

**Applying a social justice agenda within education: A case study looking at
experiences, understandings, and enactments of relational (in)equality within a PGCE
tutor group**

2022

A thesis submitted to the University of Manchester for the degree of Doctorate in
Counselling Psychology (DCounsPsych) in the Faculty of Humanities

Anna Fitzgibbon

School of Environment, Education and Development

Table of Contents

List of Tables	7
List of Figures	8
Abstract	9
Declaration	10
Copyright Statement	11
Acknowledgements	12
1. Introduction	13
1.1 Background and introduction to the study	13
1.2 Relevance to counselling psychology’s social justice agenda	14
1.2.1 Adopting a critical community psychology lens and ecological framework.....	17
1.2.2 Counselling psychology and education.....	18
1.3 Defining key terms	20
1.3.1 Understanding equality: distributional and relational accounts.....	21
1.3.2 Framing Education: Classroom practice.....	24
1.4 My identity and positioning as a researcher	24
1.5 Overview and structure of the thesis	27
2. Literature Review	29
2.1 Introduction	29
2.1.1 Literature search strategy.....	29
2.2 (In)Equality in Education	31
2.2.1 Framing (in)equality within education: concerns with distribution and outcomes ..	31
2.2.2 Impacts of (in)equality on educational experience.....	33
2.2.3 Educational (in)equalities, policy reform and teacher education.....	37
2.3 The missing element within conceptualisations of educational (in)equalities – the relational	43
2.4 Relationships in education	47
2.4.1 The relational dynamic between teacher, student, and the academic endeavour.	49
2.4.2 How the relational is regarded in educational policy and practice.....	54
2.4.3 How the relational is attended to in teacher education.....	57
2.5 The possibility of relational equality in education	59

2.5.1 Drawing on existing efforts to re-centre relationships within education	59
2.6 Research Rationale	63
2.7 Research aim and questions.....	66
3. Methodology	68
3.1 Introduction	68
3.2 Ontological and Epistemological Positioning	68
3.3 Case Study Research Design.....	72
3.3.1 The Case	74
3.3.2 Sample Size.....	76
3.3.3 Participant recruitment.....	77
3.3.4 The Participants	78
3.4 Data Generation.....	79
3.4.1 Methods of data generation	79
3.4.1.1 Interviews	79
3.4.1.2 Focus Groups	80
3.4.1.3 Observations	81
3.4.2 Phases of data generation.....	82
3.5 Data Analysis	85
3.5.1 Phase 1: Familiarisation.....	86
3.5.2 Phase 2: Data coding.....	88
3.5.3 Phase 3: Generating initial themes	89
3.5.4 Phase 4: Reviewing and developing themes	91
3.5.5 Phase 5: Refining, defining and naming themes	92
3.5.6 Phase 6: Writing the report	93
3.6 Quality	93
3.6.1 Assessing quality in qualitative research	93
3.6.2 Ensuring quality and trustworthiness	94
3.7 Ethical considerations	99
3.8 Reflexivity	101
3.9 Summary	103
4. Data analysis.....	104
4.1 Introduction	104

4.2 Student-teacher themes	106
4.2.1 Main theme: The function of relational inequality in the teacher-student relationship	106
4.2.1.1 Sub-theme: Relational equality is not necessary or appropriate	106
4.2.1.2 Sub-theme: Control and behaviour management	109
4.3. Teacher-educator themes	112
4.3.1 Main theme: Relational equality is about community	112
4.3.2 Main theme: Role modelling an ethos of relational equality	115
4.3.3 Main theme: Reflexivity is key to enacting relational equality	118
4.4 Shared themes between Student-Teachers and Teacher-Educators	122
4.4.1 Main theme: What the 'other' is bringing to the dynamic: the reciprocal nature of relational (in)equality	122
4.4.2 Main theme: Identity, privilege and personal power	125
4.4.3 Main theme: The role of time in relational (in)equality	128
4.4.3.1 Sub-theme: Establishing and enacting relational equality takes time	128
4.4.3.2 Sub-theme: The ability to enact relational equality comes with experience	134
4.4.4 Main theme: Navigating the structures of educational contexts	137
4.5. Summary	142
5. Discussion	143
5.1 Introduction	143
5.2 Revisiting the research aim and research questions	143
5.3 Key findings	144
5.4 Discussion of the findings	146
5.4.1 (Re)constructing the idea of relational (in)equality in educational settings	147
5.4.2 Committing to relational equality: in community and in practice	153
5.4.3 The barriers to relational equality	157
5.4.3.1 Intrapersonal blocks to relationship building	157
5.4.3.2 Time	161
5.4.3.3 The system of education	163
5.5 Reflexive statement	165
5.6 Contribution to knowledge	169
5.7 Strengths and limitations	171
5.8 Future directions	176

5.8.1 Next steps of this project.....	176
5.8.2 Suggestions for future research.....	176
5.9 Implications and recommendations	178
5.9.1 Implications for educational policy and practice.....	178
5.9.2 Implications for counselling psychology.....	181
5.9.3 Implications for teacher education	183
5.10 Concluding remarks.....	184
References	187
Appendices	238
Appendix 1: Participant information Sheet for Teacher Educators.....	238
Appendix 2: Consent form for Teacher Educators	243
Appendix 3: Participant Information Sheet for Student Teachers	245
Appendix 4: Consent forms for Student Teachers	250
Appendix 5: Participant recruitment email.....	254
Appendix 6: Interview guides for teacher-educators' interviews in phase 1 & 2	255
Appendix 7: Interview guide for student-teacher interviews in phase 2	258
Appendix 9: Tutor group session observation guide	261
Appendix 10: Braun & Clarke's (2013) notation system for transcription	262
Appendix 11: Excerpt from research journal during familiarisation phase	264
Appendix 12: Example of initial coding of interviews (James Interview 1)	266
Appendix 13: Example of initial coding of focus group.....	267
Appendix 14: Example of initial coding of observation fieldnotes.....	268
Appendix 15: Example of initial theme generation phase in excel	269
Appendix 17: Quality criteria for reflexive TA applied to this study (Braun & Clarke, 2020)	272
Appendix 18: Ethical approval.....	274
Appendix 19: Distress Management Protocol	276
Appendix 20: Definition of relational (in)equality provided to participants	278

Word Count: 54,635

List of Tables

Table 1. A summary of the phases of data generation	73-74
---	-------

List of Figures

Figure 1. Thematic map of main themes and sub-themes	96
--	----

Applying a social justice agenda within education: A case study looking at experiences, understandings, and enactments of relational (in)equality within a PGCE tutor group

Abstract

Background: Calls for the meaningful enactment of counselling psychology's social justice agenda have emphasised educational settings as a feasible site for social justice work, emphasising transdisciplinary considerations of relational inequality and power as vital within this. It has been argued that existing attempts to redress pervasive educational inequalities, both within educational policy and teacher education, have lacked emphasis on vital relational elements. Further, the perspectives and experiences of student-teachers (STs) and teacher-educators (TEs) have been largely absent from explorations and conceptualisations of relational (in)equality. **Aims:** This study aimed to explore STs' and TEs' understandings, experiences and enactments of relational (in)equality across two settings: the secondary school classroom and the PGCE tutor group. Further, this study aimed to identify factors participants perceive to be helping and hindering relational equality. **Methodology:** A qualitative case study design was adopted to explore this phenomenon. Data were generated across two phases using a range of methods, including semi-structured interviews, a focus group and observations. Data were analysed using a reflexive thematic analysis. **Findings:** 8 main themes were generated: (1) *The function of relational inequality in the teacher-student relationship*, (2) *Relational equality is about community*, (3) *Role modelling an ethos of relational equality*, (4) *Reflexivity is key to enacting relational equality*, (5) *What the 'other' is bringing to the dynamic: the reciprocal nature of relational (in)equality*, (6) *Identity, privilege and personal power*, (7) *The role of time in relational (in)equality* and (8) *Navigating the structures of educational contexts* **Conclusions:** This study sheds light on the complex, nuanced and contextual nature of relational (in)equality within secondary teacher education in England. The findings bring a new perspective and in doing so provide a starting point for a conversation about the applicability and enactment of relational (in)equality within teacher education. Specifically, these findings encourage a transdisciplinary conversation across teacher education and counselling psychology around the points at which unequal power relations are helpful or harmful. Further, this study provides insight into the perceived intrapersonal, interpersonal and systemic barriers to enacting relational equality and potential means by which this may be mitigated. This study offers a transdisciplinary exploration of relational (in)equality, highlighting the relational nature of such endeavours and emphasising the reciprocal learning opportunities for both teacher education and counselling psychology.

Declaration

No portion of this work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Copyright Statement

i. The author of this thesis (including any appendices and/or schedules to this thesis) owns certain copyright or related rights in it (the “Copyright”) and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.

ii. Copies of this thesis, either in full or in extracts and whether in hard or electronic copy, may be made **only** in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has from time to time. This page must form part of any such copies made.

iii. The ownership of certain Copyright, patents, designs, trademarks and other intellectual property (the “Intellectual Property”) and any reproductions of copyright works in the thesis, for example graphs and tables (“Reproductions”), which may be described in this thesis, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.

iv. Further information on the conditions under which disclosure, publication and commercialisation of this thesis, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=487>), in any relevant Thesis restriction declarations deposited in the University Library, The University Library’s regulations (see <http://www.manchester.ac.uk/library/aboutus/regulations>) and in The University’s policy on Presentation of Theses.

Acknowledgements

Firstly, a massive thank you to Dr Laura Winter and Dr Deborah Ralls for guiding me through this treacherous, messy and exciting process. Your unwavering support, encouragement and feedback was often the only thing keeping my head above water. Thank you also to Dr Terry Hanley for bringing your wise eye to the final draft of this thesis.

A huge thank you to the participants, for being so generous with your time and open to stepping into the muddy waters of research with me. Thank you for pushing me out of my comfort zone and opening my mind in so many ways.

To my Dad, for supporting me in more ways than you know. To my Mum, whose endless faith, love and hugs meant I never gave up. To my family, for being a constant reminder that life existed outside this darn thesis. I am so looking forward to actually being more available and present with you all now.

To Laura, for your endless compassion, wisdom, support and voice notes (of course!). To Steph for never saying no to reading my waffling drafts and always being so kind and gracious with your support. To Ellen for always believing in me and for saying yes to the massive undertaking of reading a full draft. To Sophie for being my true cheerleader and for picking me up off the ground countless times, to say I could not have done this without you would be a massive understatement.

And finally, to Alex for making my heart so full when my brain was so frazzled. Thank you for wiping my tears and giving me endless hugs. I am so looking forward to a life without thesis and filled with us.

1. Introduction

1.1 Background and introduction to the study

Given the known detrimental impact of experiencing powerlessness, oppression and inequality on physical and mental health, the significance of establishing a more just and equal society to support positive mental health and wellbeing of individuals has been emphasised and suggested to be the most effective form of 'treatment' for mental distress (Prilleltensky, 2008, 2013; Prilleltensky & Prilleltensky, 2003; Speight & Vera, 2004). It has been well argued that educational settings, such as schools, colleges, and universities, often perpetuate existing social inequalities and maintain oppression (Apple, 1982; McLaren, 1995; Prilleltensky & Nelson, 2002). Further, the propensity for hierarchy and an authoritarian approach within education render these settings as some of the most formative and therefore impactful experiences of powerlessness (Freire, 1970/2000; Rogers & Freiberg, 1994).

The pervasive nature of educational inequalities has been a persistent concern for educators, researchers and policymakers, however existing efforts to redress educational inequalities have predominantly focused on distributive conceptualisations (Raffo, 2014); concerned primarily with the equal and fair division of educational opportunities and resources (Lynch, 2000). These distributional accounts, both within and beyond educational settings, have been criticised for offering a limited perspective given they do not acknowledge the integral relational aspects of (in)equality (Gewirtz, 1998). Here, I understand relational (in)equality to concern "the process and nature of our relations and the extent to which these prize equality" (Winter, 2018, p.338). I shall unpack this term later in this chapter and consider what this means within education specifically within the Literature Review (Chapter 2). For now, suffice to say that neglecting the integral relational elements of (in)equality has hindered the move towards a comprehensive understanding which is

reflective of lived experiences. If efforts towards greater equality within education are to be effective, then conceptualisations of (in)equality must capture both distributional and relational elements (Keddie, 2012; Laing et al., 2018).

As a discipline which cares deeply for the mental health and wellbeing of individuals and aligns itself with a social justice agenda, it has been argued that counselling psychology is well-placed to acknowledge and address sources of distress which sit firmly outside of the individual (Toporek, 2018). The overarching goal of this research was to extend counselling psychology's social justice agenda into education, acknowledging that raising awareness of and redressing inequality is a core part of social justice work (Cutts, 2013; Kennedy & Arthur, 2014; Young, 2011). Thus, this research aimed to contribute to existing conceptualisations and approaches to addressing inequalities within education. Specifically, this research aimed to contribute to the important but relatively scant research on understandings and experiences of (in)equality within teacher education by foregrounding power and relational (in)equality as integral to such explorations. Further, this research aimed to contribute to existing conceptualisations of relational (in)equality within schools (see Winter, 2018) by exploring teacher-educators (TEs) and student-teachers' (STs) understandings and experiences of relational (in)equality within classroom settings (here understood to be both within the Secondary PGCE tutor group and school classrooms on STs' placements). Within this chapter I elaborate on this brief introduction to the research, provide a more detailed rationale and outline key terms for clarity.

1.2 Relevance to counselling psychology's social justice agenda

Defined by its humanistic value-base which values and respects individuals' uniqueness and propensity for growth (Cooper, 2009), and holds a critical consciousness of the social and political contexts in which individuals are embedded (House & Feltham, 2016), counselling psychology has been positioned as a discipline firmly aligned with a social justice agenda

(Cutts, 2013; Goodman et al., 2004; Vera & Speight, 2003). Attempts towards a consensual definition of social justice within counselling psychology typically recognise social justice as both an action and a process, which prioritises increasing equality or equity, and challenging institutions, governmental structures and economic systems which inhibit individuals access to opportunities and resources (Cutts, 2013; Fouad et al., 2006). In relation to counselling psychologists' practice, Winter (2019) proposes acknowledging "that the work we do occurs in a socio-political context which it cannot be easily disconnected from (and therefore that things like power, discrimination and oppression are important) and that this work can have political implications" (p.180).

Broader social and political work is particularly important to the practice of psychologists given critiques of psychology's residual alignment with medical conceptualisations of distress (Sanders, 2017). These approaches locate the problem within the individual and position 'treatment' from mental health 'experts' as the solution. This stance has been said to pathologise understandable reactions to adverse and distressing social conditions (such as poverty and unemployment) and human experiences (such grief and life-threatening illness) (Proctor, 2017). Such an approach minimises or ultimately ignores broader social, economic, and political contributors to experiences and consequent distress of individuals (Sanders, 2017; Proctor, 2018). For example, criticisms have focused on the discipline's role in the creation of government policies which exacerbate inequality (Herman, 1995), and how ineffective psychology has been in addressing broader socio-political causes of distress (Vermes, 2017). As a result, psychology has been seen to be directly perpetuating social inequalities (Prilleltensky, 2008; Proctor, 2018), ultimately bringing into question the historical social goals of the profession (Rose, 1985, 1996). So, a social justice agenda is not just aligned with counselling psychology's values and ethos but could be argued to be the profession's responsibility in redressing some of the historical social harm caused or perpetuated by the discipline (Proctor et al., 2017; Toporek, 2018).

It has been argued that social justice has been at the heart of counselling psychology since its inception (Ivey & Collins, 2003; Palmer & Parish, 2008), with calls in recent years to more intentionally reconnect with this commitment (Cutts, 2013; Steffen & Hanley, 2013; Speight & Vera, 2004). Although a theoretical commitment to social justice is important, this is only meaningful when translated into action, considerations of which have been discussed at length (Brown et al., 2019; Kennedy & Arthur, 2014; Moller, 2011; Speight & Vera, 2004; Winter, 2019). Further, it has been argued that although a social justice agenda has been embraced by counselling psychology in the US such an explicit commitment is not as apparent in the UK (Moller, 2011; Rupani, 2013; Volker, 2017). This landscape, however, is changing, with the incorporation of important social justice work, such as addressing sources of discrimination and oppression and tackling stigma, being incorporated into the practice guidelines and ethical codes of the profession through influential UK institutions like the Health and Care Professions Council (HCPC) (2015), the British Psychological Society (BPS) (2015) and its associated Division of Counselling Psychology (DCoP) (2017) (Volker, 2017). In addition, various efforts have been made to explicitly outline what a social justice agenda means for counselling psychologists in the UK, with an emphasis on a clearer “call to action” in a special edition of the *Counselling Psychology Review* (Steffen & Hanley, 2013, p.3) and explicit consideration of what this means for the everyday work of practitioners (Winter, 2019). Further, recent work has emphasised considerations of power and relational (in)equality as fundamental to conceptualising and enacting counselling psychology’s social justice agenda (Fitzgibbon & Winter, 2021). The present study contributes to such endeavours by explicating counselling psychology’s potential contribution to existing considerations of power and relational (in)equality within education; heralded one of the most formative experiences of power imbalance and inequalities (Apple, 2012).

1.2.1 Adopting a critical community psychology lens and ecological framework

This research is guided by a critical psychology perspective, which has been found to support the social justice work of counselling psychologists as it calls for a critically reflexive focus on the ongoing cycle of injustice and how this is linked with wellbeing, forcing practitioners to step outside of the individualised approach too often adopted by psychology (Parker, 2015). Insight was also drawn from community psychology which recognises the impact of the social and political contexts in which individuals are situated (Prilleltensky, 2008), thus illuminating the importance of valuing wellness of communities as much as individuals (Nelson & Prilleltensky, 2010). Further, community psychology emphasises transdisciplinary work as crucial to facilitating growth and social change (Ali et al., 2008; Biswas-Diener, 2011). Such transdisciplinary alliances, which emphasise working across disciplines, expertise and experiences to foster an integrated, holistic approach, can make the social justice work of counselling psychologists more effective and achievable than individual practitioners acting on their own (Kagan, 2015). Adopting a critical community psychology lens can foster forward-thinking approaches as to the 'how' of social justice work within the counselling psychology discipline, and subsequently increase the chance of change and impact (House & Feltham, 2016).

Many critical and community psychologists drawn on ecological models, such as that of Bronfenbrenner (1979), to understand individuals as being embedded in micro-, meso-, and macro-systems and to recognise the importance of person-environment interactions (Winter et al., 2016). Ecological frameworks acknowledge the impact of the quality of a person's interactions within their environment on their mental health (Williams & Greenleaf, 2012). Adopting Bronfenbrenner's (1979) ecological framework within this study was integral to the critical community psychology lens, as it facilitated recognition and reflection on the various interrelated layers of participants' environments and their experiences of relational (in)equality. Further, it was specifically appropriate for this study given Winter's (2018)

definition of relational (in)equality which outlines relational (in)equality on the macro-level as the way society structures relationships (e.g., how governmental policy may impact the rights and status of certain groups of individuals), the meso-level as how particular organisations or communities (e.g. schools or employers) structure relationships, and the micro-level as how we respond to and treat one another within our interpersonal relations (see section 1.3.1 for detailed description of adopting an ecological framework to explore relational (in)equality and section 2.3 for relational (in)equality in education). It is through a critical community psychology lens and an ecological framework that I considered how counselling psychology's social justice agenda in the UK, specifically England, could be extended into considerations of relational (in)equality within the education system.

1.2.2 Counselling psychology and education

Despite the various disparities, education and therapy are clearly interconnected given they are inherently relational disciplines through which learning and development are facilitated (Robertson, 2000; Winter, 2018). Indeed, therapeutic and pedagogical relationships are vitally connected to both therapeutic and educational outcomes respectively (Winter, 2018). Principles of humanistic psychology have been applied within student-centred education (Rogers & Freiberg, 1994; Cornelius-White & Harbaugh, 2010), social pedagogy (Murphy & Joseph, 2019) and relational equality in education (Fitzgibbon & Winter, 2021; Winter, 2018). Further, it has been argued that the humanistic value-base underpinning counselling psychology is more aligned with the purposes and ethos of education than it is with the dominant psychology discourses within the UK (Hanley, 2022; Murphy & Joseph, 2019).

Given the growing concern with the 'mental health crisis' of children and young people in the UK, schools have been increasingly tasked with attending to the emotional needs and well-being of students (DoH, 2015). This has seen an increase in the pastoral care and emotional labour undertaken by teachers, work which is similar to counselling psychologists' (Kidger et

al., 2010; Rossi et al., 2016). Given this, educational settings are clearly an important site for psychologists to place their attention and efforts, in aid of supporting emotional wellbeing. Historically however efforts to support mental health within educational settings are often misaligned with counselling psychology's social justice agenda as they are situated within the medical model, overly focused on deficit approaches to mental health (Fitzgibbon & Winter, 2021), and take an individualised approach by shifting responsibility (and thus blame) on to the students to learn (and teachers to teach) resilience, adaptability and self-sufficiency (Burman, 2018; Wright, 2016) and develop their 'emotional literacy' (see Ecclestone & Hayes, 2009). As a result, these approaches generally do not acknowledge broader systemic issues contributing to mental distress (Hanley et al., 2020), nor do they attend to the processes of power and relational inequality within educational settings (Fitzgibbon & Winter, 2021).

I shall unpack relational (in)equalities within educational settings, and the role of power within this, in the Literature Review (Chapter 2). For now, I acknowledge schools as a formative and important experience of relationships and social hierarchies for children and young people. It has been argued that our relational experiences both interpersonally and within these hierarchies impacts our experiences of wellbeing and equality (Prilleltensky & Fox, 2007; Fourie et al., 2015). Educational settings are therefore an important site for the work of counselling psychologists, not just in support of emotional wellbeing, but as a matter of justice.

Further, adopting a critical community psychology lens within education not only supports a more systemic approach but also highlights the importance of transdisciplinary working (Kagan, 2015). Any efforts made by counselling psychologists within educational settings should be done with a deep respecting and valuing of existing efforts by educators to redress inequalities and establish wellbeing within educational settings. Further, given the complexity of both wellness and equality within education, counselling psychologists should

not be solely responsible for addressing this; alliances and collaboration must be formed across professions to enable sustainable change. This is especially important given how disjointed existing efforts between mental health and educational professionals within schools appears to be (Cooper et al., 2016). As I have outlined, existing efforts by counselling psychologists within education have generally stayed separate from those of educators, tend to be individually focused and thus are not aligned with a social justice agenda. It is hoped this present study has gone some way to redress this. Importantly, the work of counselling psychologists is not to swoop in and 'rescue' educational professionals but is instead to be part of a more collaborative and transdisciplinary approach to supporting emotional wellbeing. I propose that this approach should focus on prevention and addressing sources of inequality as an important part of transdisciplinary social justice work.

1.3 Defining key terms

This next section outlines key terms as I have understood and applied them within this present research and throughout the thesis. Here I provide the overarching conceptualisation of (in)equality which guided this research, emphasising distributional and relational accounts. Later, within the literature review, I specifically consider the conceptualisation and operationalisation of relational (in)equality as it relates to educational settings (sections 2.3 and 2.5.1).

For clarity, when appropriate throughout the thesis the terms 'inequality' and 'equality' have been collapsed into '(in)equality'. To note, it was not intended for this to represent a coalescence of the two terms and their various differing and nuanced elements, but instead was a stylistic choice for brevity and to aid a smoother reading experience. Where appropriate and important to emphasise and consider the distinct conceptualisations of equality and inequality, I have separated out the terms. The collapsed term is thus only used in instances where I refer to and consider aspects of *both* equality and inequality.

1.3.1 Understanding equality: distributional and relational accounts

Considerations of (in)equality are inextricably tied up with concerns of justice and fairness (Anderson, 2007; Fraser, 1998; Prilleltensky, 2013). Typically, empirical and theoretical accounts of (in)equality have conceptualised (in)equality within distributive understandings which concern the processes by which goods and resources, such as healthcare or education, are distributed within society (Dworkin, 2000; Gewirtz, 1998). For example, (in)equality is often assessed by 'socioeconomic status' which creates a quantitative comparison of measures of income, occupation, and education (Psaki et al., 2014). These accounts are concerned with the fair distribution of resources based on need and thus encompass considerations of equity (Fouad et al., 2006; Voigt & Wester, 2015). In this way, equity can be considered the "dynamic process of making things equal and fair" (Raffo, 2014, p.11).

Criticisms of distributive accounts of (in)equality, such as Young (2011), have highlighted the individualistic, abstract, and overly simplistic assumptions underlying such an approach which "treats non-material goods as identifiable things or bundles, distributed in a static pattern among identifiable, separate individuals" (Laing et al., 2019, p.137), and thus does not reflect the complex and nuanced reality of the social world. Critically, lacking from such accounts are the various vital relational elements of our broader social world which work to create and exacerbate inequalities (Bessel, 2019). For example, Young (2011) highlights how distributive approaches can work to obscure how processes of power, such as dominance and oppression, create inequalities and shape a person's experience.

Given such criticisms, the importance of acknowledging and incorporating relational dimensions into conceptualisations of (in)equality have been emphasised (Anderson, 1999; Fraser, 2001). Understood as the concept of relational (in)equality, such considerations encompass recognising how individuals are treated, within interpersonal relationships as

well as by social institutions, and how this produces or exacerbates inequalities between individuals (Schemmel, 2011; Winter, 2018). Relational (in)equality incorporates Fraser's (1998; 2001) concept of the politics of recognition, whereby attention is paid to the existent "inequitable social patterns of representation, interpretation and communication" (Raffo, 2014, p.13). For relational theorists like Fraser (1998; 2001) and Young (2011) equality requires parity of participation, which necessitates cultural, structural, and political arrangements which afford everyone the status of a full partner in social interactions and allows all members to participate as peers in social and moral life.

As outlined in section 1.2.1, adopting Bronfenbrenner's (1979) ecological lens, Winter (2018) has highlighted the processes and workings of relational (in)equality across the micro-, meso- and macro-levels. Unequal processes across all the micro-, meso- and macro-levels have been described as the workings of oppression, given the way they influence how we see ourselves in relation to others, consequently fuelling a sense of superiority and/or inferiority (Trevithick, 1988; Hagan & Smail, 1997). These elements of inequality are integral given how relational experiences of poverty and inequality, such as isolation, oppression and shame - considered "relational violations" (Kennedy & Arthur, 2014, p.191) - are at the core of suffering and distress (Birrell & Freyd, 2006). Thus, specifically adopting an ecological framework to conceptualise relational (in)equality within this study facilitated consideration and exploration of the way the structuring of relations on the micro-level (intra- and interpersonal relations within the PGCE tutor group), meso-level (university and school-based elements of the PGCE influencing the nature and structure of relations within the tutor group) and macro-levels (educational structures and policies influencing hierarchies and relational structures within the PGCE course) within the case study created parity of participation, recognition and equality of status (Fraser, 1998; 2001), or instead whether they worked to create status hierarchies which ultimately positioned some individuals above others; the 'powerful' over the 'powerless' (Fourie, 2012).

The incorporation of relational elements into understandings of (in)equality is vital to recognise and highlight the role of power in (in)equality; something which has been comparatively lacking from distributive accounts (Gewirtz, 1998). Considerations of power, understood as the process of obtaining advantage and security over others, establishes and maintains social structures and hierarchies (Smail, 2005). Power imbalances within interpersonal relationships and across social structures are considered the central tenets of oppression (Prilleltensky, 1997), whereby the unequal distribution of power affords some individuals within society with privilege, freedom and autonomy, whilst others are dominated, marginalised and controlled (Hardiman & Jackson, 1997). Prilleltensky and Nelson (2002) stressed the role of the myriad political and psychological components of oppression in the creation and maintenance of individuals experiences of poverty and other social issues. Inequality is established and maintained as a consequence of oppression, experienced on the individual and interpersonal level as domination, exploitation, exclusion and marginalisation (Albee, 2000; Prilleltensky & Nelson, 2002; Vera & Speight, 2003; Young, 2011). Evidently, considerations of (in)equality are inextricably linked with issues of power.

The relational accounts of (in)equality outlined here are undoubtedly interrelated with distributive dimensions. An equal and equitable society is one in which members are afforded the resources and opportunities to pursue valued goals and actions, which contribute towards both their individual goals and broader, collective goals allowing for a more democratic and just society (Raffo, 2014; Sen, 1985). An individual's freedom to convert their resources into such a way of being and acting in the world is dependent not just on equitable distribution of resources but also on the existence of relationally equal social and cultural processes. Hence, both relational and distributional accounts of (in)equality are important. This research aims to add weight to calls for increasing focus on relational accounts of (in)equality and ensure such considerations of relational (in)equality and power are incorporated into the social justice agenda of counselling psychologists.

1.3.2 Framing Education: Classroom practice

Education can be understood to encompass numerous activities and processes which occur across various places and spaces (Wubbels, 2016). Education occurs both within and outside of 'traditional' contexts such as schools, colleges and universities and can be facilitated by both educators as well as non-professionals (Jeffs & Smith, 1990). The purpose, value and content of education has been widely debated across the disciplines of philosophy, politics and education (Biesta, 2008, 2012; Smith, 1997). What is understood as 'educational' has been suggested to be a political question, whereby the context in which education occurs is informed and influenced by dominant ideologies of knowledge and purpose (Apple, 2013; 2015). These educational ideologies ultimately influence the policies, governance, pedagogy and curricula which make up educational landscapes and shape the processes of teaching and learning (Wrigley, 2014). This present research focused specifically on one area of education, the processes of teaching and learning as they occurred in the classroom across two sectors in England: the secondary school science classroom and the university classroom for the science Post Graduate Certificate in Education (PGCE). For the purposes of this study, I understood classroom practice within the secondary school context as occurring within form groups and science lesson groups and within university settings as encompassing PGCE science tutor groups, seminars and lectures. Within the literature review I will unpack processes of teaching and learning within these classroom settings, whilst acknowledging the broader educational landscapes within which these processes are embedded.

1.4 My identity and positioning as a researcher

The researcher's use of self is a prized aspect of qualitative research (Morrow, 2007), and reflexively considering how this impacts the research process has been emphasised as an indicator of rigor, quality and trustworthiness (Parker, 2004). Reflexivity brings transparency,

honesty and integrity to the research process, allowing the reader to make informed judgements and assessments of the knowledge being presented to them (Tracy, 2010). Reflexivity is considered a defining feature of counselling psychology (Hanley & Amos, 2018), and as such adopting reflexivity as a researcher seemed like a natural extension to the reflexive ethos I hold as a trainee counselling psychologist. Within this section I consider my positionality in relation to the research topic and how I came to this subject. I offer further reflections throughout this thesis, returning to consider how I shaped methodological decisions and data generation within the Methodology chapter, and exploring my influence on the interpretation of data, and the construction and presentation of knowledge within the Discussion chapter.

I came to the concept of relational (in)equality through my training on the counselling psychology doctorate, but my interest in the impact of the nature of formative relationships came long before this. I had various influential experiences of 'authority' figures throughout my childhood, some positive, affirming and supportive and others punitive and controlling. I have witnessed how people will do almost anything not to feel vulnerable, and in doing so will wield power over others, thrive on dominance and enforce hierarchies. As a result, I grew curious of the impact of this. When someone important and prominent in your life does not believe you are of the same value and worth as them, and when this is communicated to you through their actions as much as their words, how does this impact how you see yourself and where you position yourself in relation to others?

It was not until I was introduced to a social justice agenda and critically reflexive practice on the doctorate, that matters of social justice became both a personal and professional priority. Specifically, I was drawn to consider not only how we are treated by those around us, but the systematic structures and forces in place which influence the nature of these relational dynamics, and how all of these are matters of equality and justice (Fourie, 2012). This all occurred within my first educational experience in which I was encouraged to offer an

opinion, asked to think deeply and critically about my position on truth, knowledge and equality. This was a revolutionary educational experience for me, and it brought into question the nature of my previous educational experiences.

With this new social justice lens came an acute awareness of the problematic nature of psychology and therapy, of the various ways the profession contributes to social ills and thus the responsibilities practitioners have to redress these (Fox et al., 2009; Sue, 2015). Within my developing practice as a trainee, I have found the concept of relational equality a helpful framework for considering the processes of power and (in)equality within the therapeutic relationship and beyond. I witnessed the healing that can occur for clients within a space which fosters a relationship based on trust, respect, empathy and recognition. I see this as part of my role in creating relationally equal spaces as a counselling psychologist conscious of social justice in my practice. Adopting a critical community psychology lens, I began to consider the impact of relational inequality outside of the therapy room. I began to question how relational inequality permeates social spaces, particularly, educational spaces as they make up such a considerable proportion of developmental years, and was curious about how/whether this impacted mental health and wellbeing. I am aware of my own personal experiences of relational inequality, and the impact this had on me. I am also aware that I am saying this as a white, British, middle-class woman who, as a result of this privileged identity, has undoubtedly experienced far more privilege and relational equality than oppression and dominance (Liu et al., 2007; Utt, 2014).

It is vital to acknowledge that I come to this topic with quite a strong moral sense that enacting relational equality is a commitment which should be at the forefront of counselling psychologists' minds, and indeed anyone who espouses a social justice agenda within their professional practice. I recognise I have by no means successfully obtained or achieved relational equality within my practice. Instead, I see relational equality as an anchor which I return to when thinking and considering what my intentions are in my practice. I offer these

reflections to support the reader in assessing how my assumptions, experiences and perspectives have influenced the research process and outcomes (Morrow, 2007).

1.5 Overview and structure of the thesis

This chapter has provided background for the present research, outlining a rationale and positioning it within the fields of counselling psychology and education. I have established this study's aims to extend counselling psychology's social justice agenda into education by examining the relatively under-explored concept of relational (in)equality within the classroom practice across two educational sectors: the secondary school and university classroom. The outcomes of this exploration are presented within this thesis which consists of five chapters, with this chapter being the first. The second chapter, Literature Review, positions this present study within existing literature. An overview of (in)equality within education is provided and emphasis placed on the missing relational elements from current conceptualisations. I consider this as imperative within the context of the inherently relational nature of education. The implication for educational policy and practice and teacher education is highlighted throughout the chapter. To close the chapter, I illustrate the existing gap in literature, providing a rationale for the present study and outline the aims and questions posed to redress this gap.

Chapter Three, Methodology, provides an overview of the philosophical paradigm and theoretical perspective underpinning the research, and outlines how these informed the methodology and methods employed for data generation. I present the process adopted to analyse the data and explore the various strategies used to ensure quality and trustworthiness of the research. Within Chapter Four, the data analysis is presented, outlining the themes and sub-themes generated. These are considered alongside excerpts from the data to illustrate participants' understandings and experiences. In the fifth and final chapter, I consider the data analysis in relation to the research aims and questions. I reflect

upon the findings in relation to existing literature and explore areas for future research. I outline the strengths and limitations of the study, consider the contributions to knowledge and offer the implications for counselling psychology, teacher education and transdisciplinary work.

2. Literature Review

2.1 Introduction

This chapter situates the present research within the relevant theoretical and empirical literature. Initially, I explore the literature concerning (in)equality within education more broadly, highlighting the wider socio-political context within which education sits and the implication this has for the maintenance and creation of inequalities within educational settings. I then explore existing attempts to redress educational inequalities, considering the predominantly distributional focus such attempts have taken. In highlighting the missing relational elements of considerations of (in)equality within education I emphasise the relevance of such matters given the inherently relational nature of education. In acknowledging this I move to specifically exploring teaching, learning and development as relational processes and explore the centrality of relationships within education. Throughout I explore how educational ideology, policy and practice has influenced how both working relationally, relationships and (in)equality are conceptualised within education and how this impacts teacher education. I conclude by providing the rationale for this study by illuminating the gap in the literature and presenting how this study aims to redress this gap.

2.1.1 Literature search strategy

As opposed to adopting a “classic model of information retrieval”, whereby one-off search queries are matched with documents within a database service (Bates, 1989, p.408), the search strategy employed within this study was more akin to Bates’ (1989) berrypicking model. The search and retrieval of relevant literature was an iterative process spanning the entirety of my Professional Doctorate, and informed and shaped by the progressive nature of the research process. As the research focus and topic developed, so did the search query process. As Bates (1989) explains:

Users may begin with just one feature of a broader topic, or just one relevant reference, and move through a variety of sources. Each new piece of information they encounter gives them new ideas and directions to follow and consequently, a new conception of the query.

(p.409)

This search process was particularly important given the desired review and inclusion of qualitative accounts, often challenging within more classic models of informational retrieval (Walsh & Downe, 2005). Pertinent literature was predominantly sourced by searching key terms (and their synonyms) such as Relational Equality (fairness, justice, equity), Education (school, classroom practice, teaching, learning) and Teacher Education within databases (ASSIA, ERIC, EBSCO, JSTOR, PsycINFO) and search engines (The University of Manchester Library Search, Google Scholar). In addition, reference lists and footnotes of relevant books and articles were harvested to identify further literature. "Citation searches" were made on related literature, as well as searches through journal volumes or issues which seemed relevant to the subject area (a "journal run") (Bates, 1989, p.412). Guidance was sought from supervisors, peers and colleagues who shared and signposted to relevant books, articles, blogs, and podcasts. Breadth and depth of relevant material was key, and so a range of sources were included: quantitative, qualitative and mixed-method papers, books, unpublished doctoral theses, blogposts, white papers, good practice guidelines and news articles. This search process is known to be highly effective, particularly within social sciences, and is more reflective of 'real-life' search strategies adopted by researchers (Bates, 1989; Ellis, 1989; Stoa, 1984).

2.2 (In)Equality in Education

I have outlined education as a site for the social justice work of counselling psychologists within Chapter 1 and will now turn to consider what relevant theoretical and empirical accounts can tell us about the existence and nature of (in)equality within education. Before outlining this, it is important to establish how (in)equality has typically been conceptualised within education.

2.2.1 Framing (in)equality within education: concerns with distribution and outcomes

Akin to the broader conceptualisation of (in)equalities within society, understandings of (in)equality within education tend to take a distributional focus which is then reflected in educational ideology, policy and practice (Gewirtz, 1998). This distributive focus tends to consider the equality of opportunity within education facilitated through the equal distribution of resources (Laing et al., 2018). This position posits that as long as individuals have equality in formal rights and equal access to resources which facilitate equal participation, individuals can convert opportunities (e.g., access to education) into outcomes (e.g., income through employment) (Raffo, 2014). This approach suggests that educational inequalities are the result of the distribution of resources becoming skewed such that opportunities for all are not possible.

Following these distributive accounts, research concerning the impact of educational inequalities tend to take a narrow focus on outcomes such as attainment level and knowledge development measured through test scores and assessment grades (Pickett & Vanderbloeman, 2015). These distributive understandings of educational outcome then become the focal point for considerations of educational (in)equalities evident within educational policy (Antoniou et al., 2012). For example, even though educational inequalities intersect with other salient social, economic and cultural factors of a student's life, as well as

their individual characteristics and familial relationships (Raffo, 2014), efforts to redress educational inequalities have remained predominantly concerned with the school-based (re)distribution of resources and opportunities in order to facilitate equal outcomes (Ellis et al., 2016). This is exemplified through policies such as the pupil premium which offers targeted funding for students from low-income families or under state care (Lupton & Thomson, 2015). These initiatives are ultimately concerned with raising standards across schools by closing the attainment gap between students living in poverty and their more privileged peers (Laing et al. 2018). In addition to the policies above, this has also included a mixture of changes in national curricula, development of a more prescriptive pedagogy and greater focus on target-setting and high-stakes accountability (Clarke & Mills, 2022).

What is evident is that historic and existent policy-driven efforts to reduce educational inequalities have not successfully ameliorated the relationship between poverty and educational outcomes (Raffo et al., 2007). One explanation for this is the various and often competing explanations for the existence of educational inequalities. The focus for policymakers and educators within interventions is thus dependent on whichever explanation has the most purportedly robust evidence-base and is the most “politically convenient” (Raffo et al., 2007, p.1). Another important explanation is that focusing on redressing educational inequalities solely within educational policy and practice will remain perpetually ineffective if the systemic causes of poverty and inequality at the root of educational inequalities remain unaddressed (Pickett & Vanderbloeman, 2015). As long as the focus remains school-based, interventions, strategies and programmes will be costly and only ever partially effective (Pickett & Vanderbloeman, 2015). Further, such a narrow focus on school reform ultimately results in a misallocation of resources away from root causes of social inequalities and poverty (Downey et al., 2018).

Later, I attend to the implication of educational policies and procedures which have attempted to address educational inequalities on teacher education and highlight how

considerations of relation (in)equality have been substantially absent from such considerations. For now, I have set the scene for where and how considerations of (in)equality within education have been grounded. This is important in order to acknowledge that, although most literature included in this review is concerned with inequalities in attainment and outcome, I consider the story of educational inequalities to be far richer and more complex than this. I now turn to what the literature can tell us about the existence of educational inequalities, how these are shaped by broader, structural inequalities such as poverty, and the role the education system plays in sustaining and creating inequalities.

2.2.2 Impacts of (in)equality on educational experience

The relationship between socio-economic background and educational experiences has been well-established, with those from more underprivileged backgrounds having consistently poorer educational outcomes (ESRC, 2011; Pickett & Vanderbloemen, 2015; Raffo et al. 2007). Further, the intersection of these experiences of lower social class with other elements of identity such as race, gender and disability has been established. For example, students from marginalised backgrounds have consistently poorer educational outcomes and negative educational experiences (Strand, 2014). In England, which is the context for the present research, such educational inequalities are known to be present as early as pre-school years, with the gap continuing to widen as children enter and move through the education system (Connelly et al., 2014; Strand, 2014). Further, research has shown that this attainment gap is present in nearly all schools in England, including schools who have received an 'outstanding' rating from Ofsted, England's inspection body (Strand, 2014). It is a well-substantiated claim then that inequalities within and across society have a detrimental impact on students' education and, consequently, on the education and practice of teachers (explored in more detail throughout this chapter). Importantly, this is not just the case for those students living in poverty or from socio-economically underprivileged backgrounds; the educational outcomes of children across the economic spectrum are

worse in more unequal societies (Pickett & Vanderbloemen, 2015). A more equal society means a more positive and equal educational experience, with better educational outcomes for *all* children (Wilkinson & Pickett, 2010).

It is unsurprising then that the persistent nature of educational inequalities has troubled educational theorists, researchers and professionals for decades. Debates exist around the causes of the link between socio-economic background and negative educational experience, with links being made between development, wellbeing, cognitive ability and school-readiness. For example, research has highlighted the interplay between socio-economic status and child development, in particular how it impacts physical and mental health and wellbeing, cognitive development and socio-emotional outcomes (Bradley & Corwyn, 2002). It has been argued that these negative impacts on development and outcomes for children effect the experiences of students in education in myriad ways; through both contextual/structural and individual/agentic factors (Raffo et al., 2015). Firstly, the real economic disadvantage caused by poverty impacts students' access to the resources necessary in order to take full advantage of the various opportunities offered in schools (e.g., school trips, extracurricular activities, learning resources etc.) (Lynch & Baker, 2005). Further, the various material, emotional and social impacts of living in poverty have been linked with early childhood differences in cognitive development deemed to impact school-readiness (Magnuson et al., 2007). Ultimately disadvantaging those students and establishing educational inequalities from the outset (Schuppert, 2015). Another important impact for the individual child living in socio-economic disadvantage is the profound effect living in poverty can have on their sense of self, on their "core capabilities that include self-confidence, self-esteem, self- efficacy", and on their capacity to look beyond their local and immediate surroundings; ultimately impinging on their "educational autonomy and aspiration" (Raffo, 2014, p.25). Beyond school settings, a good education mediates life chances within society by facilitating increased access to job opportunities, financial safety and security (Lynch & Baker, 2005).

The interplay between broader systemic inequalities and educational inequalities is further evident given the impact of austerity measures implemented in England on the educational experiences of students (Baillie, 2021; Lloyd-Evans et al., 2020; Reed, 2020). Austerity measures were implemented by the Coalition (Conservative/Liberal Democrat) Government in response to the recession which had followed the global financial crash of 2008 (Blyth, 2013). Austerity measures typically focus on significant reduction in government spending and rise in taxes in an attempt to boost the economy and increase competitiveness by triggering a “voluntary deflation” (Blyth, 2013, p.2). As a result, England saw significant cuts to public services, social and health care provision and unprecedented reforms to the welfare system (Allen, 2016). Further, these austerity measures disproportionately affected low-income and vulnerable people ultimately working to further widen the wealth gap (O’Hara, 2015). Alarming, claims have suggested that that these substantial cuts in government spending have increased poverty, with a recent report finding that 14.4 million people in Britain currently live in poverty (SMC, 2020).

The ramifications for England’s education system of the unequal distribution of governmental spending cuts and retrenchment of the welfare state as a result of austerity measures have been emphasised (Bragg et al., 2015; Hanley et al., 2020; Winter et al., 2016). These discussions consider the nature of England’s so-called ‘austerity school’ and highlight both the direct and indirect implications of such economic policies (Winter et al., 2020). Indirectly, educators and school staff have reported facing increasing numbers of families living in poverty, translating to an increase in unmet basic physical needs (food, clothing) as well as a perceived increase in mental health needs (Smith, 2014; Winter et al., 2016), all of which have implications for students’ engagement and experience in school. Educators and staff have expressed how their roles have increasingly encompassed pastoral care, with some schools having to allocate school resources to help meet the basic needs of students (e.g., extending breakfast club provision and providing loans to families) (Bragg et al., 2015; Kidger et al., 2010; Winter et al., 2016). These financial concerns are passed on to teachers

too, with increasing instances of teachers having to personally subsidise classroom resources and materials, as well as some choosing to provide students hygiene packs (toothbrushes, sanitary towels etc.) (Winter et al., 2020). Those schools within disadvantages areas, where families will have been disproportionately affected by austerity measures, will in turn be disproportionately burdened with the consequences of such measures, having to provide broader services and greater support for families than is typically expected (Baillie, 2021). Meeting the basic needs of students in 'austerity schools' ultimately takes precedence over the substantial academic responsibilities and high-stakes accountability placed on schools, consequently having a detrimental impact on students' attainment, outcomes and test results (Agostini et al., 2015). This further widens the gap between schools within more underprivileged areas and those in more privileged areas.

As well as the multitude of indirect implications of austerity measures on schools, there are various direct implications on the education system. These include revisions in per-pupil spending, subsequent adjustments in the school funding regime and considerable reductions in local government support (Baillie, 2021). The implementation of the pupil premium by the Coalition Government was introduced to provide focused subsidies for children eligible for free school meals or classified as looked-after children (Lupton & Thomson, 2015). This meant the more students schools took in from these categories, the more funding they received, resulting in considerable discrepancies in subsidy between schools, exacerbated by the existent per-pupil funding being frozen (Baillie, 2021). This, combined with the fact that under the Coalition Government's austerity measures the education budget was cut by one-third in real terms (Grayson & Williams, 2018), meant that schools increasingly struggled to meet the demands of the growing school population with depleting funds. Further, cuts in local government spending created a considerable reduction in local support services and community facilities (e.g., Sure Start, youth groups), again disproportionately affecting the most underprivileged areas, and leaving schools to pick up the slack (Innes & Tetlow, 2015). By acknowledging these direct implications of austerity

measures on schools, we begin to understand the implications of the socio-political climate on the day-to-day life of schools and thus the educational experiences not just of the students, but of the teachers too.

Taking all this into account we can see how social and economic disadvantages created by inequality, poverty and marginalisation create considerable challenges for schools which they neither have the capacity nor the means to redress (Lupton & Hempel-Jorgensen, 2012). This is especially true given that the underlying norms and assumptions embedded into the design and subsequent resourcing of schools are inevitably those of privileged, dominant groups in society, which fail to acknowledge the realities of living in poverty and thus render schools inept at redressing the consequences of inequalities (Lupton & Hempel-Jorgensen, 2012). Indeed, research has consistently shown that even the most robust, comprehensive and well-resourced schools cannot redress the increased likelihood of poor educational outcomes for those students whose life circumstances have impacted their social, emotional and cognitive development (Magnuson et al, 2007; Pickett & Vanderbloemen, 2015). Given the persistent nature of educational inequalities, and the exacerbation of inequalities due to austerity measures, education policy discourse in England has paid increasing attention to educational inequalities (Raffo et al., 2009). This has had implications for teacher education programmes in England, which I shall go on to consider.

2.2.3 Educational (in)equalities, policy reform and teacher education

As well as the broader, governmental changes to policy and practice which have been outlined, efforts to redress educational inequalities have also impacted teacher education (Thompson, 2018). This has led to acknowledgement of the role of teacher education in not creating or maintaining educational inequalities (Jones, 2016). Historically, initial teacher education (ITE) programmes have been criticised for their lack of focus and critical reflection

on the role of poverty, marginalisation, oppression and other social ills in the educational experiences and outcomes of students (Reay, 2006). However, in line with the growing focus on educational inequalities within government discourse, there has been an increased focus on more equitable teaching practices within teacher education (Rust, 2019; Thompson, 2017), and this is true for ITE programmes in England (Ellis et al., 2016; Maylor, 2021). For instance, the Postgraduate Certificate in Education (PGCE) in England (the typical route for student-teachers which involves one year's study post-graduation), aims to instil the skills, capabilities and consciousness for student-teachers to feel competent teaching *all* students, not just those who typically fare well in the education system (Thompson et al., 2016). Such attempts within ITE in England have been criticised for being overly simplistic and trivialising the complexity of educational inequalities, as well as lacking the underpinning frameworks of social justice philosophy and theory (Cochran-Smith, 2010). Social justice ITE practices should encompass teacher-educators supporting student-teachers to develop a practice which balances working with the educational system, (e.g., supporting students to achieve goals and meet outcomes), whilst also challenging the system (e.g., challenging educational content which reinforce or omit marginalised perspectives) (Cochran-Smith, 2010; Sivia, 2020). Further, criticisms have emphasised that social justice in ITE must move beyond an emphasis on 'inclusive education' to supporting STs to develop a critical understanding of the complex relationship between inequality and educational outcomes, including the structural inequalities outside of schools contributing to the attainment gap (Apple, 2011b; Sivia, 2020). Student-teachers need to feel empowered to make changes within their practice in the classroom to create a more equitable educational experience for all students (Thompson, 2017), whilst recognising "the limited powers of education to compensate for" structural inequalities (Jones, 2016, p.480).

It has been suggested that teacher-educators play a crucial role in the social justice practice of student-teachers, as they are in the unique position of both teaching and modelling their profession (Rust, 2019). The term 'teacher-educator' is a blurry one with various meanings,

but generally their role encompasses a learner-centred, “educative model” of teacher education “based on scholarship and disciplinary knowledge” (Ulvik & Smith, 2019, p.126). This is distinguished from the role of ‘teacher trainers’ who adopt a standards-based, instrumental approach, prioritising the development and mastery of skills (Harrison et al., 2006; Stephens et al., 2004). Vitality, it is not just what teacher-educators teach but *how* they teach; adopting and enacting pedagogical skills and values aligned with social justice become an important part of the message about equitable teaching practice (Rust, 2019; Ulvik & Smith, 2019). Further, teacher-educators act as a valuable contrast to school-based elements of ITE and offer crucial alternative perspectives and stances on often taken for granted approaches to teaching and learning, allowing for the co-inquiry of the educational procedures and processes known to exacerbate educational inequalities (Mooney Simmie et al., 2019). However, it has been argued that, despite this significant role teacher-educators play in the social justice practice of student-teachers, a shared understanding of what this means and how it could be enacted has been lacking from the preparation and qualification of teacher-educators (Goodwin & Darity, 2019).

How meaningfully a social justice commitment has been incorporated into ITE in England has been brought into question given that the English Teachers’ standards still make no reference to concepts such as ‘equality’, ‘equity’ or ‘social justice’ (DfE, 2011; Jones, 2016). Despite the increased emphasis on ‘inclusive’ teaching practices within the Professional Teaching Standards, recent changes in ITE curriculum have allowed even less time for social justice practice of educators (Maylor, 2021). Further, questions remain around how far the skill and knowledge development for equitable teaching in ITE goes to raise awareness of the complex, systemic nature of educational inequalities, and facilitate critical reflexivity to enable student-teachers to question and challenge the assumptions within education policy, curriculum and pedagogy which create and perpetuate inequalities (Jones, 2016; Thompson, 2018). Research does exist on work in England to implement social justice and equitable teaching practice into ITE programmes which sheds light on what works to

facilitate effective change (e.g., Ellis et al., 2016; Jones, 2016; Thompson et al., 2016; White & Murray, 2016), however this remains a relatively under-researched area.

The existent research does crucially indicate the role of teachers' bias and stereotyping in not only exacerbating existing educational inequalities but as a barrier to equitable teaching practice (Ellis et al., 2016; Thompson et al., 2016). This is undoubtedly interlinked with the deficit rhetoric used within educational policy which positions certain areas and communities as 'disadvantaged', schools as 'underperforming' and young people as disengaged and uninspired (Thompson, 2018). These deficit discourses are imbued with implications that it is the inherent characteristics of some communities which have instilled their young people with certain values and beliefs about education which ultimately leads to students' lack of academic ability and ultimate disengagement with education (Rogalsky, 2009). These inherently political and discriminatory discourses dismiss the broader social, economic, and political reasons for the disenfranchisement of students within certain communities and work to locate the issue within the communities, schools and young people (Gorski, 2012; Jones, 2012).

Particularly concerning is the way such rhetoric can seep into the everyday practices and relations within schools, which if unchallenged can mean teachers and staff hold certain presumptions about, and lower expectations of, students from underprivileged areas which work to further exacerbate the inequalities between disadvantaged and privileged students (Goodwin & Darity, 2019; Jones, 2016). For example, research in England exploring student-teachers' existing beliefs and preconceptions about the links between poverty and education highlights the entrenchment of deficit understandings of underprivileged students, whereby educational aspirations are deemed more influential than "social class or poverty or any other structural inequalities" (Ellis et al., 2016, p.491). This is compounded by the fact that the majority of student-teachers come from relatively privileged socio-economic backgrounds and thus do not have first-hand experience of living in disadvantage and

poverty (White & Murray, 2016). Such deficit models uphold a 'culture of poverty' and have implications for teachers' practice, specifically the way teachers work with students from underprivileged backgrounds and their families (Steinberg & Krumer-Nevo, 2020; Thompson, 2018). For example, research has shown evidence of 'discriminatory marking' (Burgess & Greaves, 2013), and teachers having lowered expectations, prejudices and labelling of students living in poverty (Gorski, 2012).

This is not to place the blame solely within teachers, but to stress the importance of raising consciousness of the existence of such biases and assumptions within ITE, as they cannot go unexamined and unchallenged (Jones & Smith, 2018; Reay, 2006). Echoing Freire's (1970/2000) concept of 'conscientization', ITE has the potential to create a consciousness within student-teachers which could affect real change. Through critically reflexive practice student-teachers can question the underlying assumptions, values and beliefs shaping their professional identity and purpose (Lupton & Hempel-Jorgensen, 2012). Integral to this is supporting student-teachers to understand the difference between deficit and structural views of inequality and poverty for them to recognise the complex interplay between structural inequalities and educational outcomes and how this is influenced by various social, relational and cultural factors within a student's life (Gorski, 2016; Robson et al., 2021). It has been suggested that ITE programmes could support such endeavours through tailored development programmes, ensuring exposure to relevant theory and literature and deliberate selection of specific school environments (Ellis et al., 2016; Jones & Smith, 2018; Rust, 2019).

Many of these efforts remain the responsibility of teacher-educators. The limitations of teacher-educators to alter such deficit model views has been stressed, particularly for those individual student-teachers whose preconceptions are firmly entrenched in their worldview (Ellis et al., 2016). This is also largely attributed to the theory/practice gap between the education which occurs in university settings and school-based training which occurs on

placements, with research suggesting that student-teachers perceive the latter to play a more substantial role in their professional development during the PGCE than the university-based learning experiences (Czerniawski et al., 2019). Student-teachers have emphasised barriers to social justice work as a result of school climates which do not emphasise or prioritise the complex nature of educational inequalities and the broader social, political and economic factors at play (Hollweck et al., 2019). Further perceived barriers include pressures within schools due to so called 'measurement cultures' which prioritise academic achievement, outcomes and compliance which require a narrow technicist approach to teaching as opposed to a more autonomous, reflective and collaborative approach suggested to be vital to incorporating a social justice agenda (Gewirtz, 2013; Thompson, 2018). That is not to say that school-based elements of ITE are not important, indeed the direct experience in schools is invaluable to the professional development of teachers, it just raises the importance of both school-based and university-based elements of ITE. This is particularly pertinent given the context of this research, where the future of university-based elements of ITE in England remains uncertain due to government plans, initiated by Michael Gove (2010), to shift ITE further away from university settings and into schools, which remain pressing (Murray et al., 2011; Czerniawski et al., 2018). The effective incorporation of social justice approaches necessary to successfully acknowledge and address educational inequalities in England requires effective and meaningful partnerships between English schools and universities (Lupton & Hempel-Jorgensen, 2012). Meaningful collaboration is vital for closing the theory/practice gap in student-teachers learning and development and can help to facilitate student-teachers' understandings and commitment towards social justice, instilling a sense of agency and competency in enacting equitable practice (Ellis et al., 2016).

2.3 The missing element within conceptualisations of educational (in)equalities – the relational

Within previous sections a review of the literature on the source and perpetuation of educational inequalities has been provided and the crucial role of broader systemic factors beyond the educational context has been established. Efforts within educational policy and practice to redress educational inequalities have been outlined and I have suggested how these have largely remained within distributive conceptualisations. Further, I have highlighted the impact these policies have had on ITE programmes in England, with some concentrated efforts to raise student-teachers' awareness of the link between inequality and education and develop their competency in working with students from all backgrounds. Such efforts in ITE are undoubtedly vital but missing here seems to be a deeper exploration of what this means in practice for *how* student-teachers/teachers-educators are relating to and engaging with their students within the classroom practice of both the PGCE and secondary school settings, and what this could mean for students' educational experiences - particularly for those who are affected by myriad factors known to create educational inequalities. Here I am referring to the vital relational elements of (in)equality currently missing from educational policy aimed at redressing educational inequalities.

Bringing an ecologically informed understanding of relational (in)equality within education would mean considering the way people are regarded and treated on the micro-level within their interpersonal relationships (e.g., between teachers, students, staff, parents) as well as by the systems and structures within the local meso-level settings (e.g., school/university policies and practices, and learning activities), and broader macro-levels of education (e.g., educational policies shaping curriculum content and informing teaching practices such as The Teacher Standards, DfE, 2011), and whether these create or perpetuate inequalities between people (Schemmel, 2011; Winter, 2018). Further, drawing on relational theories of recognition (Fraser, 1998, 2001; Young, 2011), relational equality in education requires

equitable arrangements and pedagogy within educational contexts which afford everyone respect and representation, enabling everyone to participate as peers (Raffo, 2014).

Reflecting on the literature outlined in previous sections through the lens of relational (in)equality, we can see here how certain groups of individuals within society are treated and regarded within the educational system. For example, certain groups are misrepresented and disrespected either through deficit-based, overly individualised policies and practices or unfairly treated due to biases and assumptions held by educators and staff (Keddie, 2012). It has been argued that the way students themselves have been positioned within their educational experience by current ideology and policy in England, has increasingly diminished and dismissed the active agentic role and voice of students within their own education (Raffo, 2014). Further, the broader purposes of education such as community, connection and development (Biesta, 2012) have been neglected within current educational policy (DfE, 2016; 2019), with precedence given to outcome and attainment (Smyth, 2007). Despite educational practices committed to pedagogies of community and democracy (e.g., co-operative schools see Ralls, 2019 & section 2.5.1), the limits on the sustainability of such approaches in a political context of the increased marketisation and professionalisation of education must be acknowledged. Given all this, considerations of educational equalities must be extended to include the relational in order to move towards a more fair and just education system (Gewirtz, 1998).

Extending understandings of (in)equality within education to encompass relational equality is also vital for various reasons not outlined above. Firstly, it has been well-argued that one of the most formative experiences of imbalanced power dynamics, and therefore relational inequality, are the various hierarchical structures and relationships that individuals are exposed to within educational settings (Freire, 1970/2000, Rogers & Freiberg, 1994). Adopting a structural approach to these processes can help provide clarity. Attention can be paid to the “role power” (Proctor, 2018) existing within educational settings, understood as

the inherent power and influence afforded to some individuals by virtue of their position. Educators, teachers and other professionals are automatically afforded more power than students given their role and status within educational contexts (Winter, 2018). Beyond this interpersonal micro-level, the inegalitarian application of processes and procedures on the local meso-level can work to create status hierarchies within schools and other educational contexts. For example, the focus on academic ability and subsequent stratification means grouping students into those deemed 'higher' and 'lower' achieving, inevitably creating comparative and competitive relations between students (Fitzgibbon & Winter, 2021). Further, as educational contexts tend to reflect the dominant societal attitudes, values and beliefs, current power inequalities are recreated and perpetuated within classrooms (Apple, 2011a; 2012; Prilleltensky & Nelson, 2002). These processes, on the micro-, meso- and macro-level ultimately work to create and sustain considerable social hierarchies and thus relational inequalities within schools (Lynch & Baker, 2005).

Later, I consider in more detail the application and operationalisation of relational equality within education (section 2.5.1). Here, I want to acknowledge the inherent complexities when considering the enactment of relational (in)equalities in education. Theoretically, striving for relational equality in education seems to indicate that educational hierarchies should be eradicated and that power differentials are inherently problematic, and some have argued this is not the case. For example, Scheffler (2015) has emphasised the complexity of social relations and encouraged a move away from the overly simplistic view that egalitarianism is directly opposed to social hierarchies. Similarly, Schuppert (2015) criticises such positions as 'abstract' and encourages a more balanced consideration of "which kind of relationships and structures actually threaten people's status as social equals, that is, their status as fully recognized free and responsible agents" (p. 110).

Applying such sentiments on the micro-level of teacher-student relationships helps to illuminate the complexities of enacting relational equality in education. It has been proposed

that as teachers are pedagogically responsible for their students, teacher-student relationships are inherently asymmetrical (Aspelin, 2014; von Wright, 2009). The asymmetric nature of the teacher-student relationship helps students feel teachers can offer support, structure and play a vital role in facilitating their academic success (Davis, 2001; Fredriksen & Rhodes, 2004). Shifts towards more egalitarian teacher-student relationships would inevitably dismantle necessary characteristics of the teacher-student relationship deemed vital to the educational endeavour (Aspelin, 2014). Moreover, it would invariably mean a more even distribution of power and thus responsibility, and some have questioned at which age students are developmentally 'ready' for responsibility (Fattore et al., 2017). Such positions consider the ways children depend on adults for safety, security and nurture (Kuczynski, 2003), and when extended into the teacher-student relationships, how students rely on teachers for support with decision making, developing critical thinking, as well as guidance in gaining autonomy and independence throughout the school years (Fattore et al., 2017). From such standpoints, a disparity in power between teachers and students is necessary to create and sustain safe and productive learning environments, with teachers striking a careful balance between care and control (Aultman et al., 2009).

Undoubtedly, this dynamic changes across educational settings as students increase in age and are deemed to have more autonomy, agency and independence. Thus, the nature and distribution of power dynamics could be understood to be different in a teacher-student relationship within a primary school, compared to within secondary, higher or adult education (Fattore et al., 2017). This is also shaped and informed by broader societal understandings of the differences between children and adults, theories of development and positions on agency and autonomy (Kuczynski, 2003). Particularly pertinent to this present study are how existing theories of relational equality in teacher-student relationships have queried the applicability or necessity of equality within primary and secondary school-based teacher-student relationships, questioning whether equality could or should exist within such adult-child relationships (Winter, 2018). Here then, we begin to see how the concept of relational

(in)equality may evolve and change across educational landscapes. The varying relevance and value relational equality may hold within different types of teacher-student relationships remains underexplored and thus a ripe area for future research.

Within this section I have considered the theoretical importance of including relational elements of inequality into understandings, conceptualisations and interventions focused on educational inequalities. I have emphasised the importance of considering the implication of this on the nature of student-teacher relationships across different educational landscapes and ages, and the impact this has on the enactment of relational equality. I build on the arguments presented here within the following sections. First, I consider the relevance of relational equality in education, given education is an inherently relational activity, outlining how relationships in education facilitate or adversely affect educational experiences and outcomes. I end by considering the realities and operationalisation of relational equality in educational spaces, drawing on extant literature on hierarchies, power and relationality in education.

2.4 Relationships in education

To follow the importance of incorporating the relational into understandings of educational (in)equalities this next section presents a review of the literature pertaining to the vital relational elements of learning, teaching and development. In doing so I highlight the vital role relationships, specifically the teacher-student relationship, play in education.

How I understand the relational within education is similar to how I understand the relational within my clinical work as a trainee counselling psychologist. I draw upon the humanistic underpinnings of counselling psychology, which posits a theoretical understanding of humans as deeply relational beings (Strawbridge & Woolfe, 2010). As relational theorists have argued:

Humans exist in relationships and the individual is an abstraction, an aspect or by-product of relationships. ... The self cannot exist separately, as 'I' exists in relation to someone or something; therefore, 'I' am an aspect of a relational process.

(Aspelin, 2014, p.235)

We are profoundly interdependent, given how “the decisions, choices and actions” we make are never arrived at independently but always “in relation to and with others” (Donati & Archer, 2015, p.15). Given the inherently interconnected and interdependent nature of being human, how we relate to each other becomes vital. Within my practice as a trainee counselling psychologist, I thus hold tightly to Buber’s (1958) ‘I-Thou’ relationship which supposes a way of relating which deeply respects the other, commits to being fully present and in which you bring your whole self. I would argue that such a deeply respectful relational approach can be translated into education in order to enact relational equality within the classroom. The opportunity here is for teachers to foster teacher-student relationships which adopt this ‘I-Thou’ nature, prioritise trust, respect and authenticity and communicate care and fairness (Buber, 2002; Stronge, 2002). Further, this involves recognising both the actual (present) nature of the person as well as their future potential (Buber, 2002), and caring for the person as opposed to their educational outcome (Crownover, 2017).

With the above in mind, when considering the teacher-student relationship in the following section whenever I refer to the ‘relational dynamics’, I am considering the nature of the interactions and relationships between teachers and students. Considering whether it is a dynamic which fosters collaboration, interdependency, respect, care and recognition, or a dynamic which is marred by imbalanced power dynamics (‘power over’) where one person dominates, oppresses and holds more social value/capital than the other (Crownover, 2017).

2.4.1 The relational dynamic between teacher, student, and the academic endeavour

It has been argued that relationships play a central role in education, given that learning does not occur in a vacuum; the processes of learning and teaching happen when we are in relation to others (Murphy & Brown, 2012). Research on the impact of teacher-student relationships has shown them to have considerable impact on academic achievement and effective learning (Hattie, 2012; Smith et al., 2017; Quinlan, 2016). Indeed, it has been argued that supportive, nurturing relationships between students and teachers create possibilities for students to flourish and reach their potential (Fullan & Langworthy, 2013).

Experiences of positive, caring and supportive teacher-student relationships not only support the positive educational experiences and outcomes for students, but, importantly, have been linked with students' sense of connection, belonging and fulfilment (Catalano et al., 2004; Libbey, 2004). These experiences are integral to human development and given that learning and development are inextricably linked (Comer, 2015), the role relationships play in our development cannot be underestimated. Here I draw upon humanistic psychology (Bugental, 1964), and specifically person-centred (Rogers, 1951), approaches to both education and therapy to frame my understanding of the interaction between learning and development, and the relational nature of both. At the centre of a person-centred approach is an understanding of development, learning, and relationships which stipulates them as being inherently intertwined: humans are innately driven to strive, grow, and develop to our fullest potential (termed the 'actualising tendency'; Rogers, 1961; 1963), and to do so we must learn from experience which comes from interacting with our environment (Rogers, 1957; Murphy & Joseph, 2019). Consequently, the nature of these environmental conditions are key to realising one's actualising tendency (Rogers, 1961; 1963). A person-centred approach posits certain conditions as necessary in fostering an environment in which a person can constructively grow and develop, namely unconditional acceptance, authenticity, and empathy (Rogers, 1957). Translating all of this to the classroom, Dyson and Jones

(2014) highlight that how well students function in a classroom setting is dependent “not just on the quality of teaching in those classrooms, but on how they felt about themselves, the kinds of experiences they had in their families, and the kinds of cultures and opportunities they encountered in their communities” (p.16). Applying this within education indicates the importance of adopting an ecological understanding of students’ environments (Bronfenbrenner, 1979), to understand the various layers of a student’s context which interconnect and impact their growth and development (Dyson & Jones, 2014; Hanley et al., 2020). Such an ecological framework ensures that attention is paid to how a students’ interactions and experiences within their local communities, such as opportunities for participation or development within local community groups (Dyson & Jones, 2014) (meso-level), and their experiences of inequality or oppression due to governmental policies (macro-level) (e.g. impact of austerity measures; see section 2.2.2), influence and impact on their relationships with their teachers in the classroom (micro-level). In line with a humanistic approach to education, if the agreed aim of education is for students to flourish, to reach autonomy and fulfil their actualising potential (Rogers & Freiberg, 1994), then the layered and complex nature of a students’ environment and how this influences and shapes the student-teacher relationship must be acknowledged (Murphy & Brown, 2012).

The interconnected nature of learning, development, and relationships has also been captured and emphasised by recognition theorists, such as Fraser (1998; 2001) or Taylor (1995), who posit that growth and development can only be reached “through the process of recognition from significant others” (Murphy & Brown, 2012, p.649). Additionally, the field of social psychology has contributed to the social and relational nature of learning and development (Crowover, 2017). For example, Vygotsky’s (1978) work on the ‘Zone of Proximal Development’ and Bandura’s (1977) ‘Social Learning Theory’ highlight the role of others, and particularly vital early attachment figures, as models and guides for the process of learning and knowledge development. This highlights the potential role of teachers in

fostering caring, trusting, and respectful relationships with students in order to effectively facilitate students' development (Crownover, 2017).

Research supports claims of the impact of relational experiences within education on a person's sense of self. For example, within secondary schools, positive teacher-student relationships improve students' outcomes and engagement (Martin & Collie, 2019), thought to be particularly key to supporting students who are struggling, helping "them to feel recognised and cared for" (Krane et al., 2017, p.385). Similarly, within university settings, positive relationships with lecturers have been linked with greater confidence and self-efficacy of students in comparison with experiences of unsupportive and distant lecturers (Creasey et al., 2009). These positive consequences also extend to teachers, for whom, such relationships with their students are associated with enjoyment, motivation, job satisfaction and well-being, with negative relationships or lack of connection linked with lower retention rates in teaching jobs (Spilt et al., 2011). This existing research clearly explicates the integral role relationships play across educational settings, and specifically that learning and connecting are inseparable (Bingham & Sidorkin, 2004). This undoubtedly has implications for teacher education, which I shall return to later (section 2.4.3).

The idea that learning is relational goes beyond the one-to-one relationships between teachers and students. It has also been established that schools and universities are relational spheres in which exists a rich, complex network of relations (Reimer, 2018). Adopting a critical community psychology lens can support considerations of how students relate to one another, to teachers, pastoral staff, parents, the wider community and beyond this, how students relate to the physical school environment (Billington et al., 2022). This network of relations is vital as it can work to create and sustain the "relational resources and conditions" known to be integral not only for learning and teaching (Smyth, 2005, p.221), but also for health and wellbeing of students (Billington et al., 2022). Here, relational resources (or goods) are understood to be experiences such as the development of 'interpersonal

trust', the offering and receipt of 'emotional support and care', the existence of 'special obligations' whereby we "treat with special concern those we share special relationships with", and 'social influence' whereby an individual's projects or claims are strengthened through the power of solidarity and support from others (Cordelli, 2015, pp.95-96). By understanding that relationships within education not only produce such resources, but are in themselves constitutive of them, we begin to see how relationships impact the engagement and participation of children and young people in education (Cordelli, 2015; Ralls, 2019). In other words, if a student is embedded within a system of relations within which they feel well supported and cared for, where their relationships are based on reciprocal elements of trust and respect, and where they feel their experiences are acknowledged and perhaps shared by others, it is clear to see how this would be an educational experience imbued with connection, belonging, fulfilment and meaning. An educational culture devoid of such relational experiences can result in students feeling isolated, alienated, and detached (Donati & Archer, 2015); experiences of which are known to be highly damaging and detrimental to students' engagement and experience, as well as their health and wellbeing (Smyth, 2007; Wrigley, 2014).

School provides one of the most formative experiences of myriad relationships, the nature of which change and develop across the years and within different educational settings, with the potential for these relationships to foster learning and development through a supportive, nurturing environment. How such relationships are managed, and the attention paid to relationships is thus integral (Comer, 2015). The process of learning is inextricably linked with the approach and ethos of teaching adopted by teachers (Arends & Kilcher, 2010). For example, various assumptions and beliefs exist about what is crucial to learn, how it is best learnt and thus how it is best taught, and these undoubtedly impact the teaching and learning as they occur in the classroom (Çöğmen & Saracaloğlu, 2016). It is often assumed that teaching rests on a specific set of skills or the effective practices of teachers, but it has been well argued that successful teaching can predominantly be attributed to a teacher's

capacity to build and nurture genuine, reciprocal relationships with their students (Aspelin, 2014). Indeed, when asked, students have shown a preference for the interpersonal qualities of teachers over their academic abilities (Raufelder et al., 2016).

Debates exist around which types of teacher-student relationships foster the best learning, development and growth in varying educational spaces. For example, criticism has been waged against efforts to prioritise caring, positive relationships and move away from authoritarianism, particularly in primary school and early secondary school education. Such approaches have been labelled naïve at best and harmful at worst, arguing that learning and development are severely hindered within spaces where the primary goal is on building positive relationships and emphasising children's rights (Macleod et al., 2012). It has been argued that the role of the teacher within schools is not to make friends, but to create a space for learning which is safe and boundaried, with age-appropriate autonomy (MacAllister, 2010; McLaughlin, 1991). This requires a balance between care and control, whereby "caring in classrooms is not about democracy - it is about the ethical use of power" (Noblit, 1993, p.24). Conversely, criticisms have been pitted against such concerns of the necessity of control and discipline when teaching children, which put the onus on "children to demonstrate their capabilities or achieve some age-related milestone, in order to be given social recognition as competent social actors" (Fattore et al., 2017, p.83). Further, such approaches have been criticised for falling prey to 'adultism', privileging adult knowledge over child knowledge and failing to recognise that development, growth and maturation are not experiences exclusive to childhood, but continue into adulthood (Shier et al., 2014).

In comparison to the debates which exist around primary and secondary school teacher-student relationships, higher and adult education settings have historically denounced the 'traditional' teacher-student dynamic and emphasised that teachers in such contexts should instead be considered 'facilitators' and treat all adult students in the classroom as agentic, autonomous equals (Johnson-Bailey & Cervevo, 1998; McCabe & O'Connor, 2014; Rogers

& Freiberg, 1994). This also tells us something important about how the 'traditional' classroom power dynamics are conceived and assumed, namely that they are relationally unequal.

Regardless of the age of the students, this review of the literature has clearly established that relationships are important to learning, teaching and development. That teachers will have relationships with their students is inevitable, what remains is how the approach to teaching values or recognises the role and nature of relationships in learning, and how power is recognised and distributed within teacher-student relationships across the differing educational landscapes (Aspelin, 2014; Taylor, 2019).

2.4.2 How the relational is regarded in educational policy and practice

I would argue that it is important and relevant to the present research to pay attention to the discourse amplified by government policy in England, as this undoubtedly trickles down into the everyday practices of teachers in English classrooms. I shall return to the implications this has for teacher education later, for now I provide an overview of how broader policy and practice has regarded the relational and relationships in education.

From the 1990s UK governments paid increasing attention to the growing attainment gap between students from underprivileged socio-economic backgrounds compared to their more privileged peers. Worrying and significant discrepancies in educational outcomes were predominantly attributed to 'inadequate teaching', and there followed a substantial shift in focus within educational policy (Lupton & Hempel-Jorgensen, 2012). A move towards a more prescriptive pedagogy, initiated by the Labour Government (1997-2010), aimed to identify 'good teaching' and emphasised strategies and procedures teachers were expected to follow, even down to specifying content, structure, and timing of lessons (Wrigley, 2014). Although the Coalition Government (2010-2015) shifted the emphasis to greater autonomy

of teachers, with an increased focus on professionalism and establishment of centres of excellence, both governments were clear on the need for a centralised pedagogy (see the DfE's 2010 Schools' White Paper "The Importance of Teaching"). Lupton and Hempel-Jorgensen (2012) note the "implicit 'paring down' of pedagogy within the neo-liberal education project, in which knowledge acquisition is inextricably linked to economic ends and expected to occur in linear progression governed by external assessment" (p.602). This resulted in an approach to education which, in direct contrast to the proposed goals of the policy, seemed to restrict critical and creative teaching practice, limiting input from schools and teachers themselves, whilst also assuming the same pedagogical approach would be as effective for all students, regardless of their social, cultural or economic background (Lupton & Hempel-Jorgensen, 2012).

Under the Conservative Government (2015 - present), Michael Gove's educational policy reform reflected a "nostalgic conservatism" (Wrigley, 2014, p.19), with its continued focus on raising standards through knowledge-based curriculum and prescriptive pedagogical reform (see DfE's 2016 School's White Paper "Educational Excellence Everywhere"), and increased pressure on individual schools through the introduction of high-stakes accountability (Clarke & Mills, 2022; Raffo et al., 2010). Such discourses of accountability and consequence within educational policy echo behaviourist frameworks based on assumptions of stimulus-response formula (Sidorkin, 2002), and ultimately deny the relational essence of teaching (Connell, 1993). Further, this focus on accountability resulted in a demanding process of assessment and evaluation of teachers and schools as well as students and meant that measurable outcomes became the priority (Wrigley, 2014). Further, the governments' focus on 'good' teaching shifted even further away from a conceptualisation of teaching, learning and development as relational processes and closer towards the idea of teacher as expert and students as passive absorbers of knowledge (Ralls, 2017).

Such an instrumental, prescriptive approach to pedagogy appears to lack creativity, risk-taking and engagement, does not see learning and teaching as a process, and ignores the centrality of relationships in education (Smyth, 2007). In an attempt to formalise teaching, policies and practices have been formed which depersonalise the relationships within schools, between teachers, students and staff, and beyond within wider systems of schools' relationships with governmental and regulatory bodies which prioritise order, control and management (Raffo, 2014; Wrigley, 2014). Smyth (2007) warned that such a pedagogy, which largely ignores the relational, is "deeply damaging" for students, and stressed the subsequent consequence of students "physically, psychologically and emotionally withdraw[ing] from a meaningful educational experience at school" (p.224).

Some have suggested that the modernisation and marketisation of education within policy and practice reform has worked to almost completely remove the relational from education (Ball, 2010; 2015; Mooney Simmie et al., 2019; Smyth, 2005). Here I refer to the move within educational policy to an increasingly individualistic view, whereby students and parents are positioned as consumers and schools as producers, and it is this school-stakeholder relationship which is prioritised above all else (Ralls, 2019). Further, policies and practices are imbued with beliefs which prioritise and foster individualism and competition, as opposed to collaboration and community, consequently hindering the building of nurturing relationships amongst students, teachers, and the wider school (Osterman, 2000). Such institutionalised beliefs ultimately prioritise attainment over connection, consider belonging to be a reward for compliance or achievement as opposed to a prerequisite for engagement, and do not consider schools an important site for meeting the emotional and social needs of students (Kunc, 1992; Osterman, 2000). Shifting the focus in educational policy and practice away from relationships does not make those relationships disappear or become less relevant. The inevitability of relationships within education is apparent; thus, how such relationships are attended to within educational practice and policy will have a substantial impact on students (and undoubtedly teachers) experiences. As Reimer (2018) clearly

states: “the defining factor is whether those school relationships are about control or engagement.” (p.6).

2.4.3 How the relational is attended to in teacher education

It has been argued that the relational element of teaching and the importance of teacher-student relationships are so constant and inevitable that they often go unexamined and unquestioned (Hollweck et al., 2019). Further, despite awareness of the relevance and importance of relationships within education, some have argued that the explicit consideration of what this may mean for student-teachers, and how they may go about establishing positive teacher-student relationships in the classroom, has been missing from ITE (Fullan & Langworthy, 2013; Reimer, 2018). One of the considerable contributing factors to this is the sanction-driven, high-stakes, outcome and performance focused educational policies and practices outlined above. Such a focus in educational policy has meant ITE has been predominantly concerned with the professionalisation of teaching, including the development of skills-based practice and expertise, which emphasises the technical aspects of teaching such as instruction and assessment (Comer, 2015; Thompson, 2018). Explicit opportunities to learn about and practice the softer, more relational aspects of teaching, such as active communication, self-disclosure, emotional literacy and building a sense of community, are not typically prioritised (Jackson & Boutte, 2018; Hollweck et al., 2019). Instead, an understanding of the why’s and how’s of relationship building tend to be implicitly acquired through experience, observation of more senior teachers and mentors, and through testing out different approaches in the classroom (Taylor, 2019).

This is especially important to consider given that school reform plans often emphasise relationships as key to improvement (Smyth, 2007). However, any efforts within such school reform plans to encourage student-teachers to foster positive relationships with students will be difficult to implement if student-teachers have not been given the opportunity to learn the

theory and practice of working relationally in education (Ljungblad, 2021), and thus lack experiences in building the types of teacher-student relationships outlined in section 2.4. Further, the various perceived barriers to working relationally have been highlighted, such as constraints on time, lack of experience, and working within a school culture which doesn't prize relationships (Smith et al., 2017). Maintaining a focus on the relational within the classroom relies on more than the intentions and behaviours of the individual teacher. Indeed, research with student-teachers found that a sustainable relational approach to teaching only feels possible when supported and invested into by the dominant societal and school culture (Hollweck et al., 2019). It can be understood then how the prescriptive pedagogy and individualistic, competitive focus of current educational policy and practice, as outlined above, has influenced the approach taken in ITE.

Despite these various barriers, a lot can be learnt from existing efforts within teacher education to recentre relational practice and make more explicit the processes and elements of building, maintaining, and repairing relationships. Indeed, such efforts have been experienced as positive and affirmative for student-teachers (Hollweck et al., 2019). For example, within their study focusing on the incorporation of relational pedagogy and restorative justice into teacher education, Hollweck and colleagues (2019) found that focusing on the quality of student-teachers' interactions with their students increased student-teachers self-awareness as well as their competency. Not only did student-teachers feel more equipped to establish and maintain relationships within a classroom, they also experienced first-hand how such relational ways of working positively impacted students' learning and development. A move towards a more explicit focus on relationships within teacher education, both in terms of the skills for relationship building and the theoretical rationale behind their importance, seems integral then to student-teachers' developing practice and subsequent teaching and learning in the classroom. Missing here are considerations of what caring, trusting and respectful teacher-student relationships can do

for existing educational inequalities; a point which I shall now go on to consider further within the next section.

2.5 The possibility of relational equality in education

Within previous sections I have outlined the missing relational elements from existing conceptualisations of educational inequalities and have proposed that such considerations are paramount within education given the inherently relational nature of, and thus vital role of relationships within, education. Within this section I outline existing approaches, theories and practices which prize the relational and outline what re-centring relationships within educational policy, pedagogy, curricula and school culture could look like. Further, I suggest that these approaches could inform empirical exploration of how relational equality could be incorporated within the macro-, meso- and micro-levels in education. Specifically, I argue that further empirical exploration of relational (in)equality in education is vital in order to highlight the importance of attending to structural relations, as well as interpersonal relations, not just for the goal of learning, development and engagement, but also as an important site of action for redressing educational inequalities and thus as a matter of social justice (Fitzgibbon & Winter, 2021; Winter, 2018).

2.5.1 Drawing on existing efforts to re-centre relationships within education

Despite relational (in)equality within education being a relatively unexplored and ill-established concept (Fourie, 2012), similar and related concepts can be drawn upon to consider what a relationally equal educational system might look like, how this may translate into the day-to-day life of classrooms and how it could be achieved. In aid of relational equality within classroom practice various existent approaches to teaching and learning can be drawn upon which recognise and acknowledge the importance of relationships within education. One such approach is relational pedagogy which considers learning to be a

process predominantly concerned with fostering relationships with students, where the teacher sees themselves in dialogue with the students, as both educators and students themselves (Sidorkin, 2002). That is to say, they assume to learn from the students as well as to support them in learning (Freire, 1970/2000; Smith, 1997). Such approaches, which contrast existing marketized and individualised pedagogies, were founded within the works of educational philosophers like John Dewey (1916; 1950) and Paulo Freire (1970/2000). Dewey (1916) argued for the democratisation of school relations and emphasised education as a social process, which is inherently inter- and intrapersonal, and which exists within and through communication and collaboration. Similarly, Freire (1970/2000) emphasised the importance of moving away from the idea of teaching being about 'all knowing' teachers 'depositing' knowledge onto students (Freire's 'banking' conceptualisation of education), towards a more collaborative endeavour in which students are encouraged to be active, agentic participants in their learning. Thus, relational pedagogy concerns fostering a culture of community, prioritising learning activities, classroom spaces and school structures which prize a shared and co-constructed learning process between student and teacher, and which facilitate positive, healthy, and nurturing relationships (Aspelin, 2014; Murphy & Brown, 2012). Here, then, the focus is on doing with, rather than doing to.

In line with the changing nature and function of teacher-student relationships outlined in previous sections, it is realistic to think that the application of relational pedagogy is redefined across the different ages and types of educational spaces. For example, empirical explorations of the enactment of relational pedagogy have found this to be expressed through nurture and play in teacher-student relationships within nursery and primary age children (Georgeson, 2009; Goouch, 2009), in comparison to teacher-student relationships in secondary school age children who require less nurturing and more interpersonal and academic support. In practice, enactments of relational pedagogy in secondary schools looks like offering flexibility in teaching approach and environments, providing online methods of teaching which are technologically relevant to children's lives (e.g., using tablets)

and encouraging group work and expressions of opinion (Bergström & Wiklund-Engblom, 2022; Hickney & Riddle, 2021), and is less about providing space for informal chats and teacher self-disclosure known to be integral to relational pedagogies in higher and adult education (Adams, 2018). Within both secondary schools and higher education, relational pedagogy involves creating capacity for students to take ownership of their learning, providing opportunities to demonstrate knowledge in a personal and resonant way for each student (Hickney & Riddle, 2021). Empirical explorations of relational pedagogy in higher education have found teachers actively arranging individual meetings, developing ground group rules in collaboration with the students from the outset, and offering flexible means of contact with them (Adams, 2018; Taylor, 2019).

Another working example of the implementation of relational pedagogy is in Relational Cultural Theory (RCT) which has been applied to explore and question power dynamics within teacher-student relationships in higher and adult education (Taylor, 2019). Authors argued that RCT offers a theoretical means through which students and teachers could “question their assumptions about how authority figures relate to others and for educators to explore ways to reduce the hierarchical nature of teaching” (Taylor, 2019, p.74). In practice, this looks like teachers making effort to show interest in students’ work, share when it has personally affected or resonated with them and generally make students feel they matter. Teachers address students by name, encourage contributions and facilitate dialogue. This includes non-verbal actions such as maintaining eye contact with students and moving about the room. Beyond the individual interactions with students, this also involves teachers engaging in critically reflexive practice, and thinking intentionally about how best to use the classroom space and physical environment to encourage collaboration and socialising (Jamieson, 2003; Taylor, 2019). Although Taylor’s (2019) work provides an important theoretical framework, the implications for teacher-education and the connection with social justice work remains unexplored.

The application of such critical relational pedagogies within primary and secondary schools is reflected in the recent emergence of the Co-operative school in England, which have seen an unfortunate decline in recent years due to the Conservative Government's push towards academisation (DfE, 2016). Co-operative schools have provided vital and important opportunities for primary and secondary schools to incorporate the relational into school culture. Co-operative schools adhere to values of "self-help, self-responsibility, democracy, equality, equity and solidarity", and espouse curriculum, governance, and pedagogy all based on co-operation and collaboration (Ralls, 2019, p.159). Further, they are focused on a relational conceptualisation of engagement which prizes equal and democratic school-stakeholder partnerships (Ralls, 2019). Lynch and Baker (2005) posit how such a democratic approach to relations can be facilitated through various pedagogical and organisational processes, which on the micro-level of relations would nurture "dialogue" over "dominance", facilitate "co-operation and collegiality" in place of "hierarchy", and foster "active learning and problem solving" instead of "passivity" (p.158). Other existing attempts to re-centralise relationships within educational practice can be seen within Smyth's concept of the 'relational school' (2005; Smyth et al., 2010) as well as the socially just school (2012). These prioritise the creation of relationships, redistribution of power and increased voice and autonomy of children and young people within schools. Most importantly, such approaches stress the importance of creating and sustaining relationships built on foundations of care, trust and respect and herald these as the "single most crucial element to learning" (Smyth, 2007, p.228). These studies offer specific, practical examples of schools which have attempted to work differently, to re-centre a relational agenda within primary and secondary schools and which have assumed this is the best and right thing to do. Missing from these explorations is a nuanced account of how experiences of relational (in)equality are experienced across schools, not just those choosing to adopt a different relational agenda. Further, exploration of how these approaches inform or are informed by teacher education and consideration of how teachers are prepared for a more democratic approach to education remains underexplored.

Drawing on existent work on student-led inquiry (Rowley et al., 2018), dialogic enquiry (Jones, 2016) and relational approaches to social justice in teacher education (Kitchen, 2020; Sivia 2020), relationally equal ITE programmes could involve providing engaging, interactive, dialogic learning opportunities for student-teachers, offering up case studies to provide context, encouraging classroom discussions, meeting each opinion and life experience with deep respect and value, whilst also encouraging a critically reflexive stance. Further, teacher-educators would be encouraged to engage in reflexive practice (e.g., using reflexive journals) and to facilitate frequent feedback from student-teachers on the ITE curriculum, using this to form and shape new iterations (Sivia, 2020).

Although the approaches presented above do not explicitly name the processes and issues as 'relational (in)equality', many of the central tenets are aligned and thus provide insight into the nature and form of working relationally (through various means and ends), which can be drawn upon when considering relational (in)equality within the classroom practice of the secondary school classroom and PGCE tutor group. Further, these works contain a similar thread holding the relational as important to fair, just and democratic education. Nevertheless, questions remain about the implications this may have for teacher-education, the reality and applicability across different classroom practices, how student-teachers may experience or understand these approaches and what they can mean for social justice work of professionals concerned with educational inequalities.

2.6 Research Rationale

The review of the literature clearly illustrates the interconnected nature of inequality and the education system. This is both through the way inequalities impact students' educational outcome and experiences, as well as how educational institutions reproduce or create inequalities. I have highlighted how existing conceptualisations of educational (in)equalities,

and interventions within both policy and teacher education designed to redress inequalities, have been lacking a vital relational focus fundamental to a comprehensive and all-encompassing understanding of (in)equality. The review of the literature elucidates the inherently relational nature of teaching and learning and explores how moves within educational policy towards attainment, standardisation, and professionalisation have stripped the relational out of education. Of note is how the theory and practice of establishing the types of teacher-student relationships which could enact relational equality in the classroom remain lacking from teacher education in England.

In addition, despite how fundamental relationships are understood to be within education, exploration of the teacher-student relationships within teacher education remains considerably under-researched (Hagenauer & Volet, 2014; Taylor, 2019). The few existing explorations of teacher-student relationships tend to be missing a coherent and comprehensive underlying theoretical framework (Hagenauer & Volet, 2014). I have argued for the purpose and necessity of exploring relational (in)equality within classroom practice, not just in aid of improved teaching and learning, or a more meaningful and fulfilling educational experience, but as a matter of justice. I have outlined how existing theories and practices could be drawn upon to explore what this may look like in practice. Existing theorising has not explored in-depth the operationalisation of relational equality within the various teacher-student relationships, nor has it comprehensively considered the potential barriers or downsides to relationally equal educational spaces. I have emphasised how exploring this with student-teachers and teacher-educators themselves offers possible important contributions to the theorisation and practice of relational equality within classroom practice.

Applying a relational equality lens to social justice work in education and counselling psychology would mean moving beyond positive student-teacher relationships for the purpose of educational outcomes, and consider relationships based on mutual trust, respect,

reciprocity and recognition as a vital element of equality, and therefore justice, in education. Further, such a lens provides a helpful way to bridge the gap between considerations of (in)equality and education, working relationally in education, and considerations of social justice and (in)equality within counselling psychology by taking a focus on the interplay between education x relationality x (in)equality. Vivaly, bringing to light the importance of transdisciplinary work in such considerations given that relational (in)equality in education is not just a concern for educators, but one for anyone committed to a social justice agenda and concerned with the growth, development and wellbeing of students and thus, I argue, a concern for counselling psychologists. What seems crucial then is a move away from rhetoric and towards action by starting to think about how considerations of relational (in)equality can be meaningfully enacted within educational settings.

This study sought to contribute to the existing body of knowledge on relational (in)equality in education by redressing the gap in literature of the experiences, understandings, and enactments of relational (in)equality from within the educational contexts themselves. Despite some empirical investigation into power dynamics within adult education contexts in the US (e.g., Johnson-Bailey & Cervero, 1998), empirical exploration of how the concept of relational (in)equality plays out in the micro-level relationships in English classrooms are still missing. Further, there remains a lack of ecologically informed (e.g., Bronfenbrenner, 1979; Winter, 2018) consideration of the meso-level (e.g., university and school-based elements of the ITE programme influencing the tutor group) and macro-level (educational structures and policies influencing ITE) factors shaping and contributing to relational inequalities, or consideration of what pedagogical approaches facilitate greater relational equality across the micro-, meso- and macro-levels (Fourie, 2012). Given the complex and interrelated nature of educational inequalities, educational policy reform and social justice work within teacher education, this present study attempted to redress the relatively under-researched area of teacher education. Further, this study sought to add empirically to current theoretical explorations of relational (in)equality in education, and sought to understand in a deeper,

more nuanced way the value and reality of relational equality in classroom practices. Specifically, a PGCE programme was selected to facilitate exploration of the experiences of those going into the teaching context, who experienced the relational dynamic from both sides, as an educator and as a student. Importantly, this also provided the opportunity to capture the experiences of student-teachers as they were developing their teaching practice and beginning to think about dynamics of a classroom quite explicitly, perhaps for the first time.

2.7 Research aim and questions

This study's aims were three-fold:

- To gain insight into how members of a PGCE tutor group experienced and understood relational (in)equality;
- To gather opinions on how experiences and understandings of relational (in)equality informed the enactment of relational (in)equality within student-teacher placements in the school classroom setting, and;
- To identify the factors student-teachers and teacher-educators perceived as either helping or hindering a move towards greater relational equality in the PGCE tutor group and in student-teachers' classroom practice

To support these research aims, the following research questions were developed:

1. How do the teacher-educators (TEs) and student-teachers (STs) in a PGCE tutor group understand the term relational (in)equality?
2. How is relational (in)equality experienced in a PGCE tutor group by both STs and TEs?
3. How are STs' understandings of relational equality enacted in their teaching practice?

4. What do STs and TEs think would facilitate greater relational equality within the PGCE tutor group and in STs' practice?

3. Methodology

3.1 Introduction

As outlined in the previous chapter the overarching aim of this study was to contribute to existing literature on relational (in)equality in education by exploring student-teachers' (STs) and teacher-educators' (TEs) understandings, experiences and enactments of relational (in)equality within initial teacher education in England. This encompassed both the secondary PGCE tutor group context and the secondary school classroom in England, as well as identifying factors STs and TEs perceived to be helping or hindering the enactment of relational equality. To answer the research questions developed in line with these aims, a case study design was adopted in order to provide an in-depth, contextual and rich exploration of the phenomenon. This chapter is divided into several sections. Firstly, I outline the ontological and epistemological perspectives which informed the adoption of a critical realist paradigm and underpinned the methodological decisions of this study. Secondly, I introduce and provide rationale for the case study design and present the boundaries of the case and the participants. Thirdly, I explain the methods employed for data generation and the different phases of data generation. To follow, I describe the rationale and process of the reflexive thematic analysis adopted to analyse the data. The final sections focus on the efforts employed to ensure trustworthiness and reflexivity and the various ethical considerations of this study.

3.2 Ontological and Epistemological Positioning

The methodological decisions of this research were inevitably informed by my worldview. Suggested to be constitutive of "basic beliefs", one's worldview can be understood as a philosophical paradigm which ultimately determines not only the methods adopted, but how the concepts of reality, knowledge and experience are understood (Guba & Lincoln, 1994,

p.107). It is therefore integral that questions concerning the philosophical paradigms underpinning research must come before questions of methodology (Silverman, 2013). Here I present the philosophical paradigm which underpinned the assumptions of this present research and explore how this informed the methodology adopted. Specifically, I consider my ontological and epistemological positionality. Ontology concerns assumptions regarding the nature of the social world and what constitutes reality. Epistemology considers what constitutes knowledge and how it can be acquired (Guba & Lincoln, 1994; Ormston, et al., 2014). To support my exploration of the underlying philosophical paradigm for this present study, I considered questions of ontology, such as “does reality exist outside of human interpretation and conception, or is it these interpretations and conceptions which make reality?” (Ormston, et al., 2014, p4), and epistemology such as “what is there to be known about the social world?” and “how do we learn about and acquire this information?” (Ormston, et al., 2014, p6).

Reflexively engaging with such questions led me to a critical realist paradigm which, at least for now, feels most aligned with my philosophical positioning on reality and knowledge. Critical realism posits that it is not reality which is socially constructed but our understanding of it (Bhaskar, 1978; Robson, 2002; Pilgrim, 2019). In this way, the ontological assumptions of critical realism are of a “real and knowable” world which exists independently of the observer (Braun & Clarke, 2013, p.27). Indeed, critical realism proposes phenomena can be stratified into three domains (Bhaskar, 1975; 1978; 1989):

observed experiences and events in the ‘*empirical* domain’ (i.e., things that really exists and are captured in data and noticed by the researcher); unobserved but occurring experiences and events in the ‘*actual* domain’ (i.e., things that really exists but may not be captured in data or noticed by the researcher); and unobservable causal powers and potential mechanisms in the ‘*real* domain’ (i.e., things that are not observable but have the potential to produce events)

Thus, in relation to relational (in)equality this study sought to understand, at the *empirical* level, if and when participants experienced relational (in)equality within their micro-level interpersonal relationships in the school and PGCE classroom, and how they defined it, taking into account how they experienced this on the *actual* level through analysis (see sections 3.5 and 4), whilst holding in mind during the discussion (section 5) the multiple socio-political meso- and macro-level structures and mechanisms impacting and causing relational inequalities within the *real* domain. Throughout, I have italicised these terms in instances when they are specifically adopted to consider these aspects of the critical realist paradigm informing this study.

Epistemologically, knowledge of this external reality can only ever be accessed through the subjective experiences, perceptions and interpretations of individuals which represent varying versions of truth that can be used as the building blocks of knowledge (Braun & Clarke, 2013; Ormston et al., 2014). A critical realist paradigm sits on the spectrum between positivism and interpretivism, going some way to redress the potential drawbacks of both these positions. Critical realism recognises the nuance in individuals' experience and acknowledges the various contextual, situational, and historical factors at play, unlike a positivist approach which is often criticised for its reductionist and overly simplistic stance (Guba & Lincoln, 1994). Further, unlike a positivist stance, critical realism acknowledges the researcher's influence on the co-creation of knowledge, seeing the research as filtered through the researcher's choices, values and judgments (Cohen et al., 2007). On the other end of the spectrum, interpretivism is often criticised for adopting quite an extreme and potentially nihilistic stance on reality and knowledge, running the risk of concluding that nothing helpful, constructive or purposeful can be drawn from empirical enquiry (Mack, 2010).

Informed by a critical realist stance, the purpose of the research methodology adopted within this study was to collate in-depth, subjective experiences of individuals to capture and reflect the complex, diverse and multifaceted nature of reality. In this way, as a critical realist I sought to “uncover the mechanism and connections between phenomena in order to provide explanations” (Jones, 2016, p.472). Such an approach is of paramount importance if value is placed on developing knowledge in order to facilitate change (Bhaskar & Danermark, 2006). Critical realism thus allowed for an exploration of relational (in)equality that would not posit participants’ experiences as constitutive of the reality of the phenomena, whilst moving beyond a descriptive account (Jones, 2016; Mack, 2010) to appreciate that the *empirical* and *actual* experiences and understandings of participants could elucidate important and valuable aspects of relational (in)equality, and shed insight on the *real* processes, “causal powers and potential mechanisms” (Wiltshire & Ronkainen, 2022, p.163) of relational (in)equality in classroom practices in England. This perspective felt key to the overarching aims of this research to gain understanding and build knowledge of relational (in)equality within classroom practice in order to contribute towards endeavours striving for greater relational equality.

Further, an ecological lens (Bronfenbrenner, 1979) is consistent with a critical realist stance because it allowed me to hold on to the importance of building knowledge from the micro-level interpersonal experiences of individuals within the tutor group and the meso-level structuring of relations and experiences of hierarchies within the local context (school and university-based), whilst highlighting the broader cultural, social and political influences on reality and knowledge on the macro-level (e.g., educational policy on teaching practices and standards, DfE, 2011; 2016), with the aim of illuminating potential causal mechanisms for relational (in)equality (Easton, 2010; Mack, 2010). This felt vital to illuminate issues such as power and (in)equality, key to the social justice agenda of this present research.

3.3 Case Study Research Design

Consistent with my critical realist positioning, I adopted a qualitative methodology with the aim of generating a rich, culturally relevant understanding of STs and TEs experiences, understandings and enactments of relational (in)equality in a teacher education context in England. Adopting qualitative methodology within a critical realist framework facilitated meaningful exploration of the context-based experiences and interpretations of STs and TEs (Gergen, 2001; Levitt et al., 2018; Morrow, 2007). At its core, qualitative research respects and maintains the individuality of experience in its rich and complex nature, whilst focusing on meaning making through the construction of “recurrent, cross-cutting themes” (Ormston et al., 2014, p.4). Further, qualitative research not only acknowledges, but prizes, the active role and influence of the researcher throughout the research process and the inherent relational nature of generating data (Finlay, 2006); which aligns with the relational agenda of the present research. Undertaking qualitative research is considered an adventure (Willig, 2001), an opportunity to explore the “unmapped paths” of our world and throw ourselves into “unanticipated situations” (Finlay, 2006, p.3). Qualitative methodology is about fully embracing the chaotic, rich and complex nature of the world; an ethos which helped me to stay anchored in the aims and purposes of this present study during the more challenging and difficult aspects of the research process.

Such qualitative inquiry needed to encompass an in-depth and comprehensive exploration of the understandings and experiences of STs and TEs *within* the context of teacher education in England. This was key to building on existing knowledge and conceptualisations of relational (in)equality, by exploring the concept within the settings in which it occurs.

Consequently, I chose to adopt a case study approach. Debates abound regarding whether case study constitutes research methodology or a method in and of itself. Given this, it is imperative that researchers provide rationale for their utilisation and application of the case study (Willing, 2003; 2008). Within this study I understood ‘case study’ to be a research

approach, a 'genre' (Elliot & Lukeš, 2008), enveloped within which are subsequent choices of method – of how, what and why (Willig, 2008). Below I discuss the why, acknowledging how it aligns with the study's aims, research questions and critical realist approach. I then outline the what (the case) in sections 3.3.1 and the how (data generation, data analysis) in sections 3.4 and 3.5. This single case study was instrumental, given the pre-determined focus on a specified phenomenon (relational (in)equality) as outlined in the research aims and questions within a particular case (ITE tutor group, see section 3.3.1), and was explanatory in nature as it moved beyond just description of the chosen case, to generating "explanations for the occurrences with which they are concerned" (Willig, 2008 p.78).

Utilising a case study approach facilitated the exploratory 'how' and 'why' investigation of relational (in)equality within its context, from which it cannot and should not be separated, whilst utilising a variety of data sources (Yin, 2003). This elicited multiple perspectives in order to begin to elucidate the concept of relational (in)equality within classroom practices in England (Hamilton & Corbett-Whittier, 2013; Merriam, 1998; Stake 1995). The aim was to offer rich, descriptive data which could elucidate the nature and complexity of relational (in)equality for participants, as opposed to claiming to represent relational (in)equality for all TEs and STs in England. Case studies are concerned with particularity, as opposed to generalisability (Stake, 1995), which could still importantly deepen conceptualisations of relational (in)equality, whilst also assisting development of broader theory and practice (Baxter & Jack, 2008; Cohen et al., 2007), and ultimately contribute towards discussions around change (integral to social justice work) (Warren et al., 2009). In this way, the case study was particularly aligned with a critical realist approach, given it supported in-depth exploration of a phenomenon from which comprehensive understanding of a contextualised (*empirical* and *actual*) experience could be drawn to better inform and understand *real* conceptualisations of relational (in)equality (Easton, 2010; Yin, 2003).

The case study approach adopted within this study diverged from the more traditional utilisation of case studies within counselling psychology research. Typically, case studies focus on “some kind of treatment episode in which a person ... receives help from a therapist” (McLeod, 2010, p.9). In contrast, case studies of classroom practice within education typically focus on practices and approaches, with the purpose of being either descriptive, evaluative, and explanatory or to contribute to educational theory or policy (Hamilton & Corbett-Whitter, 2013; Vine, 2009). Bringing a humanistic, counselling psychology informed lens to a case study design more commonly adopted within other disciplines, such as education, provides an opportunity to step outside of the ‘typical’ research methodologies adopted within the discipline and consider what these can add to the practice of counselling psychologists.

3.3.1 The Case

Purposive sampling was used to identify the case for this research, a sampling method used to select potential participants who possess relevant experience, qualities and knowledge of the phenomenon of interest (Bryman, 2012). Further, it involves the purposeful selection of participants who have the willingness and ability to be able to share these relevant experiences (Etikan et al., 2016). For this case study, this meant identifying a group of individuals who were undertaking ITE at an English University, were part of a tutor group which met fairly regularly and thus had regular opportunities to relate to each other and get to know each other fairly well. Importantly the group had to constitute a learning environment in which there were those who were being educated (student-teachers) and those who were doing the educating (teacher-educators). For clarity, pseudonyms were used for both the University selected and the resultant participants (the ethical implications of which I consider in detail in section 3.7).

For transparency, there was also an element of practical convenience in the process of selecting the case. The University of Brenwick was identified as a potential site for the case study given existing relationships between my supervisors and the Programme Director of the PGCE in secondary education. In preliminary discussions with the Programme Director, James, it became clear that considerations of discrimination, oppression and inequality were high on the course's agenda. James seemed enthusiastic and passionate about the prospect of the research, felt it would fit with the course's efforts in addressing systemic inequalities and was open to support in any way he could. This led to the decision that the PGCE in secondary education at the University of Brenwick provided a fruitful and interesting opportunity to explore the study's research questions and thus was purposefully selected.

Selection of the specific cohort for the case was also purposeful and intentional. The PGCE secondary course is broken down into 7 different secondary subjects with science being the largest, with around 70 students in total on this stream. This group of 70 is further broken down into tutor groups, with around 23 students in each tutor group. Most of the course's learning and training occurs within the tutor group setting. James explained that the tutor groups are intentionally constructed to ensure there is a mixture of different educational and life experiences between the group members. James described the tutor groups as a fundamental source of support for STs where they encourage, share and support each other throughout their training. The tutor group is considered pivotal in the development of critically reflexive professional teachers and colleagues. James explained TEs act as tutors within the group context and hold academic, professional and pastoral roles. James proposed his own tutor group as a case study and was keen to be a research participant. As a senior lecturer of the PGCE secondary science course, James facilitated a tutor group within the science stream of the PGCE course alongside an associate tutor. Thus, James's science tutor group was purposefully selected as the focus for this study. I provide this detail regarding the

historical and present context of the tutor group selected in order to strengthen the methodological integrity of this case study (Hancock & Algozzine, 2016).

Given James's involvement in the identification and selection of the case, his dual role as both gatekeeper and research participant cannot be ignored. Gatekeepers are typically considered those who have the power to either grant or restrict access to potential participants (De Laine, 2000). A positive relationship with gatekeepers can support recruitment and facilitate relationship building with participants (Clark, 2010). Certainly, as both gatekeeper and participant, James was actively involved and engaged with the research process and was a strong advocate for the research aims and value when I initially met with the tutor group. It is important to also consider the potential consequences of James's dual role on the research process. Of particular relevance to this study is the acknowledgement of the inevitable power relations between gatekeepers, participants and researchers and how James's dual roles will have put him in a position to have potentially more influence on the direction of the research (Crowhurst & Kenney-Macfoy, 2013).

3.3.2 Sample Size

The focus on participant recruitment and sample size within qualitative research tends to be on balancing the collection of data rich in depth and detail with the highly intensive nature of data collection in terms of research resources (Ritchie et al., 2014). As outlined above, the case was selected using purposive sampling, and thus so too were the participants. Case studies are implicitly exploratory and context driven in nature, and therefore the sample size is reflective of the 'case' which is selected (Yin, 2003). As a result, identification and recruitment of participants for this present research was significantly influenced by the boundaries of the case study. When considering sampling within case study research, as opposed to being determined by inclusion or exclusion criteria as typically defined within other qualitative methodology, instead established boundaries of the case study are

considered. The difference being that this acts as an indication for the “breadth and depth of the study and not simply the sample to be included” (Baxter & Jack, 2008, p.547). The boundaries for this case study were the PGCE science tutor group, which consisted of 23 STs and two tutors (TEs), who acted as my pool for potential participants. Any member of the tutor group had the opportunity to participate in the research and there were no other limits on access to participation.

3.3.3 Participant recruitment

James invited me to present the aims, purpose and research process to the tutor group at one of their sessions. Before my presentation, the associate tutor got in touch via James to express their interest in participating and at this point I emailed the Participant Information Sheet (Appendix 1) and Consent form (Appendix 2) across to both the TEs of the tutor group. I subsequently attended one of the first tutor group sessions during the first week of the PGCE. Due to the Covid-19 pandemic, and subsequent national lockdown, all aspect of the data collection were conducted via Zoom, a video-conferencing platform. Despite online research methods potentially being more convenient, cost-effective and flexible than more traditional research methods (Archibald et al., 2019), the potential implication on rapport building, participant engagement and communication has to be acknowledged (Seitz, 2016). These findings echo my own experiences during these initial recruitment stages. Due to technical difficulties, I was late to join the initial meeting, meaning there was little time for rapport building. I felt I did not have the opportunity to engage with the tutor group in the same way as I might have done in person, and it has to be considered how this may have impacted individuals’ interest in participating given how vital informality and rapport building are to recruitment (Seitz, 2016). Nevertheless, presenting in the tutor group session provided opportunity to share the research with the group and a space for them to ask any questions or clarifications. James sent a follow-up email to all STs on my behalf (Appendix 5), which included the Participant Information Sheet (Appendix 3) and Consent form

(Appendix 4). All STs were given my contact information and asked to express their interest in participating by returning the completed and signed consent form via email.

Although it cannot be known for certain, it must be considered that James's various roles as Programme Director, TE and research participant may have influenced the STs' perception of the research and their willingness to take part. STs may have been concerned about the potential implications on their training, been unconvinced by reassurances regarding confidentiality or have felt unable to be honest about their experiences of TEs.

3.3.4 The Participants

From the wider tutor group members, a total of four individuals self-selected to take part in this research: Wayne (student-teacher), Bruce (student-teacher), James (teacher-educator) and Christie (teacher-educator). Participants were given the choice to select their own pseudonym.

It is important to acknowledge my role as researcher within the case study. Given the nature of case study research, whereby the researcher is inevitably immersed in the activities and experiences of the case, the researcher's personal role and biases must be recognised (Hancock & Algozzine, 2016). Although I was not an existing part of the case (the Secondary PGCE tutor group), simply being researcher *of* the case meant I inevitably had a role *within* the case. My interactions with, and observations of, participants throughout the research will have inevitably influenced the research process and outcomes, the effects of which I have attempted to mitigate through reflexivity (Vine, 2009). I consider this further later in this chapter (section 3.8) and the Discussion chapter (section 5.5), but for now I acknowledge my role as both insider/outsider of the case (Hancock & Algozzine, 2016).

3.4 Data Generation

It has been suggested that research methods in themselves have no value, their value is brought from the philosophical and methodological framework within which they sit (Silverman, 2013). As such, the methods for this study were consciously and intentionally selected in line with a critical realist stance to generate rich, context-driven data in the aim of explicating STs' and TEs' experiences, understandings, and enactments of relational (in)equality within a Secondary PGCE tutor group. The stance I adopted within this study is that data is generated, not collected. This is aligned with my critical realist stance, acknowledging my role as researcher in the co-construction of knowledge as opposed to the stance of researcher searching and finding knowledge which pre-exists within the data (Finlay, 2006). In this section I outline the methods of data generation and analysis adopted to address the aims and research questions of this study. Firstly, I describe the methods adopted for data generation and lay out the different phases of the study. Secondly, I outline how the data were analysed through the adoption of a reflexive thematic analysis.

3.4.1 Methods of data generation

Consistent with case study design multiple forms of data generation were utilised to elicit a variety of perspectives and lenses, ultimately allowing multiple facets of relational (in)equality within the PGCE tutor group to be illuminated and understood (Hancock & Algozzine, 2016). Specifically, data were generated using three different methods: interviews, focus groups and observations. Different methods were implemented at different stages addressing specific research questions, details for which are outlined in section 3.4.2.

3.4.1.1 Interviews Interviews were selected as they facilitate a dialogue between researcher and researched, allowing, in this case, for detailed, in-depth exploration of the personal context within which relational (in)equality was experienced and understood by

participants (Ritchie et al., 2014). Semi-structured interviews were adopted as this could ensure the areas relevant to the research questions were covered, whilst creating space for participants own perceptions on relational (in)equality to be captured (Willig, 2013). In preparation, interview topic guides were designed with main questions and prompts in relation to each of the research questions, with separate versions for the TEs and STs. They were informed by the review of the literature and the theoretical writing I had done on the topic as part of the counselling psychology doctorate. A draft version of the interview guides was reviewed by supervisors, whose comments and amendments informed re-drafts. The interview guides were used during both interviews with TEs (appendix 6) and follow-up interviews with STs (appendix 7). These acted as a guide and space was allowed for discussion and considerations outside of these questions. I did however make sure I followed the schedule for each interview and ensure all topics were covered by the end of the interview.

3.4.1.2 Focus Groups Focus groups were selected for the STs in order to facilitate group reflection, discussion and critical thinking around the topic of relational (in)equality (Ritchie et al., 2014). Focus groups are considered effective in facilitating dialogue in a way which is relatively reflective of everyday social interaction, allowing the “natural” processes of conversations such as joking, challenging and teasing (Wilkinson, 1999, p.225). It was felt that for STs such a group dynamic, where new and unknown subjects are unpacked, deliberated, and debated within a group context, would reflect the familiar dynamics of the PGCE tutor group context. Further, focus groups can prove particularly fruitful within contexts where the group process (e.g. the relational dynamics of group members) can illuminate the research phenomena (Ritchie et al., 2014). Given I was also interested in the enactment of relational (in)equality it seemed that important information might be generated from the interaction between STs. In preparation for the ST focus group, I developed protocols which were guided by existing theory and literature (appendix 8). The aim was to have prompts to generate discussion, acting as a springboard

for deliberation, whilst ensuring the research topics were covered (Ritchie et al., 2014). Initial drafts were shared with supervisors, who provided feedback which was then incorporated into a final version. The role of the researcher within a focus group is a tricky and challenging task. The researcher's role is to support and generate discussion, without inserting one's opinion and biases, to encourage and ensure everyone has opportunities to contribute without one person dominating, and to keep the group focused without being overly directive (Gill et al., 2008). I considered my role within the focus group was firstly to establish some shared ground rules for the group to create a safe space where people would feel at ease and comfortable to share. This would act as a foundation for joint exploration and consideration of the topic of relational (in)equality in a space which was non-judgemental, empathic and open (Stewart & Shamdasani, 2015). In addition, I considered my role to encompass creating a balance between stimulating conversation, offering open questions and reflections of the participants' contributions, and listening deeply (Stewart & Shamdasani, 2015).

3.4.1.3 Observations In line with case study research design, observations were utilised in order to provide depth and variety to the phenomenon under exploration (Hancock & Algozzine, 2016). Whilst interviews and focus groups allowed for exploration of relational (in)equality from the perspectives and experiences of the participants, observations allowed for exploration of relational (in)equality in action within the tutor group context. Further, observations provided opportunity for the implicit, subconscious dynamics of a context to become explicit (Ritchie et al., 2014); a premise which is of particular relevance within this present study given it concerns the relational dynamics as they occur within the PGCE classroom. It was hoped that observations would provide an additional lens through which to observe participants understandings, experiences, and enactments of relational (in)equality, and to consider where this either aligned with data generated through focus groups and interviews or contradicted it. Crucial to the successful execution of observations is clarity on what the purpose, function and desired outcome of the

observations are (Mutch, 2013; Walford, 1991). To ensure this process was robust I developed an observation guide (appendix 9), which was shared with and commented on by supervisors. I used this to guide observations whilst in session and took handwritten field notes to keep a record of the process of engagement, learning and connection. The main function of this was to reflect upon these observations in comparison with what was being said in the interviews and focus groups.

3.4.2 Phases of data generation

There were two main phases of data collection one at the beginning of Autumn term of the PGCE (October 2020) and one at the end (December 2020), a summary of which is provided below (Table 1).

Table 1

A summary of the phases of data generation

Phase 1 (October 2020)		
Research question	Sample group	Data collection method
RQ 1: How do the teacher-educator(s) in a PGCE tutor group understand the term relational (in)equality? RQ2: How is relational (in)equality experienced in a PGCE tutor group by the teacher-educator(s)? RQ 4: What do teacher-educators think would facilitate greater relational equality within the PGCE tutor group?	Teacher-educators	One-to-one semi-structured interviews
RQ 1: How do the student-teachers in a PGCE tutor group understand the term relational (in)equality? RQ2: How is relational (in)equality experienced in a PGCE tutor group by student-teachers RQ 4: What do student-teachers think would facilitate greater relational equality within the PGCE tutor group?	Student-teachers	Focus group

<p>RQ1: How do the teacher-educator(s) and student-teachers in a PGCE tutor group understand the term relational (in)equality?</p> <p>RQ2: How is relational (in)equality experienced in a PGCE tutor group by both student-teachers and the teacher-educator(s)?</p>	Whole tutor group	Classroom observations
Phase 2 (December 2020)		
Research question	Sample group	Method of data generation
<p>RQ3: (from the observations carried out by teacher-educators) How are student-teachers' understandings of relational equality enacted in their teaching practice</p> <p>RQ 4: What do teacher-educators think would facilitate greater relational equality within the student teachers' practice?</p>	Teacher-educators	One-to-one semi-structured interviews
<p>RQ3: (from their experience on placement) How are student-teachers' understandings of relational equality enacted in their teaching practice</p> <p>RQ 4: What do student-teachers think would facilitate greater relational equality within their practice?</p>	Student-teachers	One-to-one semi-structured interviews

The rationale for spreading the data collection across two points was to introduce the topic of relational (in)equality at the beginning of the PGCE, allowing a period of reflection and consideration before the follow-up interviews during the second phase. It was hoped that during the second phase, the participants would have some grounding in the concept of relational (in)equality and could reflect on their experiences with this in mind. Additionally, STs had not started their placements during Phase one and so the gap in data generation allowed for participants' considerations and reflections to also encompass relational (in)equality within school classrooms. The first phase concerned the understandings (RQ 1)

and experiences (RQ 2) of relational (in)equality within the tutor group, as well as the factors STs and TEs identified as helping or hindering a move towards greater relational equality within the tutor group (RQ 4). To address these research questions, I conducted a focus group with STs and individual interviews with TEs, whilst concurrently carrying out observations of the tutor group in session. As is standard practice in educational research settings, explicit consent was not sought for the observations of tutor group sessions as they were not individual focused or audio recorded, and no personal data was collected (Mutch, 2013; Walford, 1991). Despite this, the tutor group was informed of the classroom observations being carried out, were given plenty of notice and provided with the means to express their concerns or discomfort with being observed. One-to-one interviews were scheduled with TEs at a convenient day and time for them and conducted via Zoom once I had received the completed consent form. Interview length ranged from one to two hours. Similarly, once the STs had expressed their interest in taking part and the consent forms were signed and returned, I scheduled timings for the focus group with them. All participation was scheduled without input from the TEs in order to ensure anonymity of the STs. The focus group was also conducted over Zoom and lasted one and a half hours.

The second phase took place following the first of the STs' placements and focused on the relational (in)equality within the context of the STs' developing teaching practice.

Specifically, this phase of data generation considered how relational (in)equality was enacted in the STs practice (RQ 3), from the reflections and perceptions of the STs following their first placements and the TEs who had observed them. It also explored factors identified by participants as supporting or hindering a move towards greater relational equality within STs' practice in the school classroom (RQ 4). Rather than carrying out a second focus group with the STs during Phase two, one-to-one interviews were chosen in order to facilitate more personal reflections and considerations of the discussions stimulated during the focus groups on their individual understandings, experiences and enactments of relational (in)equality. The timings of all the one-to-one interviews in Phase two were scheduled with

participants at the end of the first phase and confirmed closer to the time. The timings were purposefully selected towards the end of the first semester so that observations by the TEs of the STs practice on placement would have been carried out by the time of the interviews. The interviews during this second phase lasted between 45 minutes to two hours. Initial transcription for all interviews and focus groups from Phase one were completed ahead of the interviews in Phase two. This felt important in order to ensure my process of familiarisation with the data (see section 3.4.4 for more detail) had begun ahead of the second phase of data generation. This meant that going into the second phase of interviews I was able to hold in mind the initial thoughts and discussions which had been generated in Phase one and potentially build, or even explore further, these considerations. It is important to acknowledge how this may have also influenced the data generation in Phase two, with initial ideas and thoughts around broad themes potentially biasing my response and attendance to participants narratives in the follow-up interviews (Braun & Clarke, 2013).

3.5 Data Analysis

The decision to adopt a reflexive thematic analysis (TA; Braun & Clarke, 2006; 2019a) to analyse the data was based upon the flexibility of the approach which can be utilised across a range of philosophical paradigms, including critical realism (McLeod, 2011). Although often positioned as the approach's downfall (Holloway & Todres, 2003), this flexibility allowed for careful and explicit consideration of the philosophical and methodological frameworks underpinning this study and the implications this had for both data generation and analysis. Indeed, the importance of providing rationale and explicitly naming all underlying assumptions is an inherent part of any reflexive TA (Braun & Clarke, 2020). Reflexive TA encompasses qualitative research values, prizes researcher subjectivity and posits analysis as a "situated interpretative reflexive process" (Braun & Clarke, 2020, p.6). This was aligned with the critical realist stance of this research, which did not conceive of a fixed truth hidden within the data waiting to be uncovered but instead considered the purpose of analysis as

making meaning out of the data generated. Adopting reflexive TA to identify, analyse and report patterns (themes) within the data, the aim was not to test hypotheses or prove a single 'truth', but instead to add depth to current conceptualisations of relational (in)equality within teacher education in England. Further, reflexive TA's focus on the researcher 'telling a story' of the data complimented the case study methodology adopted within the study. This approach acknowledges that whatever story was created through data analysis would be an inherently context-bound and situational exploration of the phenomenon, told through my lens as the researcher, and that it is only through such stories that we can begin to build knowledge (Braun et al., 2019).

A reflexive TA was adopted to analyse all the data generated within this study, including the transcripts from the focus groups and interviews across both phases of research, as well as the field notes generated from the session observations carried out in Phase one. I shall now go on to outline the six phases involved in the reflexive TA of the data (Braun & Clarke, 2021). It is important to note that although these phases are presented in a linear fashion, in reality they were part of an iterative, reflexive and recursive process in which I oscillated between phases (Braun & Clarke, 2020; Nowell et al., 2017).

3.5.1 Phase 1: Familiarisation

It is this first phase which supports the researcher in shifting focus away from data generation and towards data analysis. Familiarisation means becoming fully immersed in the data and exploring different ways to view and connect with the data (Braun & Clarke, 2006; 2021; Braun et al., 2019). For this study, this process began with transcription. The translation of spoken word to written word is inherently fallible and should not be described as accurate but rather as a representation of the spoken words of participants, especially given it is two-steps removed from the original source (Braun & Clarke, 2013). In transcribing the data generated, the intention was for a thorough and 'good enough' quality transcription

as opposed to an accurate one. All audio recordings from the focus group and interviews were transcribed verbatim, using Braun and Clarke's notations system (2013) (See appendix 10), and checked back several times against the original audio. As noted earlier, I completed the transcription of Phase one data (TE interviews and ST focus group) before the beginning of Phase two and completed transcription of Phase two (ST and TE one-to-one interviews) shortly after all data had been gathered. For session observations, handwritten field notes were typed up into an MS word document. This process allowed for initial exploration and immersion with the data. I used a research journal throughout this transcription process to note thoughts, ideas and interpretations as they came up (see example excerpt in appendix 11), known to be useful in maintaining a reflexive awareness of one's perceptions and beliefs (Nowell et al., 2017).

The transcription phase was followed by a process of listening, re-listening, reading and re-reading the data, ensuring considerable breaks were planned in-between to create space from the data and support a fresh perspective (McLeod, 2015). This allowed for a reflexive consideration of the data whereby I noted my initial perceptions of the connections or disparities between participants' experiences, my observations, and current literature. I considered the possibilities of the data, the stories which could be crafted and how this compared to what I had been anticipating or had hoped for. I was curious and attentive towards my reactions to the data and considered these in terms of my own experiences and understandings of relational (in)equality. I also utilised supervision to explore some of these reactions I was having, particularly in terms of when participants' perceptions of relational (in)equality were not aligned with my own. In having those early exploratory conversations with my supervisors and making space to consider my identity as a researcher within the case study, I was able to make a conscious and purposeful commitment to approaching the data with a curious and open mind. These conversations were formative in supporting me to 'abandon my ego' as researcher, letting go of an expert position, making myself open to opinions or perspectives which challenged mine and facilitating me to approach participants

experiences with compassion and curiosity (Tracy, 2013, p.75). I attempted to capture all of this within my research journal, which I continually returned to throughout the six phases of the analysis, particularly when reviewing themes in Phase 4.

3.5.2 Phase 2: Data coding

Phase two involved data coding of all data, including all interview and focus group transcripts and session observation fieldnotes. Coding is an initial attempt at recognising “meaning-patterns” and organising the data around these by assigning labels (or codes) to segments of the data (Braun et al., 2019, p.48). In this initial stage I coded each data in chronological order, individually coding the data sets in the order they had been collected. Coding involves a meticulous and purposeful engagement with the data, what felt like going through with a fine-tooth comb (Braun & Clarke, 2021). Familiarisation (Phase one) on the other hand, felt like stepping back and attempting to view the data from different angles. As such, I found I oscillated between these two phases, each allowing me to relate to the data in different ways.

An inductive approach to data coding was adopted, meaning coding began with the data in a ‘bottom-up’ process whereby I generated meaning from the data without purposeful imposition of ideas or theories. This involved a process of line-by-line coding, taking an open approach and coding regardless of whether or not it appeared relevant to my research question (Braun & Clarke, 2006; 2020). Inductive coding does not however presume the researcher is a blank slate but rather that coding should *begin* with the data, as opposed to being guided or shaped by existing theory (Terry et al., 2017). Coding was not conducted in a theoretical vacuum, and I acknowledge that the coding process will have inevitably been informed by the theoretical frameworks and concepts which have guided the research process and formed the literature review. However, conscious effort was made to ensure coding was grounded in the data. For example, “I really want to ... help to construct and

facilitate a ... group which is ... trusting towards each other” was coded as “facilitating learning community”.

Within reflexive TA there are thought to be two levels at which meaning is interpreted: latent and semantic (Boyatzis, 1998; Braun et al., 2019). I initially coded at the semantic level, considering the data on a surface level, creating meaning from the explicit content of the data and staying close to what was said by participants. I then returned to the coded data and attempted to move beyond the surface level, to focus on the data on a deeper, more conceptual (latent) level; to identify any underlying ideas, assumptions, and conceptualisations of relational (in)equality (Braun & Clarke, 2006; 2019a, Joffe, 2012). Personally, to facilitate this process in a meaningful and engaging way, this initial coding process had to be done by hand, making notes in the margins regarding initial ideas, connections or outstanding questions of the data. Examples of this manual coding has been provided in the appendices for interviews (appendix 12), focus group (appendix 13) and session observation fieldnotes (appendix 14). I later used NVivo 12 to help organise and manage the coding of the data. Once I input all the codes generated into NVivo I reviewed them to identify potential codes which captured the same concept and collapsed them within each other, continually checking back against the original data to be sure this made sense. Moving between Phase one and two allowed some space away from coding, meaning I could come back to the codes with fresh eyes.

3.5.3 Phase 3: Generating initial themes

The third phase involved the generation of initial themes (Braun & Clarke, 2021). At this stage data was divided into STs data (Phase one focus group plus Phase two interviews), TEs data (interviews from Phase one and two) and observational data (fieldnotes from both observational sessions in Phase one) and subsequently treated as separate data sets. Codes from each data set were exported and collated into an excel document (see example

in appendix 15). It was from this point that themes were generated for each dataset, whereby the excel document worked as a live map of codes which I could move and collate into initial themes.

The purpose of generating themes within a reflexive TA is to identify and explore potential patterns of meaning between codes and unite them through a central idea or “organising concept” (Braun & Clarke, 2013; Braun et al., 2014). This stage required a critical and curious mind, making sure I stayed open to potentially surprising or unexpected unifying meaning patterns (Braun et al., 2019). It is important at this stage to hold all themes generated lightly, viewing them as prototypes or ‘candidate themes’ (Braun et al., 2019). Initially, this involved collating similar codes within each dataset which told a cohesive story about distinct parts of the data. There were some codes which in and of themselves already captured a meaningful pattern across the data into a central organising concept and as such were promoted to themes. Such as the code “thought out and intentional” within TEs’ dataset which was promoted to the initial theme “Relational equality is intentional and deliberate”.

Throughout this phase I was sure to be mindful that I was moving beyond the descriptive; that the themes were not just identifying common features of the data but exemplifying meaning-based patterns (Braun et al., 2019). For example, the initial theme “the power of relationships” captured a range of themes highlighting both the potentially harmful and helpful aspects of relationships TEs perceived within the PGCE tutor group. Ensuring I moved beyond generating simply descriptive themes was particularly difficult to do when working independently and so I utilised supervision to support this process. In the beginning stages of theme generation, I would take candidate themes to my supervisors, and share with them my initial thoughts, definitions and names for themes. Supervision, as a supportive and reflective space, can be vital to bringing a fresh perspective to the generation of initial

themes and support thinking about the effectiveness of the themes in capturing meaning across the data (Lincoln & Guba, 1985; Braun et al., 2019).

3.5.4 Phase 4: Reviewing and developing themes

Within this phase the initial themes generated within each dataset in Phase three were reviewed to ensure there were no overlaps and to remove conceptually weak themes (Braun et al., 2019). Initially, themes were reviewed against the coded data extracts from which they were constructed and checked to ensure they were meaningful and coherently captured a “so what” of the data (Clarke & Braun, 2018). Following this, themes were considered in relation to the entire dataset as well as the overall research aims. This involved stepping back and considering how and if the themes captured something important and relevant in relation to the research questions. Key to this process was to not get too attached to the initial themes and discard those that did not make sense in the larger narrative of the data (Braun et al., 2015). Within this phase I used both the thematic map generated in excel, and handwritten mind maps (see appendix 16), to visualise how the reviewed themes related and interacted within the datasets to capture the experiences, understandings and enactments of TEs and STs separately. This phase supported me in beginning to craft a story of the data which was strong and conceptually coherent (Clarke & Braun, 2018), whilst acknowledging my role in this, given themes are generated “at the intersection of data, researcher experience and subjectivity, and research question(s)” (Braun et al., 2019, p.854). At this stage, I chose to keep the datasets separate, focusing on developing clear and distinct themes within each dataset ensuring they could stand alone and work together as a whole to capture the experiences of TEs and STs separately. It felt important to ensure I was confident in the comprehensiveness of this process before moving to comparing themes *across* datasets. Finally, I re-read all data sets to ensure the developing themes were representative of the data and had moved beyond a descriptive (semantic) level to an interpretive (latent) level (Braun & Clarke, 2019a).

3.5.5 Phase 5: Refining, defining and naming themes

Following the revision and reconstruction of themes in Phase four, Phase five was concerned with further refining themes, creating a clear and concise definition for each theme and selecting a theme name which reflected this. The focus was on creating comprehensive, concise definitions for each theme which captured the essence of the central organising concepts and told a captivating story (Braun et al., 2019). As to be expected, many of the theme names generated up until the start of this phase were either messy, lengthy or unclear. To support this process, I reflected on whether a reader could get a good grasp of what a theme was saying about the data from just reading the theme name.

Following this, I brought the themes together to begin to craft an overall story of the data. Themes generated from the different datasets were compared with each other. I made a note of where TEs' themes diverged from STs', and where they overlapped. I also noted how the themes generated from observations either complimented, supported or raised questions about the themes generated within the TEs' and STs' datasets. From here, themes were refined into themes which were unique to STs, ones which were unique to TEs and shared themes. In building a definition for each theme I was able to consider how each theme related to each other and how they came together to address the overall aims of the research. By the end of this phase, I was beginning to be able to describe the essence and content of each theme within a couple of sentences, known to be a good measure of whether a researcher is ready to move to the next stage of TA (Braun & Clarke, 2021). In my experience, the process of refining and defining was facilitated greatly by the writing up the data analysis (phases 6) which I shall now turn to.

3.5.6 Phase 6: Writing the report

The final and integral phase of reflexive TA concerns how the analysis is presented to the reader (Braun & Clarke, 2006). In my experience, even though this is considered the final phase of TA this was still an active process of data analysis. I did not simply write up the outcome of the analytic process but used it as an opportunity to test out how and if the themes worked, both as individually defined themes as well a cohesive overall story (Braun et al., 2019). This phase resulted in various iterations of a report, and often forced me to return to themes to refine and re-define them (Phase 4 and 5). This phase also involved me returning to each of the earlier phases of data analysis and considering this in respect to my research aims and questions. Further, this phase allowed me to consider how best to structure and present the analysis to the reader, in a way which offered sufficient, comprehensive detail whilst capturing the complexity and nuance of the story. Easily identifiable data extracts were provided to capture the themes essence and compliment the overarching story being told. The Analysis chapter of this thesis summarises this report.

3.6 Quality

3.6.1 Assessing quality in qualitative research

Within qualitative research concerns of quality typically involve considerations of trustworthiness and credibility (Morrow, 2005). Such considerations have long been part of much broader debates concerning the assumptions of reality (ontology) and knowledge (epistemology) underpinning qualitative research and how these impact the ability (or indeed the necessity) of researchers proving the legitimacy of findings (Guba & Lincoln, 2005; Parker, 2004; Tracy, 2010). As discussed at the start of this chapter, there are a broad range of philosophical paradigms within qualitative research and so this begs the question around whether a single set of universal principles can be legitimately applied to qualitative research

in order to assess quality (Mays & Pope, 2020). However, there has been a proliferation of quality criteria and guidelines to match the increased usage and funding of qualitative research within the UK (Mays & Pope, 2020), which reflect the complex and diverse nature of qualitative research (Tracy, 2010). Quality criteria are inherently useful and can be seen as “shorthand about the core values of a certain craft” (Tracy, 2010, p.838). They provide guidance for everyone engaging in qualitative research, both researchers and consumers of qualitative studies. Importantly, they can facilitate communication between qualitative scholars, imperative if qualitative research is to be respected and included in the world of research (Denzin, 2008).

Within the field of counselling psychology, it has been recommended to follow both universal and paradigm specific quality criteria in order to establish trustworthiness of qualitative research (Morrow, 2005). Thus, to assess the quality and trustworthiness of this study, I applied both Tracy’s (2010) pan-paradigmatic quality criteria, as well as the quality assessment for reflexive TA developed by Braun and Clarke (2020). Tracy’s efforts to demystify qualitative research and garner respect for the utility and quality of qualitative research resonated with my personal journey with qualitative research, as well as the broader social justice elements of this present work. It was felt that Tracy’s (2010) criteria, as opposed to over-simplifying and distilling the naturally complex nature of qualitative research, recognised and celebrated it. Tracy (2010) posits that quality and trustworthiness within qualitative research is marked by eight criteria. Below, I will outline how these criteria were applied and adhered to within this present study.

3.6.2 Ensuring quality and trustworthiness

Tracy (2010) suggests eight “big-tent” criteria to ensure the quality and trustworthiness of qualitative research which include: *worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethical and meaningful coherence.*

Worthy topic proposes that the research topic is relevant, timely, significant and interesting. Within the introduction and literature review I have argued for how this present study offers a novel exploration into both a relatively unexplored topic (relational (in)equality) within an under-explored context (teacher education), thus making this research “intrinsically interesting” (Tracy, 2010, p.841). Rationale for this study’s potential contribution to knowledge has also been provided (see section 2.6) which, within a context of increasing social and educational inequalities (Baillie, 2021; Lloyd-Evans et al., 2020), clearly establishes how the outcomes of this research could be of significance and relevance to the fields of counselling psychology and teacher education.

Rich rigor refers to the distinct value of qualitative research in offering contributions to knowledge which are abundant in nuance and complexity. This means offering rich descriptions and explanations which sufficiently and appropriately reflect the complexity of the phenomena being explored (Weick, 2007). By adopting case study methodology, which utilises a variety of sources in order to access a multiplicity of perspectives, this study recognises and reflects the complex and multifaceted nature of relational (in)equality within the context of a PGCE tutor group in England. Conducting the research across two phases allowed for extended time within the PGCE tutor group, allowing for a variety of elements of the PGCE (e.g., tutor group sessions, placements, personal reflections) to be explored and capturing a snapshot of the STs progression throughout the course. Despite there being relatively few participants a large amount of data were generated which, given the novelty of the research topic, undoubtedly provides a valuable contribution. The rich, in-depth analysis of the data also supports rigor (Tracy, 2010). The involved process of developing interview and focus group schedules and guidance for observation, supported by relevant theory and input from peers and supervisors, also exemplifies the rigor of this study. Further, this chapter has provided a detailed, transparent and comprehensive description of the research

process demonstrating the due diligence and effort exercised to ensure methodological rigour.

Sincerity is achieved through reflexivity about subjective values, biases and intentions of the researcher. I adopted a self-reflective and critical stance, facilitated by the use of a research journal. As well as facilitating an audit trail of the research process, journals are known to support researchers in being reflexive of their internal and external experiences of the research process (Tobin & Begley, 2004), providing a space for personal reflections on one's reactions, responses, and beliefs and how these are playing out throughout the research process (Nowell et al., 2017). My research journal helped to keep track of my thoughts, reflections, and insights throughout the research process. Both the research journal and reflexive discussions with peers and supervisors throughout the research process facilitated reflections on my role within the case study. These critical reflections have been shared throughout this thesis, hopefully making clear to the reader my positionality, demonstrating my self-awareness and supporting an open frankness about my shortcomings, as well as my strengths, as a researcher. Sincerity within qualitative research also concerns offering transparency about the methods and challenges. To ensure this, I have remained transparent throughout each stage of the research, as hopefully evidenced throughout this thesis. I have clearly outlined the procedures undertaken and decision-making process throughout the research process. I consider the challenges of the research process further in the Discussion chapter (section 5.7).

Credibility refers to research which is marked by thick description, concrete detail, explication of tacit knowledge, and showing rather than telling. I have focused on providing rich and thick description of the data generated which can be seen within the presentation of the data analysis (Chapter 4). I have provided illustrations (quotes) directly from the data sources, in the hope that meaning remains situated within the context from which it was derived. My emphasis here was on showing rather than telling the reader, with the hope that

readers will come to their own meaningful conclusion about the research. Further, to ensure credibility, I adopted Ellingson's (2008) concept of crystallisation which aims to move away from the "rigid, fixed, two-dimensional" (Richardson, 2000, p.934) idea of the triangle (typically referred to as triangulation; see Denzin, 1978), towards an image of a multi-faceted crystal. The goal here then was to employ a multitude of qualitative methods (interviews, focus groups, observations) to generate themes from across a variety data sets not in aid of accessing a more "valid singular truth", which would not have aligned with the critical realist stance of this research, but "to open up a more complex, in-depth, but still thoroughly partial, understanding of" relational (in)equality (Tracy, 2010, p.844).

Resonance refers to the researcher's ability to "promote empathy, identification, and reverberation of the research by readers who have no direct experience with the topic discussed" (Tracy, 2010, p.844). In other words, to help the reader to connect to and empathise with the experiences of the participants and create a sense of significance for their own lives. For this present research this was about finding my voice as an author in order to weave a narrative which still presented the data in a concise and comprehensive manner without being dry, lifeless and lacking character. My aim was to support readers in relating to the research and applying it to their own lives (transferability), and being able to intuitively draw their own conclusions from the study (naturalistic generalisations).

Significant contribution refers to a study's contribution to extending existing knowledge, improving practice, and generating future research. It is hoped this research begins to elucidate the concept of relational (in)equality within teacher education (theoretical significance). Importantly this research begins to consider not only how this is understood and experienced by STs, but how this is enacted within the practice of TEs. It is hoped this facilitates the identification of and generates interest in areas for future research (heuristic significance) and can begin to inform practical applications of such knowledge within the practice of both counselling psychologist and TEs (practical significance).

Ethical considers not only the nature of the methods of enquiry but also the broader end goal of qualitative research, regardless of the paradigm. All ethical considerations of this research are outlined below in section 3.7.

Meaningful coherence is considered achieved when a study “eloquently interconnect[s] their research design, data collection, and analysis with their theoretical framework and situational goals” (Tracy, 2010, p.848). I have clearly positioned this research as aligned with the social justice work of counselling psychologists, drawing on a critical community psychology lens to ensure this is done in a meaningful way by creating an awareness and acknowledgment of the complex interplay between social, political and economic factors influencing how this research is positioned and where I fall as researcher within that. I have situated the research within existing literature on relational (in)equality, ensuring this was transdisciplinary (e.g., drawing on literature from psychology, education, geography, sociology, politics). I have provided a rationale for methodological decisions of this research, clearly explicating the critical realist paradigm underpinning these decisions. I have remained close to the purpose and aims of the research throughout and it is hoped the story woven throughout this thesis accurately reflects this.

In addition, to guide and ensure quality throughout the data analysis phase of the research, I repeatedly referred back to Braun and Clarke’s (2020) twenty questions for assessing reflexive TA research quality. These not only guided the research process but provided a tool for reflection when producing the report during phase six of data analysis. In using these as a guide I can say with some confidence that the reflexive TA conducted was one of high quality. I have provided the 20 questions in appendix 17, in the hope that this supports the readers assessment of the quality of the reflexive thematic analysis presented herein.

3.7 Ethical considerations

Ethical considerations within qualitative research are aligned with the inherently relational nature of such work (Haverkamp, 2005). Attention must be paid to the interaction between researcher and participant, the responsibility the researcher holds to notice and mitigate against potential vulnerabilities, prevent harm and promote participants' welfare (Haverkamp, 2005). Ethical considerations of this study fall in line with Tracy's (2010) pan-paradigmatic quality criteria as outlined above. Although Tracy's criteria acted as a guide, I was mindful that it was not the application of these criteria which created ethical research but the considered, attentive and intentional ways I made decisions, took actions and established relationships (Haverkamp, 2005). A commitment to ethical practice is something I already prized as a counselling psychologist and so I attempted to translate this to my ethical commitments as a researcher. Tracy (2010) outlines ethical research as prizing and following procedures which ensure procedural, situational, relational, and exiting ethics. In this section I outline the efforts undertaken to consider and meet these ethical considerations.

Procedural ethics concerns adhering to ethical guidelines and actions dictated by governing bodies and institutions. In line with this, ethical approval was obtained for this study from the School of Environment, Education and Development Ethics Committee at the University of Manchester (UoM) (Appendix 18). The ethics application was in line with UoM's Manchester Institute of Education 'Ethical Practice Policy and Guidance' (2014), the HCPC 'Standards of Conducts, Performance and Ethics' (2016) and the BPS's 'Code of Human Research Ethics' (2021). These provided guidance and mandates for conducting the research, such as "do no harm, avoid deception, negotiate informed consent, and ensure privacy and confidentiality" (Sales & Folkman, 2000 as quoted in Tracy, 2010, p.847). To mitigate potential negative impact of the research on participants I provided a clear distress management protocol (appendix 19), being clear that my current professional training as a counselling psychologist

provided additional skills and expertise in managing potential distress. I made sure the research caused the least disruption to day-to-day structure and learning of the course in order not to negatively impact STs education. I made efforts to make being part of the research a beneficial endeavour for the PGCE course, providing James with a clear rationale for the research so that they could make an informed decision as to whether taking part would be beneficial. I also offered to support the PGCE in anyway which would be valuable, for example I contributed towards their critical inclusivity seminar series. In addition, given the focus on ST-TE relationships, steps were taken to mitigate the potential impact of this research topic and to minimise any immediate or long-term negative impacts on these relationships. For example, TEs were not present for any part of STs participation and steps were taken to anonymise STs contributions as soon as was possible in order to be sure specific contributions, thoughts, or ideas could not be attributed to one student-teacher. To ensure I avoided deception and coercion, and negotiated informed consent, all participants were given participant information sheets (PIS) and consent forms, reassured their participation was not mandatory and would have no repercussion for their training. I refer the reader to section 3.4.2 of this chapter for a more detailed account of this process.

To ensure the privacy and confidentiality of participants, PISs clearly outlined how participants' confidentiality was maintained throughout the study and highlighted their right to withdraw at any time prior to the data analysis phase. To protect confidentiality and privacy of STs, TEs were not aware of which STs took part. Protecting confidentiality within focus groups can be challenging (Finch et al., 2014), to mitigate this ground rules were established in collaboration with the STs which included maintaining the group's confidentiality.

Pseudonyms were used for all participants and a fictional name for the university was created. Data was encrypted and stored in line with UoM's policy which follows GDPR and data protection law. As the research was conducted remotely in my personal residence, I ensured I was in a private, confidential space where I could not be overheard and wore headphones to further minimise the risk of breaching confidentiality.

Considerations of 'exiting ethics' refer to implications of the research beyond data generation, for example how I left the scene and shared the results. I explore this further within the Discussion chapter (section 5.8.1). Situational ethics implores researchers to assume "that each circumstance is different" and thus researchers "must repeatedly reflect on, critique, and question their ethical decisions" (Tracy, 2010, p.847). Below (section 3.7) I have demonstrated how I engaged in a continual process of reflexivity throughout the research, demonstrating situational ethics. Further, ethical decisions made were overseen by my supervisors to ensure we were constantly checking in on whether the means of the research process were justifiable within the specific context of conducting research with a PGCE tutor group.

Finally, relational ethics consider the potential impact of the researcher on the participants; a pertinent consideration given calls for the inevitable power imbalance present in research to be acknowledged and reframed (Finlay, 2002). Emphasis was placed on developing rapport and building respectful relationships with participants through the introductory meeting and making myself open and available for tutor group members to contact me. I consider how relationship building may have been hindered by the remote nature of the research within the Discussion chapter (section 5.7). Critical reflexivity supported me in staying mindful of how my actions and character impacted participants throughout the research process and to consider the power dynamics between the role researcher and researched. Considerations of how this impacted how I was perceived, how the participants felt in relation to me and how I impacted the data generation process were all part of my critically reflexive processes.

3.8 Reflexivity

Despite the epistemological and ontological diversity in qualitative methodology, a consistent and defining feature of all qualitative research is reflexivity (Banister et al., 1994). Inherent to

the practice of qualitative researchers is an explicit acknowledgement and self-awareness of one's contribution towards and role in the co-construction of knowledge (Finlay, 2002; Mauthner & Doucet, 2003). The procedures and practices employed to do this vary between different qualitative theoretical persuasions. Within this study, aligned with my critical realist stance, reflexivity was crucial in acknowledging the intersubjective elements which influenced the way I understood, received, and analysed the understandings and experiences of the participants.

My reflexivity has been woven throughout this chapter and throughout the entire thesis. Reflexivity is not a single part of the research process but one which infuses every step of the process, and which is never really achieved or finished (Braun et al., 2019). I have clearly positioned myself in relation to the research topic in the Introduction chapter (section 1.4), integral given how this will have influenced the construction and interpretation of data (Trainor & Bundon, 2020). Personally, explicitly naming and reflecting on questions of ontology and epistemology was an integral part of the research process. The very nature of these elements of one's worldview is that they generally go unquestioned, so consciously reflecting on my fundamental beliefs around reality and knowledge was a challenging and somewhat unnerving endeavour. As a result of these reflections, I hold a much clearer (although still forming) understanding of my theoretical and epistemological position, which I have presented in this chapter (section 3.2). Throughout this chapter I have made clear how my personal and professional position has influenced the research process and how my use of a research journal has facilitated continued reflexivity on this. My research journal was made up of written notes in a notebook which I kept by my side throughout data generation and analysis, a word document which I would write in when thoughts, insights or reflections came to me throughout the research process, and voice recordings which I would make to myself on my phone when out walking. All these means allowed me to detangle my messy thoughts, unpack my motivations, assumptions and values, and challenged me to think about my role in the generation, construction, and interpretation of data. Further,

conversations with peers and supervisors enabled deeper reflection on my role within the case study, my impact on theme generation and the outcomes of this research. I return to all these considerations within the Discussion chapter where I present my final reflexive statement (section 5.5). By offering these reflections throughout this thesis I make explicit the implicit and subjective lens through which this study has been conducted.

3.9 Summary

This chapter has outlined the critical realist stance underpinning this research and described how this informed the methodological decisions which shaped the qualitative case study research design adopted. I have clearly identified and defined the case and its boundaries and exemplified the methods employed to generate data from this case study. I have provided detail on the strategies employed to ensure quality and trustworthiness of the research. The ethical considerations of the research have been outlined, and I have provided detail on all efforts employed to mitigate any concerns. I concluded this chapter by outlining the reflexive components involved in this research. The next chapter will explore and present the analysis of the data generated.

4. Data analysis

4.1 Introduction

Throughout this chapter I present themes generated from the reflexive thematic analysis in order to answer the following research questions:

1. How do the teacher-educators (TEs) and student-teachers (STs) in a PGCE tutor group understand the term relational (in)equality?
2. How is relational (in)equality experienced in a PGCE tutor group by both STs and TEs?
3. How are STs' understandings of relational equality enacted in their teaching practice?
4. What do STs and TEs think would facilitate greater relational equality within the PGCE tutor group and in STs' practice?

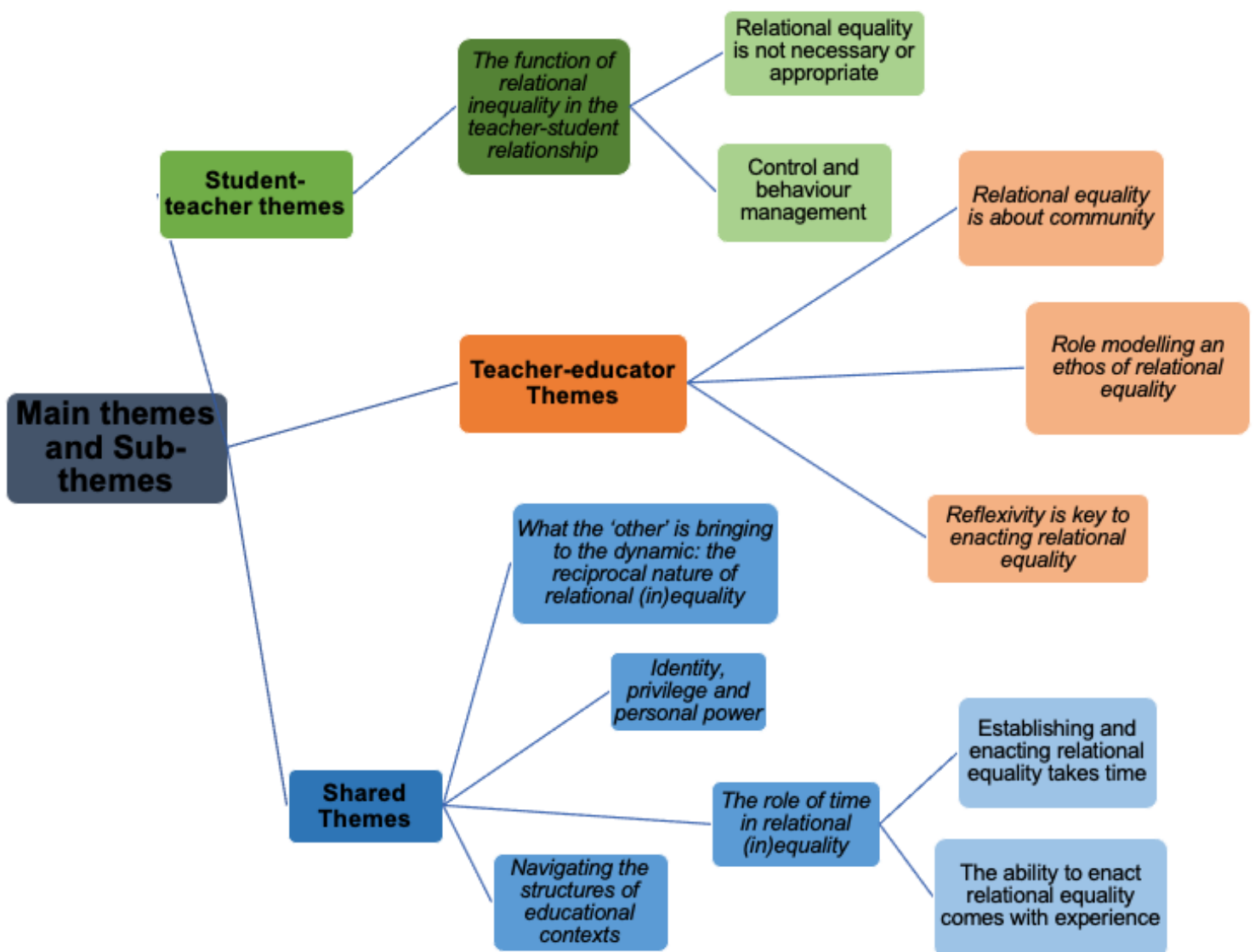
The voices of the STs and TEs are woven together to tell a story about their experiences, understandings, and enactments of relational (in)equalities within the secondary PGCE tutor group and school classrooms. Each theme and sub-theme is presented alongside quotes from the relevant data source for illustration. The themes presented are the result of a reflexive and interpretive process, and although they were generated with the aim of capturing the participants' experiences as closely as possible, inevitably these will have been influenced by the perspectives and interpretations I brought to data generation and analysis (Trainor & Bundon, 2020).

As outlined in Chapter 3, STs', TEs' and observational data were initially analysed separately. However, later, as themes were found to overlap, they were collapsed and refined. The resultant themes are thus presented by those generated separately across both phases from STs' data (Section 4.2), from TEs data (Section 4.3) and those shared across TEs' and STs' data (Section 4.4). A thematic map displaying this can be found below in

Figure 1. This highlights the nuanced experiences of the STs and TEs and allows for comparison of where STs' and TEs' experiences and understandings of relational (in)equality met and where they diverged. These main themes and sub-themes contain reflections generated from my observations of PGCE tutor group sessions conducted during phase 1. These are presented at moments where I felt observations were reflected in, or contradicted by, themes generated from STs' and TEs' data.

Figure 1

Thematic map of main themes and sub-themes



4.2 Student-teacher themes

The following section outlines the one theme and two sub-themes generated from the STs data across phases 1 and 2. The sentiments captured within these themes were not shared with TEs, nor reflected in the TEs data.

4.2.1 Main theme: The function of relational inequality in the teacher-student relationship

STs were unfamiliar with the term ‘relational (in)equality’ during initial explorations, so were provided with a definition (see appendix 20) to facilitate discussion. Although STs did not find this definition particularly accessible, with Wayne stating: “it’s aiming to describe anything and as such it doesn’t really pin down anything specific” (phase 1, p.3), thoughts stimulated during the focus group led to their evolving conceptualisation of relational (in)equality. Pertinent to their conceptualisations was a questioning of whether relational equality within teacher-student relationships was essential and achievable. This main theme captures STs’ sense that a level of inequality within the teacher-student and ST-TE relationship was not only inevitable but also necessary. These sentiments are captured within two sub-themes: *Relational equality is not necessary or appropriate* and *Control and behaviour management*.

4.2.1.1 Sub-theme: Relational equality is not necessary or appropriate

This sub-theme captures the beliefs and expectations STs held about the ‘traditional’ role of the teacher and how a teacher-student relationship ‘should’ be. Crucially, this sub-theme reflects STs perception that an egalitarian relationship between teachers and students was not appropriate, describing the teacher-student relationship as “inherently unbalanced”. Bruce stated: “there are certain relationships that are always just gonna be ... imbalanced”, and for STs the teacher-student relationship was one such relationship.

Participants spoke of contexts in which relational equality was “appropriate” (such as romantic relationships and friendships) but agreed, within school contexts, an equal teacher-student relational dynamic was not appropriate. Wayne expanded on this when he described the teacher-student relationship as being “structured in a particular way” which creates a “power imbalance” between teachers and students, and that because of this there were certain rules which must be followed and a distance which should be kept. Such as not being able to date students or add them on social media, as this would “be seen as inappropriate or taking advantage” (Phase 1, p.2). Importantly though, STs felt this unequal teacher-student relationship was not a negative thing:

“... there is a real risk of conflating unequal relationships with negative relationships ... some unequal relationships can be really positive ... but they are inherently unequal ...and that’s ... just the way a certain relationship ... has to function ... I would say almost all relationships in schools are unequal to some extent” (Wayne, Phase 1, p.4)

These sentiments were reiterated in STs’ perceptions of relational (in)equality within the PGCE tutor group where they acknowledged and accepted the perceived implicit and unspoken unequal ST-TE relationship. Wayne reflected on how unequal the relationship is between them and TEs:

“I don’t think it’s equal but I don’t think that’s a problem ... obviously they have stuff that they need to do that we have stuff we need to do and there’s an almost unspoken agreement about what all those things are” (Wayne, Phase 1, p.7)

As well as acknowledging the perceived inevitability and necessity of the hierarchy within the tutor group, STs also identified how these unequal dynamics impacted the relationships between STs and TEs. Bruce perceived TEs as being “in charge”, there to “set you a certain task” which the STs were “expected to get on with” (Phase 1, p.7), which meant that when

TEs were present in group settings it impacted how STs felt and behaved. This was reflected in the way STs spoke about being in spaces without TEs, such as the Zoom breakout rooms in tutor group sessions. Bruce explained “you can be that little bit more relaxed” and felt STs were “more likely to use ... more formal language when you’re in the ... full form but as soon as you’re in breakout room it can be more chilled”, with Wayne echoing there was more “banter” when the STs were in groups by themselves (Phase 1, p.7). I observed this in tutor group sessions, where STs seemed more relaxed, informal and engaged in varying degrees with the task at hand when in breakout rooms.

However, there were elements of their experience within these ST-TE relationships which did echo sentiments of equality within relationships. For example, STs described experiencing TEs as respectful, supportive and flexible, and had felt they had been treated as adults:

“... respect is there ... as an adult and not as just a student ... it’s not ... just oh you must do this ... this is how it must work and ... you can’t change that ... actually having some respect for [my] situation or at what’s going on in my life outside of the course” (Bruce, Phase 1, p.8)

After reflecting on these experiences, Bruce made a distinction between the ‘traditional’ teacher-student relationship in schools and the relationship they had experienced with TEs in the PGCE tutor group, which felt “much more of ... a equal relationship than a sort of teacher-student role would traditionally feel” (Phase 1, p.5). The contextualised understanding captured within this sub-theme of teacher-student relationships which are “obviously” imbalanced may potentially impact how relational (in)equality is understood and experienced within both PGCE and school contexts.

4.2.1.2 Sub-theme: Control and behaviour management

Another reason the STs believed the teacher-student relationship should be unequal was due to behaviour management. Within the classroom relational inequality was seen as important to maintain a sense of control, necessary to ensure safety and facilitate effective behaviour management:

“Obviously where it’s appropriate relationship equality should be there and ... makes a lot of sense but I think there are times and places where ... that’s clearly not appropriate to have just a ... fully equal relationship where there’s no hierarchy in it ... [a] teacher-student relationship shouldn’t be fully equal there’s got to be ... some control” (Bruce, Phase 1, p.12)

This inequality, which affords the teacher more power, autonomy and control could ensure that teachers could get the work of teaching done and allow more learning to happen. It was felt this provided more predictability and helped students to have clarity on “where they stand” (Wayne, Phase 1, p.12). It allows teachers to give instructions which would be followed and made expectations clear:

“... you need to ask people to do stuff and you need to you know you’re both gonna do different things in the relationship ... and provide different roles and therefore that effects the relationship ... between you and a class” (Bruce, phase 1, p.12)

This desire for clear role delineation in aid of learning was reflected in the STs’ experiences as students within the ST-TE dynamic. STs had a sense of comfort in the perceived unequal structuring of relations in the tutor group, it held everyone accountable and ensured learning and development was achieved:

“I think if I could have a chummy friendly sort of relationship with my tutor where there was no apparent obvious signs that he’s my tutor ... it would be weird it would be too friendly and I don’t think I’d work as hard” (Wayne, Phase 1, p.12)

During Phase 2 of the research, STs perceived need for control in the classroom seemed to be perpetuated by their anxiety towards the students. It appeared that when the STs spoke about classes they viewed the students as unknown entities who they were uncertain and cautious about. For example, Bruce seemed unnerved by occasions in which students just “sat and stared at” him, and shared instances where he felt no matter what he did he just “got nothing back from them” (Phase 2, p.10). Talking of Covid-related staff shortage, Bruce described it feeling like “the kids were taking over at one point” and the high level of supply staff meant the students “felt they were in charge” (phase 2, p.2). STs’ use of descriptors of students as “terrors” (Bruce, Phase 2, p.2) and “a little bit wild” (Wayne, Phase 1, p.4), and their sense that students could disrupt or ‘take over’ a class, further elucidates the power struggle STs appeared to experience within the classroom. These experiences reflect STs’ perceptions of students and how they felt in relation to them, shedding some light on why the perceived need for control may have felt particularly pertinent for STs.

STs perceived an unequal, more authoritarian or ‘traditional’ teacher-student relationship as vital in enabling the type of behaviour and classroom management deemed necessary for a “productive” learning environment. STs perceived there to be certain characteristics of a ‘teacher’ which could facilitate the type of teacher-student relationship conducive to effective classroom environments. For example, during Phase 2, Wayne reflected on his experience on placement and suggested that various factors impacted the types of relationships STs formed with students in the classroom. This included looking older and not hesitating to implement behaviour management plans (e.g. “giving out [more] sanctions”). Comparing himself to a fellow trainee, Wayne described:

“... in essence because I looked older and you know I sound probably a little bit more established than the other PGCE student that I was with ... I do think that I developed more of a teacher relationship quicker ... I think probably her relationship with the students tended more towards friendship ... mine was slightly more authoritarian” (Wayne, Phase 2, p.2)

For Wayne, this made him seem more like a ‘teacher’ to the students, and his authoritarian stance was more appropriate for the teacher-student dynamic. Important to note is how both here and above Wayne understood an equal student-teacher (or ST-TE) relationship as being akin to ‘friendship’. This demonstrates how STs conceptualised relational equality and how inappropriate or unnecessary they thought this was for the type of student-teacher relationship they endorsed, which for them was differentiated from other sorts of social relationships.

Although relational inequality within teacher-student dynamics was felt to be necessary for effective behaviour and classroom management, STs did feel that equality *between* the students was another key element of behaviour and classroom management. There was a sense that student-student relationships built on respect and kindness could facilitate safety and support shared learning:

“Feeling safe both physically emotionally and intellectually (.) means that ... you’re able to discuss things and you’re able to ... disagree sometimes” (Wayne, phase 2, p.20)

STs therefore felt their role was not to focus on establishing relational equality within the teacher-student relationships but within student-student relationships. Effective behaviour management was thus necessary in order to sustain and create a classroom culture of mutual respect, kindness and appreciation between the students. Their aim within lessons

was to support the students to “behave courteously to each other” and “respect each other’s ideas” (Wayne, Phase 2, p.20), ultimately facilitating positive behaviour in the classroom and supporting learning.

4.3. Teacher-educator themes

The following section outlines the three main themes generated from the TEs data across phases 1 and 2. The sentiments captured within these themes were unique to the TEs and not reflected or echoed by the STs.

4.3.1 Main theme: Relational equality is about community

This theme captures TEs’ sentiments that relational equality in the PGCE tutor group was encapsulated through the community they deliberately built. TEs felt they demonstrated considerations of relational (in)equality within the tutor group through their conscious efforts to establish a tutor group culture of respect, trust and inclusivity. Both TEs were keen to demonstrate that this was something they “work hard” at in a meaningful way and were not just giving “lip service” to (Christie, Phase 1, p.2), and I recognised this in my observations. I observed TE’s intentions being reflected in how they spoke about the group, how they related to STs in session, and their efforts to build relationships with and amongst STs. For example, James frequently referred to resources and work as “our[s]” emphasising them as “shared” and “collaborative” and encouraged students to “support each other and talk things through”. Christie made direct reference to having “too much power” within one exercise, and encouraged the STs to take over, and made efforts to connect with STs when she joined in with their ‘dad jokes’ during one session (Classroom observations, p.1 & 3).

There were various ways in which TEs felt an intentional establishment of community helped to foster relational equality and redress relational inequalities. James reflected on the inherently competitive nature of the PGCE, which often led to comparison between those STs who felt more experienced, confident and assured and those who were self-doubting, inexperienced and less confident. James felt this dynamic could:

“... risk the possibility of a kind of elitism ... or a separation within the group ... and I’m trying to ... address that and trying to put people [STs] together who would then get to know each other better and cut across those sorts of ... tendencies towards a ... hierarchy within the group ... and the kind of constant encouragement that I think I give towards ... collaboration and ...readiness to listen to each other ... and to work on things ... together ... is very deliberately trying to build trust on the one hand but also build capacity to ...understand each other and to ...not do that kind of hierarchy thing” (James, Phase 1, p.10)

James felt the sense of community within the group encouraged STs to have empathy and respect for each other, which was key to overcoming such difference and comparison. TEs felt their role was to call out any comparisons or assumptions STs were making of each other, particularly in terms of skills or expertise, and discourage this. Fostering a culture, instead, which explicitly prized what everyone brought and the opportunity for growth and learning from this difference:

“... build[ing] a discourse which says ‘look we’re all different ... in so many different ways that any sense of summative evaluation of each other is ... ridiculous and ... misplaced and what we should be doing is learning from each other in all the different ways that we can” (James, Phase 1, p.11)

Christie emphasised that she would “always try to look a little deeper” when considering the individuals within the group, what they brought and how this contributed towards the group culture (Phase 1, p.2). The intention behind this was to foster inclusivity, minimise discrimination, make sure that “everybody is ... encouraged to have a voice” (Christie, Phase 1, p.4) and dissuade the tendency towards a hierarchy, thus enacting a community of relational equality. In addition, James felt that TEs actively addressing inequalities formed an important “part of me building ... trust” with STs (Phase 1, p.20), as it demonstrated how genuine TEs intentions towards equality were.

There was also a broader sense that building such a community within the tutor group took purposeful intention and commitment. Christie described educators, such as themselves, as having a responsibility to be aware of this:

“I think it’s something that every educator needs to be very much aware of ... and that culture building takes time ... [students] need to be able to trust you and they need to be able to ... understand you and believe ... in that ... culture that you’re trying to establish within that group” (Christie, Phase 1, p4)

For James, the achievement of relational equality within the school classroom and PGCE tutor group was something which should be “worked towards”, and he was realistic about the limits on this:

“I don’t see that it’s possible to ... expect it to be achieved in any given context I think it is such a complex and wonderfully ... challenging ... idea ... and ... aspiration ... that it... it’s really really important but ... it’s not easily achievable” (James, Phase 1, p.23)

Further, James depicted relational (in)equality as a delicate and fragile process which at one point could be created and the next destroyed. It can be seen how conceptualising relational (in)equality in this way further contributed to this sense of relational equality being “not easily achievable”. However, important to consider is the potential opportunity this ‘in flux’ process of relational (in)equality could offer. If relational equality is always possible, then it is always something which can be aimed for and thus it is the intention towards which is valuable. TEs understandings of relational (in)equality as an active process which is felt and experienced in relation to another, sheds light on how, for TEs, this differs from other conceptualisations of equality.

4.3.2 Main theme: Role modelling an ethos of relational equality

This theme captures how TEs conceptualised the enactment of relational equality as an ethical commitment which was embedded in their practice. James made a distinction between “an equality which is an ... abstract ideal and an equality which is built on actual relationships between people” (Phase 1, p.2). TEs described this as needing to be encapsulated through an ethos of relational equality within the PGCE course; from the structure and content of the course to the way they worked with each other. When considering incorporation into teacher education, James described the responsibility of the course towards:

“... an ethos of education which is about ... our commitment to each other and our commitment ... to a pedagogy which is ... really seriously aiming towards [relational equality] and then discussing how that could happen ... and how that can be prevented or destroyed” (James, phase 1, p.23)

From this we get a sense of TEs’ perceptions of relational equality as being built in the relationships that TEs formed within the tutor group, as well as the relational structures

facilitated and modelled by the course. For example, Christie stressed how important modelling relationships based on respect, collaboration and kindness was in terms of establishing relational equality within the tutor group: “we’re ... trying to model that equality through ... the way we work with each other” (Phase 1, p.7). TEs felt this was modelled through how they related to the STs within the group, with James describing modelling “the sorts of ways of meeting with each other and listening” that would be indicative of relational equality (Phase 1, p.20). Further, this was modelled through how they related to each other, with Christie describing their “team” ethos, where they approached tutor group sessions as “co-teach[ers]” who “acknowledge”, “encourage” and “support” each other.

This sentiment extended beyond the tutor group to the interpersonal relations with wider team members. James felt this was important because it encapsulated a broader course “ethos” which STs would observe during teaching sessions outside the tutor group. James stated that, as Programme Director, he made a concerted effort to ensure the staff team across the PGCE were as much of a “flat hierarchy” as possible. He explained “it’s absolutely not the case that you know everything is ... deferred to me as a programme director or anything” (Phase 1, p.13). James talked about how he experienced this within the tutor group with Christie, as well as when he worked “alongside” other staff members where he tried “to assume an equality between us in that moment and not a hierarchy in that moment” (Phase 1, p.23). His reference to this being “in that moment” reflects the shifting and dynamic nature of these relations, and perhaps echoes STs sentiments that there are instances in which enacting relational equality is more ‘appropriate’ than others.

Another important aspect of modelling James referred to concerned ‘being’ a teacher. This was both through showing the ‘human’ behind the teacher as well through not exacerbating any existing relational inequalities. James referred to his attempts to share his own failings and learnings with the STs, not only to support their own learning and development but also to show the ‘person’ behind his title of TE: “it also says ... you know this is me ... this is part

of who I am” (Phase 1, p.14). I had observed James doing this during tutor group sessions, where he acknowledged his own failings and shared stories of such experiences with the STs. Further, James felt that the existence of an unequal hierarchy within the tutor group was out of his hands, what he could control were his efforts not to exacerbate this:

“There is a perceived hierarchy which includes me and Christie ... whether I like that or not it’s impossible to dispel that completely [however] the way I act in the session ... doesn’t exaggerate that hierarchy or ...aim to maintain that hierarchy it rather is trying to set out a ... readiness to be equal” (James, Phase 1, p.13)

Vital to modelling relational equality was also a consideration of *how* TEs spoke to each other, colleagues and STs. James felt this was important given some of the accepted ways of being a teacher in a classroom which he felt were antithetical to building egalitarian relationships:

“... some of the ways that we ... try to control classrooms ... typically involve ... us speaking to young people in a way which is accepted but actually ... very far from equal ... we talk to young people as if they are very much [less than] ... people are very much ... talked down to” (James, Phase 1, p.23)

Thus, TEs perceptions that modelling an ethos of relational equality was not just important for the experiences of the STs within the tutor group, but also for what STs were taking into their practice on placement.

James felt that each person’s journey of enacting relational equality was a personal one, and that what this would mean would be “very hard to pin down for anybody else” (Phase 1, p.23). Therefore, for a meaningful conceptualisation and application of relational equality within teacher practice, it should be best understood as “an ethical project” to which teachers

are committed to (James, Phase 1, p.23). What this meant for each person could not necessarily be dictated but TEs did have a role in modelling this “ethical project” in practice. TEs commitment to relational equality played out throughout the duration of the research, with Christie noting how her deeper engagement with the concept of relational (in)equality had fostered a greater sense of what this may mean for her practice, as opposed to what this just meant as an abstract construct:

“Because if we ... think about it ...and start to unpack it a little bit more ... it’s going to be more meaningful to us about how we go about doing that” (Christie, Phase 1, p.26)

4.3.3 Main theme: Reflexivity is key to enacting relational equality

This theme captures the role TEs felt reflection and reflexive practice played in enacting relational equality within classroom practice. TEs saw reflection as an important part of the STs developing practice more broadly, where the tutor group was a space for STs to bring their learnings, reflections and thoughts from lectures and placements, and reflect on these together as a tutor group. STs could vitally learn from experience, as opposed to being told or informed by the TEs, and TEs emphasised the efforts they took to embed reflection within tutor group sessions:

“It’s one of the key aspects of a good tutor ... we aren’t there to transmit knowledge ... it’s something we do together through our exploration [and] reflection” (Christie, Phase 2, p.18)

More specifically, TEs thought that reflection played an important role in fostering a deeper and more critical engagement with the concept of relational equality for STs. This sense of the importance of reflection compliments their sentiments regarding the importance of the

'intention for' relational equality. As opposed to enacting relational equality being about a set of criteria or 'to do's' James saw it as being:

“...much more about how we act and what we do with our assumptions and how we reflect on our experiences and how we discuss with other people that we trust what the meaning is of what we've just done with someone” (James, Phase 1, p.6)

TEs thus saw part of their role in supporting the establishment and enactment of relational equality in STs practice as establishing a culture of reflexive practice within the PGCE tutor group. TEs felt this could be achieved through offering feedback and facilitating reflection on moments or instances of relational inequalities within STs' practice. This included encouraging a deeper engagement, recognition and consideration of the vital relational elements of teaching, such as *how* STs were relating with their students, whether or not they were trying to understand students' behaviour and how STs were attending to students' needs. TEs thought such reflection could help STs to “think out ... what am I trying to create and how am I creating it what are the inequalities and how do I help to address them in the classroom” (Christie, Phase 2, p.17). This could be facilitated both within 1:1 meetings with STs held to reflect on their practice:

“My role as a ... teacher in that [is] ... helping to raise to consciousness ... those themes or issues (.) and ... be interested and want to talk about how that impacts ... their own practice or how that is embedded in their practice” (James, Phase 2, p.2)

as well as within wider teaching sessions and the tutor group, in which James described how important it was for there to be “space to ... explore and hear each other exploring some of the critical dimensions of ... equality” (phase 2, p.1). TEs' efforts to embed reflexive practice within the PGCE tutor group were captured during tutor group session observations. I observed various points throughout sessions where TEs encouraged reflection, emphasised

the importance of feedback and encouraged STs to consider how students would receive and respond to their classroom practice. For example, in one session James asked STs to consider specifically how the choices they had made about the structure and content of a lesson would be experienced by the students in that class.

Reflection was also seen as key to challenging the sorts of 'traditional' teacher-student dynamics which could exacerbate and sustain existing relational inequalities. James spoke of the assumptions people hold of "what an accomplished teacher is like" and how a TE's role was to encourage reflection on these "aspirations" and, importantly, the potential impact these could have on school students (James, phase 1, p.11). James felt addressing these assumptions of a teacher's role was vital given they could show up as "a big challenge for" STs who may automatically adopt a 'traditional' role of teacher which was difficult for them to "step out of" or "critique". This, he felt, could "stop them from ... really getting to the point ... of enacting relational equality" (phase 2, pp.2-3).

TEs also seemed to consider an ST's capacity and ability for reflective practice to be a demonstration of relational equality within their practice. During Phase 2, when TEs were asked to consider how and if STs were enacting relational (in)equalities in their placements, James felt those STs who were enacting relational equality in the classroom were thinking more deeply about the experience of students, made efforts to understand students' behaviour and actions and approached students with empathy. Talking about one ST, James reflected how:

"... everything he was saying it seemed to be ... very deeply ... soaked in ... a kind of empathetic ... understanding of the kids that ... he was talking about where they were at what they were doing what kinds of things they were ... thinking about ... and trying to work [them] out" (James, phase 2, p.3)

James also observed instances in which STs began to recognise the role of the teacher as going beyond the classroom and used their initiative to create opportunities to engage and build relationships with students outside of the classroom. Talking about one ST who had asked to be part of an afterschool sports club, James reflected on the opportunity this had created for the ST to build different types of relationship with the students: “that opened up a totally different space for him with the kids and... they could start to see him in a fuller way in a ... deeper way”. This captures how TEs understood the importance of teachers allowing students to see the ‘human’ behind the teacher, to the enactment relational equality.

In contrast to James’s observations, when Christie reflected on the enactments of relational equality she had observed in STs’ practice, she felt it was “very difficult to pick up ... you can’t get a sense of that by talking to them” without the lesson observations and without being in the classroom with them due to Covid-19 (Phase 2, p.6). Further, Christie felt that without the opportunity to build positive working relations with mentors in the same way they would have been able to if they had gone into schools, it meant that critical reflection and “deconstruction” of the relational dynamics in the classroom “was not possible”. Christie described how this meant they often relied on feedback from the mentor’s lesson observations, which shaped the focus of joint meetings between TEs, STs and mentors. Christie reflected on the different perspectives TEs brought to such discussions compared to mentors:

“... we did talk about relationships but we talked about it in a way ... that’s the nature of behaviour management because we were focusing on the subject mentors feedback ... whereas ... we tend to go deeper with it ... so ... there was a lot of restrictions on my part” (Christie, Phase 2, p.8)

Here, the distinct role TEs thought they played in encouraging reflection on relational (in)equality in STs developing practice is highlighted. TEs understanding of their role within

this seemed to also be informed by their own personal experiences of occurrences of relational inequalities within their practice and the opportunities they did (or did not) have to reflect on these. Reflecting on his experiences as a newly qualified teacher working with students in a “youth work setting ... two evenings a week”, James described how he “had some supervisory ... reflective practice” which encouraged him to consider the relational dynamics and processes going on in his work, how that impacted him and the young people he worked with (Phase 1, p.7). For James, this enabled him to work in a way which encapsulated relational equality and felt like a “really rich” and important source of learning for him in terms of working relationally with students. Of relevance here was James’s sense that this type of reflexive practice was “the kind of thing that teachers don’t really have access to” within schools (Phase 1, p.7), and so the particular and important role of university based TEs is emphasised.

4.4 Shared themes between Student-Teachers and Teacher-Educators

This next section outlines the four main themes generated from all the data generated across phases 1 and 2. The shared sentiments captured within these themes were those on which STs and TEs experiences, understandings and enactments aligned.

4.4.1 Main theme: What the ‘other’ is bringing to the dynamic: the reciprocal nature of relational (in)equality

This theme captures participants’ sense that fostering trusting, mutually respectful teacher-student or ST-TE relationships which could enact relational equality required an element of reciprocity and mutuality. As such, there were various aspects of the ‘other’ in the dynamic which had to be considered, recognised and addressed in order to move towards egalitarian relationships. James recognised that “so much of what determines what goes on” in the PGCE tutor group is informed by group members, who bring all of themselves and with that:

“... all of our past and all of our expectations and all of our habits ... so that a lot of stuff is in the group actually even though it might not be massively obvious at the start but it’s there ... prejudices and stereotypes and all of that stuff” (James, Phase 1, p.21)

James described how this was evident by the way that people’s prejudices and expectations influenced how STs related to each other, with some individuals “treating people as less than they are” (Phase 1, p.5). Further, there was a sense that people’s past experiences created a closedness or reluctance to connect and engage with others, which contrasted with those who approached the various relationships within the tutor group with openness and willingness to meet each other as equals. TEs reflected on how they felt this impacted their ability to establish relationships with individuals in the tutor group which, as captured in other themes, was perceived to be vital to enacting relational equality over time. TEs felt that it was easier to experience relational equality with individuals who were open and willing to foster a connection, compared to those who were more closed or “reluctant”.

These sentiments were echoed by STs when reflecting on their experience with students in the classroom. STs felt that some students were “a bit more open” and therefore much “easier to get a connection” with, whereas some students were “a closed book” and thus much harder to build a relationship with (Bruce, Phase 2, p.4-5, p.16). This felt particularly true for students who seemed reluctant or opposed to being in school, which STs thought impacted how receptive students were to efforts to reach out and connect:

“... you’re in a situation where ... some kids just don’t wanna be there full stop and it doesn’t matter how nice you are to them or how strict you are with them or however you think they need treating they’re just not going to respond to ya ... unfortunately” (Bruce, Phase 2, p.15)

Not explored within STs' accounts was the potential role of teachers in exploring or addressing this reluctance or closedness with students. In contrast, TEs offered their reflections on this and considered whose responsibility it was to address an individual's openness or readiness towards relationship building and thus relational equality. James reflected on his potential part in a STs "reluctance" and considered "maybe ... it's me and ... I'm more willing to engage with some than others ... probably that's true as well" (Phase 1, p.12). Similarly, Christie reflected on whose responsibility it was to address this given the potential impact it could have on their practice as developing teachers:

"... because often ... if they are reluctant and they do not establish that sort of equality within the ... PGCE tutor group often that plays out in school ... so I'm wondering whether that comes from ... us not addressing it or themselves" (Christie, Phase 1, p.21)

TEs also had a sense that other intra- and interpersonal factors, such as a lack of self-confidence and self-efficacy, could impact how STs saw themselves within the group and thus their ability to relate to each other as equals. This was seen to be compounded by the pressure and anxiety that comes with the PGCE course and STs concerns around, as James explained, whether "they can do this thing or not which is challenging ... this teaching lark" (Phase 1, p.11). There was a sense this had the propensity to create an environment which was competitive, where STs compared who was more experienced or more skilled, and ultimately created a hierarchy in which some STs were seen as 'better' than others. This was reflected in tutor group session observations, where I observed STs comparing experience levels between themselves and noticed some STs explicitly refraining from offering feedback or sharing opinions as they felt they lacked experience and knowledge. One breakout group had chosen not to engage in the learning activity because they felt "we don't have anything to critique each other on because we don't have any experience". This

is one example of how an ST's intrapersonal experiences could impact how they related to each other, particularly in terms of the elements of comparison, competition and creation of a hierarchy within the tutor group; all factors which could be seen as opposed to a tutor group culture of relational equality.

Additionally, Christie spoke of the way a person's experience of "disadvantage" or lack of privilege fed into how they saw themselves in the group, of whether they were "accepted by the group". Talking about those STs who have experienced a lack of privilege within their lives she described how the TEs:

"... get a sense of those ... students also being a little bit more wary about how they phrase an answer rather than somebody who ... you know white middle-class will just ((clicks fingers)) come out with an answer straight away... without any reluctance" (Christie, Phase 1, p.23)

This highlights how previous experiences of disadvantage and inequality could impact a person's experience of equality in their relationships within the tutor group. This theme thus highlights how a person's previous experience, and the beliefs, values, assumptions and prejudices they hold as a result, can shape and inform the nature of the relationships they experience both in the PGCE tutor group and the school classroom.

4.4.2 Main theme: Identity, privilege and personal power

This theme brings to light the complex interplay between a person's identity and their sense of personal power, and considers how this interacts with the concept of relational (in)equality. For TEs there were salient elements of identity, linking with personal power, which they felt impacted how STs related to considerations of relational (in)equality in their teaching practice. For example, Christie thought that an individual's "personal history" could

influence the type of teacher they wanted to be, particularly in terms of how they felt in a more didactic, “transmission mode” style of teaching indicative of a “traditional” teacher-student dynamic; a dynamic which felt opposed to a relationally equal teacher-student relationships. She had a sense that those who felt comfortable and like it was ‘right’ for there to be a greater distance, hierarchy and inequality between student and teacher “don’t grapple with it and therefore they never get to that point of asking the question of what is the purpose of this” (Phase 2, p.19).

TEs felt another important element was an individual’s self-confidence and self-efficacy. Christie had a sense that “their background actually ... allows them to be that confident”, and that this link with a person’s historical experiences particularly concerned a person’s privilege (e.g., access to support and resources) and identity (e.g., those “white middle-class” students) (Phase 1, p.4). Christie described how this could impact the point at which a person entered the PGCE, their sense of autonomy and confidence within the programme and the role of teacher:

“... where you’ve got a student who ...the way that they developed as a person and the confidence in themselves ... and they’ve already ... been given that support to get them to where they are ... they go in a lot more assured ... they pick up at a different point” (Christie, Phase 2, p.11)

Another element of identity which Christie remarked on was gender, with a sense that women perhaps found it more difficult to challenge or question the status quo. Christie described one incident where a male ST questioned the methods of a professional mentor:

“I do see that a lot more in women than in men definitely ... I definitely see ... if the situation arises ... women will actually just be quite amenable and will get on with it

whereas males will dig their heels in a little bit and say 'no this is not right' and will perhaps alert us to things a lot more quickly" (Christie, Phase 2, p.5)

Important to consider then is how gender, and other elements of identity, afford a sense of personal power and subsequently influence the level of autonomy or freedom felt within classroom practice.

Interestingly, TEs' perceptions on personal power were reflected in STs' experiences of relational (in)equality in the tutor group. How STs saw or placed themselves within the tutor group, potentially compounded by privileged aspects of their identity, seemed to impact how they felt about the relational (in)equality experienced in the group. Both STs appeared to belong to some privileged, dominant groups (although this information was obtained just from my observations, given demographic data was not collected), and described themselves as more confident and louder members of the group. STs seemed to perceive TEs' efforts to create a relationally equal culture as not being as relevant or important for them given the confidence they had in themselves:

"I'm the least likely to notice it if he [James] wasn't being inclusive (.) like someone who's maybe more shy more reserved might feel differently about it because they're not coming from the perspective of being ... one of the more boisterous people"
(Wayne, Phase 1, p.6)

STs' experiences here seemed to indicate that their self-confidence and self-efficacy influenced how they saw themselves in comparison to other STs. This was reflected in tutor group session observations, where I observed more confident STs contributing more, questioned themselves less and appeared to feel more competent in their work (e.g., openly volunteering to share lesson plans and provide feedback to other STs on improvements to make). STs' self-confidence and self-efficacy could be seen as an indication of personal

power. Here I am talking of elements of their identity, such as gender, race or sexuality, which may have afforded them privilege and opportunities in circumstances and within relationships which led to a greater sense of confidence, agency and self-efficacy. This compounds TEs' sentiments and thus further elucidates the importance of considering a person's identity and experience of privilege, and subsequent personal power, as an important element of the experience and enactment of relational equality in school and PGCE classrooms.

4.4.3 Main theme: *The role of time in relational (in)equality*

This main theme captures both TEs' and STs' sentiments around the role of time in their understandings, experiences and enactments of relational (in)equality. These conceptualisations are captured within two sub-themes: *Establishing and enacting relational equality takes time* and *The ability to enact relational equality comes with experience*.

4.4.3.1 Sub-theme: *Establishing and enacting relational equality takes time*

This sub-theme captures how both TEs and STs understood relational equality as being built over time, and that various existent factors which caused a lack of time created barriers to this. TEs thought that relational equality was established over time, through relationships with people, and therefore requires opportunities to build relationships based on trust, respect and recognition. Both TEs reflected on how, at the early stages of the course, they didn't feel like their efforts to connect and establish relationships had been fully realised yet:

"... in the early days as I still feel it is we haven't yet ... had the chance to sit down one to one ... to engage in in that kind of conversation ... over a period of time with everybody" (James, Phase 1, p.12)

TEs named various factors which acted as barriers to establishing relationships, and therefore relational equality, within the tutor group. One factor was group size, with Christie feeling it was harder in larger groups to find spaces to connect with individual STs. Another was restrictions placed on in-person teaching and the shift to online teaching due to Covid-19. Christie spoke of the importance of TEs taking opportunities in tutor group sessions to circulate, sit with and work alongside STs but felt “that’s much harder on Zoom” (Phase 1, pp.10-11). James also thought that working online created barriers to the non-verbal communication and connection that occurs when physically together:

“So all the ... stuff that comes with just being physically in the presence of other people ... all the incidental eye contact you can do all the gesture all the reading of body language all the just the [stuff] ... [which] makes relationships possible” (James, Phase 1, p.21)

These sentiments were reflected in my observations of tutor group sessions, where I noticed how online teaching seemed to impact STs’ ability and incentive to engage. Several STs spent entire sessions with their cameras turned off and could choose not to contribute within a session at all, all of which could create barriers to relationship building.

TEs’ sense of needing time to build and foster relationships with students to establish relational equality was echoed by Bruce’s experience on placement. Reflecting on his opportunities for relationship building within the school classroom, Bruce remarked on the fact he had noticed “the more time you spend with a class ... the easier it is to start building a relationship” (phase 2, p.10). Bruce felt this was much easier to do in the role of form tutor, where you would spend some time with a class daily, versus a subject teacher where you may only see a class once or twice a week. He named the importance and function of this relationship building and identified this as an area of development for him going forward:

“...you want to have a relationship with everybody in the class and ...try and understand what’s going on so that if there are issues you’ve got ... a good idea of what might be causing those ... and certainly ... as a form tutor hopefully as I go forward ... that’s something I definitely want to be building ... with the pupils” (Bruce, Phase 2, p.5)

However, when asked directly about whether it was possible or even necessary to achieve relational equality within the school classroom, Bruce responded that “it would be ... nice” but just not possible to “achieve ... with everybody”. Specifically, Bruce felt it was highly contingent on “the amount of time you necessarily get to spend with” students, and teachers just could not “commit a significant amount of time” to that (Phase 2, p.15). A lack of time seemed to be a perceived barrier to establishing relational equality in the school classroom, compounded by how overwhelmed STs seemed to be at juggling the various aspects of being a teacher: following curriculums, lesson planning, time and resource management, meeting the needs of thirty plus children and following behaviour management policies. This sense of time as a scarce resource seemed to impact their capacity for the deeper, relational work, such as being able to spend time unpicking and understanding a student’s behaviour and meeting their “emotional problems”:

“... you just don’t have that time ... you [have] probably got about five minutes at the end of the lesson to actually chat to them ... ‘Cos ... you need to ... deliver the rest of the class to actually teach” (Bruce, phase 2, p.16)

Bruce also remarked on how teachers who had been in school “the full five years” were likely to have “very good relationship[s]” with students compared to teachers who were there for only a part of a student’s journey (phase 2, p.16). Bruce’s reflections bring into question the reality of STs being able to establish and enact relational equality within their teaching practice, given the myriad limits and pressures on their time in schools.

STs' experiences of the stress and pressure of teacher training was reflected in TEs' perceived sense of STs' overwhelm. During one tutor group session which considered decolonising the science curriculum, TEs were met with STs' anxiety about their capacity to incorporate such considerations into their practice:

"... some of them were saying I don't know ... how I'm gonna do this because in my school ... there's no space for it they're saying get on with the lessons and get on with the teaching we've got a lot to get through" (James, Phase 2, p.11)

This was also echoed in Bruce's reflections on incorporating considerations of relational equality into teacher training, which he described as "definitely ... not something that's ... top of the agenda" and went on to express his concerns about 'finding the time' for relational equality within his practice:

"... to be fair there's a lot of agendas about at the moment ... gender differences and ... racial differences ... decolonising the curriculum ... there's a lot of ... different options of where people might be putting their attention ... it'[d] be nice to do everything and sometimes you just gotta ... try and make a little difference rather than tryna change everything overnight" (Bruce, Phase 2, p.14)

James felt TEs' role here was to support STs in overcoming this sense of overwhelm by focusing on the elements they did have control of, namely their intentions and ethical commitments as teachers:

"I was saying look it's not about ... needing to change everything immediately ... you need to look for the spaces where you can do things then the important thing is ... what are you committed to" (James, Phase 2, p.11)

Although these reflections were not about STs' considerations of relational equality, it sheds light on how overwhelmed STs feel in the early days of their teaching practice and potentially reflects how STs may react towards encouragements for them to consider relational equality in their practice.

Another salient element of time captured in this theme were STs' perceptions of relational equality within the teacher-student relationship as changing over time. As students developed and matured through the school years, they could be afforded more responsibility and more autonomy, which would ultimately mean more relational equality within the teacher-student relationship:

“... we don't reinforce that sort of authority role as much with them and that that leads in total to a feeling of a less defined relationship ... I mean still good relationship but less defined in the sort of teacher-student trope' (Wayne, Phase 2, p.6)

“I think it's the maturity and the understanding of how relationships works and being treated more as an adult ... you know even at sixteen seventeen ... you go through adolescence ... and you're becoming an adult and ... people start to afford you that respect as we go through” (Bruce, Phase 1, p.14)

STs perceived these evolving teacher-student relationships over time as reflecting the 'norm' of equality within our relationships which 'naturally' change as we grow older. This highlights STs' sense of the societal norms by which individuals are treated, that there are factors beyond the classroom which influence how children are treated compared to adults:

“I mean at the end of the day they’re very ... inequal people aren’t they like a ... twenty-five-year-old and a twelve-year-old like you wouldn’t treat them the same in almost any aspect of their lives” (Wayne, Phase 2, p.23)

Both STs and TEs conceptualisation of role of time in establishing relational equality with students, highlights the complex and nuanced nature of the reality of relational equality with students. James described how it could not simply be “assume[d] or enact[ed] ... in a particular setting up of a class”, it took time and required deliberate intention (Phase 1, p.16). This led to discussions about whether relational equality can be experienced in a moment, or whether, because of the role of time in its establishment, it can only be experienced through the test of time. There was a sense that how genuine a person’s intentions towards relational equality could only be known once they had been tested:

“[moments of relational equality are] potentially very misleadingly reassuring ... and I think the test [has] ... got to be how do you actually deal with stuff ... when it happens how do you deal with ... all the ... myriad of interactions that you’re gonna have or you’re gonna experience and ... make sense of with that person” (James, phase 1, p.18)

This sentiment was echoed by STs in their experiences of relational (in)equality within the tutor group. Although both felt respected and supported by the TEs, Wayne thought the genuineness of their intentions had not yet been tested:

“Yeah I feel pretty respected ... I feel like ... it’s hard to say for sure because I’ve not actually had to raise anything with them like ... you kind of presume the respects there ... until it’s demonstrated to not be so ... in terms of the relationship we’ve not actually like tested the waters in any sort of sense” (Wayne, phase 1, p.8)

Although Bruce had felt supported by the TEs when difficulties arose in his “life outside of the course”, he did concur with Wayne’s sentiments, stating that if TEs expressed intentions towards relational equality were not reflected in their actions throughout the course of the year this would “erode ... respect quite quickly” (phase 1, p.9). This sub-theme raises some interesting considerations for the *how* of relational equality and whether relational equality is possible, and indeed necessary, to achieve within a moment.

4.4.3.2 Sub-theme: The ability to enact relational equality comes with experience

Captured here are TEs’ sentiments that the ability to enact relational equality comes with experience, and STs’ sense that adjusting to the role of teacher takes time, and as such their capacity to enact relational equality was still in development. TEs seemed to think that there was a limit on the extent to which you could teach and support the development of skills in identifying and addressing relational inequalities. TEs thought there were certain elements, an ethos of relational equality, which could be taught but after that it had to be learnt in practice. It was only from being in relation to students that STs could develop the ability to reflect and consider their relationships with students, and consequently understand how important working relationally and considering relational equality is.

James reflected on STs’ first placement being all about “performing that act of being a teacher [and] ... allowing yourself to be recognised as a teacher” and adjusting to this. Then the second placement was when STs would really start “to notice that there are actually other ... people in the room” and STs could start to think more deeply about themselves in relation to the students and “how’s what I’m doing actually affecting ... what’s going on here” (James, Phase 2, p.5). For Christie it was vital for STs to understand *why* it was important for them to build relationships and create a classroom environment which feels safe, open and trusting, in which they show and expect empathy from students and role model these expectations. She felt this process could begin once STs had gone into the classroom and,

perhaps for the first time, think explicitly about “what am I trying to create and how am I creating it what are the inequalities and how do I help to address them in the classroom” (Christie, Phase 2, p.17).

This was all part of the ‘early days’ of becoming a teacher, where there was a lot for STs to navigate and unpick, including the type of teacher they wanted to be and the aspirations they had for themselves and their students. Of note was both STs and TEs sense of the potential implication this had for how a teacher was able to engage with students and the teaching style they adopted (e.g., ‘doing to’ rather than ‘doing with’). For example, Wayne thought that some STs found it challenging to adjust to the teacher-student dynamic, and the ‘inevitable’ unequal dynamic within this, and suggested it would be helpful to prepare trainees for this:

“I don’t think there’s anything wrong with spelling it out to trainee teachers who aren’t used to those relationships ... [because] for some people who’ve gone into teacher training if they’ve never taught before ... they’ve only ever been on the receiving end of those relationships which can be a bit tricky cos ... when it comes to be on the top side of the relationship it’s weird ... At first at least” (Wayne, Phase 2, p.15)

Similarly, Christie acknowledged this struggle for some STs, but noticed that in order to move away from a “traditional model of ‘I’m the teacher you’re the student’” to a dynamic which was more aligned with an ethos of relational equality, STs needed time in the classroom to “start to grapple and struggle [with this] and that’s how you come through ... establishing your own philosophy of teaching and how you want to be in the classroom” (Phase 2, p.10). For TEs, this ‘grappling’ and struggle with relational dynamics within the classroom was all part of the process of becoming a teacher and “an important part of their development” (Christie, Phase 2, p.17-19). Much like TE’s own journey with it, although STs may not be able to meet the ‘ideal’ of relational equality all the time, just having an intention

towards this was vital, just being able to rest “in a ... sense of ... identity because of that commitment and ...that attempt to become [relationally equal]” (James, Phase 2, p.11).

James shared that he thought he had begun to see this in some STs on placement who seemed to have:

“... an underlying intention and ... purpose which ...is starting to be able to be expressed in their ... relationships ... in the classroom ... but it is starting to be able to be expressed ... it's not fully expressed in any sense at the moment ... so it's a process” (James, Phase 2, p.8)

These occasions and situations in which TEs had observed enactments of relational equality within STs practice, were however thought to be the exception not the norm. James thought it was “surprising” and “quite exceptional” for STs at this stage of the PGCE to consider elements of relational equality in their practice. He perceived those who were doing this as being “much further on in terms of [their] ... ability” to enact relational equality:

“... at this stage in this process when ... most trainees are very much trying to find their own persona as a teacher and trying to develop a way of being with a class that works in terms of management of the class and ... teaching and ... learning activities going on ... this kind of stood out a bit as ... something that was quite distinctive and ... significant” (James, Phase 2, p.5)

Christie also described enacting relational equality as requiring a certain level of ‘emotional astuteness’ (Phase 2, p.5). STs who were able to address relational inequalities demonstrated an ability to ‘read the room’, to connect with another person’s experience and to think about themselves and their reaction in relation to that other person. With this comes a sense that not all STs would have such emotional maturity, and not all would be at a stage of their development where this would be possible.

This sense that a commitment to and enactment of relational equality within classroom practice comes with time and experience played out within this present study, reflected in the discrepancy between how TEs engaged with the topic in comparison to the STs. As established and experienced teachers, TEs seemed to consider and engage with the topic of relational equality in a deeper, more critically reflective way than the STs who were at the beginning of their journey as teachers. In addition, the experience of teaching, of being in the classroom and having a more developed sense of their identities as teachers seemed to impact how they understood the concept and how they felt they could enact it, and how they could support the STs in enacting it within their practice.

4.4.4 Main theme: Navigating the structures of educational contexts

This theme captures the influence of educational contexts, specifically context determined hierarchies and school cultures, on relational (in)equality. Both STs and TEs felt there were myriad ways educational systems and procedures could and do significantly impact their ability to enact relational equality. For STs, this concerned the amount of autonomy they felt they had. Wayne recognised the existence of a hierarchy within the school and felt that “as someone who’s on a PGCE you’re kind of at the bottom of the hierarchy” (phase 2, p.19). STs were aware of being monitored and assessed by those higher up in the system and felt pressured to primarily focus on facilitating students to achieve academic goals and ensure they were meeting targets, especially when teaching another teacher’s class. Wayne explained:

“... it’s not your place ... to say ‘I don’t think they should be taught this way’ ... especially because that class teachers gonna have to take them back and will be responsible for all the results at the end of the year” (Wayne, phase 2, p.19).

STs perceived these various systemic factors as limiting the amount of agency they had within school and the amount of autonomy they had over how they taught:

“... the actual agency of teachers to deliver lessons exactly how they want is very much mitigated by school policy by department ... by whether or not your boss is watching by the curriculum by the content by what they need to learn by how well your students are gonna behave in that lesson” (Wayne, Phase 2, p.17)

This highlights how and where STs see themselves in relation to a school’s hierarchies, which will understandably impact their sense of power and their perceived ability to enact change within schools. If STs are experiencing such relational inequalities within the educational system, which create a lack of agency and autonomy, then it must be considered how this could act as a barrier to enacting relational equality in their classrooms.

As well as navigating the hierarchies within schools, TEs had a sense that a school’s culture and ethos impacted how STs taught and whether they considered or reflected on teacher-student relationships. TEs felt that the ethos of the school would be reflected in school policies and guidelines (e.g., behaviour management policies), which informed how students were taught, seen and treated. Specifically, there was a sense that some schools would play on a hierarchy within the school and would not address the power imbalance and inequality which existed between teachers and students. Christie described this as being closely “connected to the ethos of the school” and shared her observations of schools she had visited “where they purposefully ... play[ed] on that inequality”, attributing this in particular to “independent schools” (phase 2, p.14). Christie felt such school cultures used “very traditional teaching models” where headteachers were referred to as “highmaster”, teachers would predominantly stand at the front of a class and “pupil discussion” would not be encouraged. Christie felt this emphasised a separation and hierarchy between teachers and students, ultimately exacerbating relational inequality within teacher-student relationships.

James spoke of certain school cultures in which considerations of relational (in)equality were “not explicit at all”, where the “agenda” of the school was focused fixedly on “academic success and ... results” (phase 2, p.7-8). He felt STs being in a context which did not facilitate considerations of relationships and encourage reflexive practice would impact how and if STs could consider relational (in)equality in their work. Further, James remarked on schools in which there was an intention or an “ideal” to work relationally “but they [didn’t] ... necessarily have the embodied practice in the department” (phase 2, p.7). The “infrastructure” and “embodied practice” James alluded to here were the efforts of schools to support and equip teachers in working in ways which, in theory, could facilitate relational equality in the classroom. For this to be achieved, James felt there had to be a “shared discourse ... and understandings across departments ... and beyond” about the processes and structures which needed to be in place to facilitate working in a way aligned with relational equality (Phase 2, p.7). He felt that without such infrastructure and guidance STs could feel unsupported and could result in “lessons becom[ing] very chaotic”. These various reflections emphasise how school culture could potentially inform and make possible any considerations of relational (in)equality in STs’ practice. If teachers are to consider relational equality within their classrooms, it seems understandable to anticipate certain limitations on this if this ethos is not reflected by the wider school systems.

Another important element related to school culture was STs’ professional mentors. TEs thought mentors potentially play a vital role in influencing how and if STs considered and navigated working relationally with students. Christie reflected on occasions of relational inequality within the Mentor-ST dynamic, where she had observed the mentor having “an air of ... I know more than you ... and therefore you listen and you act on it without [the mentor] meeting [the ST] ... in that sort of reflection” (Phase 2, p.3). Christie felt this was important to consider in terms of relational (in)equality as it demonstrated STs experience of relational inequality and potentially impacted their ability to enact relational equality in their practice

due to the way it inhibited deeper reflection and consideration of teacher-student relational dynamics. For example, Christie spoke of one ST who:

“... felt that the subject mentor wasn’t always ... open to the way he was thinking and reflecting they just wanted to set the targets and then they wanted to see action the very next lesson ... but ... the deeper thinking and the exploration ... was definitely affected” (Christie, phase 2, p.4)

This potential role of the mentor was echoed by Bruce when he shared his admiration for one teacher who seemed to build relationships and tackle challenges with students with ease, and remarked on how observing this could have facilitated his learning:

“I think that would have been ... beneficial for me for to have ... see[n] ... how she built that and how she [was] very at ease chatting to the kids especially about probably some of the harder topics that I’m maybe not used to dealing with” (Bruce, Phase 2, p.6)

Unfortunately, due to Covid-19, Bruce did not get this opportunity, but it provides an important point for reflection. If STs are turning towards and paying attention to those around them to guide how they take on the role of teacher, how this may impact an STs ability to incorporate considerations of relational (in)equality into their practice must be considered. This also links with the earlier theme presented which elucidated TEs’ sense of the importance of modelling an ethos of relational equality.

Given the various educational systems and structures highlighted here, perceived as creating barriers to relational equality, TEs felt that attempts to establish meaningful enactments of relational equality within teacher education and STs’ practice had to be realistic. As outlined above, there was a sense that the hierarchy within learning contexts

exists and means there are 'inevitable' power imbalances within the teacher-student (or TE-ST) relationship. Within the school setting this inequality and hierarchy was seen to be necessary to keep classrooms safe, support learning and facilitate the development of an "effective learning environment". James described his understandings of STs' experiences of trying to navigate this:

"... they will be trying to manage that ... distinction between what they want what they expect what they hope in the relationship that they can build ... and ... the need to manage a class and find ways to manage a class of twenty-eight or thirty ... in a constructive [way]" (James, Phase 2, p.9)

TEs' perceived role in this was thus to support STs in finding a balance between being boundaried and having clear expectations of students to 'manage the classroom' whilst working relationally, offering autonomy and relating to students with respect and recognition.

TEs felt another element of finding this balance was the importance of being explicit. This was twofold: on a micro-level within their relationships with students and on a meso-level when considering school ethos, procedures and policies. The first, TEs felt, was the importance of teachers being explicit about behavioural management policies and expectations of students' behaviour. Christie felt it was vital students "understand why ... they're being sanctioned and they understand why it ... has escalated to a certain point" (Phase 2, p.11), as this supported the establishment of trust and respect within the teacher-student relationship, consequently facilitating an effective learning environment. Secondly, TEs felt that striking this balance was more likely to be achieved in schools where there was a "really well-developed sense of what teaching is and should be" (James, Phase 2, p.7). Educational contexts thus appear to play a vital role in supporting STs to achieve this balance between having structures in place for effective learning and holding an intention towards relational equality.

4.5. Summary

In this chapter, I presented the eight main themes generated from the reflexive thematic analysis of data. The nuanced and complex nature of relational (in)equality within educational contexts is highlighted. The analysis generated themes emphasising the divergence of STs' understandings, experiences and enactments in comparison to TEs', as well as where these overlapped. It raised questions about the nature of relational (in)equality within a teacher-student dynamic and brought to light the perceived appropriateness of inequalitarian teacher-student relationships. TEs' emphasis on fostering a sense of community, the function of role modelling and the importance of reflection raised some important considerations for the *how* of relational (in)equality within both the PGCE and school classroom settings. Further, deliberations were raised around the potential barriers to addressing relational inequality and establishing relational equality, and ultimately questioned the reality of enacting relational equality in educational contexts. Furthermore, it provided some clarity on what a meaningful commitment to and incorporation of relational equality within teacher education could look like. In the following chapter I shall go on to discuss the data analysis in relation to the research questions and explore further how these can inform current conceptualisations of STs and TEs experiences, understandings and enactments of relational (in)equality within educational contexts.

5. Discussion

5.1 Introduction

This chapter considers the findings in relation to the research aims and questions.

Specifically, I offer my interpretation of what the data analysis can tell us about how student-teachers and teacher-educators experienced, understood and enacted relational (in)equality within a PGCE tutor group in England. I discuss the outcomes of the data analysis in relation to existent empirical research and theory, and highlight novel insights generated. I then follow with personal reflections on the research process and outcomes, before moving to the strengths and limitations of the present study. I end by exploring future research directions, emphasising the implications of this research as well as the contributions to knowledge. I emphasise the implications this has for the fields of teacher education and counselling psychology specifically and consider the future of transdisciplinary work within the social justice practice of counselling psychologists.

5.2 Revisiting the research aim and research questions

A review of the literature highlighted a gap in knowledge and empirical exploration of the integral relational elements of (in)equality within classroom practice in schools and university settings, and emphasised teacher education as an important site for such explorations. This study aimed to contribute to the existing body of literature within counselling psychology and education concerning relational (in)equality and sought to redress the highlighted gap in the literature within teacher education, focusing specifically on a Secondary PGCE course.

Therefore, the aim of this research was to explore student-teachers' (STs) and teacher-educators' (TEs) understandings, experiences, and enactments of relational (in)equality within a Secondary PGCE science tutor group. This study sought to address the following research questions:

1. How do the teacher-educators (TEs) and student-teachers (STs) in a PGCE tutor group understand the term relational (in)equality?
2. How is relational (in)equality experienced in a PGCE tutor group by both STs and TEs?
3. How are STs' understandings of relational equality enacted in their teaching practice?
4. What do STs and TEs think would facilitate greater relational equality within the PGCE tutor group and in STs' practice?

5.3 Key findings

The data analysis presented in the previous chapter begins to shed light on the complex, nuanced and contextual nature of relational (in)equality within secondary teacher education in England. I argue that these findings highlight the contrasting ways in which relational (in)equality was conceptualised by participants, bringing clarity to both what relational (in)equality is and what it is not. Further, these findings provide insight into the perceived intrapersonal, interpersonal and systemic barriers to enacting relational equality. I suggest that these findings bring a new perspective and in doing so provide a starting point for a conversation about the applicability and enactment of relational (in)equality within teacher education. This has implications for both the field of counselling psychology and teacher education, which I return to in more detail within section 5.9.

Reflexive thematic analysis of the research data generated eight main themes:

1. *The function of relational inequality in the teacher-student relationship*
Highlighting STs understandings of relational (in)equality both within the school classroom and the PGCE tutor group and raising questions around the relevance of

egalitarian teacher-student relationships and the perceived function and importance of inegalitarian teacher-student relationships within the school and PGCE setting.

2. *Relational equality is about community*

Emphasising how TEs both experienced and enacted a sense of relational equality within the PGCE tutor group as instilling a sense of community, highlighting the importance of belonging, inclusion and recognition in the process of relational equality.

3. *Role modelling an ethos of relational equality*

Illustrating TEs' understandings of the importance of encapsulating and demonstrating an explicit, intentional commitment to relational equality in their practice

4. *Reflexivity is key to enacting relational equality*

Highlighting TEs perceptions of the role of reflective practice in enacting relational equality within classroom practice.

5. *What the 'other' is bringing to the dynamic: the reciprocal nature of relational (in)equality*

Illustrating how ST's and TE's perceived a person's experiences as shaping the judgements, preconceptions and assumptions they bring with them into a relational dynamic, and how these can hinder relationship building and thus relational equality.

6. *Identity, privilege and personal power*

Highlighting how all participants perceived the complex interplay between privileged aspects of identity and personal power to impact how individuals feel within inegalitarian relations in educational settings.

7. *The role of time in relational (in)equality*

Illustrating both the participants' sense of the need for time to build relational equality into classroom practice as well as to develop the capacity, wisdom and ability to enact relational equality within one's teaching practice. This was contrasted with the perceived lack of time teachers felt they had to incorporate considerations of

relational (in)equality into their practice given the myriad pressures, roles and expectations placed on them, particularly for STs undertaking the PGCE.

8. *Navigating the structures of educational contexts*

Emphasising how STs and TEs perceived various systemic factors to be potentially hindering efforts to incorporate and enact relational equality in education.

5.4 Discussion of the findings

In this section I consider the findings of the research in relation to the current body of knowledge, explore where they substantiate existing empirical literature and research, and consider the novel offerings of this study. I have previously outlined (section 1.2.1 & 1.2.2) how adopting Bronfenbrenner's (1979) ecological framework is aligned with the critical community psychology perspective known to be facilitative of the social justice work of counselling psychologists (Nelson & Prilleltensky, 2010; Prilleltensky, 2008), as well as the critical realist lens for building knowledge and highlighting causal mechanisms (Easton, 2010). Within this discussion, I consider the findings across the micro-level (e.g., intra- and interpersonal relations within the tutor group), meso-level (e.g., university and school-based elements of the ITE programme influencing the tutor group) and macro-levels (e.g., educational structures and policies influencing ITE) of the dynamic systems within which both the TEs and STs were situated. This is helpful in highlighting the *real* factors influencing the *empirical* and *actual* experiences and perspectives of TEs and STs. Further, this is vital to the social justice agenda of this study as it helps to illuminate the complexity of power dynamics, adding nuance to the conceptualisation of relational (in)equality by illuminating the fluctuations and variations of both the empowering and disempowering experiences of STs and TEs due to the meso-level structures and micro-level interpersonal relations, whilst acknowledging how these are inevitably shaped by broader macro-level socio-political factors, such as broader social inequalities and experiences of oppression, as well as how

relationships are regarded, structured and how individuals are (mis)represented or (mis)regarded within educational policy. I discuss the findings in terms of 3 main areas: (1) *(Re)constructing the idea of relational (in)equality in educational settings*, (2) *Committing to relational equality: in community and in practice* and (3) *The barriers to relational equality*.

5.4.1 (Re)constructing the idea of relational (in)equality in educational settings

Previous literature concerning relational equality within education broadly posits it as something beneficial which could and should be enhanced within schools, universities, and other educational settings (e.g., Anderson, 2007; Fitzgibbon & Winter, 2021; Gewirtz, 1998; Laing et al., 2018; Macfarlane, 2018; Mazzoli Smith et al., 2018; Voigt, 2017; Winter, 2018). This study offers a different perspective to these arguments and raises some interesting questions around the perceived suitability of relational equality. STs clearly thought that the concept of relational equality was not one which was suited for classroom practice within schools or the PCGE classroom, and that an unequal teacher-student dynamic was not only inevitable but purposeful. This echoes present theories which emphasise the inevitability of social hierarchies and question the simplicity of the proposition that relational equality is directly opposed to social hierarchies (Schuppert, 2015). Of note here were STs' suggestions that a relationally unequal teacher-student relationship, particularly within school classrooms, was not necessarily problematic, echoing Schuppert's (2015) sentiments, and aligned with theories of the 'asymmetrical' teacher-student relationship. Von Wright (2009) argues that asymmetrical teacher-student relationships are a fundamental characteristic of classroom settings and evident in various ways, for example the power and authority teachers hold in choosing to initiate, sustain or end communication with students. Similarly, Aspelin (2014) suggests that given teachers are "pedagogically responsible" for students, the teacher-student relationship is inevitably asymmetrical in both an "essential" and "formal way" and is "crucial for the educational process to be initiated and realised" (p.240). Of relevance here is Aspelin's emphasis on the potential consequences for the

pedagogical relationship if students and teachers were to relate to each other differently. Specifically, Aspelin suggested that any shift in the way teachers and students relate to each other could move away from a teacher-student dynamic and towards one more akin to friendship (Aspelin, 2014); a sentiment echoed by ST participants in this study.

The disparity here however, between Aspelin's (2014) position and the STs in this study, is the nature of this asymmetric teacher-student dynamic. For STs, the teacher-student relationship was necessarily unequal, with a power discrepancy necessary for control, behaviour management and accountability. In contrast, Aspelin suggests that, although a gap or distance exists between the teacher and student, this does not have to be a relationship defined by inequality and 'power over'. Drawing on Buber's concepts of acceptance (teacher affirming and accepting the students as they are in that moment) and confirmation (teacher acknowledging the students' potential and giving them direction) (Buber as cited in Anderson & Cissna, 1997), Aspelin (2014) emphasises the teacher-student dynamic as *not* a "top-down relationship" (p.240). In this conceptualisation, teacher and student simultaneously acknowledge the roles each hold within the classroom context, which ultimately influences each of their behaviours, actions and attitudes, whilst both being guided by reciprocal, shared goals towards the student's learning, growth and development. Buber's principles have also been applied to the therapeutic relationship in counselling psychology (Farber, 1967; Spinelli, 2014), echoing many sentiments of acceptance, commitment and existentially meeting a client. Similarly, when adopting a person-centred approach, both in education (Rogers & Frieberg, 1994) and in therapy (Rogers, 1951, 1957, 1959), the teacher's/therapist's role is to offer empathic support and acceptance alongside gently challenging the student/client in order to support them to move through uncharted territory, a process necessary for learning, growth and development (Williams, 2015). Vitaly, this is not the same as being friendly or nice, a common misconception of a person/learner-centred approach (Brockbank & McGill, 2007), or providing the learner with endless freedom, which has been identified as causing stress for students (Stevens, 1990). Much

like the therapeutic relationship, the teacher-student relationship requires a “maintained and bounded connection” where the teacher provides the student with “structure and clarity of purpose” (Williams, 2015, p.65).

Such considerations of the nature of the teacher-student relationship raises interesting questions around how the existence of a distance or hierarchy between students and teachers potentially offers support and boundaries within the classroom, which could be seen as necessary for students to feel safe and held in their journey of uncertainty, learning and growth. This perhaps reflects STs’ perceptions of relational inequality playing an important role in the function of class and behaviour management; both deemed vital to the learning and development process. Through an ecological lens we also see how in the past, the overemphasis within macro-level educational policy on outcomes, control and behaviour management (e.g., DfE, 2010; 2016; 2019; Clarke & Mills, 2022; Wrigley, 2014) has trickled into meso-level school practice with a focus on ensuring a distance, an unequal hierarchy and authoritarian stance, between the student and teacher. Such a stance has been criticised (Biesta, 1996), and the resistance to reducing this distance has been highlighted, with suggestion that a closeness is too often equated with mutuality or ignored entirely (Aspelin, 2014). Here then, it can begin to be seen how inequality does not automatically have to be presumed within or under a hierarchy and that instead what is required is consideration of the nature of the teacher-student hierarchical relationship. This echoes existing sentiments emphasising that relational equality does not necessitate the destruction of social hierarchies, but instead requires the questioning and examination of whether these existent hierarchies are damaging or not (Voigt, 2020; Wolff, 2019). This would suggest that, as opposed to proposing the elimination of hierarchies, considerations of relational equality within teacher education could encourage an ecologically informed (Bronfenbrenner, 1979) examination of how hierarchies are positioned within educational policy (macro-level) and how this precipitates the nature of hierarchies within the classroom (micro-level), fostering discussions around whether these hinder egalitarian interactions and threaten classroom

members “free and responsible agency” (Schuppert, 2015, p.108). Such a social justice approach to ITE, would emphasise TEs role in supporting STs to consider the nature of the vertical and horizontal interpersonal relationships within schools (micro-level), to feel confident in stimulating discussion with colleagues and senior faculty to consider how school procedures foster harmful hierarchies (meso-level), whilst raising awareness of the inevitable socio-political (macro-level) influences.

The inevitability of a disparity in the distribution of power within the teacher-student relationship is reminiscent of similar, enduring debates within the field of counselling psychology (e.g., Harrison, 2013; Smail, 2005; Proctor, 2018; Steffen & Hanley, 2013). Within this existent body of literature, the inherent power imbalance in the client-therapist dynamic has been acknowledged. The therapist’s role is not to eliminate power imbalances entirely, which arguably is impossible, but to the best of their ability minimise the detrimental elements (such as domination and exploitation) and redistribute power, using it to the client’s benefit (Lowe, 1999; Parker, 1999; Proctor, 2018). An integral part of this is the responsibility of the therapist to not allow the processes and influences of power to remain unspoken, and instead to make explicit this dynamic and collaboratively explore with the client how this can be mitigated. This has been reflected in existing theorising about relational equality in education, which suggests the focus should be on mitigating the teacher’s power within the student-teacher relationship (micro-level), as opposed to eliminating it, and of teachers using their power to challenge school-wide policies and practices on the meso-level which exacerbate harmful structural inequalities and increase equality (Winter, 2018).

STs did speak of the things they gained from their relationships and interactions with the TEs within the PGCE classroom, and indeed from the inherent power imbalance. This reflects existing considerations of relational goods and resources within education whereby relationships, based specifically on trust and cooperation, can act as a resource for students and teachers and facilitate the learning process (Cordelli, 2015; Ralls, 2019; Smyth, 2007).

Integral to this is the process of trust, which again is recognised by STs in this study. Having trust in the person holding the authority in the dynamic within both the school and PGCE classroom, trust that their intentions are good, that they will respect and maintain your identity, and that ultimately assenting to the authority will serve your own interests, is crucial for the dynamic to work and be successful (Erikson, 1987; Smyth, 2007).

Despite the questioning of the appropriateness of egalitarian relationships between teacher and student (considered 'vertical' relationships, see Landahl, 2006), both STs and TEs perceived their roles as encompassing supporting and facilitating relational equality between the school classroom students and STs in the PGCE tutor group (considered 'horizontal' relationships; Landahl, 2006). This reflects previous work in education which emphasises teachers' growing roles in encouraging students to treat each other with respect, named 'horizontal' respect (Aspelin, 2014; Landahl, 2006). Not only does this emphasise the perceived appropriateness of egalitarian relationships amongst peers and the role of teachers in facilitating this, it also illustrates respect as a positive quality of relational equality, adding to the understanding of what relational equality is, as opposed to what it is not, which has arguably been the dominant focus of existent literature (Voigt, 2020). This finding highlights the nuance of participants' understandings of relational equality, demonstrating some participants sense that relational equality is more applicable and appropriate for horizontal relationships within a hierarchy (e.g., student to student) but not vertical relationships across a hierarchy (e.g. student to teacher).

It is important to highlight the apparent discrepancy here between how STs and TEs conceptualised relational (in)equality and whether they considered it as something appropriate or necessary in educational settings. Unlike STs, TEs did propose relational equality within the vertical relationships in both the school and PGCE classrooms as something which should be considered and worked towards. It could be suggested that as those higher up within the classroom hierarchy and more experienced in the educational

system, TEs were in a more privileged position to consider the processes and redistribution of power within their relationships in the classroom. Here then, we see how the layered elements of a teachers experience with the ecosystem of a school become important to acknowledge. Additionally, this could be demonstrative of the finding that enacting relational equality within teaching practice comes with time, experience and professional development (see section 5.4.3.2 for further discussion on this).

Applying a critical psychology lens to this outcome of the data, it could be suggested that the reason relational equality was considered inappropriate and unnecessary by STs was because this goes against a 'common-sense' view of teacher-student relationships (Biesta, 2008). Such a view proposes that 'teacher' needs to remain in charge and be in control, maintain the more powerful position and should hold more control and autonomy than the 'student'. Perhaps here then we see a recreation of broader societal views concerning adult-child relations within classroom practice, unsurprising given how educational contexts tend to embody existing societal norms (Apple, 2011a; 2012; Prilleltensky & Nelson, 2002). These 'common-sense' views permeate the educational system, informing what is taught, how and by whom, and because of their nature generally go untested and unchallenged (Biesta, 2012). Further, it has been suggested that "what appears as 'common sense' often serves the interests of some groups (much) better than those of others" (Biesta, 2008, p.4). STs emphasis on control and behaviour management could be seen as reflective of current educational policies and practices which emphasise order, control and management and largely ignore the relational (e.g., Educational Excellence Everywhere, DfE, 2016; Professional Teaching Standards, DfE, 2011 and ITT Core Content Framework, DfE, 2019), and thus how these macro-level decisions precipitate the everyday micro-level interactions and perceptions of student-teacher relationships (Raffo, 2014; Smyth, 2005; Wrigley, 2014). This leaves further exploration around whether inegalitarian vertical relationships benefit the students (children and young people in particular) as much as they benefit the teachers.

5.4.2 Committing to relational equality: in community and in practice

In discussing how participants felt they were experiencing and enacting relational (in)equality in the tutor group, a picture was built of how they understood the term. Whilst STs, on the whole, questioned the relevance and necessity of relational (in)equality, particularly within the school classroom, and explored the function and purpose of inegalitarian relationships, TEs took a difference stance. TEs positioned relational equality as an intentional and deliberate commitment within their practice. At the heart of this, TEs considered their role was in cultivating a sense of community within the tutor group, imbued with respect, trust and inclusivity. TEs suggested their role was to overcome differences within the PGCE tutor group in order to create a sense of connection and belonging, and in ensuring they recognised the individual contribution of each ST. TEs felt they engendered a culture of relational equality by treating the STs as moral equals as well as modelling this ethos within their role as 'teacher'.

This focus on building communities within educational contexts is a concept which is reflected in literature on relational and critical pedagogy (e.g., Taylor, 2019; Lupton & Hempel-Jorgensen, 2012). This concerns the teacher bringing themselves to the classroom, meeting the students as moral equals and encouraging students to be able to replicate this way of relating within the horizontal relationships in the school classroom. From this different stance, teaching is less about technique and mechanism, and more about the ethos with which teaching is embodied (Munns, 2007). Further, research regarding incorporating considerations of social justice into teacher education has emphasised the importance of STs experiencing democratic group processes within their own lives, both within and outside of educational settings, so that this can then be re-enacted in school classrooms (Goodwin & Darity, 2019). This means creating a community built on norms of "cooperation, fairness, mutuality and equality" (Goodwin & Darity, 2019, p.67), something which it appears TEs were striving to achieve in the PGCE tutor group. This concept of community makes sense

in the context of considering the relational, and indeed the potential value of relational equality. The importance of experiencing “relatedness” for psychological health and wellbeing, as well as growth and development, has been emphasised (Connell & Wellborn, 1991; Ryan, 1991). Experiencing secure connections within our environments allows us to feel valued and worthy of care and respect, achieved through having areas in life in which we experience belonging and community (Osterman, 2000). These findings propose emphasising the sense of community within education, tapping into the broader purposes of education which have been largely missing from educational policy guiding classroom practice (Biesta, 2008; Smyth, 2007). Relational equality as community can thus be seen as another contribution of this study towards the positive aspects of relational equality.

Another important finding of this present research is a sense of what TEs thought relational equality could look like in practice – a conscious commitment to enacting relational equality, embedding it into the PGCE through modelling and through reflection. TEs’ sentiments on the importance of modelling for relational equality echo those of other educators who have considered how to effectively incorporate similar, aligned approaches into education. Modelling within teacher-student relationships and educational contexts has been defined as “the intentional demonstration of the process” (Brockbank & McGill, 2007, p.218). For example, efforts to incorporate restorative justice and relational pedagogy into teacher education emphasise the importance of ensuring the concept is infused in the fabric of teacher education programmes, and not just the syllabus (Hollweck et al., 2019; Vaandering, 2014). This also reflects Rogers’ (1977) stance on educating teachers in a person/learner-centred approach, and how this is most effectively learned by STs when TEs exhibit the person-centred values they are trying to impart. In other words, by embodying a person/learner-centred ethos and modelling this as a way of teaching, these values are experientially “caught” within the learning environment (Rogers, 1977, p.88). TEs applied similar sentiments in this present study, where they named modelling as important to the process and enactment of relational (in)equality within the PGCE classroom, but also to the

embodied learning of the concept for the STs and the potential knock-on effect enacting relational equality could have on STs practice in school classrooms. This is particularly pertinent as we begin to understand relational equality as a personal commitment and an embodied practice, adding nuance to theories of how the relational elements of (in)equality are distinct from the distributional within education. TEs perceived relational equality not as something which can be taught but something which must be experienced, and it is only in the experiencing of it that it can then be understood and recreated within school classrooms.

This is one way of looking at it. Another is to consider the importance of explicitly providing theory and background to what you are attempting to model; being clear on *what* you are doing and *why* you are doing it (Ruys et al., 2013). Although both TEs felt like relational equality was something they enacted through the creation of community and in modelling cooperation, this was not something which was explicitly picked up or commented on by the STs. STs did comment on being treated with respect by TEs and being recognised as individuals with differing needs. However, in terms of valuing the community TEs felt they built, in recognising being treated as equals and in re-enacting TEs' actions within the tutor group with their peers and in school classrooms on placement, this did not appear to be a part of STs' experience (as far they mentioned in the interviews and focus group). This was supported by my observations of TEs in tutor group sessions, whereby I was attuned to some of their actions and efforts to enact relational equality, but only because I was purposefully looking for this. I did not see or observe any explicit recognition by STs of what TEs were doing, or why they were doing it within the group. TEs use of language and their actions are all important, but if the STs do not know why TEs are adopting a certain approach, then it seems likely that this may not be absorbed into their practice in a deeper way. Of relevance here is research which emphasises the need for the "personal practice" of TEs to be combined with an explicit approach to this practice, with a "meta-commentary" (Ulvik & Smith, 2019, p.126), whereby TEs explicitly draw a link between theory and the philosophical and pedagogical choices underlying their practice (Ruys et al., 2013). It could

be considered that if TEs had been more explicit in what they were trying to model and why, this may have impacted the 'tokenistic' sense STs seemed to have of some of the TEs actions and support the STs to move towards a deeper understanding of why TEs were doing it and to what end.

Another important element of the nature of relational equality for TEs was their emphasis on the deliberate, intentional nature of relational equality. Of it being something which is deeply considered and incorporated into a teacher's practice and of it being tied to an underlying ethos a teacher takes within their role. Having taken this stance on relational equality it's not surprising that TEs felt reflection played an important role in the enactment of relational equality in education. In related research around emphasising teacher-student relationship building within teacher education, Phillippo and colleagues (2018) highlight the importance of encouraging STs to engage with and reflect upon their past experiences which, they argue, substantially impacts how STs make sense of the relational aspects of teaching. Research suggests these beliefs shape the type of teacher a person becomes, how they relate to students and the choices they make in the classroom both consciously and subconsciously (Goodwin & Darity, 2019). Throughout the present study TEs made several references to unpacking STs' existing beliefs, assumptions, and prejudices, and encouraging a reflexive practice to dismantle some of this in aid of relational equality in the PGCE classroom and school classrooms on placements. Previous research demonstrating various approaches to teacher education and development supports this sentiment, highlighting the role of reflexive practice in supporting teachers to raise self-awareness and consciousness, facilitating them to make choices more aligned with a social justice agenda (Brockbank & McGill, 2007; Bronkhorst et al., 2014, Goodwin & Darity, 2019; Light & Cox, 2001). Reflexive practice has been linked with teachers' ability to navigate difficult dynamics and situations which arise in the classroom, supporting teachers to emanate compassion and empathy in their practice, seen as particularly important for working with students from challenging and underprivileged backgrounds (Williams, 2015). This focus on reflection also

echoes Cochran-Smith's (2003) "stance of inquiry" which, they argue, enriches the process of teacher education by focusing on it as an ongoing evolving process, not a "time-bounded project or activity" (p.8), grounded in curiosity, inquiry and reflexivity. This encourages a culture of systematic inquiry into the purpose and aims of teaching, and continued learning "from and about the practice" of teaching (Cochran-Smith, 2003, p.8). So then, TEs' sense of the important role of reflection for the enactment of relational equality in teacher education aligns with existing research, adding important insight into the potential enactment and incorporation of relational equality into both school and PGCE classroom practice.

5.4.3 The barriers to relational equality

Adding to participants' understandings and experiences of relational equality outlined above, were also the various factors which they perceived as potential or actual barriers to relational equality within school and PGCE classrooms. This predominantly concerned micro-level interpersonal, intrapersonal and meso-/macro-level systemic barriers to the relationship-building participants all felt was vital to the enactment of relational equality. This is important to consider for a multitude of reasons, not least because it helps to create a clearer picture of the perceived barriers to relational equality, but perhaps also because it helps to add some clarity to sentiments that relational equality is not appropriate or necessary in educational contexts.

5.4.3.1 Intrapersonal blocks to relationship building

Participants' considerations of the reciprocal nature of relational equality, and thus the elements of the 'other' within relational dynamics, highlight important considerations around how our personal and historical experiences shape how we see and relate to ourselves (intrapersonally), and thus how we position ourselves in relational to others (interpersonally) (Cooper, 2003). TEs mentioned that part of cultivating a community where all STs feel valued, included and represented, encompassed recognising when there were STs who

were lacking in confidence and questioning whether they could do what was required of them as student-teachers. This is aligned with considerations of relational egalitarians (e.g., Fourie, 2015; Miller, 1997) who posit that “self-regarding attitudes” are an equally important element of considerations of relational equality (Voigt, 2020, p.11). A relationally equal society is one in which we not only regard others as equal, but also ourselves; where we relate to ourselves with respect and consider ourselves as morally equal and worthy (Voigt, 2020).

This study thus suggests that intrapersonal factors are imperative to considerations of relational equality within the classroom. Such considerations emphasise the various layers involved in the enactment of relational equality and encourages micro-level considerations of not only the nature of interpersonal relations, but also the intrapersonal. Attention should be paid to how both students and STs relate to themselves, whether they hold themselves in high regard and whether this stands in the way of building egalitarian relations in the school or PGCE classroom. These considerations would have a dual purpose – firstly to raise awareness of one’s own beliefs, values, self-to-self relating and to consider how this is impacting the establishment of egalitarian relations in one’s classroom. Secondly to raise awareness and understanding of how this may be playing out for the students or STs within one’s classroom. Here, the tools of counselling psychology can be drawn on to improve and consider the intrapersonal factors which may be influencing the nature of the teacher-student and TE-ST relationship. Conceptualised within an understanding of the therapeutic alliance (Hovarth et al., 2011), an integral part of the therapeutic relationship is to unpick how each person’s intrapersonal experiences are contributing to the relational dynamic (Lemma, 2003). Integral to this process is an increased awareness and consciousness of the intrapersonal experiences of both self and other (Safran & Muran, 2003).

On the other end of the spectrum are the considerations of intrapersonal factors which potentially influence a person’s interaction with and understanding of relational (in)equality.

Here I am referring to the presence of self-assuredness, confidence and self-efficacy – in other words a sense of personal power – and how this shapes a person’s identity and, as a result, their experience of relational (in)equality. This feels pertinent given the findings in this study around privilege and identity, whereby both STs were observed to function as confident members of the group, talking frequently and taking the lead in smaller groups (see theme 4.4.2). These micro-level interactions between peers are undoubtedly informed by participants’ experiences of privilege and their identities, and could be playing out within the school classroom, especially given research which has emphasised how various elements of identity (e.g., gender, ethnicity, socioeconomic status) influence how teachers interact with students (Kesner, 2000; Yoon; 2002). Consideration of identity makes sense within the context of teacher education when STs are learning and integrating a new professional aspect into their sense of self (Ellis et al., 2016). Identity has been proposed as “a self-understanding to which one is emotionally attached and that informs one’s behaviour and interpretations” (Holland & Lachicotte 2007, p.104). Our identities are formed and shaped through our social and cultural contexts, and so it can be considered how the teacher education context may influence this (Edwards, 2010). Within the teacher education context this undoubtedly has an impact on how STs engage with peers, students, TEs and mentors, and how they approach their professional growth and development (Morgan et al., 2013). This is particularly important to consider given the integral role teacher education programmes have been suggested to play in the exploration and (re)integration of STs’ identity with their new-found professional identity (Ellis et al., 2016).

Another consideration is how privileged experiences of relatively relationally equal dynamics, or not particularly harmful unequal dynamics, can impact a person’s approach to the concept of relational equality. Participants had both direct and indirect experiences with privilege and explored how this related to relational equality, particularly in terms of how ‘relevant’ such considerations were to those with more privileged experiences. It could be considered that when a person with a higher sense of personal power, who has a greater sense of agency,

believing they are able to navigate relational spheres whilst maintaining autonomy and their ability to make their own choices, and who holds many relational resources outside of the school context, may consider the impact of an unequal relational dynamic with a teacher as either not harmful or inconsequential to them, a point which is potentially reflected in STs experiences of relational (in)equality as outlined in the data analysis (section 4.4.2). This is particularly pertinent given that research has shown how teachers' experiences of micro-level inequalities within the vertical and horizontal relationships in school of mistreatment, disrespect and misrecognition, has been attributed to marginalised aspects of teachers' identities such as race, sexuality, gender and disability, and an "unwillingness" of peers and school faculty "to recognise and accommodate difference" (Lynch & Lodge, 2002, p.168). Thus, one hypothesis for why inequalities on the micro-level relations were not experienced or highlighted as a contentious issue for the STs in this study was their perceived privileged identities, with STs acknowledging how they were 'less likely to recognise' TEs' efforts to establish equality within the tutor group (see theme 4.4.2). This echoes Proctor's (2018) sentiments of historical power, which proposes that our personal experiences of power and powerlessness considerably influence how we experience processes of power within a relationship. What cannot be addressed here are all the specific factors or elements of identity which inform a person's stance on this, however participants' reflections open up an important area for consideration. This is relevant to considerations of relational (in)equality in classroom practice given that challenging instances of relational inequality, or encouraging a move towards greater relational equality within school and PGCE classrooms, would feasibly require a sense of personal power. Therefore, any considerations of meaningful enactments of relational equality should include reflections on how identity and consequential personal power across the micro-, meso- and macro-levels may impact TEs' and STs' ability to consider and address instances of relational inequality within school and PGCE classrooms.

To conclude, this research raises important points of consideration of the role intrapersonal factors and identity play in the establishment of egalitarian relationships. If these factors, in

terms of relationship building, self-relating and feeling a part of a learning community, can be more deeply understood, then the role they may play in enacting relational equality within school and teacher education settings could be more clearly outlined. TEs within this study already began to suggest how they go about navigating ST's intrapersonal experiences and sense of identity within the PGCE tutor group and this offers insight into how this may be done. STs, however, were not aware of this and so again we return to the importance of TEs being explicit in their practice – in weaving together theory, practice and ethos for the STs. This research offers a fertile ground for future research in terms of a deeper exploration of the interplay between intrapersonal factors, identity and relational inequality, and what can be done to mitigate it.

5.4.3.2 Time Participants highlighted the role of time in developing relational equality, both in terms of a potential barrier due to a perceived lack of time and in terms of the vital need for time in the creation and sustenance of relationally equal relationships. This echoes existing research highlighting building relationships based on equality and mutual respect as “a complex interpersonal practice” (Scheffler, 2015, p.31), which is not simply taught but is learned through experience. Current research emphasises the relational element of teaching as being established and developed when in relation to and relating with students (Ljungblad, 2021). That is to say that the relational aspects of teaching are developed, tested and explored within the daily interactions between teachers and students. Within this present study, participants' emphasis on the enactment of relational equality requiring time for relationship building, the establishment of trust and a testing of the genuineness of a person's intentions for relational equality, adds to understandings of the nature of relational equality within classroom practice. Specifically, these findings suggest that relational equality is difficult to achieve within a moment, and that the genuineness of a teachers' intentions towards relational equality can only be tested across time, through multiple opportunities and occasions for interactions with students. This adds to an understanding of relational equality as a practice and process which is in flux, underpinned

by continual choices and decisions to head towards, but never fully reach, relational equality. Relational equality within a teacher's practice, then, can be considered an intentional commitment, which has to be continuously and consciously enacted. This position was captured within TEs' sentiments around relational equality being something which is only ever strived towards, but never fully achieved. This echoes work on considerations of distributive equality and fairness within education which, Laing and colleagues (2019) argue, must be considered a process of continued dialogue and negotiation. Which can never truly be considered 'achieved' given the complex, multifaceted, ever-changing nature of the perspectives and purposes of an equal education system.

TEs' sentiments that the ability to enact relational equality within the classroom comes with time and experience aligns with existing theories on the process of teacher development and can be considered through a developmental framework (Arends & Kilcher, 2010). For example, Fuller (1969) proposes a three-stage theory where STs first move through the "survival stage", where they are primarily concerned with maintaining control of the classroom, how they are perceived by students and their (in)ability to establish and maintain positive relationships in educational contexts. From here they move to the "teaching situation" stage where they are concerned with the fundamental processes and procedures of teaching and preoccupied with the availability of resources and obtaining an adequate skill set. Fuller (1969) proposed that it is only during the final stages of development, the "student results and mastery" stage, that STs become fully aware of the individuals in the classroom, where concerns for their students' needs, growth and welfare become integrated into their teaching practice. Further, these findings support existing implications of various meso- and macro-level temporal factors on the STs experience of ITE. The structure of the PGCE mean that STs are essentially guests of other established teachers' classrooms, rendering them beholden to and limited by how the main teacher runs the classroom (McLaughlin, 1991), a sentiment which was echoed by the STs in this study. Within both ecological and developmental frameworks, it could be seen how asking and expecting STs

to have a raised level of consciousness of the dynamics occurring in the classroom and be equipped with the tools to mitigate the unequal dynamics, would be very challenging within the earlier stages of teacher development.

5.4.3.3 The system of education Vital to considerations regarding the reality of working towards relational equality in educational settings are the various meso-level (e.g., university and school-based elements of the ITE programme influencing the tutor group) and macro-level (educational structures and policies influencing ITE and classroom practice) barriers participants perceived as outside of their control. Participants identified various factors within the broader educational system which they perceived as creating structural barriers to relational equality in school and PGCE classrooms. This is reflected in work around the ‘business of schools’, where some consider the move towards attainment, standardisation and professionalisation within schools has meant teachers are increasingly torn between keeping relationships at the centre of what they do and managing behaviour and classrooms (Clarke & Mills, 2022; Thorsborne, 2013). Participants’ emphasis on the myriad structural barriers to incorporating an agenda of relational equality within classroom practice echo similar sentiments within the social justice work of counselling psychologists. For example, constraints within curriculum, time pressures, lack of opportunity for applied learning and challenges within healthcare settings have all been raised as creating barriers to the incorporation of social justice work into the training and practice of counselling psychologists (Baranowski et al., 2016; Olle, 2018; Toporek & Sloan, 2016).

The necessity for a shift in school culture (meso-level) and educational policy (macro-level) in order for considerations of relational equality to be incorporated into the agenda of schools has been reflected in work around relational pedagogy. For example, Hollweck and colleagues (2019) emphasised that a shift towards a more relational way of working in schools, which prioritises the quality and nature of relationships, “is impossible to achieve with short-term thinking or through traditional teaching methods” and must become an

integral part of school culture (p.250). Such a school culture would consistently place people and relationships at the heart of the schools' activities, ensuring an emphasis on building and sustaining relationships between all included in the school community (students, family, pastoral and teaching staff) and creating a culture of respectful listening to engage the school community in the learning and development of its students (Hollweck et al., 2019). I would argue the same could be said for moving towards the incorporation of relational equality within classroom practice. Further, for those STs who may take a personal interest in social justice work within their teaching practice, incorporating this becomes considerably harder when the whole-school approach is not consistent with this. If STs are attempting to move towards an emphasis on egalitarian relationships and this contradicts a schools existing academic procedures or behaviour policies, it's easy to see how this would feel like an uphill battle. Further, removing macro-level barriers by introducing educational policies which attend to, recognise and prize these elements, incorporates them into practice and recognise them as integral to teaching and education, would be vital in supporting teachers' micro- and meso-level efforts towards greater relational equality.

Here we see the importance of the alignment of agendas between the university-based and school-based elements of teacher education programmes, and the importance of collaboration and joined-up working between professional mentors based in school settings and teacher-educators based in university settings to support a social justice agenda within ITE. In addition, these findings illustrate the limitations placed on TEs given these myriad (macro- and meso-level) systemic barriers which are beyond the university setting. Despite these limitations, TEs within this study offered some suggestions as to how to support STs in navigating these systemic barriers. TEs highlighted the importance of supporting the STs in finding balance within their developing classroom practice, supporting them to work with rather than against the systems and helping them to see the moments and opportunities they can utilise to move towards relational equality within school classrooms. This echoes research and frameworks on social justice work in ITE (Cochran-Smith, 2010; Jones, 2016;

Sivia, 2020). Thus, not only do these findings highlight what participants perceived to be the barriers to relational equality, but also the means through which such barriers can be mitigated.

5.5 Reflexive statement

That a researcher is inextricably tied up in the forming, shaping and outcome of their research has been well established (Bradbury-Jones, 2007; Trainor & Bundon, 2020). In fact, researcher subjectivity is embraced as an integral part of qualitative research (Morrow, 2007). Reflexivity is considered to be an ongoing process of “internal dialogue and critical self-evaluation” in aid of increasing self-awareness of one’s positionality, and how this impacted the research process and the co-construction of knowledge as a result (Berger, 2013, p.220). It challenges a researcher to consider: how do my assumptions, belief, values, social-situatedness, identity and historical experiences influence how I relate to research participants, ask questions, interpret data and construct knowledge from that data (Pillow, 2010)? Within this section I will consider some of these questions in relation to this research, whilst acknowledging that reflexivity is never done or fully achieved but will remain a work in progress (Braun et al., 2019). No doubt the more space I get from this project, the more opportunity I will get to reflect and consider things from a different perspective (Mauthner & Doucet, 2003). For now, I offer my reflections on this process so far.

Here I want to build on my initial considerations (see section 1.4) of what my intentions were coming into this work and how it impacted the research. On reflection, I can see how I began this process wanting to hear my own understanding and valuing of relational equality reflected back to me. I experienced a visceral reaction during the first focus group when the STs’ experiences and perspectives diverged from my own. I did not reflect this to STs at the time, as I had intended to ‘bracket out’ my own thoughts and beliefs about relational (in)equality to reduce my impact on participants’ responses (Finlay & Gough, 2008), and so I

had tried to remove myself entirely from the research process. I effectively tried to make myself a mirror, reflecting back to the participants what they were telling me without muddying their understandings with my own opinions. This of course was not successful and was clearly quite evident to the participants with one of them sharing an observation with me that I looked disappointed with their answers. And in truth, I was. They were not saying what I wanted them to say, their ideas and thoughts did not echo mine and this was frustrating to me. In response, I deflected the question and moved the conversation on, but I am left wondering what it would have been like to share honestly with them what was going on for me. I am curious about where this would have taken the discussion and what would it have been like for them, relationally, for me to share some of myself. I was fortunate enough in the early stages to have an insightful conversation with another researcher, whose work focuses on facilitating and embedding difficult conversations on inequality and social justice into teacher education. She implored me to reflect on *why* I had attempted to remove myself from the discussion with participants and encouraged me to use this experience to carve a new path in the research process. From then on, I made a commitment to be more authentic and congruent in the data generation stages and this freed me up to explore and be curious with the participants, allowing me to be more comfortably alongside them in discussions as opposed to attempting to be an (albeit frustrated) observer.

Perhaps the most important reflection on this process was recognising that in pushing my own agenda I was not embodying the relational equality I was espousing. Ultimately, as researcher and trainee counselling psychologist I was coming from a polarised position of 'relational equality = good, relational inequality = bad' and was generally unprepared to recognise or explore nuances within this argument. I automatically assumed a position of 'expert', evident to me in my initial responses to STs. The irony of working relationally unequally whilst exploring the topic of relational equality is not lost on me. Fortunately, I was incredibly lucky to be surrounded by colleagues, supervisors, peers and research participants who challenged me on this. I continuously checked in with myself throughout the

process and intended to meet all participants, in every conversation, as an equal, with genuine curiosity as to their perspective and experiences, holding on to the belief that there is something I could take and learn from what they shared with me. This has been a humbling realisation that enacting and embodying relational equality is challenging, it's something that you repeatedly commit to and have to consciously enact – and there are many factors that can get in the way. Internally and externally, all my thoughts, beliefs, wants, and desires were constantly clouding my intentions in any interaction.

This process has helped me to grow my own sense of what relational equality means in my practice and just generally as I try to navigate the world. It has made me consider what the barriers are and how I hold the power to overcome these barriers. And it makes me think about the assumptions I make as a psychologist about the educational context which perhaps are unhelpful and misplaced, and at other times beneficial. Most importantly it has bolstered my profound respect for educators, for all they do and all the systemic barriers they are up against and has further fuelled my opinions about transdisciplinary working. There is so much knowledge, skills, insight, and value in what educators can bring to psychology and vice versa. Whilst the two continue on different (but clearly parallel) trajectories it is a considerable loss to both professions and all those enveloped within them.

Despite all this, despite accepting and opening myself up to these different and varying perspectives, I still find myself sitting uncomfortably with the idea of inherently unequal relationships in education and with an education system which is still marked by control and 'management'. My stance on this issue remains that whilst there will inevitably be a power imbalance, teachers still have a choice in what they do with this. My perspective on this is perhaps evident in how I have interpreted the findings, how I situate them within existent literature and the implications and recommendations I offer. It is reasonable to assume that someone with a different view would have positioned this differently. For me though, much like I think each budding psychologist should ask themselves "why am I doing this?", I think

there is something important in taking some time to think about what it is that is driving you to become a teacher. What is your intention and what keeps you anchored in being an educator? Because I think the answer to that question has some very important implications for how you feel about yourself in relation to the person or people around you, how or if you recognise the 'role power' you hold (Proctor, 2018) and what, in recognising this, you intend to do about it.

In many ways it has been the research process itself which has been the most fruitful and insightful experience. This has been a process and unfolding within itself, a test of what relational equality means to me as a practitioner and as a human. There has been something intangible in the conversations I've had and the spaces that have been created. I have personally experienced what can come from creating a space of non-judgement, questioning, listening and exploring the meaning of the term "relational (in)equality" together with participants. For me this was a process from which I learned greatly, not just about how the participants and I were understanding the term on an intellectual level, but also an experiential level. The participants' open and honest sharing provided me with the opportunity to consider what we mean by the relational in both the classroom and therapy, and the nature of these relationships and the potential function of hierarchy. In putting the question out there it has forced me to turn the question towards myself and my practice, do I think relationships in the therapy room should be equal? Do I think they should be equal in education and what do we even mean by equal? How do we measure that and account for that? And perhaps there is something more fruitful in just having these conversations than in determining what that means for anyone. It has helped me see the power in just opening up the conversation, in inviting peoples' voices in. In not pre-determining and in allowing people to come to their own conclusion. I am not sure this is the end of the conversation, in fact I am convinced this is only the beginning, and providing the space, in meeting people with respect and value and recognition, is just as valuable as discussing the topic itself.

5.6 Contribution to knowledge

The present study provides an in-depth, contextual exploration of understandings and experiences of relational (in)equality within teacher education and, to my knowledge, is the first of its kind. This study offers insight into the relational aspects of (in)equalities in educational settings by specifically exploring the (in)equality within teacher-student relationships and structuring of relations within teacher education; currently a considerably under-researched area (Hagenauer & Volet, 2014). The key findings presented and discussed make several important contributions to the existing body of knowledge across the disciplines of teacher education, counselling psychology, and social justice.

This study adds depth to existing calls for relational (in)equality in education by offering a nuanced understanding of relational (in)equality on the micro-, meso- and macro-levels in a teacher education context in an English university. Firstly, this study sheds light on how STs and TEs define and experience relational (in)equality with a Secondary PGCE tutor group in England, ultimately demonstrating an understanding of relational equality on the micro-level as a sense of community, respect, trust, being seen, heard and recognised. As a result, this study goes some way to address the 'positive' aspects of relational equality (what it is, rather than what it is not), an area which has been missing from existent literature (Voigt, 2020). Secondly, this study highlights the crucial elements of time within the development and enactment of a classroom practice which embodies relational equality. Emphasising the implications of a lack of time, due to meso-level barriers (such as pressures on STs to effectively manage classrooms and STs perceived low-level place in their placement school's hierarchy) inevitably shaped by macro-level policies (such as the overemphasis on outcomes and attainment, and lack of focus on relationality and social justice within the Professional Teaching Standards, DfE, 2011), on aspects deemed vital to relationally equal classroom practice such as relationship building, critical self-reflection and awareness raising.

Thirdly, this study raises questions around the applicability of relational equality within classroom practices and proposes a conceptualisation which positions relational inequality as potentially functional and purposeful, and necessary for safe and effective learning environments. At the same time, this study also highlights understandings of relational equality as an ethos or ethical commitment in teaching practice which is integral to creating inclusive and respectful spaces, and facilitates development, learning and growth. As a result, this study encourages a balanced approach to relational (in)equality, with a sense that relational equality offers something useful to reflections on the everyday interactions, relational practices and intentions of teachers and TEs in classrooms, whilst also highlighting that a distance or hierarchy within the teacher-student relationship can provide students/STs with a sense of safety, containment and support. Such a nuanced understanding can support conversations and considerations of the nature of classroom hierarchies and help to answer questions around whether inequality is necessary for the teacher-student relationship to function.

This study adds to calls for the 'how' of social justice work in teacher education to be more explicitly clear and theoretically sound (Goodwin & Darity, 2019; Kaur, 2012). Further, it provides a practical understanding of the enactment of relational equality from the TEs within the PGCE tutor group context. This study highlights the intentional and deliberate commitment TEs felt they made, the importance they placed on cultivating community in enacting this and the role they played in modelling an ethos of relational equality. It proposes that a part of this work is for STs and TEs to ensure egalitarian horizontal relationships within the classroom and this includes addressing the intrapersonal barriers potentially inhibiting a person from experiencing egalitarian relations in the classroom. Specifically, this study has highlighted the potential influence of a person's beliefs and assumptions, as informed by their previous experiences, on the relationship building deemed vital to establishing relational equality. This includes how a person, based on these biases and

assumptions, relates to themselves as well as how they relate to others. This importantly contributes to calls for the crucial intrapersonal factors to be included in explorations of justice and (in)equality (Prilleltensky, 2013).

Further, this study enriches conceptualisations of relational (in)equality by highlighting the perceived barriers to relationally equal classroom spaces. This includes the (micro-level) intrapersonal factors mentioned above as well as elements of privilege, power and identity (across micro-, meso- and macro-levels) which influence how a person relates to and experiences relational (in)equality. This study also highlights the potential barriers to relational equality as created by the systems within which TEs and STs in this study sat. Specifically, a lack of time, resources and autonomy as a result of the academic and procedural pressures placed on TEs and STs by the teacher education programme as well as the placement schools.

5.7 Strengths and limitations

As stated above, a notable strength of this study was that it appears to be the first study which offers an exploration of the concept of relational (in)equality in teacher education *in situ*, adding contextualised understandings to existing theories of relational (in)equality. In addition, it not only offers an exploration of a relatively unexplored concept but also a fairly neglected area of education research – that of teacher education (Goodwin & Darity, 2019). Methodologically, adopting critical realist and ecological lenses to explore relational (in)equality within the PGCE context allowed for the recognition of the inherently layered nature of participants' understandings and experiences. Facilitating a critical challenge to assumptions of relational equality in education and ultimately fostering rich, nuanced and informative insights into the reality of relational (in)equality in teacher education (Sivia, 2020). Additionally, this study offers an example of transdisciplinary working across education and psychology, adding to calls for social justice work and research, within both

teacher education (Goodwin & Darity, 2019) and counselling psychology (Kagan, 2015), to be done in conversation and collaboration across disciplines. The hope is that in working in such ways, research exploring social justice work which encompasses considerations of relational (in)equality can and will cut across contextual and disciplinary boundaries.

The purpose of qualitative research, as informed by its philosophical underpinnings (Denzin & Lincoln, 2011) means that it does not attempt to offer broadly generalisable findings applicable to all contexts. Instead, it's concerned with offering rich, contextual understandings from the perspectives of those participating. For this study, this meant illuminating the lived experiences and understandings of relational (in)equality for the participants (Polit & Beck, 2010). Nevertheless, tentative implications of this study for considerations of relational equality within the social justice agenda of both counselling psychology and teacher education have been offered (section 5.9). However, it is important to acknowledge the potential that more recruited participants could have offered this study. One hindrance of adopting a case study methodology was that the pool of potential participants was restricted to the STs and TEs encompassed within the PGCE tutor group selected. This may have introduced the possibility of respondent bias, whereby those participants who opted to participate inadvertently represented a particular subgroup of PGCE tutor group members (Franklin et al., 2010; Williams & MacDonald, 1986). Demographic information was not collected to protect the confidentiality of participants, but my observations were that this was not a heterogenous group, with three white males and one non-white female, nor was it representative of the diverse identities, backgrounds and experiences of the wider group. A more diverse participant group could have offered a broader range of perspectives to be explored, pertinent here given the potential influence of identity and privilege on experiences of relational (in)equality (see sections 5.4.1 and 5.4.3.1). This also raises questions about the social justice goals of this research, considering the importance of giving voice to marginalised experiences (Braun & Clarke, 2020; Morrow, 2007; Tracy, 2010), and is perhaps reflective of some of the micro-level

inequalities within the PGCE tutor group. More could have been done to encourage a diverse range of participants with a broader range of identities and to make those tutor group members with marginalised identities and experiences feel safer and more confident in participating. For example, offering more flexibility and creativity in how participants could share their perceptions and experiences of relational (in)equality, whereby participants could choose between either focus groups *or* individual interviews, and could suggest a familiar environment for these to take place so they could share their experiences in ways which felt more comfortable to them (Barnes et al., 2006; Bochel et al., 2008). Inevitably, however, there would be historical experiences of relational inequality across micro-, meso- and macro-levels (see section 5.4.3.1), which undoubtedly impacted participants' willingness to take part.

Further, in order to adhere more meaningfully with a social justice approach, more could have been done to foster and encourage reflection on personal identities and participants' ecosystems and how these interact with relational (in)equality. Presenting participants with an abstract definition of relational (in)equality potentially created barriers to exploring and unpicking the concept together. Relational pedagogies and practices could have been drawn on to prioritise my role as facilitator as opposed to instructor, to offer case studies as a catalyst for critical reflections and dialogues, whilst also respecting participants' current positions (Jones, 2016; Sivia, 2020). For example, to establish rapport, build respect and model relational equality on a micro-level I could have drawn from Sivia's (2020) utilisation of 'identity bags' in ITE. Sivia (2020) asks STs to bring three objects that represent their cultural identities, learner identities, and burgeoning teacher identities. Such an approach may have transformed relational equality from an "abstract concept and lofty ideal ... to an observable reality in teachers' lives" (Sivia, 2020, p.85).

Despite this, this study still offers a rich and in-depth exploration of both the STs' and TEs' experiences, and this was largely due to the adoption of a case study approach and

resultant range of data collection methods used. Utilising interviews, focus groups and tutor group session observations provided the opportunity to crystallise the STs' and TEs' understandings, experiences and enactments (Ellingson, 2008). I was able to witness STs' and TEs' interactions with each other, creating a different context from which to observe their understandings, experiences and enactments of relational (in)equality. Conducting the interviews with TEs at the beginning and end of autumn term allowed for a period of reflection and considerations of our discussions from Phase 1 and added a layer of deeper exploration and connection with the topic. For the STs the focus group allowed them to bounce ideas off each other, exploring the concept of relational (in)equality together and creating an understanding which was both shared and their own. The follow-up one-to-one interviews at Phase 2 offered an opportunity for STs to take forward the discussions and consider them in the light of their experiences on placement. It allowed them to start to build their own understanding of the concept, outside of the focus group, and to consider what this meant for them in their classroom practice.

Due to the Covid-19 pandemic, and subsequent national lockdown, all aspects of the data collection were conducted via Zoom as opposed to face-to-face. It is possible this impacted the way I attended to the nuances of the non-verbal aspects of interaction, such as voice tone and body language, which are much more immediate and apparent when conducting data collection in person (Seitz, 2016). Therefore, this was a potential barrier to communication, and rapport building, seen as vital to supporting participants in sharing their honest thoughts, feelings and experiences (Weiss, 1994). Further, the impact of the pandemic on the learning context and environment for TEs and STs, for both the university-based and school-based elements of the PGCE, must be acknowledged as potentially impacting the data. University-based teaching was blended online and in-person, and STs experienced disruptions to their placements, with staff and student sickness, changes in delivery of lessons, and TEs unable to attend placements in person. All of this had the potential to impact relationship building amongst various other elements of the PGCE

experience. However, I had explicit conversations with all participants about this, including data collection via online means, the way the pandemic was impacting their experiences on placement and TEs' frustrations with not being able to go into STs' placements, and we were able to recognise this as part of the research. This research was a case study of a PGCE tutor group and thus was concerned with the case as it occurred within the context it occurred, and the Covid-19 pandemic was an integral and unavoidable part of that context.

A final limitation of this research concerns the lack of consultation and reflection with participants following the analysis of data. Member reflections are a way of not only checking out the analysis and presentation of the data with the participants to ensure they seem accurate and true (Lindlof & Taylor, 2002), but, more than this, they provide "opportunity for *collaboration* and *reflexive elaboration*" (Tracy, 2010. p.844). I had hoped that including such member reflections would support credibility of the data analysis and research findings (Tracy, 2010). However, due to time constraints exacerbated by the Covid-19 global pandemic, I was unable to achieve this. To go some way to mitigate this I discussed my unfolding data analysis process with my supervisory team and with peers, using these spaces to unpack how my role and identity influenced the analysis, exposing areas outside my awareness (Lincoln & Guba, 1985; Nowell et al., 2017). However, it could still be argued that member reflections would have further enhanced this study's credibility and would have ensured a stronger alignment with a social justice agenda throughout my research by supporting meaningful representation of, and collaboration, with participants (Goodman et al., 2004).

5.8 Future directions

5.8.1 Next steps of this project

Being mindful of the lack of member reflections within this research (see above), I intend to take some steps towards rectifying this. I intend for the findings of this research to be shared with all participants upon completion, with a hope that their feedback and reflections can inform and shape any future iterations of this project. Further, sticking to the ethos of this work, I have considered how I can continue the transdisciplinary work. For example, I have collaborated with the PGCE staff on co-facilitating a seminar series presenting and reflecting on the idea of relational (in)equality in education. I am in talks with the PGCE course director to consider future similar collaborations and consider this to be aligned with the ethical considerations (outlined in Chapter 3) concerning exiting the scene and sharing the results (Tracy, 2010). It is hoped that such transdisciplinary work can foster a deeper more applicable conceptualisation of relational (in)equality and further explore the utility of the concept across disciplines.

5.8.2 Suggestions for future research

An overarching consideration for future research is the importance of emulating an ethos of transdisciplinary working and committing to embodying relational equality within research activities for social justice work in teacher education and counselling psychology. I consider consultation, collaboration and reflexivity to be key to this. Specifically, this research presents some interesting and important conceptualisations and experiences of relational (in)equality within the secondary PGCE context in an English university. Although this research touched on the experiences of relational (in)equality within the school classroom, this remains a relatively unexplored area and I would argue an important area for future research. As indicated earlier, further exploration is needed regarding the perceptions and

experiences of children and young people of inequalitarian teacher-student relationships in the classroom. Holding in mind STs' experiences and perceptions of relational (in)equality, I would argue that it is important to specifically explore children and young peoples' perceptions on how and if relational equality should be considered as relevant and important in school settings. The function and purpose of a hierarchy between teacher and student was identified within this study, as well as considerations of which types of relationships and with whom equality was more applicable and appropriate (e.g., horizontal as opposed to vertical relationships). It would thus be important to consider how and if children and young peoples' understandings of this converge or diverge from the perspectives generated in this study.

One area which was touched on within this research was the perceived role and influence of power, identity and privilege across micro-, meso- and macro-levels on the experiences and enactments of relational (in)equality. Although work exists on the complex interplay between power and inequality (Fourie, 2012; Lynch & Lodge, 2002; Pickett & Vanderbloemen, 2015; Prilleltensky, 1997; Prilleltensky & Nelson, 2002; Proctor, 2018; Raffo et al., 2015), relatively little exists in terms of how this interacts with identity within school and university classrooms. I would therefore argue that further exploration is needed on how a person's identity, and the experiences of privilege and personal power within this, impacts both how relational (in)equality is experienced as well as how applicable and relevant it is perceived to be to the school and PGCE classroom. One vital way to address these issues would be to ensure a more heterogenous participant group in order to move towards a conceptualisation of relational (in)equality which includes a more diverse range of experiences. Additionally, as emphasised in section 5.7, providing participants with a more conceptually rich and resonant definition of relational (in)equality which draws on existing work on relationality and egalitarianism in education, and utilises an ecological model to explicate how relational (in)equality plays out on the micro-, meso- and macro-levels, could encourage and create more explication of the *empirical* and *actual* understandings and experiences of relational

(in)equality. This could potentially foster *real* understandings of relational (in)equality within classroom practice, necessary for any meaningful shifts towards more egalitarian, and thus socially just, classroom practice.

Both TEs and STs identified various barriers to considering and enacting relational equality within educational settings. It is important to note the various meso- and macro-level factors which appear seemingly outside of the hands of educators, such as the increasing pressures on teachers' time and the myriad structural and procedural factors which make a move towards relational equality particularly challenging. One micro-level barrier raised which provides a relatively novel and under-explored concept into the realm of relational (in)equality is that of the perceived role of intrapersonal factors, specifically self-confidence and self-esteem. I would argue that further exploration is needed of such intrapersonal factors as a potential barrier, in particular how this shows up in interactions and what can be done to mitigate this.

5.9 Implications and recommendations

5.9.1 Implications for educational policy and practice

Comprehensive consideration of the relational aspects of inequality within educational practice and policy remain under-researched and this study aimed to redress this. In doing so, this study highlights the nuances in the argument for relational (in)equality in education particularly regarding the *why* and *how*. This research suggests that considerations of relational equality within education extends beyond micro-level egalitarian relationships and encompass recognising the current nature and structuring of relations within school and PGCE classroom settings (meso-level), what this structuring potentially offers or hinders, and where it can or should be minimised. This study does not suggest the need for a polarised stance in future research but rather a conversation around the points at which

unequal power relations are helpful and at which points they are harmful. By creating a space for these important conversations this study brings a different perspective and potentially challenges current dominant educational policy by responding to calls for the importance of recentring relationships within education (Raffo, 2014; Smyth, 2007; 2012), highlighting the value of not only considering what relationships mean in education but how we should consider the nature of these.

Further, this research has potential implications for the way relational (in)equality is conceptualised on the macro-level within educational policy, which undoubtedly has implications for the classroom practices and cultures within schools and universities on the meso-level. Recognising and prizing relationships, and the role these play within building a “culture of respect and trust in the classroom”, remains lacking from most recent ITT core content framework (DfE, 2019, p.9). The framework does encouragingly include papers on reconnecting with the purpose of education (Biesta, 2009) and the interrelated nature of teacher-student relationships and behaviour management (Wubbels et al., 2014) in the recommended reading section, however it seems that it would be beneficial to have a framework or code of practice, from which TEs and STs can start to hang these ideas. Especially given recent research which emphasises the importance of strong partnerships between the university-based (and TEs) and school-based (e.g., professional mentors) elements of ITE (DfE, 2020). With clear alignment within ITE curriculum and pedagogy facilitating the cohesive application of theory and practice for STs. Such a framework would require a comprehensive and shared understanding of relational (in)equality in order for meaningful conversations and considerations of what it may mean to take place (Fitzgibbon & Winter, 2021; Fourie, 2012), and this research goes some way to contribute towards this. Despite the discrepancies in the STs’ and TEs’ conceptualisations and experiences of relational (in)equality, this research still contributes towards the establishment of a shared understanding of relational (in)equality within education settings. The themes generated and resultant discussion offer several ideas and important considerations for relational

(in)equality within school and PGCE classrooms. Although questions remain about how and if relationally equal teacher-student relationships are appropriate and necessary, participants agreed the facilitation of a community of equal horizontal relationships between students and amongst staff was an important part of their role. Thus, I would suggest that this concept of building a community which fosters 'horizontal' relational equality offers a fruitful starting place for a shared understanding of more relationally equal classroom cultures. Relational equality as community can become an embedded part of a theoretical framework which can support a move towards thinking about relationships within educational policy and teacher education through the lens of relational equality.

For ITE specifically, this could include expanding the current focus on supporting STs to develop the technical knowledge and skills of teaching within the ITE curriculum, to also encompass STs self-development. Raising STs' critical consciousness by reflecting on issues of privilege, identity and inequality, on inter- and intra-personal factors which help or hinder relationship building and questioning the nature and power dynamics of horizontal and vertical relationships could become an explicit and important part of ITE (Egbo, 2019; Sivia, 2020). As opposed to professionalising or trying to measure any sort of 'relational equality competence', which would go against the TEs' sense within this study of relational equality being an ethical commitment (section 4.3.2), ITE ethical guidelines could be offered to support the development of critical and reflexive spaces where relational (in)equality could be discussed, across both university-based and school-based elements of ITE. This would undoubtedly include the education, training and support of TEs and school-based mentors (Duckworth & Maxwell, 2015).

More broadly, interventions to redress educational inequalities should specifically incorporate and consider relational elements of equality. Through the ecological lens of this study, the micro-, meso- and macro-level barriers to relationally equal classroom practices have been emphasised. Although this research does not propose the eradication of

relational inequalities and hierarchies in classrooms, it does propose some ways these barriers can be minimised to create more egalitarian relationships – both horizontally and vertically. For example, educational policy which brought in a limit on class numbers or encouraged consistency in tutors across the school years (whereby students would have the same form tutor throughout the school years), giving teachers the time, resources and opportunities to build relationships and foster cultures of community. Also, increasing funding and investment in teacher education and teachers' development beyond qualifying, to foster and facilitate the new practices in ITE outlined above. Such policies could then more feasibly trickle down into school-wide policy, encouraging schools to consider how their everyday practices regard and impact both vertical and horizontal relationships. This would also support parallel efforts in ITE to incorporate more consideration of relational (in)equalities into STs education.

Crucially, aligned with a social justice approach, such shifts in educational policy and practice would inevitably incorporate the application of theories, efforts and work of professionals across disciplines. It is about educators and psychologists consulting on educational policy changes, and their collaborative and continual review and criticality of any efforts implemented towards relational equality - considering if they have been effective, if they are meaningful and ultimately who they benefit (Apple, 2013; Cochran-Smith, 2010).

5.9.2 Implications for counselling psychology

As a discipline which strongly aligns itself with a social justice agenda (Goodman et al., 2004), counselling psychology has been criticised for not meaningfully engaging with this work in their research, practice and training (Cutts, 2013; Moller, 2011; Olle, 2018; Steffen & Hanley, 2013; Speight & Vera, 2004). Aligned with this, I would argue that counselling psychologists could and should be encouraged to see the broader implications of their work and to consider their role in identifying and understanding inequalities outside of the

'traditional' role of psychologist. Integral to this is not only considering how psychologists can work impactfully with other disciplines but also recognising the value and contribution other disciplines can offer to psychology's ethos and practice. I would argue that this present research offers an example of such transdisciplinary work, and as such is in and of itself a contribution towards an understanding of relational (in)equality within counselling psychology. By sharing my own personal experience of the research process and working across the disciplines of teacher education and counselling psychology, and in recognising the inherently relational and reciprocal nature of this process, I have provided a working example of the importance of intending towards embodying the essence of relational equality within one's identity as a counselling psychologist. In recognising where I have failed to enact relational equality, I have exemplified the value of constantly reflecting on what relational equality means, where this is achieved and where it is not.

I would therefore suggest that this has implications for the social justice orientation within the practice of counselling psychologists. Specifically, this study highlights the importance of a move towards deeper consideration of relational (in)equality within our own practice, what this may mean and how this can be established within our professional identity. I consider reflexive practice key to this. However, in order to avoid the type of 'navel gazing', insular perspective I myself was guilty of at the outset of this project, I would suggest counselling psychology's commitment to reflexivity and reflexive practice within its training and ongoing professional development (Hanley & Amos, 2018), should be extended to include a transdisciplinary approach. For example, I would encourage counselling psychology training programmes to work together with professional training programmes in aligned professions, such as clinical and educational psychology as well as teacher education programmes, to offer transdisciplinary reflexive practice spaces to consider issues of relational (in)equality. This is particularly important for disciplines with shared goals of growth and development, such as psychology and education (Robertson, 2000), where such a space of non-

judgement, acceptance, and empathy could be incredibly fertile for the critical reflexivity integral to meaningful transdisciplinary social justice work (Kagan, 2015; Parker, 2015).

5.9.3 Implications for teacher education

This research has implications for how relationships are conceptualised within teacher education. Although this would undoubtedly be facilitated and enabled by the macro-level changes to ITE curriculum outlined above, teacher-educators could choose to incorporate considerations of the purpose and function of inegalitarian teacher-student relationships, and the 'inevitable' hierarchy between teacher and student into their classroom pedagogy and curriculum, regardless of whether such macro-level changes occur. Attention can be paid to how this hierarchy can be maintained without unnecessarily exacerbating and abusing the power imbalance between student and teacher. Much like in the psychological therapy landscape, there is scope within teacher education for consideration of how the teacher's power can be mitigated as much as possible and used to support the goals of the student. This has potential implications for the practice of teachers and teacher educators, most specifically for the incorporation of reflexive practice on relational (in)equality into teacher education programmes and for this to be linked with theory and practice concerning relational (in)equality through critical and relational pedagogies in classroom practice. The value of an ecological lens here is imperative, particularly for the social justice work of teachers. This allows for the structural and contextual nature of relational (in)equalities to be highlighted, so that student-teachers know where, when and how they can make change, whilst recognising the structural (meso- and macro-level) limits on this, potentially reducing student-teachers' frustration and burnout (Navarro, 2018). It also highlights the importance of considerations of relational (in)equality to be occurring within both school-based and university-based elements of teacher education programmes, ensuring both professional mentors and teacher educators are part of this conversation. This is important, as current considerations of the relational within teacher education have been overly reliant on STs

acquiring relational skills implicitly through experience (Taylor, 2019), and this study offers how this can be brought from implicit to explicit. Considering relationships within the frame of relational equality offers a new lens through which to consider the issue of relationships within educational settings, not just in aid of learning and development, but in support of more equal classroom spaces and thus in line with social justice work.

Whilst questions remain about the nature of relational (in)equality in educational settings and whether the concept is helpful or even applicable within educational settings, this research does provide some important considerations to hold on to regarding reconnecting with the relational nature of teaching. Given that TEs engaged with the topic in a different way to the STs there is something to consider here in terms of the implications for ongoing teacher development. Both TEs acknowledged the role of reflexivity in supporting STs. Indeed, both TEs seemed to take much from the reflexivity offered within the interview space. Therefore, this study suggests that integrating ongoing professional development for both teachers and TEs should be implemented across the educational landscape to include both school and university settings. Teachers and TEs could be offered a shared, non-judgemental, safe space to continue exploring the complex interplay between external, systemic factors (like inequality) and the dynamics they are exposed to within their classroom practice. In positioning relational equality, not as a skill or a competency which has to be achieved, but as a moral or ethical commitment there is opportunity here for an engagement with relational equality to be something deeper and more personal.

5.10 Concluding remarks

This study offers a novel exploration of relational (in)equality within educational settings, providing a rich, contextual understanding of the lived experiences and perspectives of the teacher-educators and student-teachers of a PGCE tutor group. Given relational (in)equality is a relatively ill-explored concept within education (Fourie, 2012), and the suggestion that

teacher education receives comparatively little attention within the educational landscape, despite its integral role in the training and development of teachers (Hollweck et al., 2019), this study goes some way to shed light on these relatively unexplored areas. Adopting case study methodology and reflexive thematic analysis through a critical realist lens allowed for a rich and detailed analysis of the data which provided a deep exploration of the experiences and perspectives of participants. This offered in-depth and nuanced understandings of relational (in)equality in classroom practices which, despite their inevitable partiality given the multifaceted and complex nature of reality, are integral to the building blocks of knowledge. Thus, although the outcomes of the data analysis are inevitably context-bound, and were not intended to be widely generalisable, this study still provides some important insights, ultimately contributing to existing conceptualisations of relational (in)equality in education. Specifically, this study highlights the contrasting views and experiences of STs and TEs, bringing to light STs' questions about the applicability and relevance of vertical relational (in)equality to educational settings. Analysis identified how TEs conceptualised of relational equality as a moral commitment, a process which can only ever be intended towards and can be fostered through community, modelling and reflection. Further, the analysis highlighted what participants perceived as the vital intrapersonal, interpersonal and systemic barriers to relational equality within educational settings.

I have outlined how this study could inform future research and made suggestions for how these findings contribute to a theoretical understanding of relational (in)equality within educational policy and teacher education, having implications for both practice and research. I have outlined how practitioners across counselling psychology and teacher education can begin to embed considerations of relational (in)equality into their practice and professional identities and, most importantly, how this should be done in collaboration across the disciplines. I conclude by acknowledging that the current arguments for relational equality within education are theoretically sound and fair but stating simply that it should be embedded into the everyday practices of teachers is perhaps an oversimplification of an

incredibly complex nexus of structures and relations. I would argue this research creates space for the nuance within these arguments and taking inspiration from a pluralistic approach to therapy (Cooper & McLeod, 2011), proposes a 'both/and' approach to relational equality in education. Building on ecologically informed conceptualisations of relational (in)equality (Bronfenbrenner, 1979; Winter, 2018), this study encourages both the acknowledgement of the broader structural macro-level barriers (e.g., educational structures and policies influencing ITE) and meso-level factors (e.g., university and school-based elements of the PGCE influencing the tutor group) hindering relationally equal classroom practices which must be addressed in order to ensure longevity and sustenance of social justice work, whilst also recognising there are some more personal, relational (micro-level) decisions and intentions in the everyday practices of teachers which remain within the individual's control. This study offers a starting point for these conversations across both educational and psychological settings and specifically encourages such conversations to be transdisciplinary. On a personal level, this research has been an unfolding process of unpicking where I stand in relation to relational equality as well as an experiential process of working relationally. It has challenged my assumptions and intentions and forced me to consider what a meaningful commitment to relational equality for social justice looks like for me.

References

- Adams, K. L. (2018). *Relational Pedagogy in Higher Education*. [Unpublished PhD thesis]. The University of Oklahoma. Retrieved from:
<https://shareok.org/bitstream/handle/11244/299945/2018%20Adams%20Kristina%20Dissertation.pdf?sequence=1>
- Agostini, P. D., Hills, J., & Sutherland, H. (2015). *Were we really all in it together? The distributional effects of the 2010-2015 UK Coalition government's tax-benefit policy changes: An end-of-term update* (No. 22; Social Policy in a Cold Climate, p. 53). Centre for Analysis of Social Exclusion.
- Albee, G. W. (2000). The Boulder model's fatal flaw. *American Psychologist*, 55, 247-248.
<https://doi.org/10.1037/0003-066X.55.2.247>
- Allen, K. (2016). Top girls navigating austere times: Interrogating youth transitions since the 'crisis'. *Journal of Youth Studies*, 19(6), 805-820. <https://doi.org/10.1080/13676261.2015.1112885>
- Ali, S. R., Liu, W. M., Mahmood, A., & Arguello, J. (2008). Social justice and applied psychology: Practical ideas for training the next generation of psychologists. *Journal for Social Action in Counseling & Psychology*, 1(2), 1-13. <https://doi.org/10.33043/JSACP.1.2.1-13>
- Anderson, E. S. (1999). What is the point of equality? *Ethics*, 109, 287–337.
<https://doi.org/10.1086/233897>.
- Anderson, E. (2007). Fair opportunity in education: A democratic equality perspective. *Ethics*, 117(4), 595-622. <https://doi.org/10.1086/518806>

- Anderson, R., & Cissna, K. (1997). *The Martin Buber-Carl Rogers dialogue: A new transcript with commentary*. State University of New York Press.
- Antoniou, L., A. Dyson, & C. Raffo. (2012). Policy Interventions to Reduce Educational Inequalities: The Case of England, 1997–2010. In M. Demeuse, D. Frandji, D. Greger, and J. Y. Rochex, (Eds.). *Educational Policies and Inequalities in Europe* (3rd ed., pp.23–51). Palgrave Macmillan.
- Apple, M. W. (1982). *Education and Power*. Routledge and Kegan Paul.
- Apple, M.W. (2011a). Democratic education in neoliberal and neoconservative times. *International Studies in Sociology of Education*, 21(1), 21–31.
<https://doi.org/10.1080/09620214.2011.543850>
- Apple, M. W. (2011b). Global crises, Social Justice, and Teacher Education. *Journal of Teacher Education*, 62(2), 222–234. <https://doi.org/10.1177%2F00224871110385428>
- Apple, M. W. (2012). *Education and power* (2nd ed.). Routledge.
- Apple, M. W. (2013). *Can education change society?*. Routledge.
- Apple, M. W. (2015). Reframing the questions of whether education can change society. *Educational theory*, 65(3), 299-315. <https://doi.org/10.1111/edth.12114>
- Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*, 18, 1-8.
<https://doi.org/10.1177/1609406919874596>

Arends, R., & Kilcher, A. (2010). *Teaching for student learning becoming an accomplished teacher*. Routledge.

Aspelin, J. (2014). Beyond individualised teaching: A relational construction of pedagogical attitude. *Education Inquiry*, 5(2), 233-245. <https://doi.org/10.3402/edui.v5.23926>

Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher-student relationships: Struggling with “the line”. *Teaching and Teacher Education*, 25(5), 636-646. <https://doi.org/10.1016/j.tate.2008.10.002>

Baillie, S. S. (2021). *Austerity and Education: The impact of austerity measures implemented between 2010 and 2015 on the English education system and the subsequent influence on inequality*. [Unpublished masters thesis]. University of Agder.

Ball, S. J. (2010). New class inequalities in education: Why education policy may be looking in the wrong place! Education policy, civil society and social class. *International Journal of Sociology and Social Policy*, 30(3), 155–166. <https://doi.org/10.1108/01443331011033346>

Ball, S. J. (2015). Education, governance and the tyranny of numbers. *Journal of Education Policy*, 30(3), 299–301. <https://doi.org/10.1080/02680939.2015.1013271>

Bandura, A. (1977). *Social learning theory*. Prentice-Hall.

Banister, P., Burman, E., Parker, I., Taylor, M. & Tindall, C. (1994). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.

Baranowski, K. A., Bhattacharyya, S., Ameen, E. J., Herbst, R. B., Corrales, C., Cote Gonzalez, L. M., González, D. M., Jones, S., Reynolds, J. D., Goodman, L. A., & Miville, M. L. (2016).

Community and Public Arena Advocacy Training Challenges, Supports, and Recommendations in Counseling Psychology: A Participatory Qualitative Inquiry. *Journal for Social Action in Counseling & Psychology*, 8(2), 70-97.

<https://doi.org/10.33043/JSACP.8.2.70-97>

Barnes, M., Davis, A. & Rogers, H. (2006). Women's voices, women's choices: experiences and creativity in consulting women users of mental health services. *Journal of Mental Health*, 15(3), 329–341. <https://doi.org/10.1080/09638230600700664>

Bates, M. J. (1989). The design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13(5), 407-424.

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559. <https://doi.org/10.46743/2160-3715/2008.1573>

Berger, R. (2013). Now I see it, now I don't: researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>

Bergström, P., & Wiklund-Engblom, A. (2022). Who's got the power? Unpacking three typologies of teacher practice in one-to-one computing classrooms in Finland. *Computers & Education*, 178, 1-14. <https://doi.org/10.1016/j.compedu.2021.104396>

Bessell, S. (2019). Money matters... but so do people: Children's views and experiences of living in a 'disadvantaged' community. *Children and Youth Services Review*, 97, 59-66. <https://doi.org/10.1016/j.childyouth.2017.06.010>

Bhaskar, R. (1975). *A Realist Theory of Science*. Routledge.

Bhaskar, R. (1978). *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human Sciences*. Routledge.

Bhaskar, R. (1989). *Reclaiming Reality*. Verso.

Bhaskar, R. & Danermark, B. (2006). Metatheory, Interdisciplinarity and Disability Research: A Critical Realist Perspective. *Scandinavian Journal of Disability Research*, 8(4), 278-297, <https://doi.org/10.1080/15017410600914329>

Biesta, G. (1996). Education/communication: The two faces of communicative pedagogy. In A. Neiman (Ed.), *Philosophy of Education* (pp.185-194). Philosophy of Education Society.

Biesta, G. (2008). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Education, Assessment, Evaluation and Accountability*, 21, 33–46. <https://doi.org/10.1007/s11092-008-9064-9>

Biesta, G. (2012). Giving teaching back to education: Responding to the disappearance of the teacher. *Phenomenology and Practice*, 6(2), 35–49. <https://orbi.lu.uni.lu/bitstream/10993/7836/1/155%20OA%20Giving%20teaching%20back%20to%20education.pdf>

Billington, T., Gibson, S., Fogg, P., Lahmar, J.& Cameron, H. (2022). Conditions for mental health in education: Towards relational practice. *British Educational Research Journal*, 48, 95-119. <https://doi.org/10.1002/berj.3755>

Bingham, C., & Sidorkin, A. M. (2004). *No Education without Relation*. Peter Lang Publishing, Inc..

- Birrell, P. J., & Freyd, J. J. (2006). Betrayal and trauma: Relational models of harm and healing. *Journal of Trauma Practice*, 5(1), 49–63. https://doi.org/10.1300/J189v05n01_04
- Biswas-Diener, R. (Ed.) (2011). *Positive Psychology as Social Change*. Springer.
- Blyth, M. (2013). *Austerity: The history of a dangerous idea*. Oxford University Press.
- Bochel, C., Bochel, H., Somerville, P., & Worley, C. (2008). Marginalised or enabled voices? 'User Participation' in Policy and Practice. *Social Policy and Society*, 7(2), 201-210. <https://doi.org/10.1017/S1474746407004150>
- Boyatzis, R. E. (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Sage Publications.
- Bradbury-Jones, C. (2007). Enhancing rigor in qualitative health research: exploring subjectivity through Peshkin's I's. *Journal of Advanced Nursing*, 59(1), 290–298. <https://doi.org/10.1111/j.1365-2648.2007.04306.x>
- Bradley, R.H. & Corwyn, R.F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-99. <https://doi.org/10.1146/annurev.psych.53.100901.135233>
- Bragg, J., Burman, E., Greenstein, A., Hanley, T., Kalambouka, A., Lupton, R., . . . Winter, L. A. (2015). *The impacts of the 'bedroom tax' on children and their education: A study in the City of Manchester*. Manchester: University of Manchester. Retrieved from [https://www.research.manchester.ac.uk/portal/en/publications/the-impact-of-the-bedroom-tax-on-children-and-their-education\(e23004cf-46b9-460c-9fbe-d571cbfb0614\).html](https://www.research.manchester.ac.uk/portal/en/publications/the-impact-of-the-bedroom-tax-on-children-and-their-education(e23004cf-46b9-460c-9fbe-d571cbfb0614).html)

- Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <http://dx.doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage Publications.
- Braun, V., & Clarke, V. (2019a). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597.
<https://doi.org/10.1080/2159676X.2019.1628806>
- Braun, V., & Clarke, V. (2020). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative Research in Psychology*, 18(3), 328-352.
<https://doi.org/10.1080/14780887.2020.1769238>
- Braun, V., & Clarke, V. (2021). Thematic Analysis. In E. Lyons & A. Coyle (Eds.) *Analysing Qualitative Data in Psychology* (3rd Ed., pp. 128-147). Sage Publications.
- Braun, V., Clarke, V., & Hayfield, N. (2019). 'A starting point for your journey not a map': Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. *Qualitative Research in Psychology*, 1-22. <https://doi.org/10.1080/14780887.2019.1670765>
- Braun V., Clarke V., Hayfield N., & Terry, G. (2019). Thematic Analysis. In P. Liamputtong (Ed.), *Handbook of Research Methods in Health Social Sciences* (pp. 843-860). Springer.
- Braun, V., Clarke, V., & Rance, N. (2014). How to use thematic analysis with interview data. In A. Vossler & N. Moller (Eds.), *The counselling & psychotherapy research handbook* (pp.183–97). Sage Publications.

British Psychological Society (BPS). (2015). Standards for the accreditation of doctoral programmes in counselling psychology. BPS. Retrieved from:

<https://www.bps.org.uk/sites/bps.org.uk/files/Accreditation/Clinical%20Accreditation%20Handbook%202019.pdf>

British Psychological Society (BPS). (2021). *Code of Human Research Ethics* (3rd Ed.). Retrieved from: [https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-](https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf)

[%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf](https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf)

Brockbank, A., & McGill, I. (2007). *Facilitating Reflective Learning in Higher Education* (2nd ed). Open University Press Imprint.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press

Bronkhorst, L., Koster, B., Meijer, P., Woldman, N., & Vermunt, J. (2014). Exploring student teachers' resistance to teacher education pedagogies. *Teaching and Teacher Education, 40*, 73-82. <https://doi.org/10.1016/j.tate.2014.02.001>

Brown, J., Wiendels, S., & Eyre, V. (2019). Social justice competencies for counselling and psychotherapy: Perceptions of experienced practitioners and implications for contemporary practice. *Counselling and Psychotherapy Research, 19*(4), 533-543. <https://doi.org/10.1002/capr.12247>

Bryman, A. (2012). *Social Research Methods* (4th ed.). Oxford University Press.

Buber, M. (1958). *I and Thou*. Translated by R.G. Smith. T & T Clark Ltd.

- Buber, M. (2002). *Between man and man*. Translated by R.G. Smith. Routledge.
- Bugental, J.F.T. (1964). The third force in psychology. *The Journal of Humanistic Psychology*, 4(1), 19–26. <https://doi.org/10.1177%2F002216786400400102>
- Burgess, S. & Greaves, E. (2013). Test scores, subjective assessment, and stereotyping of ethnic minorities. *Journal of Labor Economics*, 31, 535-576. <https://doi.org/10.1086/669340>
- Burman, E. (2018). (Re)Sourcing the Character and Resilience Manifesto: Suppressions and Slippages of (Re)Presentation and Selective Affectivities. *Sociological Research Online*, 23(2), 416-437. <https://doi.org/10.1177/1360780418769671>
- Catalano, R., Haggerty, K., Oesterle, S., Fleming, C. & Hawkins, J. (2004) The importance of bonding to school for healthy development: findings from the Social Development Research Group. *Journal of School Health*, 74(7), 252–261. Retrieved from: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.4284&rep=rep1&type=pdf>
- Clark, T. (2010). Gaining and Maintaining Access: Exploring the Mechanisms that Support and Challenge the Relationship between Gatekeepers and Researchers. *Qualitative Social Work*, 10(4), 485-502. <https://doi.org/10.1177%2F1473325009358228>
- Clarke, M., & Mills, M. (2022). “We have never been public:” Continuity and change in the policy production of “the public” in education in England. *European Educational Research Journal*, 21(1), 13–28. <https://doi.org/10.1177/1474904121990477>

Clarke, V., & Braun, V. (2018) Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling and Psychotherapy Research Journal*, 18(2), 107-110.
<https://doi.org/10.1002/capr.12165>

Cochran-Smith, M. (2003). Learning and Unlearning: The Education of Teacher Educators. *Teaching and Teacher Education*, 19(200), 5–28. [https://doi.org/10.1016/S0742-051X\(02\)00091-4](https://doi.org/10.1016/S0742-051X(02)00091-4)

Çöğmen, S., & Saracaloğlu, A. S. (2016). Views of High School Teachers on Learning and Teaching. *Journal of Theory and Practice in Education*, 12(5), 1081-1103.
<http://eku.comu.edu.tr/article/view/5000183107/5000172466>

Cochran-Smith, M. (2010). Toward a Theory of Teacher Education for Social Justice. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins, (Eds.) *Second International Handbook of Educational Change* (pp.445-467). Springer. https://doi.org/10.1007/978-90-481-2660-6_27

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th ed.)*. Routledge.

Comer, J. P. (2015). Developing social capital in schools. *Society*, 52, 225–231.
<https://doi.org/10.1007/s12115-015-9891-5>

Connell, B. (1993). *Schools and social justice*. Our Schools/Our Selves Education Foundation.

Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In M. R. Gunnar & L. A. Sroufe (Eds.), *Self processes and development* (pp. 43–77). Lawrence Erlbaum Associates, Inc.

- Connelly, R., A. Sullivan, and J. Jerrim. (2014). *Primary and Secondary Education and Poverty Review*. Institute of Education.
- Cooper, M. (2003). 'I-I' And 'I-Me': Transposing Buber's interpersonal attitudes to the intrapersonal plane. *Journal of Constructivist Psychology*, 16(2), 131-153.
<http://eprints.cdlr.strath.ac.uk/3262/>
- Cooper, M. (2009). Welcoming the other: Actualising the human ethic at the core of counselling psychology practice. *Counselling Psychology Review*, 24(3), 119-219. Retrieved from:
https://www.researchgate.net/profile/Mick-Cooper-2/publication/279441772_Welcoming_the_other_Actualising_the_humanistic_ethic_at_the_core_of_counselling_psychology_practice/links/596dddca4585152dd4ab506c/Welcoming-the-other-Actualising-the-humanistic-ethic-at-the-core-of-counselling-psychology-practice.pdf
- Cooper, M., Evans, Y., & Pybis, J. (2016). Interagency collaboration in children and young people's mental health: A systematic review of outcomes, facilitating factors and inhibiting factors. *Child. Care, Health and Development*, 42, 325–342. <https://doi.org/10.1111/cch.12322>
- Cooper, M., & McLeod, J. (2011). From either/or to both/and: Developing a pluralistic approach to counselling and psychotherapy. *European Journal of Psychotherapy & Counselling*, 14(1), 5-17. <https://doi.org/10.1080/13642537.2012.652389>
- Cordelli, C. (2015). Justice as fairness and relational resources. *Journal of Political Philosophy*, 23(1), 86–110. <https://doi.org/10.1111/jopp.12036>
- Cornelius-White, J., & Harbaugh, A. (2010). *Learner centered instruction*. Sage Publications.

Creasey, G., Jarvis, P., & Knapcik, E. (2009). A measure to assess student-instructor relationships. *International Journal for the Scholarship of Teaching and Learning*, 3(2). <https://doi.org/10.20429/ijstl.2009.030214>

Crowhurst, I., & Kennedy-Macfoy, M. (2013). Troubling gatekeepers: Methodological considerations for social research. *International Journal of Social Research Methodology*, 16(6), 457-462. <https://doi.org/10.1080/13645579.2013.823281>

Crownover, A. (2017). *Identifying, constructing and maintaining positive teacher-student relationships in a secondary setting*. [Doctoral dissertation, Mercer University]. Retrieved from https://ursa.mercer.edu/bitstream/handle/10898/5081/Crownover_mercer_1160E_10058.pdf?sequence=2

Cutts, L. A. (2013). Considering a Social Justice Agenda for Counselling Psychology in the United Kingdom. *Counselling Psychology Review*, 28(2), 8-16. Retrieved from: [file://nask.man.ac.uk/home\\$/Cutts1.pdf](file://nask.man.ac.uk/home$/Cutts1.pdf)

Czerniawski, G., Gray, D. S., MacPhail, A., Bain, Y., Conroy, P., & Guberman, A. (2018). The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland. *Journal of Education for Teaching*, 44(2), 133-148. <https://doi.org/10.1080/02607476.2017.1422590>

Czerniawski, G., Kidd, W., & Murray, J. (2019). We are all teachers educators now: Understanding school-based teacher educators in times of change in England. In J. Murray, A. Swennen & C. Kosnik (Eds.), *International research, policy and practice in teacher education* (pp. 171-186). Springer Publications.

Davis, H. A. (2001). The quality and impact of relationships between elementary school students and teachers. *Contemporary Educational Psychology*, 26(4), 431–453.

<https://doi.org/10.1006/ceps.2000.1068>

De Laine, M. (2000). *Fieldwork, Participation and Practice: Ethics and Dilemmas in Qualitative Research*. Sage Publications.

Denzin N. K. (1978). *The Research Act*. Chicago.

Denzin, N. K. (2008). The new paradigm dialogues and qualitative inquiry. *International Journal of Qualitative Studies in Education*, 21, 315-325. <https://doi.org/10.1080/09518390802136995>

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. Sage Publications.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.

Dewey, J. (1950) *Experience and Education*. Macmillan.

Donati, P., & Archer, M.S. (2015). *The Relational Subject*. Cambridge University Press.

Department of Health. (DoH) (2015). *Future in mind: Promoting, protecting and improving our children and young people's mental health and wellbeing*. NHS England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf

Department for Education (DfE). (2010). *The Importance of Teaching: The Schools White Paper*

2010, London: DfE. Retrieved from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf

Department for Education (DfE). (2011). *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. DfE. Retrieved from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf

Department for Education (DfE). (2016). *Educational Excellence Everywhere*. DfE. Retrieved from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf

Department for Education (DfE). (2019). *ITT Core Content Framework*. DfE. Retrieved from:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

Department of Education (DfE). (2020). *Research and Analysis: building great teachers? Initial teacher education curriculum research* (phase 2). DfE. Retrieved from:

<https://www.gov.uk/government/publications/initial-teacher-education-curriculum-research/building-great-teachers>

Division of Counselling Psychology. (DCoP) (2017). *Professional practice guidelines* (3rd Ed.). BPS.

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20%28Third%20Edition%29.pdf>

- Downey, D. B., Yoon, A. & Martin, E. (2018) Schools And Inequality: Implications from seasonal comparison research. In B. Schneider (Ed.) *Handbook of the Sociology of Education in the 21st Century*, (pp. 55-70). Springer.
- Duckworth, V., & Maxwell, B. (2015). Extending the mentor role in initial teacher education: embracing social justice. *International Journal of Mentoring and Coaching in Education*, 4(1), 4-20.
<https://doi.org/10.1108/IJMCE-08-2014-0032>
- Dworkin, R. (2000). *Sovereign Virtue: The Theory and Practice of Equality*. Harvard University Press.
- Dyson, A., & Jones, L. (2014). Extended schools in England: Emerging rationales. *International Journal for Research on Extended Education*, 2, 5–19. <https://hull-repository.worktribe.com/preview/438601/2016-05-18%2013302%20Jones%20SB%20query%20w%20pub.pdf>
- Easton, G. (2010). Critical realism in case study research. *Industrial marketing management*, 39(1), 118-128. <https://doi.org/10.1016/j.indmarman.2008.06.004>
- Ecclestone, K., & Hayes, D. (2009). Changing the subject: the educational implications of developing emotional well-being. *Oxford Review of Education*, 35(3), 371-389,
<https://doi.org/10.1080/03054980902934662>
- Economic and Social Research Council. (ESRC) (2011). *Child Poverty Casts a Long Shadow Over Social Mobility. Evidence Briefing*. ESRC. Retrieved from: <https://esrc.ukri.org/files/news-events-and-publications/evidence-briefings/child-poverty-casts-a-long-shadow-over-social-mobility-pdf/>

- Edwards, A. (2010). *Being an Expert Professional Practitioner: The Relational Turn in Expertise*. Springer.
- Egbo, B. (2019). *Teaching for diversity in Canadian schools* (2nd Edition). Pearson.
- Ellingson, L. L. (2008). *Engaging crystallization in qualitative research*. Sage Publications.
- Elliott, J. & Lukeš, D. (2008). Epistemology as ethics in research and policy: the use of case studies. *Journal of Philosophy of Education*, 4(S1), 87–119. <https://doi.org/10.1111/j.1467-9752.2008.00629.x>
- Ellis, D. (1989). A behavioural approach to information retrieval system design. *Journal of documentation*, 45(3), 171-212. <https://doi.org/10.1108/eb026843>
- Ellis, E., Thompson, I., McNicholl, J., & Thomson, J. (2016). Student teachers' perceptions of the effects of poverty on learners' educational attainment and well-being: perspectives from England and Scotland. *Journal of Education for Teaching*, 42(4), 483-499, <https://doi.org/10.1080/02607476.2016.1215542>
- Erickson, F. (1987). Transformation and school success: the politics and culture of school achievement, *Anthropology and Education Quarterly*, 18(4), 335–356. <https://doi.org/10.1525/aeq.1987.18.4.04x0023w>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>

- Farber, L. (1967). Martin Buber and psychotherapy. In P.A. Schilpp & M. Friedman (Eds.), *The philosophy of Martin Buber* (pp. 577–601). Open Court.
- Fattore, T., Mason, J., & Watson, E. (2017). Agency, Autonomy and Asymmetry in Child-Adult Relations. In T. Fattore, J. Mason, & E. Watson, (Eds.) *Children's Understandings of Well-being* (pp. 63–85). Springer.
- Finch, H., Lewis, J., & Turley. (2014). Focus Groups. In J. Ritchie, J. Lewis, C. McNaughton Nicholls & R. Ormston (Eds.). *Qualitative research practice: a guide for social science students and researchers* (2nd ed., pp. 211-239). Sage Publications.
- Finlay, L. (2002). Negotiating the swamp: the opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209–230.
<https://doi.org/10.1177%2F146879410200200205>
- Finlay, L. (2006). “Going exploring”: The nature of qualitative research. In L. Finaly & C. Ballinger (Eds.), *Qualitative Research for Allied Health Professionals: Challenging Choices* (pp. 3–8). John Wiley & Sons.
- Finlay, L., & Gough, B. (2008). *Reflexivity: A practical guide for researchers in health and social sciences*. John Wiley & Sons.
- Fitzgibbon, A., & Winter, L. A. (2021). Practical applications of a social justice agenda in counselling and psychotherapy: the relational equality in education framework (REEF). *British Journal of Guidance and Counselling*. <https://doi.org/10.1080/03069885.2021.1981230>
- Fouad, N. A., Gerstein, L. H., & Toporek, R. L. (2006). Social justice and counseling psychology in context. In R. L. Toporek, L. H. Gerstein, N. A. Fouad, G. Roysircar, & T. Israel (Eds.),

Handbook for social justice in counseling psychology: Leadership, vision, and action (pp. 44–58). Sage Publications.

Fourie, C. (2012). What is social equality? An analysis of status equality as a strongly egalitarian ideal. *Res Publica*, 18, 107–126. <https://doi.org/10.1007/s11158-011-9162-2>.

Fourie, C. (2015). To praise and to scorn: The problem of inequalities for esteem for social egalitarianism. In C. Fourie, F. Schuppert, & I. Wallimann-Helmer (Eds.), *Social equality: On what it means to be equals* (pp. 87–106). Oxford University Press.

Fourie, C., Schuppert, F., & Wallimann-Helmer, I. (2015) *Social Equality: On What It Means to Be Equals*. Oxford University Press.

Fox, D., Prilleltensky, I., & Austin, S. (2009). Critical psychology for social justice: Concerns and dilemmas. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction* (2nd ed., pp. 3–19). Sage Publications.

Franklin, C., Cody, P. & Ballan, M. (2010). Reliability and validity in qualitative research. In B. A. Thyer (Ed.), *The handbook of social work research methods* (2nd ed., pp. 355-374). Sage Publications.

Fraser, N. (1998). Social justice in the age of identity politics: Redistribution, recognition, participation (WZB Discussion Paper, No. FS I 98-108). Retrieved from <http://hl.handle.net/10419/44061>

Fraser, N. (2001). Recognition without ethics? *Theory, Culture & Society*, 18(2–3), 21–42. <https://doi.org/10.1177%2F02632760122051760>

Fredriksen, K., & Rhodes, J. (2004). The role of teacher relationships in the lives of students. *New directions for youth development*, 2004(103), 45-54.

<https://eric.ed.gov/?redir=http%3a%2f%2fdx.doi.org%2f10.1002%2fyd.90>

Freire, P. (1970/2000). *Pedagogy of the oppressed*. Continuum. (Original work published 1970).

Fullan, M., & Langworthy, M. (2013). *Towards a new end: New pedagogies for deep learning*. Creative Commons.

Fuller, F. F. (1969). Concerns of teachers: a developmental conceptualization. *American Educational Research Journal*, 6(2), 207-226.

<https://doi.org/10.3102%2F00028312006002207>

Georgeson, J. (2009). Co-constructing meaning: differences in the interactional micro-climate. In T. Papatheodorou & J. Moyles, J. (Eds.), *Learning together in the early years: Exploring relational pedagogy* (pp.109-120). Routledge.

Gergen, K. J. (2001). Psychological science in a postmodern context. *American Psychologist*, 56, 801-813. <https://doi.org/10.1037//0003-066X.56.10.803>

Gewirtz, S. (1998). Conceptualizing social justice in education: Mapping the territory. *Journal of Education Policy*, 13, 469–484. <https://doi.org.10.1080/0268093980130402>

Gewirtz, S. (2013). Developing teachers as scholar-citizens, reasserting the value of university involvement in teacher education. In L. Florian & N. Pantic (Eds.), *Learning to teach: Exploring the history and role of higher education in teacher education*. Higher Education Academy.

Gill, P., Stewart, K., Treasure, E. & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British Dental Journal*, 204(6), 291-295.

<https://doi.org/10.1038/bdj.2008.192>

Goodman, L.A., Liang, B., Helms, J.E., Latta, R.E., Sparks, E. & Weintraub, S.R. (2004). Training counselling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counselling Psychologist*, 32(6), 793–837.

<https://doi.org/10.1177/0011000004268802>

Goodwin, A. L., & Darity, K. (2019). Social justice teaching educators: what kind of knowing is needed?. *Journal of Education for Teaching*, 45(1), 63-81.

<https://doi.org/10.1080/02607476.2019.1550606>

Goouch, K. (2009). Forging and fostering relationships in play: Whose zone is it anyway?. In T. Papatheodorou & J. Moyles (Eds.), *Learning together in the early years: Exploring relational pedagogy* (pp.139-153). Routledge.

Gorski, P. C. (2012). Perceiving the problem of Poverty and Schooling: Deconstructing the class stereotypes that mis-shape education practice and policy. *Equity and Excellence in Education*, 45(2), 302–319.

<https://doi.org/10.1080/10665684.2012.666934>

Gorski, P. C. (2016). Poverty and the Ideological Imperative: A Call to Unhook from Deficit and Grit Ideology and to Strive for Structural Ideology in Teacher Education. *Journal of Education for Teaching*, 42(4), 378–386.

<https://doi.org/10.1080/02607476.2016.1215546>

Gove, M. (2010). *Speech to the Annual Conference of the National College for Leadership of Schools and Children's Services*. Retrieved from

<http://www.education.gov.uk/news/news/nationalcollege>

- Grayson, H., & Williams, M. (2018). *School funding in England since 2010: What the key evidence tells us*. The National Foundation for Educational Research. Retrieved from:
<https://files.eric.ed.gov/fulltext/ED590444.pdf>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Sage Publications.
- Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 191-216). Sage Publications.
- Hagan, T. & Smail, D. (1997). Power-mapping—I. Background and basic methodology. *Journal of Community & Applied Social Psychology*, 7(4), 257-267. [https://doi.org/10.1002/\(SICI\)1099-1298\(199709\)7:4%3C257::AID-CASP428%3E3.0.CO;2-P](https://doi.org/10.1002/(SICI)1099-1298(199709)7:4%3C257::AID-CASP428%3E3.0.CO;2-P)
- Hagenauer, G., & Volet, S. E. (2014). Teacher–student relationship at university: An important yet under-researched field. *Oxford Review of Education*, 49(5), 370–388.
<https://doi.org/10.1080/03054985.2014.921613>
- Hamilton, L., & Corbett-Whittier, C. (2013). *Using case study in education research*. Sage Publications.
- Hancock, D. R., & Algozzine, B. (2016). *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.

- Hanley, T. (2022). *Where humanistic psychology and humanistic education meet*. [Manuscript submitted for publication]. School of Environment, Education and Development, Faculty of Humanities, University of Manchester.
- Hanley, T., & Amos, I. (2018). The scientist-practitioner and the reflective-practitioner. In V. Galbraith (Ed.), *Topics in applied psychology: Counselling psychology* (pp. 167–182). Wiley.
- Hanley, T., Winter, L. A., & Burrell, K. (2020). Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective. *British Journal of Educational Psychology*, *90*(1), 1-18. <https://doi.org/10.1111/bjep.12275>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Hardiman, R., & Jackson, B. (1997). Conceptual foundations for social justice courses. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (pp. 16-29). Routledge.
- Harrison, K. (2013). Counselling psychology and power: Considering therapy and beyond. *Counselling Psychology Review*, *28*(2), 107-117.
- Harrison, J., Dymoke, S., & Pell, T. (2006). Mentoring beginning teachers in secondary schools: An analysis of practice. *Teaching and Teacher Education*, *22*(8), 1055–1067. <https://doi.org/10.1016/j.tate.2006.04.021>
- Haverkamp, B. E. (2005). Ethical Perspectives on Qualitative Research in Applied Psychology. *Journal of Counselling Psychology*, *52*(2), 146-155. <https://psycnet.apa.org/doi/10.1037/0022-0167.52.2.146>

Health and Care Professions Council (HCPC). (2015). *Standards of proficiency: Practitioner psychologists*. HCPC. Retrieved from: <https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-practitioner-psychologists/>

Health and Care Professions Council (HCPC). (2016). *Standards of conduct, performance and ethics*. Retrieved from: <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

Herman, E. (1995). *The romance of American psychology: Political culture in the age of experts*. University of California Press.

Hickney, A., & Riddle, S. (2021). Relational pedagogy and the role of informality in renegotiating learning and teaching encounters. *Pedagogy, Culture & Society*, 30(5), 787-799. <https://doi.org/10.1080/14681366.2021.1875261>

Holland, D., & Lachicotte, W. (2007). Vygotsky, Mead and the New Sociocultural Studies of Identity. In H. Daniels, M. Cole, and J. V. Wertsch (Eds.), *The Cambridge Companion to Vygotsky* (pp.101–135). Cambridge University Press.

Holloway, I., & Todres, L. (2003). The status of method: Flexibility, consistency and coherence. *Qualitative Research*, 3, 345–357. <https://doi.org/10.1177/1468794103033004>

Hollweck, T., Reimer, K., & Bouchard, K. (2019). A Missing Piece Embedding Restorative Justice and Relational Pedagogy into the Teacher Education Classroom. *The New Educator*, 19(15), 246-267. <https://doi.org/10.1080/1547688X.2019.1626678>

House, R., & Feltham, C. (2016). Counselling Psychology in the UK: a critical-humanistic perspective. *Self & Society*, 44(1), 13-27. <https://doi.org/10.1080/03060497.2015.1053691>

- Hovarth, A.O., Del Re, A.C., Fluckiger, C. & Symonds, D. (2011). Alliance in individual psychotherapy. *Psychotherapy*, 48, 65-71.
<https://psycnet.apa.org/doi/10.1093/acprof:oso/9780199737208.003.0002>
- Innes, D., & Tetlow, G. (2015). Delivering Fiscal Squeeze by Cutting Local Government Spending. *Institute for Fiscal Studies*, 36(3), 303–325. <https://doi.org/10.1111/j.1475-5890.2015.12056>
- Ivey, A. E., & Collins, N. M. (2003). Social Justice: A long-term challenge for counseling psychology. *The Counseling Psychologist*, 31, 290-298.
<https://doi.org/10.1177%2F0011000003031003004>
- Jackson, T. O., & Boutte, G. S. (2018). Exploring culturally relevant/responsive pedagogy as praxis in teacher education. *The New Educator*, 14(2), 87–90.
<https://doi.org/10.1080/1547688X.2018.1426320>
- Jamieson, P. (2003). Designing more effective on-campus teaching and learning spaces: A role for academic developers. *International Journal of Academic Development*, 8, 119–133.
<https://doi.org/10.1080/1360144042000277991>
- Jeffs, T. & Smith, M. (eds.) (1990) *Using Informal Education. An alternative to casework, teaching and control?*. Open University Press.
- Joffe, H. (2012). Thematic analysis. In D. Harper & A. Thompson (Eds.), *Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners* (pp. 209-223). Wiley-Blackwell.

- Johnson-Bailey, J., & Cervero, R. M. (1998). Power dynamics in teaching and learning practices: an examination of two adult education classrooms. *International Journal of Lifelong Education*, 17(6), 389-399. <https://doi.org/10.1080/0260137980170605>
- Jones, H. (2016). Discussing poverty with student teachers: the realities of dialogue. *Journal of Education for Teaching*, 42(4), 468-482. <https://doi.org/10.1080/02607476.2016.1215553>
- Jones, H. & Smith, H. (2018). Teaching for social justice: Creating equity for pupils living in poverty and those from black and minority backgrounds. In Cremin T. & Burnett, C. (Eds), *Learning to Teach in the Primary School* (4th ed., pp. 337-347). Routledge.
- Jones, O. (2012). *Chavs: The Demonization of the Working Class*. Verso.
- Kagan, C. (2015). Community Psychological Perspectives and Counselling Psychology. *Counselling Psychology Review*, 30(3), 13-21. Retrieved from <https://shop.bps.org.uk/publications/publication-by-series/counselling-psychology-review/counselling-psychology-review-vol-30-no-3-september-2015.html>
- Kaur, B. (2012). Equity and Social Justice in Teaching and Teacher Education. *Teaching and Teacher Education*, 28(4), 485–492. <https://doi.org/10.1016/j.tate.2012.01.012>
- Keddie, A. (2012). Schooling and social justice through the lenses of Nancy Fraser. *Critical Studies in Education*, 53(3), 263-279.
- Kennedy, B. A., & Arthur, N. (2014). Social Justice and Counselling Psychology: Recommitment Through Action. *Canadian Journal of Counselling and Psychotherapy*, 48(3), 186-205.

- Kesner, J. (2000). Teacher characteristics and the quality of child-teacher relationships. *Journal of School Psychology, 28*(2), 133–149. [https://doi.org/10.1016/S0022-4405\(99\)00043-6](https://doi.org/10.1016/S0022-4405(99)00043-6)
- Kidger, J., Gunnell, D., Biddle, L., Campbell, R. & Donovan, J. (2010). Part and parcel of teaching? Secondary school staff's views on supporting student emotional health and well-being. *British Educational Research Journal, 36*(6), 919–935. <https://doi.org/10.1080/01411920903249308>
- Kitchen, J. (2020). Introduction. In J. Kitchen & K. Ragoonaden (Eds.), *Mindful and relational approaches to social justice equality and diversity in teacher education* (pp.1-12). Lexington Books.
- Krane, V., Ness, O., Holter-Sorensen, N., Karlsson, B., & Binder, P. (2017). 'You notice that there is something positive about going to school': How teachers' kindness can promote positive teacher–student relationships in upper secondary school. *International Journal of Adolescence and Youth, 22*(4), 377-389, <https://doi.org/10.1080/02673843.2016.1202843>
- Kuczynski, L. (2003). Beyond bidirectionality: Bilateral conceptual frameworks for understanding dynamics in parent–child relations. In L. Kuczynski, (Ed.) *Handbook of dynamics in parent-child relations* (pp. 1–24). Sage Publications.
- Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), *Restructuring for caring and effective education* (pp. 25-39). Brookes.
- Laing, K., Mazzoli Smith, L., & Todd, L. (2018). Poverty and school processes: From equality of opportunity to relational justice. In S. Gannon, W. Sawyer, & R. Hattam (Eds.), *Resisting educational inequality: Reframing policy and practice in schools serving vulnerable*

communities. Routledge. https://eprints.ncl.ac.uk/file_store/production/245200/FAA6E357-B257-48A3-9983-D718FA11000A.pdf

Laing, K., Mazzoli Smith, L. & Todd, L. (2019). Using the concept of relational justice to apply fairness in schools. *International education journal: comparative perspectives*, 18(1), 128-142. <https://openjournals.library.sydney.edu.au/index.php/IEJ>

Landahl, J. (2006). *Auktoritet och ansvar. Lärares fostransoch omsorgsarbete i historisk belysning*. [Authority and responsibility; in Swedish]. Arbetslivsinstitutet.

Lemma, A. (2003). *Introduction to the practice of psychoanalytic psychotherapy*. Wiley.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26–46. <https://doi.org/10.1037/amp0000151>.

Libbey, H. (2004) Measuring student relationships to school: attachment, bonding, connectedness and engagement. *Journal of School Health*, 74(7), 274–283. <https://doi.org/10.1111/j.1746-1561.2004.tb08284.x>

Light, G. & Cox, R. (2001). *Learning and Teaching in Higher Education: The Reflective Professional*. Sage Publications.

Lindlof, T. R., & Taylor, B.C. (2002). *Qualitative communication research methods* (2nd ed.). Sage Publications.

Lincoln, Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Liu, W. M., Pickett, T., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development*, 35(4), 194-206. <https://doi.org/10.1002/j.2161-1912.2007.tb00060.x>

Ljungblad, A. L. (2021). Pedagogical relational teachership (PeRT): A multi-relational perspective. *International Journal of Inclusive Education*, 25(7), 860-876. <https://doi.org/10.1080/13603116.2019.1581280>

Lloyd-Evans, S., Ord, J., Zischka, L., Allen, P., Ashcroft, L., Banas, A., Clare, S., Duval, S., & Lee, N. (2020). Beyond coping: Families and young people's journeys through austerity, relational poverty and stigma. In H. Pimlott-Wilson, S. M. Hall & J. Horton (Eds.) *Austerity across Europe: Lived experiences of economic crises* (pp.110-124). Taylor & Francis.

Lowe, R. (1999). Between the 'no longer' and the 'not yet': postmodernism as a context for critical therapeutic work. In I. Parker (Ed.), *Deconstructing Psychotherapy* (pp.71–85). Sage Publications.

Lupton, R., & Hempel-Jorgensen, A. (2012). The importance of teaching/ Pedagogical constraints and possibilities in working class schools. *Journal of Education Policy*, 27, 601–620. <https://doi.org/10.1080/02680939.2012.710016>

Lupton, R., & Thomson, S. (2015). *The Coalition's Record on Schools: Policy, Spending and Outcomes 2010-2015*. Social Policy in a Cold Climate Working Paper No. 13. Centre for Analysis of Social Exclusion. <https://sticerd.lse.ac.uk/dps/case/spcc/wp13.pdf>

Lynch, K. (2000). Research and Theory on Equality in Education. In M. Hallinan, (ed.), *Handbook of Sociology of Education* (pp.85-105). Plenum Press.

Lynch, K., & Baker, J. (2005). Equality in education. An equality of condition perspective. *Theory and Research in Education*, 3, 131–164.

Lynch, K., & Lodge, A. (2002). *Equality and Power in Schools: Redistribution, Recognition and Representation*. Routledge Falmer.

MacAllister, J. (2011). *Wisdom and the life of virtue: what should discipline be for in schools?*
[Unpublished PhD thesis]. The University of Edinburgh.
<https://era.ed.ac.uk/bitstream/handle/1842/5841/MacAllister2011.pdf?sequence=2>

Macfarlane, K. (2018). Education, sufficiency and the relational egalitarian ideal. *Journal of Applied Philosophy*, 35(4), 759-774. <https://doi.org/10.1111/japp.12260>

Mack, L. (2010). The philosophical underpinnings of educational research. *Polyglossia*, 19.
http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V19_Lindsay.pdf

Macleod, G., MacAllister, J. & Pirrie, A. (2012). Towards a broader understanding of authority in student–teacher relationships. *Oxford Review of Education*, 38(4), 493-508.
<https://doi.org/10.1080/03054985.2012.716006>

Magnuson, K.A., Ruhm, C. & Waldfogel, J. (2007) The persistence of preschool effects: Do subsequent classroom experiences matter?. *Early childhood research quarterly*, 22, 18-38.
<https://doi.org/10.1016/j.ecresq.2006.10.002>

Manchester Institute of Education (UoM). (2014). Ethical Practice: Policy and Guidance. Retrieved from: <https://documents.manchester.ac.uk/display.aspx?DocID=22801>

Martin, A. J., & Collie, R. J. (2019). Teacher–student relationships and students’ engagement in high school: Does the number of negative and positive relationships with teachers matter? *Journal of Educational Psychology*, 111(5), 861–876. <https://doi.org/10.1037/edu0000317>

Mauthner, N. S., & Doucet, A. (2003). Reflexive accounts and accounts of reflexivity in qualitative data analysis. *Sociology*, 37(3), 413-431. <https://doi.org/10.1177%2F00380385030373002>

Maylor, U. (2021). Curriculum Diversity and Social Justice Education: From New Labour to Conservative Government Control of Education in England. In A. Ross (Ed.) *Educational Research for Social Justice* (pp.223-247). Springer.

Mays, N., & Pope, C. (2020). Quality in Qualitative Research. In C. Pope & N. Mays (Eds.), *Qualitative Research in Health Care* (4th ed., pp.211-233). John Wiley & Sons.

Mazzoli Smith, L., Todd, L., & Laing, K. (2018). Students’ views on fairness in education: the importance of relational justice and stakes fairness. *Research Papers in Education*, 33(3), 336-353. <https://doi.org/10.1080/02671522.2017.1302500>

McCabe, A., & O'Connor, U., (2014). Student-Centred Learning: The Role and Responsibility of the Lecturer. *Teaching in Higher Education*, 19(4), 350-359. <https://doi.org/10.1080/13562517.2013.860111>

McLaren, P. (1995). *Critical Pedagogy and Predatory Culture: Oppositional Politics in a Postmodern Era*. Routledge

- McLaughlin, H. H. (1991). Reconciling care and control: authority in classroom relationships. *Journal of Teacher Education*, 42(3), 182–195. <https://doi.org/10.1177/002248719104200304>
- McLeod, J. (2010). *Case study research in counselling and psychotherapy*. Sage Publications.
- McLeod, J. (2011). *Qualitative Research in counselling and psychotherapy* (2nd ed.). Sage Publications.
- McLeod, J. (2015). *Doing research in counselling and psychotherapy* (3rd ed.). Sage Publications.
- Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. Jossey-Bass.
- Miller, D. (1997). Equality and justice. *Ratio*, 10(3), 222–237. <https://doi.org/10.1111/1467-9329.00042>
- Moller, N. (2011). The identity of counselling psychology in Britain is parochial, rigid and irrelevant but diversity offers a solution. *Counselling Psychology Review*, 26(2), 8-16. http://bps-dcop-uk.s3.amazonaws.com/cpr/cpr_2011_26_2.pdf#page=8
- Mooney Simmie, G., Moles, J. & O'Grady, E. (2019). Good teaching as a messy narrative of change within a policy ensemble of networks, superstructures and flows. *Critical Studies in Education*, 60(1), 55-72. <https://doi.org/10.1080/17508487.2016.1219960>
- Morgan, A. (2017). Cultivating critical reflection: Educators making sense and meaning of professional identity and relational dynamics in complex practice. *Teaching Education*, 28(1), 41- 55. <https://doi.org/10.1080/10476210.2016.1219335>

- Morgan, A., Brown, r., Heck, D., Pendergast, D., & Kanasa, H. (2013). Professional identity pathways of educators in alternative schools: The utility of reflective practice groups for educator induction and professional learning. *Reflective Practice, 14*, 258–270.
<https://doi.org/10.1080/14623943.2012.749227>
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology, 52*(2), 250-260. <https://doi.org/10.1037/0022-0167.52.2.250>
- Morrow, S. L. (2007). Qualitative research in counselling psychology: Conceptual foundations. *The Counseling Psychologist, 35*(2), 209–235. <https://doi.org/10.1177%2F0011000006286990>
- Munns, G. (2007). A sense of wonder: Pedagogies to engage students who live in poverty. *International Journal of Inclusive Education, 11*(3), 301–15.
<https://doi.org/10.1080/13603110701237571>
- Murphy, M. & Brown, T. (2012) Learning as relational intersubjectivity and pedagogy in higher education. *International Journal of Lifelong Education, 31*(5), 643-654.
<http://dx.doi.org/10.1080/02601370.2012.700648>
- Murphy, D., & Joseph, S. (2019). Contributions from the person-centred experiential approach to the field of social pedagogy. *Cambridge Journal of Education, 49*(2), 181-196.
<https://doi.org/10.1080/0305764X.2018.1488946>
- Murray, J., Czerniawski, G., & Barber, P. (2011). Teacher educators' identities and work in England at the beginning of the second decade of the twenty-first century. *Journal of Education for Teaching, 37*(3), 261-277. <https://doi.org/10.1080/02607476.2011.588014>

Mutch, C. (2013). *Doing educational research: a practitioner's guide to getting started*. (2nd ed.). NZCER Press.

Navarro, O. (2018). We can't do this alone: Validating and inspiring social justice teaching through a community of transformative praxis. *Curriculum Inquiry*, 48(3), 335-358.

<https://doi.org/10.1080/03626784.2018.1468212>

Nelson, G. & Prilleltensky, I. (Eds.) (2010). *Community psychology: In pursuit of wellness and liberation*. MacMillan/Palgrave.

Noblit, G. W. (1993). Power and Caring. *American Educational Research Journal*, 30(1), 23-38.

<https://doi.org/10.3102/00028312030001023>

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13.

<https://doi.org/10.1177%2F1609406917733847>

O'Hara, M. (2015). *Austerity bites: A journey to the sharp end of cuts in the UK*. Policy Press

Olle, C. D. (2018). Breaking institutional habits: A critical paradigm for social change agents in psychology. *The Counseling Psychologist*, 46(2), 190-212.

<https://doi.org/10.1177%2F0011000018760597>

Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014) The foundations of qualitative research.

In J. Ritchie, J. Lewis, C. McNaughton Nicholls & R. Ormston (Eds.) *Qualitative research practice: A guide for social science students and researchers*, (2nd ed., pp.1-25). Sage Publications.

- Osterman, K. (2000). Students' need for belonging in the school community. *Review of Educational Research, 70*(3), 323–367. <https://doi.org/10.3102/00346543070003323>
- Palmer, A. & Parish, J. (2008). Social Justice and Counselling Psychology Situating the Role of Graduate Student Research, Education, and Training. *Canadian Journal of Counselling, 42*(4), 278-292. Retrieved from <https://cjc-rcc.ucalgary.ca/article/view/58895>
- Parker, I. (1999). Critical psychology: Critical links. *Annual Review of Critical Psychology, 1*, 3–18. <http://www.radpsynet.org/journal/vol1-1/Parker.html>
- Parker, I. (2004). Criteria for qualitative research in psychology. *Qualitative research in psychology, 1*, 95-106. <https://doi.org/10.1191/1478088704qp010oa>
- Parker, I. (2015). *Handbook of critical psychology*. Routledge.
- Phillippo, K., Brown, E. L., & Blosser, A. (2018). Making Sense of Student Teacher Relationships: Teacher Educator and Candidate Engagement with the Relational Practices of Teaching. *Action in Teacher Education, 40*(2), 169-185. <https://doi.org/10.1080/01626620.2018.1424663>
- Pickett, K., & Vanderbloemen, L. (2015). *Mind the gap: Tackling social and educational inequality*. Cambridge Primary Review Trust. Retrieved from <http://cprtrust.org.uk/wp-content/uploads/2015/09/Pickett-Vanderbloemen-report-ONLINE>
- Pilgrim, D. (2019). *Critical Realism for Psychologists*. Routledge.

Pillow, W. S. (2003) Confession, catharsis, or cure: The use of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175–96. <https://doi.org/10.1080/0951839032000060635>

Pillow, W.S. (2010). Dangerous Reflexivity: Rigour, Responsibility and Reflexivity in Qualitative Research. In P. Thomson & M. Walker (Eds.), *The Routledge Doctoral Student's Companion* (pp.270–282). Routledge.

Polit, D. F. & Beck, C. T. (2010) Generalisations in quantitative and qualitative research: myths and strategies. *International Journal of Nursing Studies*, 47(11), 1451-1458. <https://doi.org/10.1016/j.ijnurstu.2010.06.004>

Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist*, 47, 517–535. <http://dx.doi.org/10.1037/0003-066X.52.5.517>

Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of community psychology*, 36(2), 116-136. <https://doi.org/10.1002/jcop.20225>

Prilleltensky, I. (2013). Wellness without fairness: The missing link in psychology. *South African Journal of Psychology*, 43(2), 147-155. <https://doi-org.manchester.idm.oclc.org/10.1177%2F0081246313484238>

Prilleltensky, I., & Fox, D. R. (2007). Psychopolitical literacy for wellness and justice. *Journal of Community Psychology*, 35(6), 1–13. <https://doi.org/10.1002/jcop.20179>

- Prilleltensky, I., & Nelson, G. (2002). *Doing psychology critically: Making a difference in diverse settings*. Palgrave Macmillan.
- Prilleltensky, I., & Prilleltensky, O. (2003). Synergies for wellness and liberation in counseling psychology. *The Counseling Psychologist*, 31(3), 273-281. <https://doi-org.manchester.idm.oclc.org/10.1177%2F0011000003031003002>
- Proctor, G. (2017). Therapy: Opium of the masses or help for those who least need it? In G. Proctor, M. Cooper, P. Sanders, & B. Malcolm. (Eds.), *Politicizing the person-centred approach: An agenda for social change* (pp. 66 – 79). PCCS Books.
- Proctor, G. (2018). *The Dynamics of Power in Counselling and Psychotherapy: Ethics, Politics and Practice*. PCCS Books.
- Proctor, G., Cooper, M., Sanders P., & Malcolm, B. (2017). *Politicizing the person-centred approach: An agenda for social change*. PCCS Books.
- Psaki, S.R., Seidman, J.C., Miller, M. et al (2014). Measuring socioeconomic status in multicountry studies: results from the eight-country MAL-ED study. *Popul Health Metrics*, 12(1), 8. <https://doi.org/10.1186/1478-7954-12-8>
- Quinlan, K. M. (2016). *How higher education feels*. Sense Publishers.
- Raffo, C. (2014). *Improving educational equity in urban contexts*. Oxon/Routledge.
- Raffo, C., Dyson, A., Gunter, H., Hall, D., Jones, L., & Kalambouka, A. (2007). *Education and poverty: A critical review of theory, policy and practice*. Joseph Rowntree Foundation & University of Manchester.

Raffo, C., Dyson, A., Gunter, H., Hall, D., Jones, L. and Kalambouka, A. (2010). *Education and Poverty in Affluent Countries*. Routledge.

Raffo, C., Forbes, C., & Thomson, S. (2015). Ecologies of educational reflexivity and agency a different way of thinking about equitable educational policies and practices for England and beyond. *International Journal of Inclusive Education*, 19(11), 1126-1142.

<http://dx.doi.org/10.1080/13603116.2015.1044201>

Ralls, D. (2017). *Understanding engagement in a co-operative school setting: an exploration of school-stakeholder relationships*. [PhD thesis]. University of Manchester.

https://www.research.manchester.ac.uk/portal/files/87765111/FULL_TEXT.PDF

Ralls, D. (2019). Reimagining education policy: Co-operative schools and the social solidarity alternative. In T Woodin & L Shaw (Eds.) *Learning for a co-operative world - education, social change and the co-operative college* (pp.154-168). UCL IOE Press.

Raufelder, D., Nitsche, L., Breitmeyer, S., Keßler, S., Herrman, E., & Regner, N. (2016). Students' perceptions of 'good' and 'bad' teachers—Results of a qualitative thematic analysis with German adolescents. *International Journal of Educational Research*, 75, 31–44.

Reay, D. (2006). The zombie stalking English schools: social class and educational inequality. *British Journal of Educational Studies*, 54, 288-307.

Reed, E. (2020). *The Perceived Impact of Austerity on Young People of Colour's (YPOC) Psychological Wellbeing and Education in the UK*. [Unpublished doctoral thesis]. University of Manchester.

https://www.research.manchester.ac.uk/portal/files/188958445/FULL_TEXT.PDF

- Reimer, K. (2018). Relationships of control and relationships of engagement: how educator intentions intersect with student experiences of restorative justice. *Journal of Peace Education, 16*(1), 49-77. <https://doi.org/10.1080/17400201.2018.1472070>
- Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 923-948). Sage Publications.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014) *Qualitative research practice: A guide for social science students and researchers* (2nd Ed.). Sage Publications
- Robertson, D. L. (2000). Enriching the scholarship of teaching: Determining appropriate cross-professional applications among teaching, counseling, and psychotherapy. *Innovative Higher Education, 25*(2), 111–125. <https://doi.org/10.1023/A:1007524806357>
- Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Blackwell.
- Robson, D., Mtika, P., Graham, A., & MacDougall, L. (2021). Student teachers' understandings of poverty: insights for initial teacher education. *Journal of Education for Teaching, 47*(1), 104-117. <https://doi.org/10.1080/02607476.2020.1841557>
- Rogalsky, J. (2009). 'Mythbusters': dispelling the culture of Poverty Myth in the Urban classroom. *Journal of Geography, 108*(4–5), 198–209.
- Rogers, C. (1951). *Client-Centered Therapy: its current practice, implications and theory*. Constable.

Rogers, C. (1957). The necessary and sufficient conditions for therapeutic personality change.

Journal of Consulting Psychology, 21, 95–103.

Rogers, C. (1959). A theory of therapy, personality and interpersonal relationships as developed in

the client-centered framework. In S. Koch (Ed.), *Psychology: a study of a science vol III:*

formulations of the person and the social context. (pp.184–256). McGraw-Hill

Rogers, C. R. (1961). *On becoming a person.* Houghton Mifflin.

Rogers, C. R. (1963). The actualizing tendency in relation to 'motives' and to consciousness. In M.

R. Jones (Ed.), *Nebraska symposium on motivation* (Vol. 11, pp. 1–24). University of

Nebraska Press.

Rogers, C. R. (1977). *Carl Rogers on personal power.* Delacorte.

Rogers, C. & Freiberg, H. J. (1994). *Freedom to learn.* Macmillan College Publishing Company.

Rose, N. (1985). *The psychological complex: Psychology, politics and society in England 1869–*

1939. Routledge and Kegan Paul.

Rose, N. (1996). Power and subjectivity: Critical history and psychology. In C. F. Graumann & K. J.

Gergen (Eds.), *Historical dimensions of psychological discourse* (pp. 103–124). Cambridge

University Press. <https://doi.org/10.1017/CBO9780511571329.006>

Rossi, T., Pavey, A., Macdonald, D., & McCuaig, L. (2016). Teachers as health workers: Patterns

and imperatives of Australian teachers' work. *British Educational Research Journal, 42*(2),

258–276. <https://doi.org/10.1002/berj.3197>

- Rowley, C., Fook, J., & Glazzard, J. (2018). Adopting a student-led pedagogic approach within higher education: The reflections of an early career academic. *Reflective Practice, 19*(1), 35-45. <https://doi.org/10.1080/14623943.2017.1351352>
- Rupani, P. (2013) Social justice and counselling psychology training: Can we learn from the US?. *Counselling Psychology Review, 28*(2), 30-38.
- Rust, F. (2019). Redesign in teacher education: the roles of teacher educators. *European Journal of Teacher Education, 42*(4), 523–533. <https://doi.org/10.1080/02619768.2019.1628215>
- Ruys, I., Defruyt, S., Rots, I., & Aelterman, A. (2013). Differentiated instruction in teacher education: A case study of congruent teaching. *Teachers and Teaching: Theory and Practice, 19*(1), 93–107. <https://doi.org/10.1080/13540602.2013.744201>
- Ryan, R. M. (1991). The nature of the self in autonomy and relatedness. In G. R. Goethals & J. Strauss (Eds.), *Multidisciplinary perspectives on the self* (pp. 203-238). Springer-Verlag.
- Safran, J. D., & Muran, J. C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. Guilford Press.
- Sales, B. D., & Folkman, S. (2000). *Ethics in research with human participants*. American Psychological Association.
- Sanders, P. (2017). The Spectacular Self: Alienation as the lifestyle choice of the free world, endorsed by psychotherapists. In Proctor, G., Cooper, M., Sanders P., & Malcolm, B. (Eds), *Politicizing the person-centred approach: An agenda for social change* (pp.95-114). PCCS Books.

- Scheffler, S. (2015) The Practice of Equality. In Fourie C, Schuppert F and Wallimann-Helmer I (Eds.) *Social Equality: On What It Means to Be Equals* (pp.20-44). Oxford University Press.
- Schemmel, C. (2011). Distributive and relational equality. *Politics, Philosophy & Economics*, 11(2), 123-148. <https://doi.org/10.1177%2F1470594X11416774>
- Schuppert, F. (2015). Being Equals: Analyzing the Nature of Social Egalitarian Relationships. In C. Fourie, F. Schuppert, & Ivo Wallimann-Helmer (Ed.) *Social Equality: On What It Means to Be Equals* (pp. 107-126). Oxford University Press.
- Seitz, S. (2016). Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: a research note. *Qualitative Research*, 16(2), 229- 235.
<https://doi.org/10.1177/1468794115577011>
- Sen, A. (1985). *Commodities and Capabilities*. North-Holland.
- Shier, H., Méndez, M. H., Centeno, M., Arróliga, I., & González, M. (2014). How children and young people influence policy-makers: Lessons from Nicaragua. *Children & Society*, 28(1), 1–14.
<https://doi.org/10.1111/j.1099-0860.2012.00443.x>
- Sidorkin, A. (2002). *Learning relations: Impure education, deschooled schools and dialogue with evil*. Peter Lang.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. Sage publications.
- Sivia, A. (2020). Transformative Frameworks for Promoting Social justice. In J. Kitchen & K. Ragoonaden, (Eds.) *Mindful and relational approaches to social justice equality and diversity in teacher education* (pp.79-99). Lexington Books.

Smail, D. (2005). *Power Interest and Psychology: Elements of a social materialist understanding of distress*. PCCS Books.

Smith, M. K. (1997, 2002). Paulo Freire and informal education. *The encyclopedia of pedagogy and informal education*. <https://infed.org/mobi/paulo-freire-dialogue-praxis-and-education/>

Smith, M. K. (2014). The impact of austerity on schools and children's education and well-being. *The Encyclopedia of Pedagogy and Informal Education*. <https://infed.org/mobi/the-impact-of-austerity-on-schools-and-childrens-education-and-well-being/>

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. ASCD.

Smyth, J. (2005) Modernizing the Australian education workplace: a case of failure to deliver for teachers of young disadvantaged adolescents. *Educational Review*, 57(2), 221–233. <https://doi.org/10.1080/0013191042000308387>

Smyth, J. (2007). Teacher development against the policy reform grain: An argument for recapturing relationships in teaching and learning. *Journal of Teachers' Professional Development*, 11, 221–236. <https://doi.org/10.1080/13664530701414837>

Smyth, J. (2012). The socially just school and critical pedagogies in communities put at a disadvantage. *Critical Studies in Education*, 53, 9–18. <https://doi.org/10.1080/17508487.2012.635671>

Smyth, J., Down, B., & McInerney, P. (2010). *'Hanging in with Kids' in Tough Times: Engagement in Contexts of Educational Disadvantage in the Relational School*. Peter Lang.

Social Metrics Commission (SMC). (2020). *Measuring Poverty 2020*.

[https://socialmetricscommission.org.uk/wp-content/uploads/2020/06/Measuring- Poverty-2020-Web.pdf](https://socialmetricscommission.org.uk/wp-content/uploads/2020/06/Measuring-Poverty-2020-Web.pdf)

Speight, S.L. & Vera, E.M. (2004). A Social Justice Agenda: Ready, or Not?. *The Counseling Psychologist*, 32(1), 109-118. <https://doi.org/10.1177/0011000003260005>

Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457–477.

<https://doi.org/10.1007/s10648-011-9170-y>

Spinelli, E. (2014). An existential challenge to some dominant perspectives in the practice of contemporary counselling psychology. *Counselling Psychology Review*, 29(2), 7-14.

Retrieved from: <http://www.scuolaneoesistenziale.it/wp-content/uploads/2019/11/Spinelli-An-existential-challenge.pdf>

Stake, R.E. (1995). *The Art of Case Study Research*. Sage Publications

Steffen, E., & Hanley, T. (2013). The power of counselling psychology in an age of powerlessness: A call to action. *Counselling Psychology Review*, 28(2), 3–7.

https://www.researchgate.net/profile/Terry-Hanley/publication/259056260_The_power_of_counselling_psychology_in_an_age_of_powerlessness_A_call_to_action/links/0c960529dbf354ae59000000/The-power-of-counselling-psychology-in-an-age-of-powerlessness-A-call-to-action.pdf

Steinberg, S., & Krumer-Nevo, M. (2020). Poverty-aware teacher education. *European Journal of Teacher Education*, 1-16. <https://doi.org/10.1080/02619768.2020.1827390>

- Stephens, P., Tønnessen, F. E., & Kyriacou, C. (2004). Teacher training and teacher education in England and Norway: a comparative study of policy goals. *Comparative Education, 40*(1), 109–130. <https://doi.org/10.1080/0305006042000184908>
- Stevens, R. (1990). Humanistic psychology. In I. Roth (Ed.), *Introduction to Psychology* (Vol 1., pp.419-169). Lawrence Erlbaum.
- Stewart, D. W. & Shamdasani, P. N. (2015). *Focus groups: theory and practice* (3rd ed.). Sage Publications.
- Stoan, S. K. (1984). Research and library skills: An analysis and interpretation. *College & research libraries, 45*(2), 99-109.
- Strand, S. (2014). Ethnicity, gender, social class and achievement gaps at age 16: Intersectionality and 'Getting it' for the white working class. *Research Papers in Education, 29*, (2), 131-171. <http://dx.doi.org/10.1080/02671522.2013.767370>
- Strawbridge, S., & Woolfe, R. (2010). Counselling psychology: Origins, developments and challenges. In Woolfe, R., Strawbridge, S., Douglas, B. & Dryden, W. (Eds.), *Handbook of counselling psychology* (3rd ed., pp. 3-22). Sage Publications.
- Stronge, J. H. (2002). *Qualities of effective teachers* (3rd Ed.). Association for Supervision and Curriculum Development.
- Sue, D. W. (2015). *Therapeutic harm and cultural oppression. Counseling Psychologist, 43*, 359 – 369. <http://dx.doi.org/10.1177/0011000014565713>

- Taylor, C. (1995) The politics of recognition. In C. Taylor, *Philosophical Arguments* (pp. 25-73).
Harvard University Press.
- Taylor E. W. (2019). Student–Teacher Relationships: The Elephant in the Classroom. In M. Fedeli & L. Bierema L. (Eds.), *Connecting Adult Learning and Knowledge Management* (Vol 8, pp.69-83). Springer. https://doi.org/10.1007/978-3-030-29872-2_4
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig & W. Stainton Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd Eds., pp.17-37). Sage Publications.
- Thompson, I. (2017). *Tackling social disadvantage through teacher education*. Critical Publishing.
- Thompson, I. (2018) Challenging beginning teachers' misconceptions of the effects of poverty on educational attainment in an initial teacher. In S. Gannon, R. Hattam & W. Sawyer (Eds.), *Resisting Educational Inequality: Reframing policy and practice in schools serving vulnerable communities* (pp. 61-69). Routledge.
- Thompson, I., McNicholl, J., & Menter, I. (2016). Student Teachers' Perceptions of Poverty and Educational achievement. *Oxford Education Review*, 42(2), 214-229.
<http://dx.doi.org/10.1080/03054985.2016.1164130>
- Thorsborne, M. (2013). A story of the emergence of restorative practice in schools in Australia and New Zealand: Reflect, repair, reconnect. In K. S. van Wormer & L. Walker (Eds.), *Restorative justice today: Practical applications* (pp. 43–51). Sage Publications.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48, 388-396.

- Toporek, R. L. (2018). Strength, Solidarity, Strategy and Sustainability: A Counseling Psychologist's Guide to Social Action. *European Journal of Counselling Psychology*, 2018, (7)1, 90-110.
<https://doi.org/10.5964/ejcop.v7i1.153>
- Toporek, R., & Sloan, T. (2016). Reflections on the first decade of the Journal for Social Action in Counseling and Psychology. *Journal for Social Action in Counseling and Psychology*, 8(2), 1–12. <https://doi.org/10.33043/JSACP.8.2.1-12>
- Tracy, S. J. (2010). Qualitative quality: Eight 'Big-Tent' criteria for excellent qualitative research. *Qualitative Inquiry*, 16, 837-851. <https://doi.org/10.1177%2F1077800410383121>
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.
- Trainor, L. R., & Bundon, A. (2020). Developing the craft: reflexive accounts of doing reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 13(5), 705-726.
<https://doi.org/10.1080/2159676X.2020.1840423>
- Trevithick, P. (1988). Unconsciousness raising with working class women. In S. Krzowski and P. Land (Eds.), *In Our Experience: Workshops at the Women's Therapy Centre, Part II: The Outer World* (pp. 63-83). Women's Press.
- Ulvik, M., & Smith, K. (2019). Teaching about Teaching: Teacher Educators' and Student Teachers' Perspectives from Norway. In J. Murray, A. Swennen, and C. Kosnik (Eds.), *International Research, Policy and Practice in Teacher Education* (pp.123–137). Springer.

- Utt, J. (2014, March 26). *True solidarity: Moving past privilege guilt — Everyday feminism*. Retrieved from <https://everydayfeminism.com/2014/03/moving-past-privilege-guilt/>
- Vaandering, D. (2014). Relational restorative justice pedagogy in educator professional development. *Curriculum Inquiry*, 44(4), 508–530. <https://doi.org/10.1111/curi.12057>
- Vera, E. M., & Speight, S. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272. <https://doi.org/10.1177/0011000003031003001>
- Vermes, C. (2017). The individualism impasse in counselling psychology. *Counselling Psychology Review*, 32(1), 44-53.
- Vine, R. (2009, 1 November). *Research methodology: Case study*. Ruby Vine Pty Ltd <https://rubyvine.blogspot.com/2009/11/research-methodology-case-study.html> on [29.01.2021](https://doi.org/10.1177/0011000003031003001)
- Voigt, R. (2017). Distributive equality, relational equality and preferences about higher education. *Theory and Research in Education*, 15(2), 109-128. <https://doi.org/10.1177/1477878517708116>
- Voigt, R. (2020). Relational Egalitarianism. *Oxford Research Encyclopedia of Politics*. <https://doi.org/10.1093/acrefore/9780190228637.013.1387>
- Voigt, K., & Wester, G. (2015). Relational equality and health. *Social Philosophy and Policy*, 31(2), 204-229. <https://doi.org/10.1017/S0265052514000326>

- Volker, F. (2017). Counselling Psychology Perspectives. In V. Gailbraith (Ed.), *Counselling Psychology* (pp. 38-52). Routledge.
- von Wright, M. (2009). *Initiativ och följsamhet i klassrummet* [Initiative and flexibility in the classroom; in Swedish] *Rapporter i pedagogic* (15th Ed.). Örebro Universitet.
- Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.
- Walford, G. (1991). *Doing educational research*. Routledge.
- Walsh, D., & Downe, S. (2005). Meta-synthesis method for qualitative research: a literature review. *Journal of Advanced Nursing*, 50(2), 204-211.
- Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers college record*, 111(9), 2209-2254. <https://www.tcrecord.org/Content.asp?ContentId=15390>
- Weick, K. E. (2007). The generative properties of richness. *Academy of Management Journal*, 50, 14-19. <https://doi.org/10.5465/amj.2007.24160637>
- Weiss, R. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. The Free Press.
- White, M. L. & Murray, J. (2016). Seeing disadvantage in schools: exploring student teachers' perceptions of poverty and disadvantage using visual pedagogy. *International research and pedagogy*, 42(4), 500-515.

Wilkinson, R., & Pickett, K. (2010). *The Spirit Level: Why Equality is Better for Everyone*. Penguin Books Ltd.

Williams, B. (2015). Enhancing teaching relationships through therapeutic use of self. *The Journal of Mental Health Training, Education and Practice*, 10(1), 61 – 70.

<https://doi.org/10.1108/JMHTEP-04-2014-0008>

Williams, J. M., & Greenleaf, A. T. (2012). Ecological psychology: Potential contributions to social justice and advocacy in school settings. *Journal of Educational and Psychological Consultation*, 22(1-2), 141-157.

<https://doi.org/10.1080/10474412.2011.649653>

Williams, P., & Macdonald, A. (1986). The effect of non-response bias on the results of two-stage screening surveys of psychiatric disorder. *Social Psychiatry*, 21(4), 182–186.

<https://link.springer.com/content/pdf/10.1007/BF00583998.pdf>

Willig, C. (2001). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Open University Press.

Willig, C. (2008). Case Studies. In C. Willig (Ed.), *Introducing qualitative research in psychology: adventures in theory and method (2nd Edition)* (pp.74-89). McGraw Hill/Open University Press.

Willig, C. (2013). *Introducing qualitative research in psychology*. McGraw-Hill Education.

Wilstshire, G., & Ronkainen, N. (2021). A realist approach to thematic analysis: making sense of qualitative data through experiential, inferential and dispositional themes. *Journal of Critical Realism*, 20(2), 159-180.

<https://doi.org/10.1080/14767430.2021.1894909>

- Winter, L. A. (2018). Relational equality in education: what, how, and why?. *Oxford Review of Education*, 44(3), 338-352, <https://doi.org/10.1080/03054985.2017.1391761>
- Winter, L. A. (2019). Social justice and remembering “the personal is political” in counselling and psychotherapy: So, what can therapists do?. *Counselling and Psychotherapy Research*, 19(3), 179–181. <https://doi.org/10.1002/capr.12215>
- Winter, L. A., Burman, E., Hanley, T., Kalambouka, A., & McCoy, L. (2016). Education, welfare reform and psychological well-being: A critical psychology perspective. *British Journal of Educational Studies*, 64, 467–483. <https://doi.org/10.1080/00071005.2016.1171823>
- Winter, L. A., Hanley, T., Bragg, J., Burrell, K., & Lupton, R. (2020). ‘Quiet activism in schools’: Conceptualising the relationships between the personal, the political and the political in education. *Cambridge Journal of Education*, 50(3), 391-408.
<https://doi.org/10.1080/0305764X.2019.1707511>
- Wolff, J. (2019). Equality and hierarchy. *Proceedings of the Aristotelian Society*, 119(1), 1–23.
<https://doi.org/10.1093/arisoc/aoz001>
- Wright, K. (2016). Resilient communities? Experiences of risk and resilience in a time of austerity. *International journal of disaster risk reduction*, 18, 154- 161.
<https://doi.org/10.1016/j.ijdrr.2016.06.003>
- Wrigley, T. (2014) *The politics of curriculum in schools*. Centre for Labour and Policy Studies.
Retrieved from: <http://classonline.org.uk/pubs/item/the-politics-of-curriculum-in-schools>
- Wubbels, T. (2016). *Teacher-student relationships and interactions as a factor in learning environments* [paper presentation]. The 36th Vernon-Wall Lecture presented at the Annual

Conference of the Psychology of Education Section of the British Psychological Society,
Birmingham, UK.

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014).

Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed) (pp. 363–386). Routledge.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Sage Publications.

Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality*, *30*(5), 485–494.

<https://doi.org/10.2224/sbp.2002.30.5.485>

Young, I. M. (2011). *Justice and the politics of difference*. Princeton University Press.

Appendices

Appendix 1: Participant information Sheet for Teacher Educators

Participant Information Sheet: Teacher-Educators

Applying a social justice agenda within education: a case study looking at experiences, understandings and enactments of relational (in)equality within a PGCE tutor group.

Participant Information Sheet (PIS)

This PIS should be read in conjunction with [The University privacy notice](#)

You are being invited to take part in a piece of research which is taking part within your PGCE cohort as part of a doctoral thesis of a postgraduate student who is currently studying a Doctorate in Counselling Psychology at the University of Manchester. The research is being carried out as a case study of your PGCE tutor group which will be exploring equality within relationships between the student-teachers and course tutors of the group.

Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Anna Fitzgibbon (student investigator)– postgraduate student, doctorate in counselling psychology

Supervisory team:

Dr Laura Winter (primary supervisor) – Senior Lecturer in Education and Counselling Psychology, and HCPC Registered Counselling Psychologist
Programme Director, Professional Doctorate in Counselling Psychology
Associate Director for Equality, Diversity and Inclusion, School of Environment, Education and Development

Manchester Institute of Education
Ellen Wilkinson Building, A block, 5th floor
University of Manchester, Oxford Road, M13 9PL

What is the purpose of the research?

This study sets out to:

- Gain insight into how members of a PGCE tutor group (inclusive of all student-teachers and teacher-educators in a PGCE tutor group) experience and understand relational (in)equality;
- Gather opinions on how experiences and understandings of relational (in)equality inform the enactment of relational (in)equality within student-teacher placements in the school classroom setting, and;

- Identify factors that help or hinder a move towards greater relational equality in the PGCE classroom and in student-teachers' practice

It is hoped that findings will be used to support understandings and inform approaches adopted to tackle relational inequality within the PGCE classroom and in student-teachers' practice.

Why have I been chosen?

You are being asked to take part as the PGCE tutor group you are involved in as a teacher-educator has been selected to take part in this study. This study will involve one-to-one interviews with teacher-educators, focus groups and one-to-one interviews with some student-teachers and observations of the tutor group in session.

What would I be asked to do if I took part?

The case study involves two different phases. If you choose to take part in the study, you will be directly involved in the 1st and 2nd stage of the case study. The **first phase** will be conducted at the start of the autumn term, before the student-teachers begin their practice placements. The **second phase** will be conducted later in the autumn term once student-teachers started their practice placements.

Your involvement in the two different stages will involve:

- 1) Taking part in two one-to-one, semi-structured **interviews** via Zoom at a convenient time for you. The first interview will take part in phase 1 and the second in phase 2. The interview will be recorded using the recording function on Zoom. The video recording will be deleted and the audio recording of the interview will then be extracted and transcribed. The interview transcript will then be used for data analysis.

The first interview will explore your understanding and experience of relational equality and inequality within the tutor group, with particular focus on your relationships with the student-teachers. We will also consider what you think would support/facilitate greater relational equality within the PGCE tutor group.

The second interview will explore your perception on how student-teachers' enact relational (in)equality in their teaching practice, as well as what you think would support/facilitate greater relational equality within the teaching practice of student-teachers.

- 2) Separate to this, student-teachers who have consented to be involved will take part in **focus groups** in phase one. 2-3 student-teachers will then take part in further one-to-one interviews, held in phase two after they have been observed in their teaching practice. **You will not be asked to take part in this part of the study.**
- 3) Finally, I will carry out **observations** of the tutor group during the first few weeks of the autumn term. Fieldwork notes will be taken of any observations and this will be used as part of the data analysis.

What will happen to my personal information?

In order to undertake the research project we will need to collect the following personal information/data about you:

- Your name and signature on the participant consent form (see separate form)
- Your job title
- Your email address in order to arrange timings for interviews. This will be deleted as soon as the data collection period is over

- Audio recording of the interviews extracted and then transcribed. All identifiable information (e.g. names, location) will either be removed from the transcript or replaced with false names/places. The transcript will then be used for data analysis.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures.

All researchers are appropriately trained, and your data will be looked after in the following way:

- The signed consent form will be securely stored on the University of Manchester's Research Data Storage Service. This ensures data is securely stored in line with General Data Protection Regulation (GDPR). The consent form will be retained in line with university policy for a period of less than 5 years.
- All audio recorded data will be transferred as soon as possible from the recording device (in this case my laptop) to the University of Manchester's Research Data Storage Service. Once transferred, it will be deleted from the recording device. The recording will then be transcribed by the student investigator. The transcript will be pseudonymised, which means all identifiable information (names, location, name of university etc.) will either be removed or replaced with false names/places. A list with the names of all those taking part and corresponding false names given will be created, securely stored and encrypted. This is so that in the event that confidentiality did need to be broken (see section below called 'Will participation in the study be confidential?' for more information) we would be able to identify participants. In line with the university's data retention policy, the pseudonymised transcript will be retained for 5 years.

During data collection, data analysis and write up, only the research team will have access to this information. We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is "public interest task" and "for research purposes" if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our [Privacy Notice for Research Participants](#).

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our [privacy notice for research](#) and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the [Information Commissioner's Office](#), Tel 0303 123 1113

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above.

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the research team and those with access to your personal information as listed above. Any identifiable information will only be available to the research team and on encrypted storage devices/systems. The university and individuals will not be identified - names of individuals and the university will be made up. Under no circumstances will your response information be used for any other purpose than the described in this information sheet. There may be circumstances where this confidentiality may have to be broken, and disclosure of your personal information necessary. Example situations which may lead to disclosure are as follows:

- in the event that there are **concerns about your safety or the safety of others**, the student investigator will need to speak to their supervisor about potential disclosure to relevant teams outside of the research setting. See separate distress management protocol for this study which outlines this process.

- Where the student investigator has a professional obligation to **report misconduct/poor practice** they may need to speak to their supervisor about potentially informing your employer or relevant professional body
- The student investigator will have to speak to their supervisor regarding **reporting current/future illegal activities**, which you disclose, to the authorities

Where possible, this will be done in collaboration and communication with you.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights.

As the study will involve exploring your experience and understanding of your relationships with teacher-students and experiences within the tutor group, there may be times where this brings up specific feelings and emotions which has an impact on your wellbeing during the interview. You are free to pause or stop the interview and recording at any time if you become upset. If, after a break from the interview, you still feel like continuing with the interview will be detrimental to your wellbeing you are free to withdraw from the study without giving a reason and without detriment to yourself. The interviewer is there to support and guide you throughout the process and should be utilised as such.

It will also not be possible for you to decline to be audio recorded as this is essential to your participation in the study.

Will my data be used for future research?

No, your data will be used solely for the proposed research study.

Will I be paid for participating in the research?

No payment will be made for participation in the research.

What is the duration of the research?

The study will take place at several points throughout the autumn term of the PGCE course. Interviews with teacher-educators will be held at a convenient time for participants during the two different phases of the research. Interviews should last no longer than 1-1.5 hours. Additionally, 2 observations of the tutor group in session will be conducted during the first 4 weeks of the course at a pre-agreed date and time with the course tutor(s) to cause minimal disruption to the group.

Concurrently, focus groups will be held with student members during the two different phases of the research, with dates and times agreed with participants and the tutor group as a whole to provide minor disruption and fit in with participants' existing commitments. Each focus group will last a maximum of 1.5 hours. You will not be asked to be involved in this part of the study.

Where will the research be conducted?

Remotely via zoom

Will the outcomes of the research be published?

Findings from this study will be published within the doctoral thesis as part of the Counselling Psychology doctorate being undertaken by the student investigator. The findings may also be published in academic papers, books or journals.

Disclosure and Barring Service (DBS) Check (if applicable)

The student investigator (Anna Fitzgibbon), who will be working with the PGCE tutor group, has undergone a satisfactory DBS check.

Who has reviewed the research project?

This research project has been reviewed and approved by The Environment, Education and Development School Panel PGR as part of the University of Manchester's Research Ethics Committee.

What if I want to make a complaint?

If you have a minor complaint then you need to contact the student investigator or their Supervisor in the first instance.

- **Dr Laura Winter (Supervisor) at:**

email: laura.winter@manchester.ac.uk

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study or if you are interested in taking part then please contact the student investigator or their supervisor

- **Anna Fitzgibbon (student investigator) at:**

email: anna.fitzgibbon@postgrad.manchester.ac.uk

OR

- **Laura Winter (Supervisor) at:**

email: laura.winter@manchester.ac.uk

This Project Has Been Approved by the University of Manchester's Research Ethics Committee [Ref: 2020-10282-16284]

Appendix 2: Consent form for Teacher Educators

Teacher-educator consent form

Doctoral thesis title:

Applying a social justice agenda within education: a case study looking at experiences and understanding of relational (in)equality in a secondary school class

Member Consent Form

If you have read the participant information sheet and are happy to participate in the study please complete and sign the consent form below. If you do not have access to an electronic signature and are unable to print, please just type your name. Please either then scan or take a picture of your signed consent form and return this to Anna via email (anna.fitzgibbon@postgrad.manchester.ac.uk).

	Activities	Sign with initials
1	I confirm that I have read the attached information sheet (Version 2, Date 08/2020) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis	
3	I agree to the interviews being audio-recorded	
5	I agree that any data collected may be published in anonymous form in academic books, reports or journals	
6	I consent for the use of any anonymous quotes in the final thesis or publications	
7	I agree that the researcher may retain my email address throughout the duration of the research in order to contact me to arrange interviews. I understand that this information will only be kept for as long as necessary (e.g. the duration of data collection) and will be immediately deleted as soon as this period is over. I agree to take part on this basis	
8	I understand that there may be instances where during the course of the interview, focus group or observation, information is revealed which means that the researchers will be obliged to break confidentiality, and this has been explained in more detail in the information sheet.	

9	I agree to take part in this study	
---	------------------------------------	--

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the [Privacy Notice for Research Participants](#).

Once I have received your email with your signed consent form this will be immediately transferred to the university of Manchester’s secure remote storage system. The email will then be deleted. To protect your confidentiality, I would encourage you to delete your digital copy of the consent form and the sent email.

Name of Participant Signature Date

Name of the person taking consent Signature Date

If you do not have access to an electronic signature and are unable to print, please just type your name. Please either then scan or take a picture of your signed consent form and return this to Anna via email (anna.fitzgibbon@postgrad.manchester.ac.uk).

Appendix 3: Participant Information Sheet for Student Teachers

Participant Information Sheet: Student-Teachers

Applying a social justice agenda within education: a case study looking at experiences, understandings and enactments of relational (in)equality within a PGCE tutor group.

Participant Information Sheet (PIS)

This PIS should be read in conjunction with [The University privacy notice](#)

You are being invited to take part in a piece of research which is taking part within your PGCE cohort as part of a doctoral thesis of a postgraduate student who is currently studying a Doctorate in Counselling Psychology at the University of Manchester. The research is being carried out as a case study of your PGCE tutor group which will be exploring equality within relationships between the student-teachers and course tutors of the group.

Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Anna Fitzgibbon (student investigator)– postgraduate student, doctorate in counselling psychology

Supervisory team:

Dr Laura Winter (primary supervisor) – Senior Lecturer in Education and Counselling Psychology, and HCPC Registered Counselling Psychologist
Programme Director, Professional Doctorate in Counselling Psychology
Associate Director for Equality, Diversity and Inclusion, School of Environment, Education and Development

Manchester Institute of Education
Ellen Wilkinson Building, A block, 5th floor
University of Manchester, Oxford Road, M13 9PL

What is the purpose of the research?

This study sets out to:

- Gain insight into how members of a PGCE tutor group (inclusive of all student-teachers and teacher-educators in a PGCE tutor group) experience and understand relational (in)equality;
- Gather opinions on how experiences and understandings of relational (in)equality inform the enactment of relational (in)equality within student-teacher placements in the school classroom setting, and;
- Identify factors that help or hinder a move towards greater relational equality in the PGCE classroom and in student-teachers' practice

It is hoped that findings will be used to support understandings and inform approaches adopted to tackle relational inequality within the PGCE classroom and in student-teachers' practice.

Why have I been chosen?

You are being asked to take part as the PGCE tutor group you are involved in as a student-teacher has been selected to take part in this study. This study will involve one-to-one interviews with teacher-educators, focus groups and one-to-one interviews with some student-teachers and observations of the tutor group in session.

What would I be asked to do if I took part?

The case study involves two different phases. If you choose to take part in the study, you will be directly involved in the 1st and 2nd stage of the case study. The **first phase** will be conducted at the start of the autumn term, before you begin your teaching practice placements. The **second phase** will be conducted later in the autumn term once you have started your practice placement.

Your involvement in the two different stages will involve:

- 4) Taking part in a **focus group** with the student investigator (Anna Fitzgibbon) via Zoom at a convenient time for you. The focus group will take part in phase 1. Your participation in the focus group is entirely confidential, the tutors will not be aware you are taking part. The focus groups will be recorded using the recording function on Zoom. The video recording will be deleted, and the audio recording of the interview will then be extracted and transcribed. The interview transcript will then be used for data analysis.

The first focus group will explore yours and fellow student-teacher's understandings and experiences of relational equality and inequality within the tutor group, with particular focus on your relationships with the teacher-educators. We will also consider what you think would support/facilitate greater relational equality within the PGCE tutor group.

- 5) If you are willing and feel comfortable to, I will then be conducting **one-to-one interviews** with 2-3 student-teachers during phase 2 (after starting your teaching practice). This will be carried out via Zoom at a convenient time for you and will be recorded using the recording function of Zoom. This will be to explore in more depth how your understandings and experiences of relational inequality are enacted in the classroom by reflecting on your feedback from classroom observations. We will also consider what you think would support/facilitate greater relational equality within your teaching practice. ***You do not have to volunteer for this part of the study if you do not want and it will not impact your ability to take part in the focus group. You do however have to have taken part in the focus group in order to take part in a one-to-one interview.***
- 6) Separate to this, teacher-educators will take part in two one-to-one interviews, one in phase one and the second in phase two. You will not be involved in this part of the study.
- 7) Finally, I will carry out **observations** of the tutor group during the first few weeks of the autumn term. Fieldwork notes will be taken of any observations and this will be used as part of the data analysis. No personal information of yours will be collected or retained by the researchers during the observations and these observations will not be audio recorded.

What will happen to my personal information?

In order to undertake the research project we will need to collect the following personal information/data about you:

- Your name and signature on the participant consent form (see separate form)
- Your email address in order to arrange timings for interviews. This will be deleted as soon as the data collection period is over

- Audio recording of the interviews extracted and then transcribed. All identifiable information (e.g. names, location) will either be removed from the transcript or replaced with false names/places. The transcript will then be used for data analysis.

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures.

All researchers are appropriately trained, and your data will be looked after in the following way:

- The signed consent form will be securely stored on the University of Manchester's Research Data Storage Service. This ensures data is securely stored in line with General Data Protection Regulation (GDPR). The consent form will be retained in line with university policy for a period of less than 5 years.
- All audio recorded data will be transferred as soon as possible from the recording device (in this case Anna's laptop) to the University of Manchester's Research Data Storage Service. Once transferred, it will be deleted from the recording device. The recording will then be transcribed by the student investigator. The transcript will be pseudonymised, which means all identifiable information (names, location, name of university etc.) will either be removed or replaced with false names/places. A list with the names of all those taking part and corresponding false names given will be created, securely stored and encrypted. This is so that in the event that confidentiality did need to be broken (see section below called 'Will participation in the study be confidential?' for more information) we would be able to identify participants. In line with the university's data retention policy, the pseudonymised transcript will be retained for 5 years.

During data collection, data analysis and write up, only the research team will have access to this information. We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is "public interest task" and "for research purposes" if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our [Privacy Notice for Research Participants](#).

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio recordings. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our [privacy notice for research](#) and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the [Information Commissioner's Office](#), Tel 0303 123 1113

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above.

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the research team and those with access to your personal information as listed above. **The course tutors/associate tutors will not know you are taking part in the focus group or one-to-one interviews.** Any identifiable information will only be available to the research team and on encrypted storage devices/systems. The university and individuals will not be identified - names of individuals and the university will be made up. Under no circumstances will your response information be used for any other purpose than described in this information sheet.

There may be circumstances where this confidentiality may have to be broken, and disclosure of your personal information necessary. Example situations which may lead to disclosure are as follows:

- in the event that there are **concerns about your safety or the safety of others**, the student investigator will need to speak to their supervisor about potential disclosure to relevant teams

outside of the research setting. See separate distress management protocol for this study which outlines this process.

- Where the student investigator has a professional obligation to **report misconduct/poor practice** they may need to speak to their supervisor about potentially informing your employer or relevant professional body
- The student investigator will have to speak to their supervisor regarding **reporting current/future illegal activities**, which you disclose, to the authorities

Where possible, this will be done in collaboration and communication with you.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights.

As the study will involve exploring your experience and understanding of your relationships with teacher-educators and experiences within the tutor group, there may be times where this brings up specific feelings and emotions which has an impact on your wellbeing during the interview. You are free to pause or stop the interview and recording at any time if you become upset. If, after a break from the interview, you still feel like continuing with the interview will be detrimental to your wellbeing you are free to withdraw from the study without giving a reason and without detriment to yourself. The interviewer is there to support and guide you throughout the process and should be utilised as such.

It will also not be possible for you to decline to be audio recorded as this is essential to your participation in the study.

Will my data be used for future research?

No, your data will be used solely for the proposed research study.

Will I be paid for participating in the research?

No payment will be made for participation in the research.

What is the duration of the research?

The study will take place at several points throughout the autumn term of the PGCE course. Focus groups will be held with student members during the first phase of the research and one-to-one interviews in the second phase. The dates and times of the focus group and interviews will be agreed with participants to provide minor disruption and fit in with participants' existing commitments. The focus group will last a maximum of 1.5 hours and the interview will last a maximum of 1 hour. Additionally, 2 observations of the tutor group in session will be conducted during the first 4 weeks of the course at a pre-agreed date and time with the course tutor(s) to cause minimal disruption to the group.

Where will the research be conducted?

Remotely via zoom

Will the outcomes of the research be published?

Findings from this study will be published within the doctoral thesis as part of the Counselling Psychology doctorate being undertaken by the student investigator. The findings may also be published in academic papers, books or journals.

Disclosure and Barring Service (DBS) Check (if applicable)

The student investigator (Anna Fitzgibbon), who will be working with the PGCE tutor group, has undergone a satisfactory DBS check.

Who has reviewed the research project?

This research project has been reviewed and approved by The Environment, Education and Development School Panel PGR as part of the University of Manchester's Research Ethics Committee.

What if I want to make a complaint?

If you have a minor complaint then you need to contact the student investigator or their Supervisor in the first instance.

- **Anna Fitzgibbon (student investigator) at:**

email: anna.fitzgibbon@postgrad.manchester.ac.uk

OR

- **Laura Winter (Supervisor) at:**

email: laura.winter@manchester.ac.uk

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by

emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study or if you are interested in taking part then please contact the student investigator or their supervisor

- **Dr Laura Winter (Supervisor) at:**

email: laura.winter@manchester.ac.uk

This Project Has Been Approved by the University of Manchester's Research Ethics Committee [Ref: 2020-10282-16284]

Appendix 4: Consent forms for Student Teachers

Student-teacher consent form For Focus Group

Doctoral thesis title:

Applying a social justice agenda within education: a case study looking at experiences and understanding of relational (in)equality in a secondary school class

Member Consent Form

Once you have read all the information in the participant information sheet and if you are happy to participate in the focus group please complete and sign the consent form below. If you do not have access to an electronic signature and are unable to print, please just type your name. Please either then scan or take a picture of your signed consent form and return this to Anna via email (anna.fitzgibbon@postgrad.manchester.ac.uk).

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 2, Date 08/2020) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis	
3	I agree to the focus group being audio-recorded	
4	I give consent to be contacted regarding potential follow-up one-to-one interviews after taking part in the focus group. I understand that I do not have to volunteer for this part of the study in order to take part in the focus groups.	
6	I agree that any data collected may be published in anonymous form in academic books, reports or journals	
7	I consent for the use of any anonymous quotes in the final thesis or publications	
8	I agree that the researcher may retain my email address throughout the duration of the research in order to contact me to arrange interviews and focus groups. I understand that this information will only be kept for as long as necessary (e.g. the duration of data collection) and will be immediately deleted as soon as this period is over. I agree to take part on this basis	

9	I understand that there may be instances where during the course of the interview, focus group or observation, information is revealed which means that the researchers will be obliged to break confidentiality, and this has been explained in more detail in the information sheet.	
10	I agree to take part in this study	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the [Privacy Notice for Research Participants](#).

Once I have received your email with your signed consent form this will be immediately transferred to the university of Manchester's secure remote storage system. The email will then be deleted. To protect your confidentiality, I would encourage you to delete your digital copy of the consent form and the sent email.

Name of Participant

Signature

Date

Name of the person taking consent

Signature

Date

If you do not have access to an electronic signature and are unable to print, please just type your name. Please either then scan or take a picture of your signed consent form and return this to Anna via email (anna.fitzgibbon@postgrad.manchester.ac.uk).

Student-teacher consent form For Interview

Doctoral thesis title:

Applying a social justice agenda within education: a case study looking at experiences and understanding of relational (in)equality in a secondary school class

Member Consent Form

If you are happy to participate in the follow-up interview please complete and sign the consent form below. If you do not have access to an electronic signature and are unable to print, please just type your name. Please either then scan or take a picture of your signed consent form and return this to Anna via email (anna.fitzgibbon@postgrad.manchester.ac.uk).

	Activities	Sign with initials
1	I confirm that I have read the attached information sheet (Version XX, Date XX) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis	
3	I agree for the interview to be audio-recorded	
4	I consent for the use of any anonymous quotes in the final thesis or publications	
5	I agree that any data collected may be published in anonymous form in academic books, reports or journals	
6	I understand that there may be instances where during the course of the interview, information is revealed which means that the researchers will be obliged to break confidentiality, and this has been explained in more detail in the information sheet.	
7	I agree to take part in this interview as part of the study	

Data Protection

The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the [Privacy Notice for Research Participants](#).

Once I have received your email with your signed consent form this will be immediately transferred to the university of Manchester's secure remote storage system. The email will then be deleted. To protect your confidentiality, I would encourage you to delete your digital copy of the consent form and the sent email.

Name of Participant

Signature

Date

Name of the person taking consent

Signature

Date

Appendix 5: Participant recruitment email

RE: Involvement in doctoral research: a case study looking at relational equality/inequality in a PGCE tutor group

Dear All,

Thank you so much for your time the other day, it was a pleasure meeting you all and being given the opportunity to speak about my research. I am aware there may have been questions which have come to you since this session and I would really encourage you to get in touch with me at any point to answer any questions or queries you may have. As I mentioned, although explicit consent is not being sought for the observations of teaching sessions please do speak to either myself or your course tutor if you have any concerns about this.

In terms of next steps:

- Please read through the attached participant information sheet (PIS) which contains everything you need to know about the research, taking part and your confidentiality.
- Only once you have read this and have asked me any questions or concerns you may have, please sign and return the attached consent form.

To return the signed consent form please either:

- electronically sign and return the form via email or;
- print the document, sign it, take a photo of the consent form and email it back to the me.
- If you do not have access to an electronic signature and are unable to print the consent form, please just type your name.

In order to ensure your confidentiality please be sure to take all precautions to ensure the email is secure as possible. You can do this by deleting the email and photo as soon as you have sent it across to me. Know that once I have received the signed consent form I will be encrypting and uploading the consent form to a university provided secure data storage system and will be immediately deleting the email and any other copy of the consent form as soon as this is done. Please do not hesitate to get in touch with any questions, concerns or queries.

All the best,

Anna Fitzgibbon

Counselling Psychologist in training

University of Manchester

Appendix 6: Interview guides for teacher-educators' interviews in phase 1 & 2

Data collection phase 1: one-to-one interview with teacher educators (course tutor and associate tutor)

Example interview questions:	Related to:
<p>1. What do you think of when you consider an equal society?</p> <p>2. What does the term relational equality mean to you? Have you come across this term before?</p> <p>Possible probes: [if members are unfamiliar with the concept or find it hard to define, provide a working definition e.g. relational (in)equality concerns 'the process and nature of our relations and the extent to which these prize equality' (Winter, 2018, p.338)].</p> <p>On the whole, (in)equality within research has been defined, understood and measured based on distributive conceptualisations of equality. Predominantly, (in)equality is considered in terms of socioeconomic status; a concept which concerns access to resources and is measured by income, education and occupation (Psaki et al., 2014). What appears to be missing from the rhetoric is the integral relational elements of our social world and the way these factors work to exacerbate experiences of inequality (Bessell, 2019). As Bessell (2019) rightly highlighted 'Resources matter in responding to children's poverty, but so too do people' (p.65). Relational (in)equality can be best understood as concerning 'the process and nature of our relations and the extent to which these prize equality' (Winter, 2018: 338), as well as consideration of how structures within society facilitate this (Anderson, 1999; Fraser, 2001).</p> <ul style="list-style-type: none"> • How do you understand this definition of relational (in)equality? • Is there anything you would add or change about this definition? 	<p>RQ 1: How do the teacher-educator(s) and student-teachers in a PGCE tutor group understand the term relational (in)equality?</p>
<p>1. How do you understand the term relational (in)equality within the context of the PGCE tutor group?</p> <p>2. What has been your experience of relational (in)equality within the group?</p> <p>Possible probes:</p> <ul style="list-style-type: none"> • Do you think relational (in)equality exists in the group? • What part has it played in your experience of the group? • How equal do you feel the relationships are between teacher-educators and student-teachers? • Is this something that you are conscious of? • How much importance to you place on equality within your relationships with student-teachers? • What does relational (in)equality look like in the group? How does it play out? Can you tell me a little more about the power dynamics in the PGCE tutor group? 	<p>RQ2: How is relational (in)equality experienced in a PGCE tutor group by both student-teachers and the teacher-educator(s)?</p>

<p>1. What factors do you think contribute to the levels of inequality or equality in your relationships in the tutor group?</p> <p>Possible probes:</p> <ul style="list-style-type: none"> • What factors support more equal relationships with the student-teachers? • What factors create unequal relationships with student-teachers? • What helps or hinders your ability to establish equal relationships with the student-teachers in the class? • Are there factors outside of the group which impact relational (in)equality within the PGCE tutor group? <p>2. In your opinion, is relational equality something which should be achieved/worked towards?</p> <p>Possible probes:</p> <ul style="list-style-type: none"> • Do you think it's possible or necessary to achieve relational equality within the group? • Do you think this is part of your role as teacher-educator? • Do you think it's important to incorporate considerations of relational (in)equality into the education of teacher-educators? • What do you think your role is with regards to greater relational equality? • What do you think is the student-teachers role with regards to greater relational equality? 	<p>RQ 4: What do student-teachers and teacher-educators think would support/facilitate greater relational equality within the PGCE tutor group?</p>

Interview schedule for teacher-educator interview 2

Example interview questions:	Related to:
<ol style="list-style-type: none"> 1. From your observations, in what ways do you think the student-teachers are enacting relational (in)equality in their teaching practice 2. Do you think that the student-teachers are conscious of (in)equality within the relationships with students on their practice placements? If so, in what ways? And how do you know? 3. Do you think student-teachers experience of relationships within the PGCE class impacts or influences their relationships with students in their teaching practice? If so, in what way? 	<p>RQ3: How are student-teachers' understandings of relational equality enacted in their teaching practice</p>
<ol style="list-style-type: none"> 1. What factors do you think contribute to the levels of inequality or equality within student teachers' practice? <p>Possible prompts:</p> <ul style="list-style-type: none"> • What contributes to (un)equal relationships within the classroom in student-teachers practice? 	<p>RQ 4: What do student-teachers and teacher-educators think would support/facilitate greater relational equality within the</p>

<ul style="list-style-type: none"> • What do you think helps or hinders student-teachers ability to establish equal relationships with the students in the class? • Are there factors outside of the group which impact relational (in)equality within the PGCE class? <p>2. Is relational equality something which student-teacher should be aware of and working towards in their teaching practice?</p> <p>Possible prompts:</p> <ul style="list-style-type: none"> • Do you think it's possible or necessary to achieve relational equality within the school classroom? • Do you think this is part of the role of the student-teachers? What is your role in this? • Do you think it's important to incorporate considerations of relational (in)equality into the education of teacher-educators? • What do you think your role is with regards to greater relational equality? • What do you think is the student-teachers role with regards to greater relational equality? 	<p>PGCE tutor group and in student teachers' practice?</p>
---	--

Appendix 7: Interview guide for student-teacher interviews in phase 2

Data collection phase 2: One-to-one interview with 2-3 student-teachers (2) – (post-receipt of feedback from classroom observations in student-teachers practice placements)

Do you have any questions at all?

Are you happy for me to start recording the interview?

Example interview questions:	Related to:
<p>Reflecting on your feedback from your classroom observations:</p> <ol style="list-style-type: none"> 1. What were you aware of in your interactions with students in the classroom in terms of equality and inequality? What did you notice? 2. In what ways were you aware of the equality and/or inequality in your relationships with students in your lessons? How do you attend to this in lessons? 3. What are your reflections on the feedback you received regarding the relational dynamics with students? 	<p>RQ3: How are student-teachers' understandings of relational equality enacted in their teaching practice</p>
<p>(This will be specifically related to their teaching practice)</p> <ol style="list-style-type: none"> 1. What factors do you think contribute to the levels of equality and inequality existing in your relationships with students in your teaching practice? <p>Possible prompts:</p> <ul style="list-style-type: none"> • What contributes to (un)equal relationships with the student(s) • What helps or hinders your ability to establish equal relationships with students in the class? • Are there factors outside of the class which impact relational (in)equality within your teaching practice? <ol style="list-style-type: none"> 2. In your opinion, is relational equality something we should be working towards? <p>Possible prompts:</p> <ul style="list-style-type: none"> • Do you think it's possible or necessary to achieve relational equality within school classrooms? • Do you think it's important to incorporate considerations of relational (in)equality into the education of teacher-educators? • What do you think your role is with regards to greater relational equality? • What do you think is the teacher-educators role with regards to greater relational equality? 	<p>RQ 4: What do student-teachers and teacher-educators think would support/facilitate greater relational equality within the PGCE tutor group and in student teachers' practice?</p>

Appendix 8: Focus group protocol

Before we begin, it feels important to establish some ground rules for this group, in order to establish a safe space which is supportive and protects everyone's privacy. I shall use the whiteboard function to make a note of these. Can anyone think of anything initially that feels really important to remember as we start the focus group? (prompts: non-judgmental, allowing space for everyone to contribute, protecting everyone's confidentiality, no 'isms').

*Does anyone have any questions at all?
Are you happy for me to start recording the interview?*

Example questions to stimulate discussion	Relating to:
<p>1. What do you think of when you consider an equal society? 2. What does the term relational equality mean to you? Have you come across this term before?</p> <p>Possible probes:</p> <p>[if members are unfamiliar with the concept or find it hard to define, provide a working definition e.g. relational (in)equality concerns 'the process and nature of our relations and the extent to which these prize equality' (Winter, 2018, p.338)].</p> <ul style="list-style-type: none"> • How do you understand this definition of relational (in)equality? • Is there anything you would add or change about this definition? <p>On the whole, (in)equality within research has been defined, understood and measured based on distributive conceptualisations of equality. Predominantly, (in)equality is considered in terms of socioeconomic status; a concept which concerns access to resources and is measured by income, education and occupation (Psaki et al., 2014). What appears to be missing from the rhetoric is the integral relational elements of our social world and the way these factors work to exacerbate experiences of inequality (Bessell, 2019). As Bessell (2019) rightly highlighted 'Resources matter in responding to children's poverty, but so too do people' (p.65). Relational (in)equality can be best understood as concerning 'the process and nature of our relations and the extent to which these prize equality' (Winter, 2018: 338), as well as consideration of how structures within society facilitate this (Anderson, 1999; Fraser, 2001).</p>	<p>RQ 1: How do the teacher-educator(s) and student-teachers in a PGCE tutor group understand the term relational (in)equality?</p>
<p>1. What has been your experience of relational equality or inequality within the tutor group?</p> <p>Potential probes:</p> <ul style="list-style-type: none"> • Do you think relational (in)equality exists in the group? • What part has it played in your experience of the group? • How equal do you feel the relationships are between teacher-educator(s) and student-teachers in the group are? • Is this something that you are conscious of? • How much importance to you place on equality within your relationships with teacher-educator(s)? • What does relational (in)equality look like in the group? How does it play out? Can you tell me a little more about the power dynamics in the PGCE tutor group? 	<p>RQ2: How is relational (in)equality experienced in a PGCE tutor group by both student-teachers and the teacher-educator(s)?</p>

<p>1. What factors do you think contribute to the levels of inequality and equality you have experienced in your relationships within the tutor group</p> <p>Possible probes:</p> <ul style="list-style-type: none"> • What contributes to (un)equal relationships with the teacher-educator(s)? • What helps or hinders your ability to establish equal relationships with the teacher-educator(s) in the group? • Are there factors outside of the group which impact relational (in)equality within the PGCE group? <p>2. In your opinion, Is relational equality something we should be working towards?</p> <p>Possible probes:</p> <ul style="list-style-type: none"> • Do you think it's possible or necessary to achieve relational equality within the group? • Do you think it's important to incorporate considerations of relational (in)equality into the education of teacher-educators? • What do you think your role is with regards to greater relational equality? • What do you think is the teacher-educators role with regards to greater relational equality? 	<p>RQ 4: What do student-teachers and teacher-educators/course tutors think would support/facilitate greater relational equality within the PGCE tutor group?</p>
--	---

Appendix 9: Tutor group session observation guide

Data collection phase 1: tutor group session observation(s)

Observations will be run for 2 tutor group session at the beginning of the autumn term. These observations relate to research questions 1 and 2.

Fieldwork notes during observations will be kept by hand in a notebook using pseudonyms and no other identifiable information.

Example considerations for focus and purpose of session observations:

- The way student-teachers and teacher-educators relate to each other in the session(s)
- Examples of relational equality/inequality
- Links to themes/concepts/topics coming up in interviews and focus groups
- Consideration of how both the student-teachers and student-educators position themselves within the group

What is observable?:

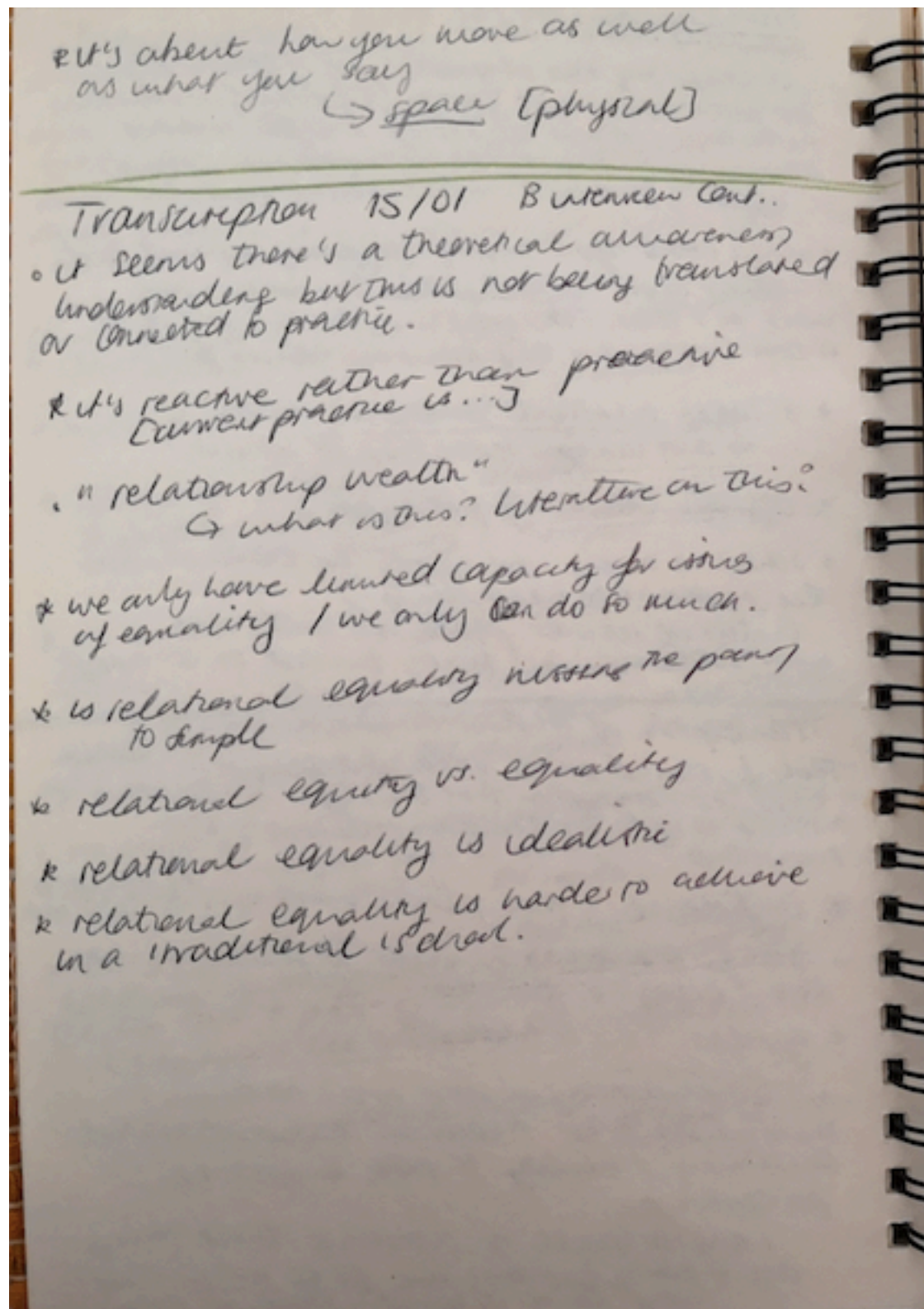
- Language used when speaking to each other
- Structure of sessions – is there opportunity for collaboration, contribution
- Way the sessions unfolds – efforts made by teacher-educators to include and acknowledge student-teachers voices
- Student-teachers' contributions and engagement in session
- Content of tutor group sessions – mention of, or topics, related to relational (in)equality

Appendix 10: Braun & Clarke's (2013) notation system for transcription

Feature	Notation and explanation of use
The identity of the speaker; turn taking in talk	The speakers name, followed by a colon (e.g. Anna:) use moderator/mod or interview/int for when the moderator or interviewer is speaking. Start every time they speak on new line and always start with a capital
Laughing, coughing etc.	((laughs)) and ((coughs)) signals a speaker laughing or coughing during a turn of talk; ((general laughter)) signals that multiple speakers laughing at once and should appear on a separate line (to signal that no one speaker 'owns' the laughter)
Pausing	((pause)) signals a significant pause of a few seconds (.) short pause ((long pause)) signals a much longer pause
Spoken abbreviations	Record abbreviations as they are said, never abbreviate if the speaker does not
Overlapping speech	Type ((in overlap)) before the start of the overlapping speech
Inaudible speech	Use ((inaudible)) for speech and sounds that are completely inaudible When you can hear something but are not sure what was said use single parentheses to signal your best guess as to what was said e.g. (ways of life/married wife)
Uncertainty about who is speaking	Use ? To signal uncertainty about the speaker - just ? For total uncertainty, M? or F? if you can identify the gender or name followed by ? If you can guess
Non-verbal utterances	'erm' 'er' 'mm' 'mm-hm'
Spoken numbers	Spell out all numbers
Use of punctuation	Question marks for questions but be aware of the ways in which adding punctuation can change the meaning of an extract of data
Cut-off speech and speech-sounds	To signal cut-off speech, type out the sounds you can hear, then add a dash (e.g. wa-)
Emphasis on particular words	Useful to indicate words or sounds that are particularly emphasised by underlining (e.g. <u>very</u>)
Reported speech	Use inverted commas NOT speech marks
Accents and abbreviations/vernacular usage/mispronunciation	Do not correct and report exactly as said

Names of media / identifying information	Either replace them with unmarked, appropriate alternatives (e.g. 'Manchester' to 'Bristol') or replacing specific information with generic descriptions e.g. London to [large city]
--	--

Appendix 11: Excerpt from research journal during familiarisation phase



Transcription 16/01
Interview w. J - part 1.

* equality in practice enacted in relationships and never perfectly but always in development in process

- * The intention in itself is valuable.
- o is there scope here for a sense of relational equality, not being about shame / blame
- o how to sift out my ideas / where my head goes to when I listen to people's experiences vs. what the data actually says.

Transcription 18/01
Interview w. Wayne.

o clear school ethos / stance / rules and behaviour management feels important + something about helping teachers to feel safe.

- why did I only do classroom observation in the first half?

- it would have been good to have been more of the taught content of the class
↳ how are they being taught about this. Although I guess that's not the question.

- strange that there's a sense that he, as the teacher, plays little to no role in the child's behaviour
that the change of an equal group solely due to / a consequence of the child's behaviour + decisions

Appendix 12: Example of initial coding of interviews (James Interview 1)

Interview Transcript:

A: Mmm

J: And that I see that so often as a teacher or as a teacher trainer thinking about the experiences that teachers are having with particular kids but then I see the same with myself as a teacher err certainly in the past and then I see myself as a parent again ((laughs))

A: Mmm

J: With the same sort of processes going on if it feels like there's two directions all the time err umm the relational inequality being always possible and to and to be built as it were out of the the interactions that we have with each other but the but relational equality also being possible umm (.) to be built out of interactions and I so don't think I wouldn't say it's the fl- the flipside in any kind of easy way it's much more about how we act and what we do with our assumptions and how we reflect on our experiences and how we discuss with other people that we trust what the meaning is of what we've just done with someone or (.) yeah

A: Mmm

J: So so when we have and i- there's a there's a session that we have with our trainees I don't run it it's a it's a big lecture actually with a with a guy from err one of the err pupil referral units umm who talks about the importance of essentially talks about the importance of relationship in his work as a I think he's the deputy head there umm and trainees inevitably come out of that session cos we've run it for several years with a with a massive challenge in in their heads ((laughs)) it's like (wow) I did not realise that s- that so much of what I do could or couldn't have that kind of effect on on how kids are and how amazing to be able to set up a context where always the possibility is there for people not to be err treated according to labels for example you know so that sense of umm openness to change and and expectation of change almost but then readiness to accept all sorts y- (along the way) is something that t- trainees are massively challenged by errm (.) and then we we developed that this last year with err with a programme of having err opportunities for trainees to so these are all trainees who are working towards most of them working towards working in the mainstream but we found that we had so many partners in special schools and PRUs and errm and so on who were keen to work with us we set up this programme of of trainees having err two or three days what two days it was err in in a setting umm (.) with some choice as to whether it was a special school or whether it was a PRU

A: What's a PRU sorry?

J: Oh sorry pupil referral unit

A: Oh okay

J: Umm so we're talking about that that is where it's typically been found to be so the behaviours so challenging in the mainstream sector

A: Yeah

J: For the mainstream sector let me put it like that that they've that they've been moved out into into a different context anyway so they would they would come back out of that experience of two days just seeing how it works in practice in those settings often the biggest thing they would say is 'I now know that it really is about relationships'

A: Mmm

J: And that would be their summary what they meant by that umm obviously different things for different people but that would be their summary of (repeatedly) I now know it's all about relationships' behaviour is all about relationships' or you know (laughs) or 'education is all about relationships' much more importantly umm yeah how did we get to that (sorry) not sure

A: Don't be sorry it's interesting

J: Mmm

A: Mmm

Handwritten Notes:

- teaching vs parenting
- identity as teacher-educator v. teacher
- multiple identities across multiple contexts
- past experience
- relational inequality with different types of shifts
- in momentum/process
- growth
- the possibility of relation (in) equality
- relational (in) equality is not static
- must allow us to reflect
- meaning-making
- team-ownership
- acknowledging others' contributions
- important part of teaching programme
- trainee education + development
- exciting possibility
- opportunity
- the context can be created
- the potential power/influence of the teacher
- trainees as a homework
- won same reaction
- the challenge of becoming a teacher
- different types of educational settings
- "mainstream" = the norm.
- partners/collaboration
- language is important
- the political agenda of education
- "behaviour management"
- link between behaviour and relationships
- importance of learning through experience in situ
- all interpretation is individual
- consistently seen this as an element of trainee development
- education is all about relationships
- development is relational
- constructed an active process
- development is key for trainees
- change can happen if you are open and expecting
- unexpected
- we are responsive
- it's a chore
- it requires awareness
- teaching is a journey
- force separation
- mainstream (circled)
- non-stereotyping - power labelling can be
- mentoring - empathy
- context/setting
- difference between theory vs. in practice
- reassurance and topic
- awareness of interview

Appendix 13: Example of initial coding of focus group

first name that sort of stuff and that progresses through and that is tends to be how like I say our society views our education system that obviously the older you get the more relaxed it tends to get

A: What's your understanding of why that is why it gets more relaxed as you get older?

B: Err I think it's the maturity and the understanding of how relationships works and being treated more as an adult as you get you know even at sixteen seventeen you start you know you go through adolescents you know and you're becoming an adult and there is that people start to afford you that respect as we go through umm and to be fair we are probably pretty harsh on our kids at the younger ages as a society as well maybe we don't need all that same formal structure that's just currently the way it is

A: Mmm ((pause)) what's made you say that?

B: What the strict on the kids? err I've been listening to a few of the podcasts for the EPS that we've done umm and yeah it's like I think we only banned corporal punishment in eighty-seven umm we can try kids at ten in this country a lot of stuff umm compared to a lot of European countries that we have err we tend to be a lot harsher on our on our younger children as to what we let them do compared to or how we treat them compared to a lot of European countries (.) and it does seem that we are yeah the formal formal system which probably doesn't work for everybody umm number of excl- expulsions and things like that is significantly higher and to be honest reading the stats recently even higher in [Northern County] than the rest of the country we're probably some of the worst ((laughs)) locally as well

A: mmm

B: but yeah some quite stark numbers actually when you look at them

A: And I wonder (.) what the relationships that students have with the teachers in those contexts like what that role plays in those contexts

B: Yeah I imagine probably not a very good one I imagine definitely no definitely not not equal in anyway shape or form erm that there there'd be obviously a complete breakdown of relationship to get to that point you know it but all the behaviour or anything like that that they obviously can't build a good relationship otherwise you probably wouldn't have some of those behaviours (.) in the first place

A: Mmm mmm (.) Wayne have you got any reflections on on what Bruce has just said?

W: Err it's interesting to hear that we have more expulsions in [Northern County] I didn't know that umm like it'd be interesting to know more about like what's going on there but I mean I'd I'd guess it's you know it's also kind of tied into sort of socioeconomic development you know poverty rates stuff like that whether our stats are pr- whether our stats are pressum- comparable to the North East cos obviously in the North West we have like a much higher poverty rate than in say London umm and it'd be interesting to see if expulsion rates are kind of mirrored with poverty rates but ((poor connection)) ((inaudible))

A: Sorry you broke up a bit there what did you say?

W: I just said it would be interesting to look into whether or not these umm the rates of expulsions are tied to any other particular statistic

A: mm

W: maybe even like pupil premium or something like that because umm if they're not understanding how that relationships meant to work or maybe they're rejecting the idea of that relationship maybe it's for a specific reason and maybe like the qualifications themselves aren't as highly valued in those areas you know umm (.) we had a lecture from someone on Wednesday about how a kid in a deprived area stood up to this researcher and said why is it not ambitious of me to just want to to do what my dad does for a living and just go be a plumber or a brickie or whatever umm (.) and I think especially in ((poor connection)) ((inaudible)) ((in areas where)) there are less white-collar workers and people see oh my dad's doing this and he's doing great at it and I can like I can see myself doing that I I can I can see very much the idea of school being (.) devalued or regarded as less important by that individual

A: Mmm

*status quo
social norms*

*maturity
understanding
it is the way it
is and I've not
questioned it before
structure*

reflecting in interview

*influence of
other perspectives
podcasts
training is shaping
my perspective
cultural
UK vs other countries
punishment/
consequences
behaviour
management*

*connection
what happens if
you can't build
a relationship
behaviour is
common cause or
behaviour is a
consequence of...*

*learning how to
see things differently
impact of poverty
school life as within
a broader socio system
answering questions*

*using the interview
to reflect*

*starting to think
about the function
of behaviour
poverty
perception of
education by family
local culture
class (seeing)
imposing ideas of
educational aspects
on to others*

*finding parents/
relationships*

Appendix 14: Example of initial coding of observation fieldnotes

Write up of notes from classroom observation

Classroom observation 09.10.2020, 2pm – 4pm
 25 Pp + (2 of whom are TGs and me!)
 All online

Check in around assignment
 'taking stock' preparation for going on placement
 • **Lockdown-impacting plans / placements** *community in relation to*
 chat function -> offering to support others
 work out strategy in LG where / how they can **support you / each other** *progress is being tracked and mentored*

Respecting confidentiality
 Document - **'action plan'** (strengths, areas confident about, areas focused to developed)
 "what we'd like you to do"
 "we want..."
 "gosh I'm making this sound complicated" - *humour*
 "TG2 and I will come and **check in**" *human*
 • Any questions (no one responds) *still a separation between what you would say of their vs. what you intended*

creates spaces in-between teachers-educators
Learning group 1 - *groups are safe*
Airing grievances with information / deadline
 EPS - what is this? "I get it I won't be racist" *pressure workload*
Workload is intense /overwhelming mixed with messages of "look after yourself and time management" - *the intensity and hardness of teacher-training*
Guessing TG's intentions of putting in FGs -> *disruption to communication*
Clarifying timings of placements -> working days
 • **One group member v. quiet** *contributors, differences within*
 Some have teaching experience and others don't - *comparisons*
 Extension -> lit review. **TG1 called student when found out she was Covid +** and told her to not worry about the lit review until they were better *actions, behaviours, considerations*
Shared her experience with the group *↳ shames of experiences*

distance
Main group
 30 mins in -> PGCE cohort from previous year member /student-teacher (how did they choose this person?) to **come and share experience**
 #1 question "how are you?" - *relational, caring*
 This group is known as the **best tutor group in programme** -> according to other NQTs *comparative*
Advise around teaching / placement / working online
Discussions round teachers pay
Enjoyment / resources / training
Foundations / key skills -> *teaching is a skill* advise to speaking to mentor and **recognise demographics** *↳ impact of setting, factors of consideration*

learning process of becoming a teacher
 'strenght and challenge' classes - [what is this?]
 • Discussions around **behaviour management**
 Considering the kids experiences of Covid and being in a classroom
'personification' 'thought experiments' *teaching theory, teaching tactics*
 KS3 - enthusiastic and keen (described as KS3)
"science is the best by the way" -> *pride / feelings in relation to subject*
 • **Teaching strategy + method of delivery** *↳ the 'deals' / structure of teaching*
 Sharing info and working together *collaboration*
 TG1 - helped facilitate conversation and discussion
Learning from elders / more experienced members of staff - value watching other teachers and peers teach
Verbal cues (in terms of behaviour management)
"on point" facial cues + body language *non-verbal communication*
 Being 'il'

empathy
comparisons
here's a standard you can come for
 TG2 - **"you were very open to feedback"** - *intention?*
↳ development + receiving feedback

Appendix 15: Example of initial theme generation phase in excel

3. The process of 'becoming' a teacher													
Learning from difficulties and challenges	Opportunities (or lack of) for teacher development		Professional mentors	Peers and colleagues	Learning or growing from our elders								
What I bring with me to teaching	Hopes or expectations for learning and development	Stages of development	Trainee navigating training, contexts, circumstances and difficult relationships	How supported trainees feel on placement	Learning from experiences	experience = wisdom	Uniform or dresscode	Managing the emotional impact of teaching		1. Enacting relational (in)equality			
beginning of journey	Teacher development	The process and journey of becoming a teacher	Pressures and stresses of teaching (and teacher training)	How I present myself as a teacher	Experience from practice	Peer or colleague support	Advice or guidance from more experienced teachers	Increased awareness comes with teaching experience		A willingness and openness vs. reluctance or closedness	Enacting relational (in)equality	It's intentional or deliberate, not automatic, and you have to foster and create	Establishing relational equality takes thought, time and effort
How I feel 'being' teacher	Trainee discomfort or anxiety	The person behind the teacher	More experienced vs. less	Old vs young teachers	Learn from my experience	Learning from the practice of other	Age of the Student-teacher influence (more and			Efforts to establish relational	together' or community (1)	TEs modelling relational equality	Appreciating and celebrating difference

7. Relationships vs. relational equality			6. The structuring and construction of relationships (network/hierarchy)									
g ions al	Relationship building	The functionality of relationships	How relationships are structured is context dependent		the structuring of relationships gives us clarity on what our role is	Roles and hierarchy	power and hierarchy	Role power play - who is in charge here	Education as a system (2)	Societal rules	Social structures which create hierarchies and create barriers e.g. class, education as competition capitalism	boundaries to keep people safe
	Motivations or intentions behind building relationships	Unequal relationship does not always mean a negative relationship (2)	(in)equalities as being expressed, enacted, (re)created through relationships (2)		It takes time to establish relationships	Relationships as active, in process, changing	Personal power (2)	Large group vs. small group	Everyone has a place or role within the tutor group	Educational settings and norms (2)	Capitalism marketisation of education	Unequal power dynamics changes the way we behave (2)
	Establishing a good working relationship in order to support teacher development	relational equality = positive or good relationship (2)	Similarity or common ground helps facilitate connection or relationship (2)	7a. The power of relationships			Network of relations	Constructing	(class) size matters			
	establishing relational equality is			(in)equalities	Our							

4. Understanding and defining				9. Individual differences (the humans and human development)								
is	Understanding relational equality	Relational equality = Free from fear	Relational inequality and equality are always possible	Equality in theory vs. equality in practice (2)	Equality vs. equity	Having empathy and compassion		Impacts of early experience	Louder vs. Quieter kids (and STs)	Previous (personal) experience shaping present perspective	High achievers vs. low achievers (academic vs. non-academic) (2)	Family
	Representation	Defining is difficult	Unequal relationship does not always mean a negative relationship	(in)equalities as being expressed, enacted, (re)created through relationships	Connections and relationships and affiliation (and the universality of the need for connection)	Belonging		Perception of education by family or local culture	Our relationships impact how we see ourselves and our position in the world	Support and encouragement from significant others	How CYP feel about school and education	Personality and characteristics (a natural way with ...)
	establishing relational equality is relational and so depends on the other person (individual difference, characteristics, personality)	It's layered and complex	Reciprocity	Having or giving voice (2)	Relational equality = equal opportunity access	Relational equality striving or working towards but never fully achieved						

Appendix 16: Handwritten thematic maps to support review and development of themes

The image displays a collection of handwritten thematic maps and sticky notes on a corkboard, organized into several sections:

- Top Left:** A mind map titled "The system in which we live" with branches for "The system in which we live", "The system in which we live", and "The system in which we live".
- Top Middle:** A mind map titled "The system in which we live" with branches for "The system in which we live", "The system in which we live", and "The system in which we live".
- Top Right:** A mind map titled "The system in which we live" with branches for "The system in which we live", "The system in which we live", and "The system in which we live".
- Middle Left:** A grid of sticky notes under the heading "TRUST". The notes discuss concepts like "Trust is a choice", "Trust is a choice", and "Trust is a choice".
- Middle Right:** A mind map titled "A CHORAL?" with branches for "A CHORAL?", "A CHORAL?", and "A CHORAL?".
- Bottom Left:** A grid of sticky notes under the heading "REPUTATION?". The notes discuss concepts like "Reputation is a choice", "Reputation is a choice", and "Reputation is a choice".
- Bottom Middle:** A mind map titled "A CHORAL?" with branches for "A CHORAL?", "A CHORAL?", and "A CHORAL?".
- Bottom Right:** A mind map titled "A CHORAL?" with branches for "A CHORAL?", "A CHORAL?", and "A CHORAL?".

Appendix 17: Quality criteria for reflexive TA applied to this study (Braun & Clarke, 2020)

A tool for evaluating thematic analysis (TA) manuscripts for publication: Twenty questions to guide assessment of TA research quality.

These questions are designed to be used either independently, or alongside our methodological writing on TA, and especially the current paper, if further clarification is needed.

Adequate choice and explanation of methods and methodology

1. Do the authors explain why they are using TA, even if only briefly?
2. Do the authors clearly specify and justify which type of TA they are using?
3. Is the use and justification of the specific type of TA consistent with the research questions or aims?
4. Is there a good 'fit' between the theoretical and conceptual underpinnings of the research and the specific type of TA (i.e. is there conceptual coherence)?
5. Is there a good 'fit' between the methods of data collection and the specific type of TA?
6. Is the specified type of TA consistently enacted throughout the paper?
7. Is there evidence of problematic assumptions about, and practices around, TA? These commonly include:
 - Treating TA as one, homogenous, entity, with one set of – widely agreed on – procedures.
 - Combining philosophically and procedurally incompatible approaches to TA without any acknowledgement or explanation.
 - Confusing summaries of data topics with thematic patterns of shared meaning, underpinned by a core concept.
 - Assuming grounded theory concepts and procedures (e.g. saturation, constant comparative analysis, line-by-line coding) apply to TA without any explanation or justification.
 - Assuming TA is essentialist or realist, or atheoretical.
 - Assuming TA is only a data reduction or descriptive approach and therefore must be supplemented with other methods and procedures to achieve other ends.
8. Are any supplementary procedures or methods justified, and necessary, or could the same results have been achieved simply by using TA more effectively?
9. Are the theoretical underpinnings of the use of TA clearly specified (e.g. ontological, epistemological assumptions, guiding theoretical framework(s)), even when using TA inductively (inductive TA does not equate to analysis in a theoretical vacuum)?
10. Do the researchers strive to 'own their perspectives' (even if only very briefly), their personal and social standpoint and positioning? (This is especially important when the researchers are engaged in social justice- oriented research and when representing the 'voices' of marginal and vulnerable groups, and groups to which the researcher does not belong.)
11. Are the analytic procedures used clearly outlined, and described in terms of what the authors actually did, rather than generic procedures?
12. Is there evidence of conceptual and procedural confusion? For example, reflexive TA (e.g. Braun and Clarke 2006) is the claimed approach but different procedures are outlined such as the use of a codebook or coding frame, multiple independent coders and consensus coding, inter-rater reliability measures, and/or themes are conceptualised as analytic inputs rather than outputs and therefore the analysis progresses from theme identification to coding (rather than coding to theme development).

13. Do the authors demonstrate full and coherent understanding of their claimed approach to TA?

A well-developed and justified analysis

14. Is it clear what and where the themes are in the report? Would the manuscript benefit from some kind of overview of the analysis: listing of themes, narrative overview, table of themes, thematic map?

15. Are the reported themes topic summaries, rather than 'fully realised themes' – patterns of shared meaning underpinned by a central organising concept?

- If so, are topic summaries appropriate to the purpose of the research?
- If the authors are using reflexive TA, is this modification in the conceptualisation of themes explained and justified?
- Have the data collection questions been used as themes?
- Would the manuscript benefit from further analysis being undertaken, with the reporting of fully realised themes?
- Or, if the authors are claiming to use reflexive TA, would the manuscript benefit from claiming to use a different type of TA (e.g. coding reliability or codebook)?

16. Is non-thematic contextualising information presented as a theme? (e.g. the first 'theme' is a topic summary providing contextualising information, but the rest of the themes reported are fully realised themes). If so, would the manuscript benefit from this being presented as non-thematic contextualising information?

17. In applied research, do the reported themes have the potential to give rise to actionable outcomes?

18. Are there conceptual clashes and confusion in the paper? (e.g. claiming a social constructionist approach while also expressing concern for positivist notions of coding reliability, or claiming a constructionist approach while treating participants' language as a transparent reflection of their experiences and behaviours)

19. Is there evidence of weak or unconvincing analysis, such as:

- Too many or too few themes?
- Too many theme levels?
- Confusion between codes and themes?
- Mismatch between data extracts and analytic claims?
- Too few or too many data extracts?
- Overlap between themes?

Appendix 18: Ethical approval



Environment, Education and Development School Panel PGR
 School for Environment, Education and Development
 Humanities Bridgeford Street 1.17
 The University of Manchester
 Manchester
 M13 9PL
 Email: PGR.ethics.seed@manchester.ac.uk

Ref: 2020-10282-16284

07/09/2020

Dear Miss Anna Fitzgibbon, Dr Terry Hanley, Dr Deborah Ralls, Dr Laura Winter

Study Title: Applying a social justice agenda within education: a case study looking at experiences, understandings and enactments of relational (in)equality within a PGCE tutor group

Environment, Education and Development School Panel PGR

I write to thank you for submitting the final version of your documents for your project to the Committee on 07/08/2020 10:04 . I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form and supporting documentation as submitted and approved by the Committee.

COVID-19 Important Note

Please ensure you read the information on the [Research Ethics website](#) in relation to data collection in the COVID environment as well as the [guidance issued by the University](#) in relation to face-to-face (in person) data collection both on and off campus.

[A word document version of this guidance is also available.](#)

Please see below for a table of the titles, version numbers and dates of all the final approved documents for your project:

Document Type	File Name	Date	Version
Additional docs	expression of interest of research_UoM MIE PGCE science cohort_SIGNED	30/07/2020	1
Additional docs	Distress Management Protocol	30/07/2020	1
Additional docs	Phase 1 tutor group observation(s) -guide and focus	05/08/2020	2
Additional docs	Phase 1 Focus group schedule - student teacher focus groups V3	05/08/2020	3
Additional docs	Phase 1 teacher-educator interview 1 topic guide_V3	05/08/2020	3
Additional docs	Phase 2 Student-teacher interview - topic guide V3	05/08/2020	3
Additional docs	Phase 2 teacher-educator interview 2 topic guide_V3	05/08/2020	3
Participant Information Sheet	Participant information sheet_student-teachers	06/08/2020	2
Participant Information Sheet	Participant information sheet_teacher-educators	06/08/2020	2
Letters of Permission	Follow up email_contact with participants	06/08/2020	2
Data Management Plan	Data Management Plan_06.08.2020	06/08/2020	3
Consent Form	student teacher FG consent form_V2	07/08/2020	2
Consent Form	student teacher interview consent form_V1	07/08/2020	1
Consent Form	teacher educator consent form_V2	07/08/2020	2

This approval is effective for a period of five years and is on delegated authority of the University Research Ethics Committee (UREC) however please note that it is only valid for the specifications of the research project as outlined in the approved documentation set. If the project continues beyond the 5 year period or if you wish to propose any changes to the methodology or any other specifics within the project an application to seek an amendment must be submitted for review. Failure to do so could invalidate the insurance and constitute research misconduct.

You are reminded that, in accordance with University policy, any data carrying personal identifiers must be encrypted when not held on a secure university computer or kept securely as a hard copy in a location which is accessible only to those involved with the research.

For those undertaking research requiring a DBS Certificate: As you have now completed your ethical application if required a colleague at the University of Manchester will be in touch for you to undertake a DBS check. Please note that you do not have DBS approval until you have received a DBS Certificate completed by the University of Manchester, or you are an MA Teach First student who holds a DBS certificate for your current teaching role.

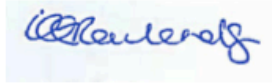
Reporting Requirements:

You are required to report to us the following:

1. [Amendments](#): Guidance on what constitutes an amendment
2. [Amendments](#): How to submit an amendment in the ERM system
3. [Ethics Breaches and adverse events](#)
4. [Data breaches](#)

We wish you every success with the research.

Yours sincerely,

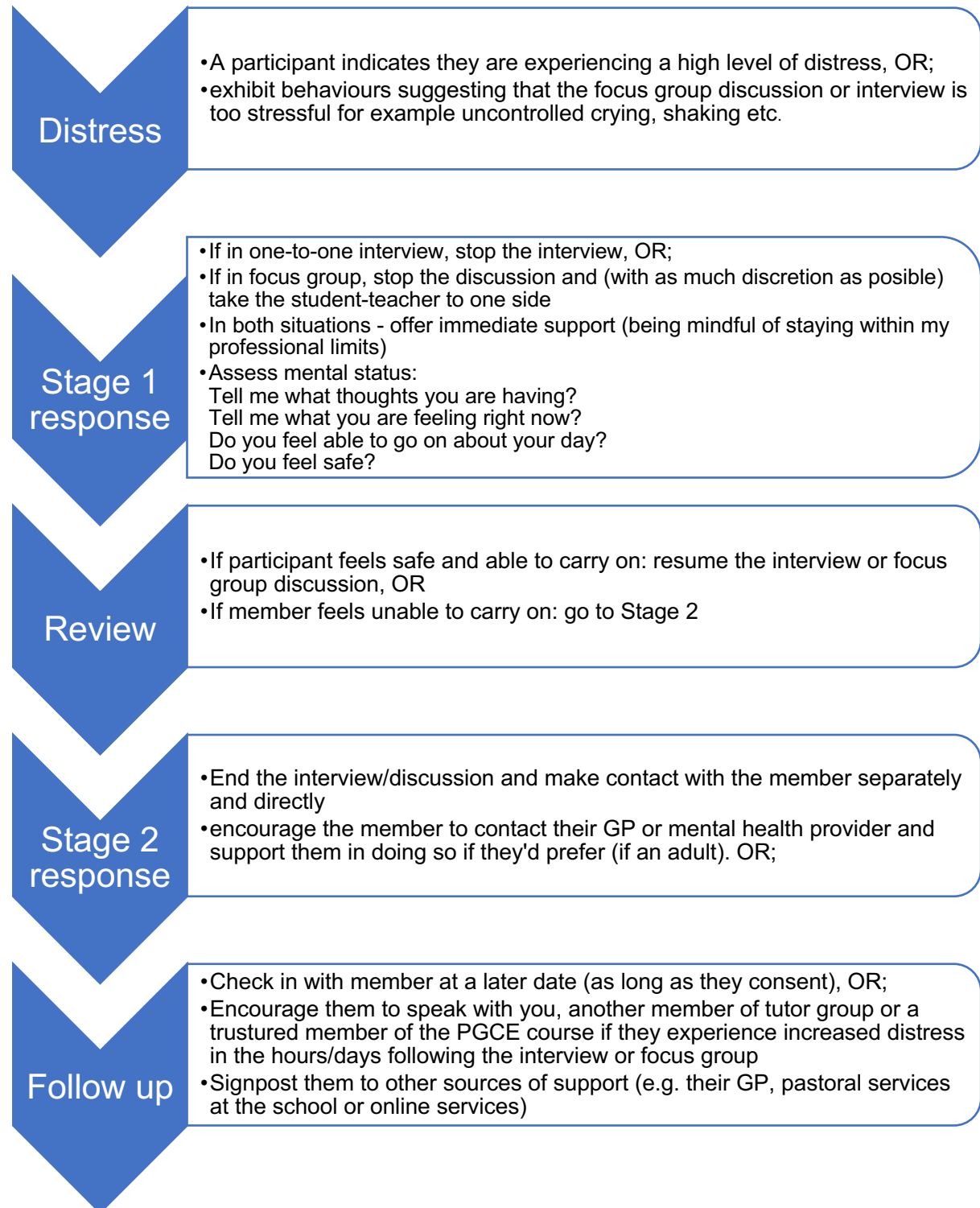
A handwritten signature in blue ink, appearing to read 'K Rowlands', is displayed on a light blue rectangular background.

Dr Kate Rowlands

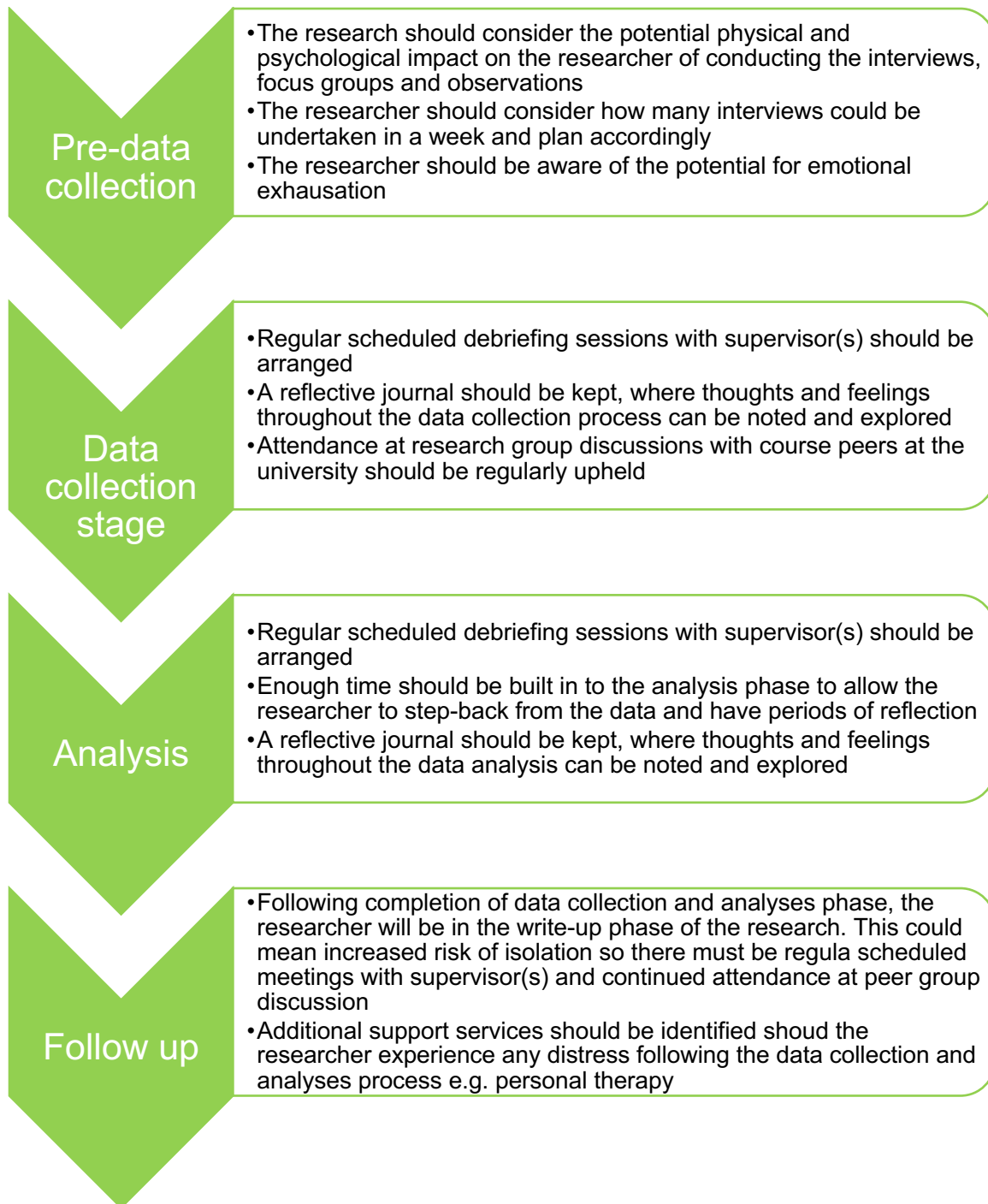
Environment, Education and Development School Panel PGR

Appendix 19: Distress Management Protocol

Distress protocol 1: Protocol for managing distress of members taking part in interviews, focus groups or observations



Distress Protocol 2: The protocol for managing distress of the researcher across the context of conducting the case study



Appendix 20: Definition of relational (in)equality provided to participants

[except from my unpublished Systematic Review completed as part of the Professional Doctorate in Counselling Psychology]:

On the whole, (in)equality within research has been defined, understood and measured based on distributive conceptualisations of equality. Predominantly, (in)equality is considered in terms of socioeconomic status; a concept which concerns access to resources and is measured by income, education and occupation (Psaki et al., 2014). What appears to be missing from the rhetoric is the integral relational elements of our social world and the way these factors work to exacerbate experiences of inequality (Bessell, 2019). As Bessell (2019) rightly highlighted 'Resources matter in responding to children's poverty, but so too do people' (p.65). Relational (in)equality can be best understood as concerning 'the process and nature of our relations and the extent to which these prize equality' (Winter, 2018: 338), as well as consideration of how structures within society facilitate this (Anderson, 1999; Fraser, 2001).