however long their service.

- **Personal values and beliefs**

- Firstly, the data indicate the importance of teachers considering and being aware of their personal values, beliefs and preconceptions about teachers and teaching and reflect upon the type of teacher they are and aspire to be. When teachers find themselves in ‘survival mode’ (Bressman et al., 2018) often these considerations fall to the bottom of the list as they manage their day to day role. Personal philosophies constructed around life course experiences are powerful in forming values and beliefs (Korthagen, 2004) they are not easily changed and can impact significantly (both consciously and subconsciously) on day to day activities as the role of teacher is enacted (Bukor, 2015).

- **Acknowledge conflict**
 - Secondly, findings suggest that there is value in NQTs acknowledging if a setting does not fit with their values and beliefs, though this may be difficult and may lead ultimately to significant career decisions. This is important because unresolvable conflicts can cause burnout (Lawson, 1986), role conflict (Hushman and Nappa Owens, 201), poor mental and health and wellbeing (Lee et al., 2016; Taxer and Gross, 2018) and surface level coping (Lawson, 1986).
- **Reflect on preconceptions**
 - Thirdly, the data suggest that it is important for NQTs to be open to change and to avoid allowing their preconceptions and experiences to limit their vision of teaching. As resistant to change as the inner levels of Korthagen's (2004) onion skin model, the outer layers can influence the inner layers (Romart and Frisk, 2017). The outer layer is the environment and the social context, people and experiences in this domain can influence the inner levels of identity and mission. Instead, NQT's should be encouraged to ask for and drive the support they need to become the model of a teacher that is closest to their vision of an ideal teacher identity.

11.4.3 Recommendations for mentors

- **Training is important**
 - The data indicate the importance of the mentor in guiding and supporting NQTs in their NQT year. Mentors are the gatekeepers to the profession and can send important messages about 'what is normally done' (Romart and Frisk, 2017). The role of the mentor is complex and one which often mentors do not feel entirely ready for or trained to do (Shatz-Oppeneimer, 2018). The study data indicate that identity as a mentor, values and beliefs considered to be fundamental for that role and the training and support needed to be successful are factors to consider. Ruohotie-Lyhty (2013) reminds us that a lack of time for reflection and reflective practice can be detrimental to identity development.
- **Mentoring beyond the Mentor Standards (DfE, 2013)**
 - This study data indicates that the mentor plays a key role, whether that is the official NQT mentor or in some cases an adopted mentor. They should be trained to a high quality that reflects the mentor standards (DfE, 2013) but also

in such things as conflict resolution, emotional resilience and change facilitation. The role needs recognising as a key role in driving retention and satisfaction forwards (Heikkinen *et al.*, 2018).

- **Mentor reflection**

- The study data suggests that mentor's behaviours are highly influential on new teachers (Malderez *et al.*, 2007), therefore, mentors who question their own practices, are mindful of the habits they promote and reinforce with their behaviours will be aware of their own philosophies and how this can affect NQTs in their care. Despite views of occupational socialisation as problematic (Capel, 2007) effective mentors can support NQTs to be agents of change; Where they can influence and be influenced by their context and feel empowered to innovate rather than conform.

- **A relationship based on trust**

- The NQTs in this study suggest that acknowledgment of the skills and experience that they possess and are the basis upon which they base their teacher identity. Thus, opportunities to build a trusting relationship (Shatz-Oppenheimer, 2018), that allows reflective dialogue to occur and with due regard to the risk of reinforcing stereotypes, habits and social norms are vital.

11.5 Reflections on the research and design and process

This section considers the methodological decisions made in the design and implementation of this study. This study took the form of a phenomenological case study, it was conducted with a small group of PE specialists who graduated from the course upon which I teach in 2016. The methodological decisions were informed by my intentions to design a study that allowed me to experience the phenomena NQT induction alongside my participants. A phenomenological case study offered me the parameters of being personal, unique and flexible. The process of research gathering was a smooth process and did not intrude excessively on the NQTs, the technology used was accessible and reliable.

Using a semi-structured interview approach allowed me to develop my relationship with the participants further, and I initially felt the perceived power relationship between them and me would cause difficulty, this was not the case and what I experienced was a change in relationship with my participants to become a critical friend. This allowed a trusting and

honest dialogue to occur and I feel the data in this study is richer because of this. Future phenomenological studies would be advised to consider carefully the effect of participant and researcher power differentials, although unavoidable in many cases, measures can be put in place to reassure both parties and to minimise the impact.

The visual representations used were informative in that they collaborated the interview findings but more importantly the task required the NQTs to spend time thinking about that aspect of their teaching and their identities. This was the most valuable aspect of the visual representations, they also offered a discussion point serving as a prompt and visual focus of the interview. If I was to repeat the process, I would not offer the participants a template upon which to base their representation, what resulted in most cases was more of an arbitrary doodle with some hand written or typed notes. Perhaps a blank canvas would enable them to express their ideas differently.

The timing of the interviews worked effectively in that they were in line with the statutory observations in the NQT induction year and this is generally at the end of each of the three terms. The NQTs were able to discuss and give examples based not only on their three observations but also their personal reflections. Fortuitously, the observations were usually close to a holiday, so this allowed the flexibility to organise the interviews outside of the working day, which allowed both the participants and myself time to reflect and think. Perhaps future studies could consider half termly interviews but this has to be tempered with the demands already placed upon NQTs in their first year of teaching.

11.6 Next Steps

This section considers my next steps in disseminating and developing my research. The intention for my work is to explore ways to disseminate the findings to teachers, NQTs and mentors. It is important to remind ourselves of the relevance and importance of this study. There are many changes underway in ITE and the DfE are undertaking a pilot study of a new early career framework and induction process for NQTs which will include an over haul of the role of the mentor and of the ITE criteria. This study offers many opportunities to inform current and future practice and it is important to disseminate the work which champions the voices and stories of NQTs in this process.

Initially the opportunity to do this in my own institution is most obvious and this year my research has informed an online course for NQTs to develop their emotional resilience and teacher identity. I intend to publish work relating to this project. Similarly, I intend to use the findings of my research to influence the directions which our ITE provision is taking. Working with our partnership schools and ITE team there are opportunities for the outcomes of this research to influence programme design. I will explore opportunities beyond ITE to other courses which have similar features and demands in terms of an induction period as many of the phenomena discussed are not restricted just to teaching. For example, there are opportunities to explore how Early Years Practitioners, Teaching Assistants and Teachers moving to a new setting experience socialisation. This study focuses upon a finite phenomenon of NQTs, however the retention issues in teaching are not reserved for teachers new to the profession and indeed there is much to research in why experienced teachers leave. To build upon my current study and develop my research I plan to explore further the quantitative data yielded from the utterances this data presents. I would also like to trial my four phase model with other professions which offer an induction year to ascertain if there are similarities or differences in the experiences of other professionals. I would like to work with experienced teachers in schools facing changes, for example schools in special measures or who are moving to academy status. Presently, the course which I teach upon have removed any specialist routes now providing only a generalist approach to primary teaching. I would like to explore how this impacts upon PST identify when they do not have a specialism by which to define themselves.

More widely I intend to publish my work in a way that it can influence the wider community of ITE providers, schools and mentors. This will be through both peer reviewed journals and practitioner publications. This allows me to reach a wide range of audiences both who are experiencing the phenomena of NQT induction on a day to day basis but also those who have the potential to drive change in ITE. I am currently involved with the APPG for a fit and healthy childhood and my research has informed my contribution to the most recent report into PESS. I intend to develop this work by contributing to future reports.

The changes to the Mentor Standards and the extended induction period for NQTs introduced by the DfE in 2018 offer many opportunities to influence policy makers and schools who are asked to embed these standards. I intend to explore opportunities to contribute to the design

and implementation of these requirements. This will be through peer reviewed publications and contributing to NQT induction design, initially locally with a view to disseminating this further.

11.7 Final reflections

This study has been a personal and professional journey for me as an experienced PE teacher and teacher educator with responsibility for leading the PPE subject area on an HEI ITE programme in the English midlands. Professionally I have developed a wonderful set of skills that inform my practices and allow me to share my passion for research, these include a detailed understanding of how my personal set of philosophies inform my view of research and the use of a range of novel research methodologies. I intend to continue my research journey and hope to support others embarking upon this process. In doing my research I have addressed and interpreted my own beliefs and experiences. It has been a pleasure to work alongside my participants who have been kind enough to share their journeys with me. Each have had different experiences and experienced different challenges but there are similarities in all their experiences that offer scope for improvements in NQTs experiences in their first post.

In my current role and as part of my personal journey this study has made me reflect upon my core values and beliefs, and whether the vision of the teacher and teacher educator I hope I am is demonstrated to the trainees I come into contact with. ITE is an opportunity to create teachers of the future that can be agents of change, have strong values and beliefs about teachers and teaching and who can reflect upon how to personify this. They need to be given opportunities in their training to reflect upon their personal journeys and their identities so that this type of self-reflection becomes second nature. They are reflective, it is part of teaching, but often this is about the mechanics of the teaching itself. It is less common to see trainees question the practices of schools and ITE providers (Capel, 2007; Herold and Waring, 2018). The participants appear to be clear on what makes a good teacher but not necessarily what makes one good teacher different from another.

I have been a victim of occupational socialisation (Lawson, 1986), of conforming because it was the safest thing to do at the time. I have also found myself in recent years questioning how some of the habits I picked up stuck around for quite as long as they did. It has also been a rite of passage to separate my identity as an athlete from that of a teacher, and as I get older

that of a teacher educator. I have reflected long and hard about which values and beliefs fall into which box and which cross over. Which traits do I have that are fundamental to my beliefs about teaching and which am I prepared to be flexible with? It is this type of scrutiny that I would like to see in my trainees as they develop; to my trainees I tell them 'being different isn't always the best, but being better always means a difference'. It is also a skill I would urge mentors to develop. In an environment where success is measured on your end of year results, it is understandable that some of this goes by the wayside. It is foolish to presume that if the teacher is producing the results, then they must be doing a good job and be happy.

To rival this assumption the teaching profession must reflect, a teacher doing a good job is not necessarily satisfied and visa versa. The new teachers entering the profession and indeed those teachers who remain in the profession suffer frustrations about the systems, expectations, work load and many other drivers that in the end lead to them leaving the profession. Is reflecting upon their identity a game changer in the teacher attrition crisis? - maybe not for everyone, but it does offer explanation and opportunity to create teachers who are aware of their values and beliefs, how this informs their personal and professional practice and can use these philosophies to empower themselves and others in their careers.

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Entry interview (August)

1. Can you tell me a little bit about yourself?
2. Can you tell me why you decided to become a teacher?
3. Can you identify any critical moments that concreted that decision?
4. What else do you feel has influenced your decision to become a teacher?
5. How do you feel about beginning your teaching career?
6. How do you think people would describe you?
7. Why do you think that is?
8. How did you find completing the diagram?
9. Did you encounter any problems?
10. From completing your diagram can you identify any parts of your annotations that influenced your decision to teach?
11. Which are these and why have you chosen to add them?
12. From completing your diagram, can you identify any factors on it which have directly influenced how you see yourself as a teacher?
13. What was it about these factors that has affected your perception of yourself?
14. You have chosen to be a PE specialist, what factors played an important part in deciding this?
15. Do you think this decision has impacted upon how you view yourself?
16. Do you think this decision has impacted upon how others view you?
17. Do you think that your choice of specialism is important in developing your teacher identity...how?

Looking ahead to your NQT Year

1. What will your first year of teaching be like?
2. Has your ITT affected your perceptions of teaching? How? What specific aspects of the course have affected your perceptions?
3. If I had asked you to annotate this picture a year ago how would it be different?
4. How would you describe yourself as a teacher?
5. How would you like the children to describe you?
6. What is your vision of the teacher you would like to be?
7. How do you think you will reach this ideal?
8. Is there anything that might stop you reaching your ideal?
9. How does a teacher develop their ideal identity?
10. What changes might you anticipate in your image of yourself as a teacher?
11. What might influence these changes?
12. Is it helpful to imagine how things might look in advance? Does thinking ahead about your future practice help you to see yourself as a professional?

Appendix B

Mid Term Interview Questions

1. How has this term been for you?
2. What have been your most memorable moments?
3. What have been the most challenging parts?

Let's look at your diagram...

4. When we last talked you used words to describe how you were feeling about beginning the year can you remember how you felt?
5. What words would you choose now you have completed your first term of teaching?
6. How would you describe how you are feeling about teaching now?
7. Looking at your diagram what words have you chosen to describe yourself?
8. Can you describe any changes from what you have drawn now and the diagram in your first interview?
9. How do you feel about yourself in terms as your identity as a teacher?
10. What factors have influenced any changes to how you see yourself?
11. How would you describe yourself?
12. Do you think you have changed at all over this term?
13. What do you think has influenced this?
14. Do you think you are moving forwards in how you want to be as a teacher?
15. How have you done this
16. Do you think how other people view you has changed?
17. Can you tell me about your observation this term?
18. What targets have you set?
19. How are you planning to move forwards?
20. What does the spring term hold for you?

Appendix C

Exit Interview Questions

Final interview

1. How has the last term of your NQT year been?
2. What has been the most memorable part of it?
3. Have you found any parts particularly challenging?
4. How do you feel about being a teacher?
5. What evidence do you have that you have developed as a teacher?
6. How do you view yourself as a teacher?
7. How would your children describe you?
8. How would your colleagues describe you?
9. How would your family and friends describe you?
10. Do you think you have changed as a teacher?
11. What changes have you noticed?
12. Let's look at your diagram together- what sorts of annotations have you made?
13. Let's look at your diagram from the start of the year, is there anything you notice about what you drew before the year started?
14. I am going to read an extract to you from your first interview I would like to know your thoughts on what you said at the start of the year.
15. Has the type of teacher you want to be changed?
16. Has being a pe specialist impacted upon this view?
17. Have you used the skills, knowledge and attributes you developed through specialism?
18. How would you describe your ideal teacher?
19. How would you describe coming to the end of your NQT year?
20. How are you feeling about next year/ what does next year hold for you?

Process

Reflecting on this year...

Has being involved in this project impacted upon how you experienced this year- If so, how?

Do you think it might work on a larger scale? - If so, how?

Do you think NQTs would benefit from mentoring support from their ITT provider- If so, how?

If you were in charge of the scheme how would you see it working?

How would you sum up this year in a sentence?

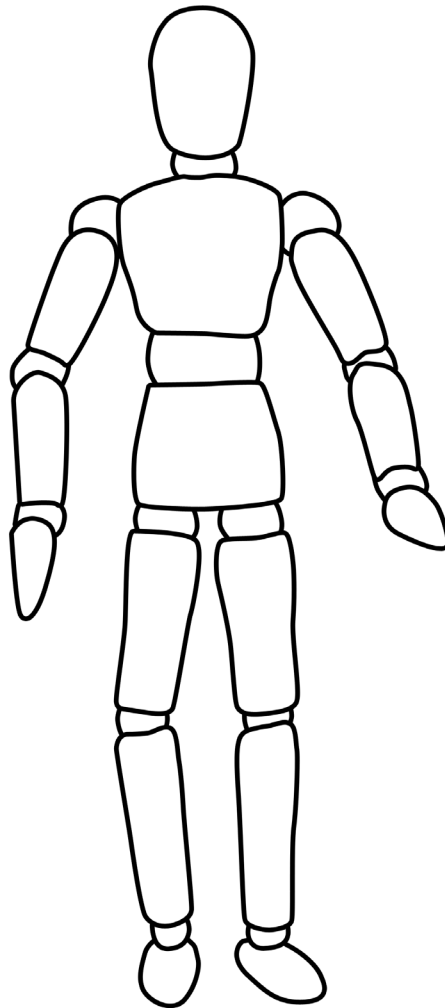
Appendix D

Blank Diagram Sheet with instructions

Thank you for agreeing to help with my research. Prior to the video interview it would be really helpful if you had spent some time annotating or adding to this diagram. Imagine this picture is an image of you. Please label it with your thoughts about how you perceive yourself as a teacher. Your labels can be drawings or annotations: express your thoughts in any way you see fit. Keep the following points in mind...

- How do you view yourself as a primary PE specialist?
- How do you think others view you?
- What key attributes, skills or experiences do you have?

When you have added all your thoughts you will need to take a picture of the diagram and save it as a picture file on your computer. This will allow you to upload it during the interview so we can chat about it. I would also like you to email me a copy of it.



Appendix E Ethical Considerations

Ethical considerations May 2017 (updated)

This paper demonstrates the researchers detailed intentions regarding fulfilling the University of Northampton and BERA (2011) ethical requirements and guidelines. It addresses voluntary informed consent, confidentiality and appropriate anonymity, data collection and storage, right to withdraw, and potential harm. This is a revision to the original proposal as following Transfer the board recommended that more data collection was needed to add rigour to the project. Information specific to this reapplication is in italics.

Ethical Consideration	Strategies
Recruitment Strategy	<i>The participants are 8 recently qualified teachers specialising in PE. All participants volunteered to be part of this study fully aware of the content of the yearlong study having read and discussed the participant information sheet.</i>
Voluntary Informed Consent	<p><i>The participants will be provided with an updated participant information sheet detailing the request for new data, they will be at their liberty to decline or approve.</i></p> <p>Voluntary informed consent is primarily concerned with obtaining the 'consent and cooperation of subjects who are to assist in investigations' (Cohen et al, 2008, p.52). It has been defined by BERA as 'the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway' (BERA, 2011, p.5).</p> <p>Participants will be informed of the aims of the research and the criteria by which they have been recruited. This will be communicated in the form of a participant briefing sheet detailing the schedule, individual's roles and assurances.</p> <p>Throughout the research project consent will a continuous dialogue between participants and researcher to ensure satisfaction from the participants that they are happy to continue with the research and have the right to withdraw some or all of their data at any point. BERA (2011) recognises that 'researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported' (p.5).</p>
Confidentiality and appropriate anonymity	<p><i>There will be no change to the confidentiality measures currently in place, there have been no issues thus far and non are predicted with the new requested data.</i></p> <p>Confidentiality will be assured throughout all phases of this research project and all efforts will be made to ensure that participants cannot be identified in the research or its findings. Data collection, storage and reporting will be coded to protect participants' identity.</p> <p>This particular project raises confidentiality issues relating to the online presence of the participants, support and technical guidance will be sought to reassure participants of their online security which will be included in the participant briefing sheet. BERA (2011) recognise that 'social networking and other on-line activities, including their video-based environments, present challenges for consideration of consent issues and the participants must be clearly informed that their participation and interactions are being monitored and analysed for research' (BERA, 2011 p5).</p>
Data collection and storage	<p><i>The data the participants choose to supply in this project is password protected and made anonymous for both school and individual names stored on the universities drivers via a password protected laptop and password protected access to Blackboard Collaborate. The researcher is a member of staff and has completed the "Virus Vigilance" and "Phishing Fears modules required of my role.</i></p> <p>In essence people are entitled to know how and why their personal data is being stored, to what uses it is being put and to whom it may be made available. Researchers must have participants' permission to disclose personal information to third parties and are required to ensure that such parties are permitted to have access to the information. (BERA, 2011 pp7-8)</p>
Right to withdraw	<p><i>The right to withdraw or to not present any further data will remain with the participants and this will be made clear to them in the revised data collection using the participant information sheet.</i></p> <p>Participants will be informed of their right to withdraw as per guidance from BERA (2011) 'Researchers must recognize the right of any participant to withdraw from the research for any or no reason, and at any time, and they must inform them of this right' (BERA, 2011, p.5).</p> <p><i>Participants prior to the undertaking of the research will be given clear guidance upon how their data will be stored, used and analysed. The researcher will clearly identify the phases of the research and ensure that the participants know that they can withdraw their participation at any point during the year.</i></p>
Potential harm	<p><i>The process for this section remains unchanged</i></p> <p>BERA recognises that 'dual roles may also introduce explicit tensions in areas such as confidentiality and must be addressed accordingly' (BERA, 2011, p.5). Because I work as an ITE university tutor and will also be this study's researcher, actions will be taken to remove any conflict in this regard. It will be made clear to the participants that their participation will not impact upon their NQT year and this is purely a reflective process aimed at fostering a community of practice and a means by which they can reflect on elements of their professional practice that the NQT target setting meetings does not.</p> <p>Briefing sheets regarding the purpose and requirements of the research will be provided to the NQTs and their NQT mentors. Subsequently, informed, written consent will be secured from the participants who will have the</p>

	<p>right to choose their online scrap book content but will be asked to respect the privacy and anonymity of their workplace.</p> <p>The researcher will adopt the role of critical friend whose agenda will be to structure, guide and record the reflective dialogue using semi structured questions and empower the participants to set targets. The researcher will not offer advice and guidance unless directly asked to but will, instead, offer referral to the appropriate bodies (head teachers, unions, NQT mentor, peer support).</p> <p>The researcher will avoid any 'deception or subterfuge' (BERA, 2011, p.6).</p> <p>The research time line shows that this research will fall in the NQTs' first year in work, therefore as the researcher, I '...must recognise concerns relating to the 'bureaucratic burden' of much research... and must seek to minimize the impact of (the) research on the normal working and workloads of participants' (BERA, 2011, p.7).</p>
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Appendix F Participant information and consent

An Investigation of Identities in Early Career Primary Physical Education Specialist Teachers

You are invited to take part in an exciting new research project about early career Physical Education specialist teachers. If you would like to participate, it is important you understand why the research is being undertaken and what it will involve. This information sheet outlines the research project, methodology and participant involvement. Please take time to read the following information carefully and discuss it with others if you wish. Feel free to get in contact if anything is unclear, or if you would like further information.

The Researcher

Emma Whewell University of Northampton

Contact Details

Principal contact: Emma Whewell
Address: University of Northampton, Boughton Green Road, Northampton, NN2 7AL
Email: emma.whewell@northampton.ac.uk
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Research Context:

My doctoral research is a phenomenological case study focused on understanding the changes that may occur in respect of identity when a newly qualified primary Physical Education specialist teacher takes up their first role in a school. The study explores whether external and internal influences transform the identity goals of primary Physical Education specialists and, if so, the nature of those influences and of that transformation.

Your Involvement: You have been invited to take part in this study as you are due to graduate from a professional programme of teacher preparation in the academic year 2015-2016. If you are happy to take part in this research project you will be required to complete:

- 1. An interview (June or July 2016) about your previous experiences and decisions that led you to ITT.**
- 2. Annotation of a diagram to indicate your thoughts and feelings as you move into your first post (June or July 2016).**
- 3. An interview with Emma and another diagram annotation, once after the first term of your NQT year, then again after the second term of your NQT year.**
- 4. A final interview and a final diagram annotation on completion of your first year as an NQT.**

Confidentiality: Data will be collated by Emma and stored securely, where access to the information obtained will be secured by a password and held only by Emma. Any information gathered about your training provider will also be anonymised throughout any publication of this research. Analysed data will be stored in a secure location where only the researcher will have access. You will not be identifiable in the final report. The information you provide for this study will be entirely separate from any professional assessments of your practice and will not be linked to those assessments. Completion and submission of the participant consent form will act as your informed consent; however you are under no obligation to complete the research and once started you can withdraw your participation at any time with the understanding that you can also withdraw your data at any point up until the data analysis has begun.

How will the data be used?

The data from this research will be used for:

1. A Doctorate thesis
2. Academic research papers, conferences and symposia.

Thank you!

Emma

References

DfE (2010). Importance of Teaching - The Schools White Paper 2010. DfE. Norwich The Stationery Office

DfE (2011). Training our Next Generation of Outstanding Teachers- Implementation Plan. DfE. London, Crown Copyright.

DfE (2013). The National Curriculum in England: Key stages 1 and 2 framework document. DfE. London, Crown Copyright.

Griggs, G. (2007). "Physical education: primary matters, secondary importance." Education 3 - 13 **35**(1): 59-69.

Morgan, P. and S. Bourke (2008). "Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in PE,." Physical Education and Sport Pedagogy **13**(1): 1 - 29.

Morgan, P. and V. Hansen (2008). "Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs." Research Quarterly for Exercise and Sport **79**(4): 506-516.

Murphy, F. and M. O'Leary (2012). "Supporting primary teachers to teach physical education: continuing the journey." Irish Educational Studies **31**(3): 297-310.

Ofsted (2013). Beyond 2012 - Outstanding Physical Education for All. London.

Ofsted (2014). The PE and Sport Premium for Primary Schools: Good practice to maximise effective use of the funding London: 20.

Appendix G Risk assessment

Health and Safety Risk Assessment

- Please confirm that a health and safety risk assessment has been carried out and approved by the supervisory team, and recorded as per current Faculty processes: YES

Research ethics training

- Have you completed the compulsory online module "Research Ethics: Good research Practice"? **YES**
- Have you completed the optional online module "Research with Human Subjects"? **YES**

Ethical guidance and approvals

- Please confirm that you are familiar with the University of Northampton's current *Ethics Code and Procedures* [link] **YES**
- Please indicate any relevant professional or disciplinary guidelines/codes/regulations for research ethics that have been used in developing this application.
 - All research will align with BERA 2018 and the British Psychological Society ethics guidelines for internet-mediated research
- Does the project require ethics approval from any other institution(s), committee(s) or organisations(s)? NO
 - If YES, give details and indicate the current status of the application:

Funding

- Please give details of any funding received in relation to the project. NONE
- Does this funding present any potential conflicts of interest or ethical considerations? NA
 - If YES, please provide a clear summary of how these will be mitigated.

Ethical risk: self-assessment

Does the project involve consultation or engagement with people?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Does the project involve use of data, images, texts or other materials in which individual people (currently alive, or living in the last 100 years) are identifiable?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Does the project involve or relate to a biomedical or clinical intervention?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project necessitate physical contact with participants, administering substances, or an invasive procedure (e.g. blood sample)	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve NHS staff, patients, service users or volunteers, or use data, records, samples or resources under the responsibility of an NHS organisation?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve prison or probation staff, clients, premises or records, or datasets?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve staff, service users, volunteers or data under the responsibility of a social care organisation?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve any deceptive or covert research practices (e.g. research which takes place without the knowledge of participants)?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve any work with animals or micro-organisms?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Does the project involve any work with genetically-modified organisms or materials?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Is there a realistic risk that the project will cause physical or psychological distress or discomfort to others?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

If NO was ticked for all of the above, the project may pose a very low ethical risk. If you believe your project falls into this category, please explain:

[If you believe that your project poses a very low ethical risk, your ethics application can be submitted for consideration now]

Section B

Must be completed for all research projects, except those which are deemed to pose a very low ethical risk

Vulnerable participants

Will the project involve work with anyone under 18 years of age?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Will the project involve work with anyone with learning disabilities, communication difficulties or any other condition which may affect their capacity to consent?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Will the project involve work with anyone with anyone engaged in illegal activities?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Will the project involve work with participants in an institutional context (e.g. school, healthcare or custodial settings) or organisational setting (e.g. business, workplace)?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Will the project involve work with participants in an organisation or setting in which you have a past/current role or position of authority?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

If YES to any these questions, or if research will involve work with any other vulnerable group, please give details below of enhanced ethical procedures to safeguard these participants.

Key ethical considerations

Please provide clear references to supporting documentation in section 3

How will you gain access to the research setting and research participants? Give details of 'gatekeepers' and any permissions and/or paperwork required.	The participants will be volunteers from the BA QTS Primary Education Course. All will be given a participant information sheet and consent form to allow us to use their data. Please see attached.
How will you sample and recruit participants? How will you inform them about the research aims and methods? Information sheets / invitation letters must be attached in Section 3. Please see attached	The sampling protocol will be via volunteering. Our sampling strategy will be convenience sampling using the inclusion criteria detailed above. The research aims and objectives will be on the participant information and consent sheets.
How will you ensure that all participants give informed and ongoing consent to participate in the research? If relevant, please comment on measures taken to work with participants with diverse capacities to consent Consent forms must be attached in Section 3. Please see attached	Participants will be informed of their right to withdraw and their assured anonymity. The data will be collected from volunteers and therefore if they do not wish to participate then they will not contribute their data.
How will you ensure that research is confidential, and participants' rights to anonymity are respected? Please see attached	All participant responses will be anonymised in the gathering of the data. The participants who volunteer to be part of the focus groups and interviews will be given pseudonyms and all recognisable workplaces and identifiable names or features deleted.

How will data be recorded, stored, managed and archived?	Data will be stored on university machines in password protected files.
What measures will you take to avoid causing distress, emotional/psychological harm or physical harm during your research? Comment in particular on research topics that may be sensitive or controversial. Interview/survey questions or equivalent research materials must be attached in Section 3. Please see attached	Participants will be fully informed of their rights and roles as it pertains to this study. They will be assured of their anonymity and their right to withdraw their data or that not participating will in no way affect their degree qualification. A risk assessment will be completed which will take into account the needs of the participants.
What is your strategy in the event of issues of concern, or evidence of past, present or probable harm or malpractice arising during the research?	The research team would refer the problem to the REC for advice.
How will you feedback findings to research participants?	The findings will be disseminated to participants through the use of the final thesis offering them a summary of findings and recommendations.
What training or preparation is required prior to research commencing, to ensure ethical research practice?	Peer review of data collection tools Risk assessment completed Participant info and consent completed
Please describe any other ethical issues particular to this project. Give details of how you will deal with them.	NA

Data sharing

Will the project involve the transfer of data between individuals or organisations	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES please confirm that data sharing agreements or similar are in place, and outline strategies for protecting data during data sharing		
Data will be shared via password protected files		

Intellectual property and commercial/operational sensitivity

Is the project likely to pose any challenges in relation to intellectual property rights, or be sensitive in terms of commercial/operational activities of partner organisations?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, please outline any strategies to mitigate these concerns		

Incentives

Will the project involve the use of incentives?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, please describe the incentives		
If YES, please outline any strategies to mitigate ethical issues relating to the use of incentives		

Transcription/translation

Will transcribers or translators be employed in the research?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Will carers, parents, teachers or other parties be present during the research?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES to either question please outline how the confidentiality of participants will be upheld.		

Researcher safety and wellbeing

Please describe any measures to ensure your safety as a researcher during this project. If applicable, please outline your strategies for keeping safe when working alone and/or your strategies for ensuring your wellbeing in the event of your research becoming distressing or stressful.
<ol style="list-style-type: none"> 1. The research topic is not sensitive 2. Participants are known to me 3. Research is conducted via video conferencing.

Withdrawing from the project

Please describe any measures to enable research participants to withdraw from the research project during data collection
Participants will be given a participant information sheet (please see attached) that details their rights to withdraw or not take part in the research, this includes assurances about their academic progress and award.
Please describe any measures to enable research participants to withdraw data they contribute to the project.
Participants should contact the team to withdraw their data, participants have clear routes of access to the team.

Using Blackboard Collaborate for the Interviews

I will email you a Guest link and it will be a simple matter of clicking on this link. Before your interview could you run through the check list below.

The Checklist

Before you get started you will need the following:

- The latest version of Chrome (or Firefox) as your default browser
- A good Internet connection (ideally a desktop/laptop with an ethernet cable, rather than wireless)
- A headset / microphone (if possible) - check that your headset / microphone are working!
- Please follow the guidance here:
https://en-us.help.blackboard.com/Collaborate/Ultra/Participant/030_Get_Started

For sound/video hardware problems:

- Windows (covers versions 7 to 10) -
<http://windows.microsoft.com/en-gb/windows/tips-fixing-common-sound-problems#tips-fixing-common-sound-problems=windows-7>
- Mac
<http://www.wikihow.com/Fix-the-Sound-on-a-Mac-Computer>
- Chromebook
<http://www.thefakegeek.com/2014/01/how-to-fix-the-no-sound-problem-on-a-chromebook/>

Appendix I: Primary and secondary coding of Interview and visual analysis.

Primary code	Secondary coding
Emotion	Positive inference Negative inference
Context	School Classroom Other
People	Children General staff Mentor Parents Family and friends Past teachers
Professional role	Knowledge Realisation Actualisation
Experience	Sporting University Placement Previous work Current role
Identity	Personal Professional Past Future
Reflection	Self

Appendix J	Interview Transcripts Andromeda
Appendix K	Interview Transcripts Charlie
Appendix L	Interview Transcripts Hagrid
Appendix M	Interview Transcripts Narcissa
Appendix N	Interview Transcripts Bellatrix
Appendix O	Interview Transcripts Sybill
Appendix P	Interview Transcripts Ravina
Appendix Q	Interview Transcripts Elladora
Appendix R	Visual representations
Appendix S	Interview Analysis by Theme