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Towards a Holistic Understanding of Student Teachers Becoming Resilient on School Placement

Una Evelyn Nation

Thesis presented in fulfilment of the regulations governing the award of the degree of PhD.

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Abstract

This research aims to contribute to our understanding of resilience and how it is negotiated and achieved by student teachers. The purpose of this research is to explore the lived experience of student teachers during their school placement. The fact that student teachers find teaching practice intense is well known. During the initial teacher education phase, the student teacher attempts to perform a coherent, unitary student teacher self that will be viewed favourably by pupils, colleagues, parents, and the tutor as a "good teacher" (MacDonald, 1996). This adds to the intensity of the teaching placement, which itself is underpinned by, constant surveillance.

The multi-dimensional nature of resilience formed the basis of the conceptual framework, this was used to build on existing research, and in so doing, helped to clarify why and how resilience is formed, and how student teachers respond in the face of adversity. The conceptual framework goes beyond the basic interpretation of resilience which views resilience as the ability to bounce back in the face of adversity (Windle, 2010) and sees resilience as a complex and multi-dimensional, interrelated phenomenon. This framework offers a holistic view of resilience as involving (a) attachment and psychological strength (b) communities of practice and (c) negotiation of power relations.

This interpretive research is located within the constructivist paradigm. This paradigm suited the study as it enabled the identification of factors that might not be exposed or described through the use of statistics, which offer generalisations of the student teacher population. Throughout one academic school year, qualitative data was collected using semi-structured interviews and reflections from six student teachers. The data was considered using an interpretivist framework that emerged from the voices of the participants. Arising from this research is the notion of the ongoing process of becoming resilient in student teaching as

involving the development and negotiation of three key forms of self; namely, the relational self, coping self and monitored self. The negotiation of these forms of self-demonstrate that student teachers comply, resist and work around the demands of the placement. Performativity – or responding publicly to the multiple and at times alienating demands of placement is a means of conforming and in doing so, coping, for student teachers. The study supports the view that people cannot be simplistically reduced to being good or bad student teachers; rather they negotiate a range of selves and a range of challenges in the process of becoming resilient on school placement. Implications for policy, practice, and future research on student teacher practice on resilience are discussed.

Keywords: Resilience; student teachers; relational self; coping self; monitored self; attachment; communities of practice; power; performativity.

Declaration

The work presented in this thesis is entirely my own work. It has not been submitted previously to this or any other institute for this or any other academic award. Where use has been made of the work of other people, it has been acknowledged and referenced.

Signed: _____ Date: _____

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Acronyms

ASTI	Association of Secondary School Teachers Ireland
BCoP	Beginner Communities of Practice
CoP	Communities of Practice
CPD	Continuing Professional Development
CSPE	Civic Social and Political Education
DCSF	Department for Children, Schools, and Families
EI	Emotional Intelligence
HDip	Higher Diploma in Education
HEA	Higher Education Authority
HSE	Health Service Executive
ICT	Information and Communications Technology
NBPTS	National Board for Professional Teaching Standards
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International and Student Assessment
PE	Physical Education
PDST	Professional Development Service for Teachers
PDE	Professional Diploma in Education
PME	Professional Masters in Education
SLSS	Second Level Support Service
SPHE	Social, Political and Health Education
SREC	Social Research Ethics Committee (UCC)
TSNI	Teacher Support Northern Ireland
TCD	Trinity College Dublin
UCC	University College Cork

Chapter One: Introduction

To teach is to be battered,
Scrutinised, and drained,
Day after day. We know this,
Still, it is never said.
(Tompkins, 1996, p. 142).

Introduction

This study investigates how student teachers negotiate the highly social phenomenon of student placement. The lens of resilience is approached from three different yet interconnected positions. Teacher education is unique in the sense that simultaneously, student teachers are both officially designated as learners and teachers. The role of a student teacher is demanding, as while student teachers are learning to become a teacher, they are also teaching pupils how to learn. It is a time of transition.

Teaching is a job that involves interaction among people and inevitably, therefore, it has an emotional dimension. Teachers, like all other members of people-based professions, bring their emotions into school or college with them and must learn to take this into account in their dealings with others. Nias (1996) describes how:

> *The work of many teachers is unique, however, in that it involves intensive personal interactions, often in crowded conditions, with large numbers of pupils who are frequently energetic, spontaneous, immature, and preoccupied with their own interests* (p.294).

Goleman, Boyatzis & McKee (2001) concede that managing one's own inner life is not an easy course, as "*accurately gauging how one's emotions affect others can be, just as difficult"* (p. 44). The emotional reactions of individual teachers to their work are intimately connected to the view that they have of themselves and others. These perspectives are shaped by early influences, as well as from professional education experience. All of these influences have

historical, social and cultural roots and contexts, which transmit belief systems and perpetuate social and organisational structures. So, the unique sense of self, which every teacher has, is socially grounded (Nias, 1996). According to Sugrue (1997):

> *Personal experiences of student teachers, their apprenticeship of observation and the embedded cultural archetypes of teaching collectively yield both the form (social-historical situated-ness) and the content (beliefs, attitudes, dispositions, and behaviours) of their teaching identities. By deconstructing student teachers lay theories, therefore, insights are gained into the most formative personal and social influences on their professional identities (p. 214).*

School placement requires the student teacher not only be an effective teacher to the pupils but also help pupils to develop socially and emotionally. During this time, student teachers are required to reflect critically, question, research and analyse teaching and learning. Learning to become a teacher happens over time, in multiple settings, and is influenced by experiences that occur both within and outside the classroom. This experience is also dominated by power relations which shape the dynamics of the teaching placement. Even though teachers face many and varied challenges throughout their careers, *"few experiences ... have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching"* (Gold, 1996, p. 548).

Throughout the teaching placement, the student teacher grows professionally, increasing their knowledge base, pedagogical approaches, and classroom management skills. Learning for student teachers is everywhere, continuous and non-linear. Student teachers learn, relearn and unlearn as part of their everyday experiences. While this is a learning curve for the student teachers, it is not a trial run. Teaching while on placement is real life, with real implications for the pupils they teach. The quality of the teaching matters to the student teacher, pupils, parents, and tutor. Darling-Hammond, Wei, and Johnson (2009) note that "*teacher effects appear to be sustained and cumulative; that is the effects of a very good teacher or poor*

teacher spill over into later years, influencing student learning for a substantial period of time" (p. 614).

Zukas (2011) claims that making the transition between professional roles involving new tasks, responsibilities and accountability is inevitably tricky. The university teacher education programme is designed to help teachers prepare for life both within and outside of the classroom. It is the first stage in the continuum of teacher education. Teaching practice is a social experience, involving the negotiation of the complex world of the school community, where a platform is provided for putting theory into practice. It is also the testing ground for student teachers, who learn to teach while being observed. These observations serve to evaluate the teaching practices of the student teacher while simultaneously providing support to student teachers in their professional growth.

Student Teachers, Stressors and Resilience

For student teachers there are a myriad of personal and professional challenges encountered in learning to become a teacher, including developing levels of self-efficacy (Castro, Kelly & Shih, 2010; Kitching, Morgan, & O Leary, 2009), managing discipline issues and student behaviour (Gibbs & Miller, 2014), and exercising their agency (Castro, Kelly, & Shih 2010). In this complex world, the resilience of student teachers is tested. Richardson, Neiger, Jensen, & Kumpfer (1990) define resilience as "*the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills than prior to the disruption that results from the events"* (p. 34). In the school environment, exposure to challenges in the day to day teaching experience can manifest itself physically and emotionally in teachers through *"personality change, poor performance,*

grievance issues and sickness absence" (DCSF, 2008, p.3). Existing research on the area of resilience focuses on established teachers who identify stressors in teaching, and their impact on health and wellbeing (Travers & Cooper, 1993). Sources of stress are numerous within the teaching profession (Travers & Cooper, 1993; Borg, Riding & Falzon, 1991). Workload, pupil misbehaviour (Ingersoll & Smith, 2003; Klassen, 2010; Miller, 2003) and poor relationships with colleagues contribute to stress in the workplace. Wilson Fox (2004) contend that while personal sympathy from colleagues, is welcome, it is not always sufficient, claiming it is necessary to "*distance oneself from the emotions of the situation*" (p. 144).

Stressful situations need to be managed productively to ensure that student teachers know how to react professionally. Increasing support is added to the scholarly position that "*a view of human nature that ignores the power of emotions is sadly short-sighted"* (Goleman, 1995, p.4). Power relations also adds to the intricacy of the situation with the influence of the key players - pupils, teachers, tutors, and colleagues impacting on the resilience of student teachers. The concept of resilience is examined in detail in the literature review contained in Chapter Two. The literature review will focus on three views of resilience, namely resilience as attachment and psychological strength, resilience as communities of practice and resilience as power and the production of normative behaviour.

Purpose and Framing of this Study

Research has uncovered that resilience does not manifest itself organically; instead, it is created and shaped by our environment, our communities our life experiences. In today's modern classroom, with increased emphasis on critical thinking, reflection, achieving goals, turning challenges into opportunities resilience has never been more critical. As previously mentioned in the introduction student teachers are faced with numerous challenges, the effect of these

challenges can have a direct impact on student teachers' effectiveness in the classroom, their self-efficacy and stress levels (Quintilliani, 2011). Student teacher resilience is essential as resilient student teachers plant the seeds of resilience in the pupils they teach. Connecting with the pupils is achieved in numerous ways, such as nurturing the pupil's strengths, connecting with the pupils and listening to the pupils. Student teachers can be a role model in their interactions with pupils by, for example, demonstrating a problem-solving approach to issues, and challenging negative behaviour.

A student teacher learns through interactions with tutors, pupils, fellow teachers, parents, and management. Each day brings new experiences, discoveries, and challenges; this journey is memorable and significantly influences the teachers they become (Gold, 1996). With this in mind, the purpose of this research is to explore the world of the student teacher and to try to understand in an in-depth manner how six student teachers negotiate the challenges of the initial teacher education phase and become resilient in the process. The research will examine the practices and coping mechanisms employed by the student teachers during this time. A central aspect of the research is to investigate student teachers' experiences within the classroom and also how student teachers negotiate learning to teach outside of the classroom through interactions with tutors, colleagues, and parents. As this was a study of a social phenomenon, an interpretive research approach was adopted. This was located within the constructivist paradigm. The research aimed to understand the world of school placement as the student teachers experienced it. The constructivist paradigm was suited to this research as it enabled the identification of factors that might not be exposed or described through the use of statistical generalisations of the student teacher population.

To guide this study a conceptual framework, which views resilience as multi-dimensional, formed the nucleus of the research. This conceptual framework goes beyond becoming resilient as 'bouncing back from adversity' and instead explores resilience as a complex and multi-dimensional process. The study presents an integrated theoretical lens on the likelihood of becoming resilient as involving a history of attachment and psychological strength, communities of practice and negotiation of power relationships. Figure 1.1 below illustrates the relationships between these three factors. This conceptual framework helps clarify the formation of resilience and how student teachers respond in the face of adversity. The research questions are introduced through the conceptual framework. This is the map that guides the research unpacking the research questions.

This conceptual framework is unique in the sense that existing resilience frameworks start from the conceptualisation of a unitary self who is part of a wider socio-cultural context. This holistic framework combines the three key spheres below and the relationship between them, to explore the multiple selves negotiated in the ongoing process of becoming resilient.

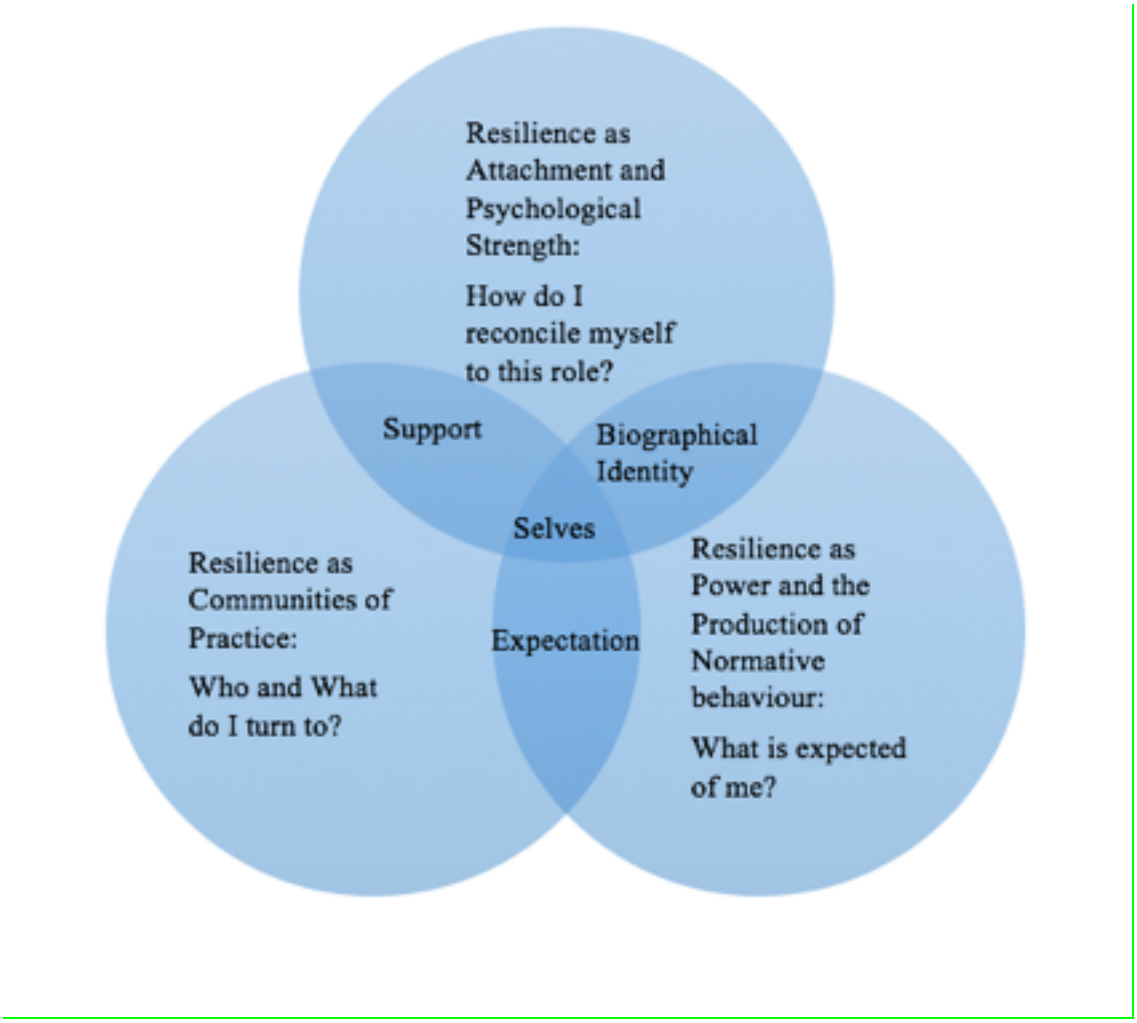


Figure 1.1 Multiple Dimensions of Resilience

The conceptual spheres above, whose origins and overlaps will be discussed in detail in Chapters Two and Six, provided a tentative framework to start the research. The framework evolved over the course of the research as new data emerged. The main research questions below were key to the conceptual framework as it helped me to identify what student teachers' experiences of resilience were while on placement. This question was necessary as there is very little research on the nature of student teachers' resilience while on placement, with the literature instead focusing on newly qualified teachers or established teachers. The nature of this topic leads to an examination of existing literature on resilience. I was influenced by what Locke, Spirduso and Silverman (2007) who state "*in any active inquiry the current knowledge*

base is not in the library – it is in the invisible college of informal associations" (p.48) which I interpreted as the voices of the student teachers with whom I had interacted with over the course of my teaching career, as a mentor teacher and tutor to student teachers. This experience helped me consider my own practice-based thinking. The conceptual framework focuses on resilient studies and theories which helped to connect each thread of my argument. The research questions below form the central focus of this research investigation:

Main Research Questions

1. What are the challenges faced by six Irish post-primary student teachers during their student placement in one school in the Republic of Ireland?
2. What practices of resilience does this cohort of six student teachers invoke when coping with these challenges?
3. How do we need to conceptualise the process of becoming resilient to take account of these student teachers' stories?

Why develop this framework?

A conceptual framework is a structure used to explain the natural progression of a phenomenon (Yamauchi, Ponte, Ratiffe & Traynor, 2017, p. 11). I constructed this framework with the acknowledgement that tensions exist between these three lenses but there are also overlaps that serve to complement each other. The theories used in this research are linked to the concept of resilience and used to promote and synthesise the knowledge espoused by the researcher (Peshkin, 1993). In any story there is a beginning, middle and end. Bowlby's attachment theory aimed to answer the starting question, where does resilience begin? Bowlby's theory of attachment helps to answer this question, this theory sheds light on early childhood experiences as the foundation for resilience formation.

I then looked to how resilience is maintained through support which comes from the ability to form relationships, which links back to attachment. The Communities of Practice (CoPs) frame was chosen as school placement settings are places where "*groups of people are informally bound together by shared expertise and passion for a joint enterprise*" (Wenger & Snyder, 2000, p. 139). Support while on placement is key to resilience as in the student teacher context success is based on "*the organic, spontaneous, and informal nature of the communities of practice makes resistant to supervision and interference*" (Wenger & Snyder, 2000, p.140). The final element of the conceptual framework, i.e., power and the production of normative behaviour centres on the work of Foucault who sees power as everywhere. Power is typically viewed in educational institutions as a concept that is "*exclusive rather than inclusive*" (Richert, 1992, p. 197). Power was chosen as part of the conceptual framework as student teachers exert influence over pupils (Schrodt, Whitt & Turman, 2007) and university tutors exert influence over student teachers, but referring to Foucault, norms are an overlooked way in which power relations operate. Power relations influence the behaviour of student teachers, "*authority is connected to power*" (Richert, 1992, p. 197) which impacts on student teachers' resilience in both positive and negative ways.

But why these key lenses and not others? The conceptual framework was born from an iterative process of taking ideas from my years of teaching and from the experiences of student teachers and dissecting this information and then reapplying it to the field of resilience. I began by unpacking my knowledge and challenging the student teachers answers and questions. For me as the researcher the challenge was to find the connections and inferences between the three lenses. The three lenses were based on knowledge generated from theorisation of student teachers experiences of resilience while on placement.

The Contested and Complex Nature of Resilience

The root of the complex and contested nature of resilience is linked to the huge variation in the definition of the term. Psychologists have struggled to agree on a common definition for resilience as discussed in Chapter Two. There are aligning and contested views within and between the psychological and socio-cultural (communities of practice, power relations) literature. A general question in the psychological literature is whether resilience is a positive adaptation in the face of 'adversity' (Luthar, 2006) or a normal development under 'difficult conditions' (Masten, 2001). Ruther (2006) views resilience in terms of experiencing risk but also experiencing a relatively positive psychological outcome. Is resilience returning to normality after a challenging event or are the student teachers perceived functioning as normal resilience in disguise? Is resilience an individual concept or a feature of a whole community? (Fleming & Ledogar, 2008).

For policymakers it is easier to view resilience in a positive light as an individual strength which individuals need to build upon, to solve the issue of student teachers struggling on placement. While student teachers in this study may have used positive language to describe some of their experiences, the unsaid, and their relationships with others in the wider school and university culture may tell a different story. The literature is historically emergent from the psychology of the individual (attachment, self-efficacy etc.); further perspectives such as CoP and power relations further add to alignments and tensions in the field of resilience which will be discussed in Chapter Two.

Researcher Motivation for the Study

Every teacher follows a different path, shaped by their own personal biographies. My journey is similar to so many others in that I followed into the profession directly after completing my primary degree. I began my teaching journey in my alma mater. Never before had I stepped into the hallowed ground beyond the staffroom door. This teaching placement was shrouded in fear of the unknown and simultaneously with a fear of the known. It was the fear of failing. I felt like a fraud. There was no induction, just submersion - different rules for different times. I distinctly remember walking down the corridor to my old classroom, to where I sat as a first-year student nine years earlier. I had no mentor, no role model, no elder, no resources but what I did have was a desire to teach, a love of the classroom and hunger to learn. The Higher Diploma in Education or "Dip" year as it was referred to at that time impacted me in more ways that I would like to admit. It left a lasting impression on me. While I have taught over 12,000 hours since the start of my teaching career, I still can remember vividly teaching moments from my "Dip" year. To say I was a natural would be far from the truth, but I did have epiphanies and light bulb moments, when I knew that I was on the right path. I will never forget that teaching year, and with the benefit of hindsight, I wonder how I managed to get through. I used to recoil at how I taught, what I said and did, how I handled the students, dealt with classroom management issues. I survived.

In my eyes, I survived against the odds. However, survive I did and grow and learn and continue to do so today. When I reflect, 'How did I manage', I have concluded that I merely coped. I drew on some coping mechanisms, I was resilient, and I bounced back. The pressure that this teaching year presented manifested itself in the form of feeling stressed, which is the body's natural reaction to dealing with threats or pressure. This notion of feeling stressed and

yet being resilient intrigued me. I wanted to learn of other student teachers' experiences and see first-hand.

Working in education as a professional, I continued to learn. My teaching experience gave me the opportunity to work in teacher education with student teachers to them help acquire the skills and knowledge of working in the classroom. This dual role meant I was not just working as a teacher but also working with student teachers, and this provided me with new insight into the world of student teachers. Teaching leaves indelible memories, the dichotomy of experiences, the motivation and energy and the anxiety and stress of the student teachers reignited my interest in the student teacher experience that I wished to explore.

It was a journey of discovery. Ultimately as I began my research, I wanted to be part of a student teacher's journey and learn how they coped. My motivation for this study is to contribute to the understanding of a student teacher's experiences in the school setting, the role of the self, identity, emotions, resilience, and power in the shaping of student teachers. As this study argues, during the initial teacher education phase, the student teacher attempts to perform a coherent, unitary student teacher self that will be viewed favourably by pupils, colleagues, parents, and the tutor as a 'good teacher'. So, what is a good teacher? To define a 'good teacher' requires an examination of 'what is a good education' due to their integrated meaning. Linking to my conceptual framework, it becomes clear that a good education and good teaching is not based on solo, individual effort requiring innate psychological strengths and a unitary self: good education and good teaching are social, cultural and community endeavours that are broader than instrumental or individual goals, and require multiple interactions (and multiple selves).

The word education is derived from the Latin words of "*educare, meaning to bring up, to nourish and educere to bring forth, to lead out*" (Soanes, Stevenson & Hawker, 2009, p. 455). Within this definition lies two conflicting views one implying that education is imposed from the outside and the other that education comes from growth within (Mathew & Afreen, 2012). The word education has been interpreted and defined in various ways from the Plato to modern day philosophers such as Dewey. In the opinion of Plato, education is "*gymnastics for the body and music for the soul*" (Plato, 1991, p.54). Plato believed that early experiences were important as "*they have an important impact on final development*" (Flood & Hardy, 2013, p.80). According to Aristotle speaks of education as the creation of a healthy mind in a healthy body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty (Bhatia &Arora, 1981). While many definitions exist different interpretations of education emerge due to different meanings of life attributed to each philosopher. Dewey (1933) believed that education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities. The various definitions of education are the basis for understanding what is a good educator.

There is a societal expectation of what makes a good teacher. Student teachers enter the teaching profession with preconceived ideas of what makes a good teacher, often based on their personal histories and experiences of observation (Lortie, 1975). As previously stated, research suggests that teachers have a long and lasting impact on their students (Stronge, 2007). Biesta (2012) warns of teaching not merely being reduced to "*matters of control*" (p.36). Studies indicates that the single most important influence on student success is the "*good teacher – experienced, knowledgeable, caring and dedicated*" (Booth & Coles, 2017, p.7).

Booth & Coles (2017) claim that to be a good teacher we need to "*recognise our need to alter or rethink our teaching selves…. (in order to) know where to look for help, or what kind of support we need*" (p.8). Cruickshank & Haefele (2001) note that good teachers are recognised as ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respected.

Stronge (2007) reduces the characteristics of an effective teacher to "*preparation, classroom management; and the way a teacher plans and teaches, and monitors student progress*" (p. xi). To define a good teacher in one word or sentence is problematic due to the complexities of the teacher self, or selves as this study argues. Korthagen (2004) claims that a good teacher is not just a list of competencies. Darling-Hammond (2003) describes a good teacher as "*well prepared in both learning matter and teaching methods....as well as their preparation to work with diverse students (including special needs learners and English language learners*" (p.6). According to Darling-Hammond (2003) teacher experience also matters "*especially the steep gain in effectiveness that typically occurs after a few years of teaching*" (p.8). It is clear from this description that being a good teacher is multi-faceted and is characterised by "*inspiring, supporting and actively involving and communicating with students*" (Sutkin, Wagner, Harris & Schiffer, 2008, p.452). Devine, Fahie & McGillicuddy (2013) highlight the importance of self-awareness and the ability to reflect, as being an essential element of a good teacher.

While the educational setting and resources contribute to good teaching, an important non-cognitive aspect of a good teacher is personality. Sutkin, Wagner, Harris & Schiffer (2008) state how a good teacher can "*excite, arouse and activate his or her students*" (p.453). A good teacher needs to have "*excellent listening skills and speaking skills which encourages active*

participation, answer questions carefully and precisely and questions students in a non threatening manner" (Molodysky, Sekelja, Lee, 2006, p. 53). Sugrue (1997) research on post primary school teachers identified that good teachers are born as well as made. Research conducted by Gleason (2012) at post-primary level which identified the emphasis on teaching is often a theoretical rational approach to teaching practice. Devine, Fahie & McGillicuddy (2013), determined that "*good teachers were considered to have a passion for teaching and learning, being fair in the treatment of students"* (p.98). A good teacher is a "*multi-tasker and is willing to take on new challenges*" (Devine, Fahie & McGillicuddy, 2013, p.108). Ultimately, the education of teachers involves moral questions regarding what counts as a 'good education' for student teachers. It is the hope of this study to contribute to understanding that a 'good education' for student teachers must move beyond the notion of them simply surviving their initial teacher education experience, while looking more fundamentally at the social and cultural aspect of becoming resilient.

Doctoral Timeline

In addition to my work as an experienced teacher and teacher educator, I am part of the Cohort PhD in Education group in University College Cork, which began in September 2011. This thesis began the first day of the programme and has been as a result of an amalgamation of cohort related activities assignments, workshops, and presentations. The table below represents a summary of this journey.

September 2011-August 2012	September 2012-August 2013	September 2013-August 2014	September 2014-August 2015	September 2015-November 2018
In class assignments Completion of Research proposal Complete Research Plan Portfolio	Completion of Literature Review and refinement of research design. Refinement of thesis proposal and initial data collection	Completion of initial draft/claims and findings. Undertake data collection, analysis	Data analysis and ongoing thesis writing	Successive redrafting of all thesis chapters

Table 1 Doctoral Timeline

The National and Local Context for the Study

The journey to professionalise post-primary teacher education began in 1897 when Trinity College Dublin introduced examinations in the theory, history and practice of education. The Royal University of Ireland followed in quick succession with the establishment of a Diploma in Education. By 1905 it became apparent that there was a need for uniformity within the training of post-primary teachers and a report at that time recommended the establishment of a Higher Diploma in Education (Dale & Stephens, 1905). The Higher Diploma in Education would consist of the study of both the theory and history of education with an emphasis placed on school-based experience. This programme evolved in the following decades and made the transition from a part-time course to a full-time one-year course in 1971. Coolahan (1981) notes that the resources available to the student teachers improved from the 1970s onwards, with lectures supplemented by tutorials, workshops, and seminars. Post-primary teaching is now an all-graduate profession, with keen competitiveness for entry (Coolahan, 2003; Heinz, 2008;

Drudy, 2001; Flynn, 2003). The theory component is the mainstay of the university, and the practicum element is based in post-primary schools often within commuting distance of the university. It is this teaching placement element of teacher training that mainly forms the focus of this research. The teaching placement is observed by a university tutor often a member of the university lecturing staff or in some incidences may be a retired teacher or an experienced teacher who may still be practice in the classroom.

The tutor plays a crucial role in the initial teacher education phase, working closely with the student teacher developing core pedagogical skills and providing mentoring and support. The role of the tutor is *"to help teachers find and become proficient in their ways of teaching"* (Zahorik, 1992, p. 400). Wallace (1991) defines a tutor as "*anyone who has, as a substantial element of her or his professional remit, the duty of monitoring and improving the quality of teaching done by other colleagues in a given educational situation"* (p. 107). Classroom observation by a tutor during a tutor visit is a key method in the training and appraisal of teachers in the Irish education system. During the observation, the tutor will examine how the student teacher interacts with the pupils and how they plan and manage teaching and learning. During the visit, the tutor assesses the student teacher in areas such as planning, preparation, and classroom performance. At the end of the visit, the tutor provides the student teacher with feedback in the form of an oral and written report. The tutor identifies the strengths and weaknesses of the lesson and strategies for improvement. In this study, we will uncover how tutors can have both negative and positive effects on student teachers.

Drudy (2004) describes how teaching placement *"is most certainly the most formative element of the students initial development as a professional"* (p.34). The function of teaching placement is to immerse student teachers in the role of the teacher through exposure to the

professional experience of the classroom. While the duration of teacher training varies not only from country to country, but also continent to continent, certain features of the teacher training process transcend geographical boundaries. These included planning the learning, motivating students, assessing learning, evaluating teaching methods through reflection and supporting students to mention but a few.

Initial Teacher Education and the Professional Diploma in Education

A student teacher's path to becoming a good teacher is based not only on past experiences but is also shaped significantly by their initial teacher education (ITE) experience which will now be examined. When this data were collected, to qualify as a secondary school teacher in Ireland all teachers must have held a primary degree and have completed the one-year Professional Diploma in Education (PDE). The exceptions to this were teachers who are teaching in the areas of Physical Education, Home Economics, Music and Technology who follow a concurrent model of teacher education. The PDE at this time was transitioning between a Professional Diploma in Education to a Masters level qualification. The PDE course was a one-year, full-time course (60 credits ECTS). The teaching model that was used in the PDE course required the student teachers to spend five mornings in school and five afternoons attending university lectures throughout the academic year. Student teachers were expected to spend 100 hours on teaching placement for recognition purposes. While the starting date for each post-primary school may vary slightly, it usually commences at the end of August and continues to June. The course aimed to equip student teachers with a range of knowledge and skills relating to teaching in the post-primary sector.

The PDE began with an orientation seminar in August before the commencement of teaching placement. All PDE students were required to attend this seminar. The PDE programme was divided into three main areas, (a) school teaching practice (b) professional studies and (c) foundational studies. Students were expected to:

- Attend all lectures and all tutorials to acquire the knowledge and concepts needed for developing an informed professional approach to teaching.
- Contribute in an engaged manner at tutorials and microteaching sessions.
- Develop reflective/critical approaches to teaching and learning.
- Develop a broad range of professional teaching skills during teaching practice.
- Develop and demonstrate appropriate professional stances, attitudes and etiquette in the context of the school in which they are teaching
- Fulfil a teaching contract with your selected school for the duration of the school year. (UCC School, 2013, p.1).

The PDE course stipulates that a student must spend a minimum of 6 class periods per week (with a minimum of 3 classes in their primary subject) for the duration of the school year in direct classroom teaching practice. Students are normally allowed to teach only those subjects which they have pursued to an advanced level of their degree and are encouraged to request teaching hours in these subjects. Student teachers are "*supported in practical teaching placement and each student teacher is allocated a professional practice placement supervisor who conduct a number of assessed visits during the school year*" (Clarke, Lodge & Shevlin, 2012, p. 143). Tutor visits are generally in the primary teaching subject. School placement is generally within a 50km (30mile) radius of the university. It is the responsibility of each student teacher to arrange their teaching practice hours. The specific site of this study is a post-primary school, namely Mount Marian Secondary School located 40km from the university. Mount

Marian has approximately 600 pupils and 40 teachers. The school has continued to expand in size in recent decades while maintaining its core traditions of inclusivity and innovation. Working in Mount Marian influenced choosing the site of study and presented unique challenges. By choosing a site that I had a personal and professional interest in, I had a starting point for observation and analysis. Kanuha (2000) notes:

> *Being an insider researcher enhances the depth and breadth of understanding a population that may not be accessible to a non-native scientist, questions about objectivity, reflexivity and authenticity of a research project are raised because perhaps one knows too much or is too close to the project and may be too similar to those being studied* (p. 444).

There are multiple ethical dilemmas involved with being an insider researcher. My position as an insider in the field is examined in more detail in Chapter Three.

The Significance and Contribution of the Research

Policymakers are increasingly more concerned with established teacher resilience, primarily due to the need to ensure longevity in a teaching career and retention of the teacher population. The Teaching Council has recognised the importance of teacher professional knowledge base in the policies on Continuum of Teacher Education (2011a) and its guidelines on Initial Teacher Education Programme providers (2011b). Due to a lack of research on student teachers and resilience, this study is reliant on data and thinking gleaned from research on established teachers. Research shows that established teachers who are not in a position to become resilient face the danger of 'burn out' resulting from high levels of stress, overwork, and a lack of support (Day & Gu, 2014, xvi). One-quarter of established teachers consider their job to be 'highly stressful' (Klassen & Chui, 2010). Resilience is vital to ensure the quality of teaching and reduce absenteeism due to psychological ill-health. Resilience also helps combat presenteeism – teachers who are present but are not able to teach at their best, which can have

a negative impact on a pupil's educational experience. Policymakers have a dilemma regarding the development of student teacher resilience, on the one hand, they expect student teachers to perform highly, and on the other, they want to ensure that student teachers are not unduly pressurised. The literature review in Chapter Two will explore these issues further.

What makes this particular study significant is what has emerged at the end of this journey of discovery. This research offers an original contribution to research in the following ways:

- This study enriches our understanding of individual student teachers and how they experience their teaching placement.
- Given the abundance of research on established teachers and the limited research on student teachers in this domain, the study increases our knowledge base of the work-related stresses of student teachers - a critical factor in demotivation and remaining in the profession. This includes the pressure to perform and to be viewed as productive.
- This research sought to make sense of how student teachers cope with these challenges and has uncovered how social media has come to play a role in coping with the demands of tutor visits.
- The study provides rich, thick descriptions of student teacher experiences that could result in strategies to improve their teaching placement experience.
- The findings of this study will benefit society, considering that student teachers play an important role in societal growth as they help to shape the mind-set of the next generation.

- This research will contribute to our knowledge of the student teachers' performativity and productivity. This research may inform mentors who support student teachers throughout their placement.
- The study provides a more holistic conceptual framework for the study of student teacher resilience, which understands the complexities of their identities and experience as evidenced in the negotiation of multiple selves.
- The study has brought to the fore the role of power relations in student teachers performance of normative behaviour.

Thesis Outline

Chapter One: **Introduction** - This chapter provides an introduction to the study by way of background information.

Chapter Two: **Literature Review** - The chapter puts forward a critical evaluation of all significant literature using a conceptual framework that guides this study. Chapter Two begins by providing an overview of the main concepts drawn upon in the study, namely resilience, self, identity, support, and expectations. The chapter is divided into three sections, firstly exploring each major strand of the conceptual framework, beginning with resilience as an attachment and psychological strength. Biographical identity frames this section. The second section examines resilience and communities of practice. The notion of support is central to this section. The final section of the literature review examines power and the production of normative behaviour, the concept of expectations frames this section. It asks the question 'what is the role of power relations in student teacher development and the process of becoming resilient?'

Chapter Three: **Methodology** – This chapter contains an outline of all the primary research conducted, exploring the qualitative approach as used in the study. A glimpse into the background of each of the student teachers is revealed. The method of analysis will also be considered.

Chapter Four: **Findings** – This chapter contains the main outcomes of the research, based on the methodology employed in Chapter Three. The findings will be presented in a logical sequence based on the research questions.

Chapter Five: Discussion - Examines and analyses the findings from this research concerning the main research questions noted earlier in this chapter and a conceptual framework based on my interpretation of resilience as applied to student teachers. The discussion chapter will address the findings based on the following guiding questions:

(a) How do I reconcile myself to this role?

(b) Who and what do I turn to?

(c) What is expected of me?

Chapter Six: Conclusion - The conclusion and recommendations section extrapolates from the findings of the research. The recommendations are based on the analysis of the results and the interrogation of the conceptual framework. The limitations of the research procedure will also be discussed regarding the impact these limitations have on the conclusions drawn from the results. Actions for future research will also be considered at this point.

Limitations and Assumptions

This research acknowledges that while the research will provide useful information, it also has limitations. Limitations and assumptions of this study include the following:

- The study was limited to six student teachers who worked in the same Irish post-primary secondary school. The inclusion criteria for the student teachers was appropriate, as the student teachers were in the same school, teaching many of the same pupils while on teaching placement.
- As the researcher, I conducted and transcribed all the interviews. To ensure against researcher bias, I gave a copy of the transcribed script to each student teacher to ensure they were agreeable to its publication. The student teachers form an essential component of the research with ongoing consultations as the thematic analysis of the data was completed.
- Throughout the research process, my university supervisors were consulted concerning the unit of analysis and the development of themes.
- It was an assumption that the student teachers have a genuine interest in participating in the study and do not have any other motives, such as securing a job in the school after the study or feeling obliged to participate in the research to impress the college or the researcher.
- It was assumed that the student teachers would fully understand the questions they will be asked in the interviews. The student teachers had no time to prepare answers to these questions, so may have answered differently given time to reflect.
- It was an assumption that the participants would be honest when answering questions providing reliable responses in both the semi-structured interviews and the reflections. The basis of this assumption is the fact that the student teachers' anonymity and confidentiality are preserved and the student teachers can withdraw from the research at any point with no ramifications. To ensure all ethical procedures were followed, a letter was sent to all participants, this outlined the purpose and format of the research study together with an explanation of confidentiality (see Appendix A).

- As the study was conducted in one post-primary school over a twelve-month period, it is restricted to providing a snapshot by the time limitations of the fieldwork. It was also a challenge to delve into student teachers' biographical identities in terms of their personal lives – the interviews tended to focus on aspects of their learner biography that influenced their view of, and choice to enter, teaching.
- The issue of generalisability is a limitation of the study. While findings of the researcher might be generalised to other student teacher programmes, it is the reader who determines if the research provides any information that can be used to inform other initial teacher education programs.
- The quantity and quality of the information were dependent on the willingness of the student teacher to cooperate. Non-cooperation could point to the following:
    - The student teacher viewed the topic as too sensitive and embarrassing or intrusive.
    - A student teacher may feel obliged to give an opinion, and in that case, it is difficult to know the reliability or truth of the answers.
    - The student teacher may interpret the question differently from what was intended by the researcher.

Conclusion

This introductory chapter has provided an overview of important areas of my study including, the purpose of the research, the researcher's motivation research design and methodology, significance of the research, the context of the research, study limitations and assumptions and doctoral study timeline. Chapter Two begins by providing an overview of the literature on resilience in the context of teaching. This chapter contains an in-depth review of the key areas

of resilience, attachment theory, and psychological strength, communities of practice and power relations. This literature review serves as a building block to inform my methodology, as explored in Chapter Three.

Chapter Two: Literature Review

The greatest glory in living

Lies not in never falling,

but in rising every time we fall.

Nelson Mandela (2004)

Introduction

Successful teaching involves a myriad of complex decisions, judgements and knowledge that can determine the future outcomes of students. It requires the ability to "*communicate, motivate, inspire to transform the minds and skills of students*" (Bransford, Darling – Hammond & Le Page, 2005, p. 1). This literature review examines student teacher resilience as an essential aspect of teacher development (Beauchamp & Thomas, 2009). The literature review evolved from a recursive process with the data influencing the literature. The review examines resilience as an evolving conceptual domain and seeks to capture its multi-faceted nature. A conceptual framework is developed in this chapter, which will guide the exploration of what is involved in becoming resilient. The conceptual framework is divided into three spheres. The first sphere is named 'resilience as attachment and psychological strength', the second is called 'resilience as communities of practice', and the last domain is 'resilience, power and the production of normative behaviour'. As will be seen in Chapter Six, the core of the conceptual framework is the negotiation of 'multiple selves' as central to the ongoing processes of becoming resilient as a student teacher. Indeed, the chapter pays significant attention to the concept of self in the context of teaching. The conceptual framework will now be explained in the context of this research.

Conceptual Framework

With the increasing emphasis on teachers being reflective practitioners with the objective of performing to high standards, the critical question of *"Who am I?" is subsumed by an emphasis on "What do I have to do?"* (Graham & Phelps, 2003, p.1). While the question of 'What do I have to do?' is crucial, the deeply affective and existential question of 'Who am I as a student teacher and a person?' is at the heart of this conceptual framework - the notion of the self. The self is defined as "*a person's essential being that distinguishes them from others especially considered as the object of introspection or reflexive action*" (Soanes, Stevenson & Hawker, 2009, p. 1304). The concept of multiple selves builds on the suggestion that the self is multi-faceted, fluid and adaptable. The selves are manifest in the adoption of different behaviours and emotions in different situations that arise (Mischel, 1968).

The notion of multiple selves is an intrinsic part of this research, with the central objective being to understand how student teachers negotiate student placement regarding resilience. To add clarity to this framework, the key terms will be outlined to set the stage for the main body of the literature review. Figure 2.1 presents a visual illustration of the conceptual framework. Miles and Huberman (1984) describe a conceptual framework as laying "*out the key factors, constructs, or variables, and presumes relationships among them*" (p. 440). The conceptual framework offers an interpretative approach to the examination of student teacher resilience. Resilience for student teachers is both physical and mental, and the conceptual framework attempts to capture this multi-faceted dimension. The diagram consists of multiple overlapping spheres, each representing a fundamental domain, namely resilience as an attachment and psychological strength, resilience as communities of practice and resilience as power and the production of normative behaviour.

The point where the circles intersect highlights how each sphere contains elements of the other. At the radical centre is the selves and the ongoing question of 'Who am I as a student teacher and a person?' This framework allows for stepping back to get an overall view of becoming resilient as multi-faceted. Resilience as attachment and psychological strength is a look at the background and experiences of individuals in shaping their resilience. The second aspect of resilience as communities of practice explores the supportive environment of the school community and asks 'Who and what do I turn to?' The final aspect explores power and the production of normative behaviour links us back to the practical question of 'What is expected of me?' The diagram below (Figure 2.1) is a visual representation of the conceptual framework.

Each aspect of the conceptual framework will be explored beginning with the term resilience, the overarching term which frames the conceptual framework. Firstly, the literature review examines the terms resilience and selves before an investigation into the framework attempts to capture the multi-faceted nature of resilience from three distinct lenses, namely:

- Resilience as attachment and psychological strength
- Resilience as communities of practice
- Resilience as power and the production of normative behaviour.

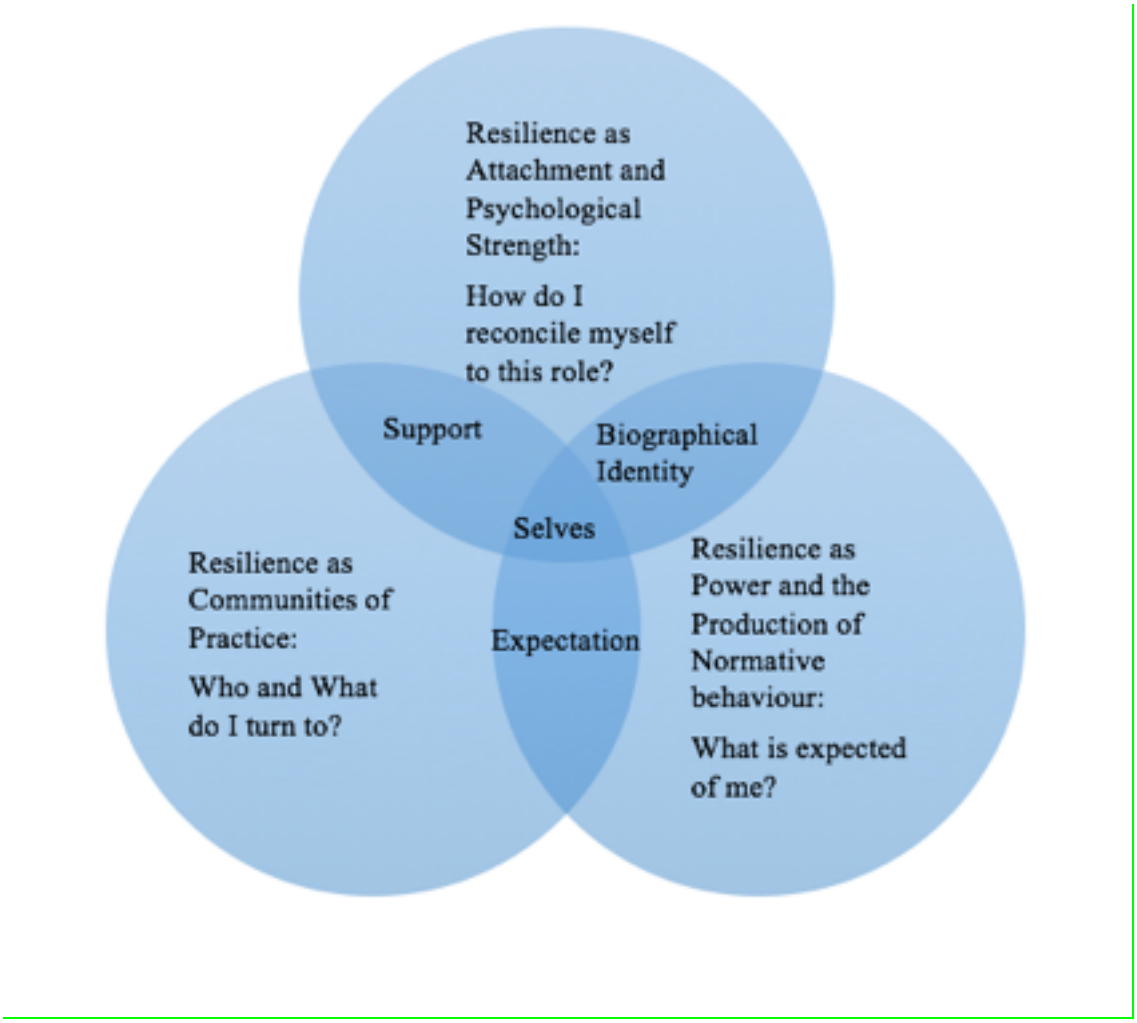


Figure 2.1 Multiple Dimensions of Resilience

Tracing Resilience and its Origins in Teacher Research

The word resilience has crept its way into everyday language and is used in a variety of contexts with the underlying interpretation meaning to bounce back (Zolli & Healy, 2012). The etymology of the word resilience shows that it was first used in the mid-seventeenth century and originates from the Latin word *resilire* meaning to leap back (Soanes, Stevenson & Hawker, 2009, p. 1224). Before 1818, resilience was used to describe the property of timber (McAlsan, 2010). After that, the appearance of the word resilience in scholarly work referred to the human character (ibid). The meaning of the term resilience has historically been vague with multiple nuances, and multiple fields of application. In the last forty years, the term has

evolved and is used in many disciplines from "*materials science to ecology and environmental studies to become a concept used liberally and enthusiastically by policymakers, practitioners and academics"* (McAlsan, 2010, p. 1). In recent years the term resilience has found its way into educational research, in particular referring to resilient teachers and pupils. Gu & Day, 2013; Day, Sammons, Stobart, Kington, & Gu, 2007; Hart, Blincow & Thomas, 2007; Henderson & Milstein, 1996; Kitching, Morgan & O'Leary, 2009; Mendler, 2014; Morales & Trotman, 2011). Day & Gu (2014) claim "*efforts to increase the quality of teaching and raise standards of learning and achievement for all pupils must focus on efforts to build, sustain and renew teacher resilience and that these efforts must take place at initial teacher education*" (p. 22).

Resilience is viewed as the process through which people develop the ability to adapt to changes, demands and disappointments successfully during life (Masten, 1994). A common theme in all definitions of resilience is the notion that there is exposure to adversity and that we must understand the positive adjustment outcomes of that adversity (Luther & Cicchett, 2000). According to Fredrickson, Tugade, Waugh & Larkin (2003), psychological resources can help individuals to bounce back from negative experiences and to adapt to the demands of stressful situations. Research has shown that initial teacher education can prove challenging. In the words of Mansfield, Beltman, Broadley & Weatherby-Fell (2016) "*It cannot necessarily be assumed that pre-service teachers have the skills and strategies to take care of their well-being and to enable their resilience*" (p.79). Resilience research indicates that some established teachers find teaching a stressful profession (Kyriacou & Sutcliffe, 1978; Johnson, Cooper, Cartwright, Donald, Taylor & Millet, 2005; Tait, 2008; Travers & Cooper, 1997), while others prosper in this setting (Howard & Johnson, 2004). The resilience demonstrated by those who prosper was linked to a sense of agency, and a secure support network combined with a sense

of competence and a sense of achievement (Lantieri, Kyse, Harnett & Malkmus, 2011). Resilience is crucial for student teachers but can also have a powerful influence on the pupils they teach (Werner & Smith, 1992; Werner, 1990). According to Gu & Li (2013), who researched established teachers "*resilience offers a useful lens which allows us to probe teachers internal and external worlds to explore which factors individually and in combination, influence their capacity to sustain their passion and enthusiasm and a strong sense of fulfilment"* (p. 288-289).

Student teachers begin their teaching placement with their personal beliefs about teaching. This research attempts to discover how student teachers make the transition from student to teacher and in doing so seek help, advice from other teachers while also reflecting on their own teaching experience. In this process, there is an expectation of self, of the teacher that they want to be, many things influence it but significantly by their own experiences, first hand, through exposure to a wide variety of teaching and learning situations (Lortie, 1975). According to Cole & Knowles (1993) *"the ideas and images about teaching that pre-service teachers/student teachers bring to formal teacher education programs are deeply etched on their perceptual lenses"* (p. 460). To have resilience requires a belief in the self and is a response to the question of 'Who am I?'. This research will now examine the meaning of self, exploring its origins and the different types of self from a psychological perspective. The self is essential as the more that is known about the self, the more an individual can adapt to life changes. The selves form the heart of the conceptual framework.

Mapping and Understanding the Self

Historically, finding the meaning of self has involved a personal journey of discovering self-knowledge, it requires reflection of oneself, introspection. To know thy self becomes a common thread in the work of many of history's philosophers Plato, Descartes, Locke, and Kant. Descartes, Locke and Kant believe the self is a tangible and knowable 'thing'. It requires knowing one's character, strengths, and weaknesses. Goleman (1995) describes this self-awareness as *"ongoing attention to one's internal states*" (p.46). What is the true self? Some believe that the true self is based on reasoning and thinking, while others believe that your emotions and passions constitute the true self. When an individual considers the self, it can be from varying perspectives. They are numerous different dimensions to the development of selfhood discussed in the literature. This research will explore three from the early twentieth century, which are developmental theories that support how this research views resilience.

1. The looking glass self (Cooley, 1902).
2. Self-awareness and self-image (Mead, 1934).
3. Multiple selves (Jung, 1953).

The contributions of the leading theorists are important to the overall conceptual framework as they help in part to explain and understand the phenomena of self. The theorists also highlight the extent of the existing knowledge and bring to light the limit of the existing theories. These theories provide a point of focus on the self. A relationship between the theories was examined. These theories indicate how self-efficacy, attachment and expectations are important with regard to resilience.

The Looking Glass Self – Cooley 1902

This perspective was developed by Charles Horton Cooley, to explain how our self-image is not only based on our perceived personal qualities but, also is shaped by society. It is based on the notion that personal insecurity experienced by individuals in social situations is influenced by an individual's opinion of how others perceive them. This theory introduces the important notion of attachment as it contends that individuals with secure attachments are self-possessed. The self, as identified by Cooley (1902), is "*a singular, unified, stable essence that was little affected by context or biography*" (p. 602). The looking glass theory indicates that individuals in our close social environment influence our self-image. Later conceptions of the self and resilience hypothesises that the wider social environment impacts on our self-image. This wider self-image may even include pre-existing stereotypes of a teacher. According to Cooley (1902), this process happens through three steps:

1. We imagine how we present ourselves to another person – how others see us, such as family, friends, people that we meet. This may be real, but it may also be based on how individuals think they see us *"we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends, and so on, and are variously affected by it"* (Cooley, 1902, p. 152).
2. We imagine how others evaluate us based on our appearance. We also project onto them how we think they are judging us.
3. We change our behaviour based on how we believe others perceive us in society.

These ideas indicate the importance of how attachment impacts on how we present ourselves. Gaining an understanding of the looking glass self can be empowering, allowing the individual to enhance self-esteem and to understand other peoples' reactions to an individual's behaviour. This is particularly important when faced with life's challenges. Despite its relative

failure to consider societal influences on the self, in some ways, this concept of the looking glass self resonates with Foucault's later thinking. Foucault (1984) in his discussion on self said:

> *Among the cultural inventions of mankind there is a treasury of devices, techniques, ideas, procedures, and so on, that cannot exactly be reactivated, but at least constitute, or help to constitute, a certain point of view which can be very useful as a tool for analysing what's going on now – and to change it* (p.349-350).

Through this self-knowledge, individuals can be more critically aware of the self and their identities. This knowledge can help individuals in the face of adversity to overcome difficult situations to utilise their strengths and characteristics.

Self-awareness and self-image Mead (1934)

Herbert Mead is associated with the concepts of Self, Me and I. Mead's work is focused on the way self is developed. Mead theorised that there were two dimensions to the self, self-awareness and self-image. Mead (1934) beliefs focus on the notion that individuals must be examined in a social context. Individuals are shaped by the group and individuals shape each other (Mead, 1934). Mead (1934) believed that the self is "*not just biological but also social and reflexive*" (p. 367). This belief resonates with the idea that resilience is not solely biological in nature. Even though early childhood experiences of attachment, for example, may be resilience enhancing, it is through interactions with other individuals combined with available resources, specific cultures, and religions, organisations, communities and society that influences an individual's response in the face of adversity (Walsh, 2006). The self develops over time, learning through interactions and reflecting on the interactions. An important element of Mead's theory is the idea of the generalised other defined as "*the attitude of the whole community*" (Mead, 1964, p. 218).

Three activities develop the self in early childhood, language, play and games. Language develops self by allowing individuals to respond to each other through symbols, gestures, words, and sounds. Mead states "*I know of no other form of behaviour than the linguistic in which an individual is an object to himself*" (Mead, 1934, p. 142). Play develops self by allowing individuals to take on different roles, pretend and express expectations of others "*In play, the child takes the role of another and acts as though he/she were the other, the other which comes into the child's experience in play is a specific other"* (Mead, 1932, p. 169). Games develop self by allowing individuals to understand and adhere to the rules of the activity. It is at this point of the social process that the individuals attain selfhood corresponding to Cooley's looking-glass self-image which allows the individual to see and judge through others eyes.

Mead was of the belief that there were two phases of self or two sides of the self: Me and I. The Me represents the social side the learned behaviours, attitudes, and expectations of others and society also known as the generalised other. Me is the past. The Me is the structured and determinate part of the self. Me is what society reflects a self-image back to the individual. The Me is a product of interaction and conscious reflection. The I, in contrast, is the present, it represents the individual's identity based on response to the Me. The I is the self in action - it is the subject of action it refers to the self at the moment, spontaneous and impulsive. It is non-reflective, and this, in turn, is the part of the self that produces individuality:

> *The self, that which can be an object to itself, is essentially a social structure, and it arises in social experience. After a self has arisen, it in a certain sense provides for itself its social experiences, and we can conceive of a solitary self. But it is impossible to conceive of a self arising outside of social experience* (Mead, 1934, p. 140).

The examination of the literature on Cooley (1902) and Mead (1934) leads to the conclusion that the belief student teachers develop of themselves is based on taking the viewpoint of others

(pupils, peers, teachers, tutors) on themselves as an object in the world. The final theory that will be examined in this research is the Multiple Selves, which links to the multiple dimensions of resilience.

Multiple Selves Jung (1953)

The notion of multiple selves is a view that has not always been embraced historically, with a greater emphasis placed on the unitary self (Rogers, 1951; Maslow, 1962 & Allport, 1961). Many theories of multiple selves have their origin in Freud (1927) who divided the mind into three separate parts, namely, the Id, Ego, and Superego. Jung (1953) explored the notion of the persona, which is the ego invented and ego-protecting façade that we don for others to see (Goffman, 1999). Different personas are a way of coping in the complex world (Mayes, 2005). Multiple selves, as proposed by Angyal (1965), is based on the mind being made of multiple dimensions. This theory of multiplicity is linked to the numerous roles that people adopt, e.g. parent, teacher and that individuals adapt their behaviour by "*the interpersonal relationship and its situational context*" (Harter, Bresnick, Bouchey & Whitesell, 1997, p. 836).

The theory was expanded on by Rowan (1990) who advocated the idea of multiple selves. The concept of multiple selves is essential to this study as it can be regarded as a healthy way of coping (Ribary, Lajtai, Demetrovics, & Maraz, 2017). The notion of multiple selves is the idea that an individual possesses multiple selves who are present in one physical body. The multiple selves interact with each other; the selves can become a persona such as the role of a teacher. A personality is formed from the personal experiences of the individual, which can be linked back to early childhood experiences (Rowan, 1990). Individuals begin life as one unified self, but childhood experiences have a significant influence on new sub personalities emerging. Lawrence (2018) suggests that "*different aspects of self are more present, than others in*

different contexts" (p. 36). In the role of a teacher, an individual can act in certain ways to protect the selves. As will be demonstrated in Chapter Five, the self states during student teachers experience of negotiating teaching placement were important to understanding their ongoing process of becoming resilient.

Self and (Teacher) Identity: An Ongoing Process of Construction

While the terms self and identity have sometimes been used interchangeably, this study understands the terms to mean slightly different things (Oyserman, Elmore & Smith, 2012). Flores & Day (2006) describe identity as actively "*making sense and (re)interpretation of one's values and experiences*" (p. 220). Identities "*make up one's self-concept – variously described as what comes to mind when one thinks of oneself*" (Oyserman, Elmore & Smith, 2012, p. 69). Identity matters to individuals Oyserman (2009) claims that individuals change their behaviour to get others to view them as they view themselves.

Identity construction processes, are an important aspect of becoming a teacher as the person is made and remade by discourses surrounding the person. Identity can promote psychological development, knowing one's self can increase self-esteem. In contrast, when people misrepresent themselves, it may also produce "*identity destabilisation and fragmentation, leading to uncertainty, distress and stymied psychological growth*" (Brown, 2006, p. 676). Waterman (1993) identified the college years as significant in the development of identity "*college environments provide a diversity of experiences that can both trigger considerations of identity issues and suggest alternative resolutions for identity concerns*" (p. 53-54).

Identity can be considered as the development of the self, which is continually shaped by past experiences and will continue to be shaped by future experiences (Connolly & Clandinin, 1999). Identity is formed through the process of participation in the community as the newcomer moves from the periphery of the community to a full member. Teacher identity is "*negotiated through experience and the sense that is made of that experience"* (Sach, 2005, p.15). Teacher identity is viewed as an important element in teacher development (Freese, 2006; Hoban, 2007; Olsen, 2008). While teacher identity is difficult to define, Gee (2001) attempts to clarify the definition by stating that identity is "*a kind of person within a particular context; while one might have a 'core identity', there are multiple forms of this identity as one operates across different contexts*" (p.99). Identity is dynamic and evolving (Mockler, 2011); it is responsive to events and circumstances (Looney, Cumming, van Der Kleij, Harris, 2017). Professional identity refers to how we perceive ourselves. It can be defined as "*an individual's self-definition as a member of a profession and is associated with the enactment of a professional role*" (Chreim, Williams & Hinings, 2007, p. 1515).

Wenger (1998) describes personal and professional identity as "*the negotiated experience of self, involves community membership, combines different forms of membership within identity, and presumes involvement in local and global contexts*" (p. 149). Fuller, Parsons & Watkins (1974) report how beginning teachers are "*posited to be particularly preoccupied about themselves: about their comfort, adequacy, and success rather than about their pupils' comfort, adequacy or success*" (p.1). Identity is influenced by "*remembrances of teaching past*" (Shulman, 1986, p. 12). Professional identity is always changing and is influenced by how we view ourselves. Early life experiences in part shape this self-perception; self-belief is strongly linked to the power of parents, family, teachers, and significant others in

shaping a child's identity particularly in early childhood (Schunk & Pajares, 2002). Individuals become the kind of person reflected in the eyes of others.

The first aspect of the conceptual framework, i.e., resilience as attachment and psychological strength will now seek to identify in greater depth the origins of resilience theory and explain attachment and coping. It attempts to explain the 'How do I reconcile myself to this role' aspect of the becoming resilient.

RESILIENCE AS ATTACHMENT AND PSYCHOLOGICAL STRENGTH

Resilience as attachment and psychological strength examines the question of 'How do I reconcile myself to this (challenging) role? largely through the lens of biographical identity and experience. Resilience according to Revick & Shatte (2002) is something everyone needs due to its versatile nature in coping with major and minor challenges. As noted earlier, the basic definition of resilience refers to an individual's capacity to 'bounce back' in the face of adversity. To gain a deeper understanding of resilience, different perspectives have been examined from biological and personal levels to "*a matrix of factors woven within the fabric of the lives of people and their communities that confer resilience"* (Friborg, Barlaug, Martinussen, Rosenvinge & Hjemdal, 2005, p. 3-4).

Origins of Resilience Theory

The origin of Resilience Theory lies in the study of children who proved resilient despite adverse childhood environments. The roots of the theory began in 1955 with Emmy E. Werner's paper, "Risk, Resilience, and Recovery: Perspectives from the Kauai Longitudinal Study". This research focused on children who had learned to lead successful lives despite environmental hardships and extreme stresses during their upbringing (Werner & Smith 1992).

Resilience theory, according to Van Breda (2001) describes the strengths that people and systems demonstrate that enable them to rise above adversity. Richardson (2002) explains how resilience theory is something within everybody which compels them to "*pursue wisdom, self-actualisation, and altruism and to be in harmony with a spiritual source of strength"* (p. 309).

Initial research into resilience focused on individual characteristics. Walsh (1996) identified how resilience is commonly and mistakenly viewed "*as inborn as if resilient persons grew themselves up: either they had the 'right stuff' all along – a biological hardiness – or they acquire it by their own initiative and good fortune"* (p.262). Research now indicates that resilience theory is determined by both risk and protective factors, which will be discussed later in this section. This research explores resilience by examining early childhood, which has long been recognised as a time of rapid change, physically, mentally and emotionally (Bhatia, Bhutta, Kalhan, 2013; Biesalski & Black, 2016; Ruel & Alderman, 2013). While resilience theory and attachment theory have developed as two separate theories, the body of knowledge contained in each theory serves to complement each other (Atwool, 2006).

Attachment Theory

Environmental factors, in particular, the infant-caregiver relationship, have been identified as significant in the neurological and social development of the child with potential effects on psychological and emotional functioning for life (Schore, 1996). Teaching is concerned with relationships; it is a complex social environment whose success depends on engaged learning built from working together. Bowlby's (1973) Attachment Theory is a psychological theory that was developed to highlight the importance of developing a strong bond between the baby and the primary caregiver. This theory seeks to inform this research regarding attachment, which are essential to the development of resilience (Machin, 2009). Attachment is described

as a process whereby *"infants and young children develop a deep confidence in their parents/primary caregiver protection which provides a sense of security"* (Goldberg, 2000, p. 8). Factors associated with resilience are thought to include secure attachments to significant others, an absence of early loss and trauma, high self-esteem and social empathy, and an easy temperament (Fonagy, Steele, Steele, Higgitt, & Target, 1994).

According to Bowlby (1973), if a child feels wanted and loved, that child will likely grow up confident with the belief that everyone else will find him or her loveable. It can, therefore, be concluded that a child who has a supportive parent or caregiver, who responds to the child's needs has a positive impact on that child. People react to adversity in different ways and if the attachment relationship is robust and sensitive, the child gains a sense of security, which can sustain him/her in the face of adversity. Attachment is the emotional relationship between a child and the primary caregiver and are an indicator of how well individuals effectively manage their interactions with others. According to Pietromonaco & Feldman Barrett (2000), the close bonds that infants form with their primary care giver "*facilitate the development and maintenance of mental representations of the self and others or internal working models*" (p. 155).

Without attachment to a significant person, usually a parent or constant caregiver, a child may not thrive, may not relate well to others and may be unable to feel empathy for others. The child may grow up feeling unloved or unwanted by anyone. Through an individual's life cycle, attachment relationships adapt to peers in later childhood, adolescence, and to partners in adult life. A positive view of the self can help the individual to develop a range of personal strengths to cope with life's adversities. The American Psychological Association defines these successful adaptations as "*the process and outcome of successfully adapting to difficult or*

challenging life experiences particularly through mental, emotional, and behavioural flexibility to external and internal demands" as resilience (Shibue & Kasai, 2014, p. 280).

Bowlby (1977) claims that attachment is relevant and active throughout a person's life "*from the cradle to the grave*" (p. 203). The development of working models of the self are believed to be as a result of how children and later as adults interact with close others (Cooley, 1902; Mead, 1934). The child's experience of attachment strongly influences subsequent reactions to "*stress, relationships, self-esteem, sense of security, and identity*" (Fleming, 2007, p.4). Healthy attachments are essential to the development of relationship throughout life (Mikulincer & Shaver, 2007) and fundamental to an individual's perception of social interactions (Masten, 2001). The importance of secure attachment cannot be understated and is viewed as a protective factor for resilience (Friedman, 2007). Internal working models derive from "*beliefs about how acceptable the self is in the eyes of early attachment figures as gauged from the responsiveness of those figure*s" (Pietromonaco & Feldman Barrett, 2000, p. 159).

Attachment theory is not without its critics who challenge the claims that early childhood experiences entirely determine adult behaviour. Indeed, socio-political conceptions of resilience challenge the fatalism inherent in such an idea. Research confirms that there is considerable scope for later change in attachment style. Thus while the word 'determined' is not optimal, it is clear early experiences make a unique contribution to adulthood. The significance of attachment theory for the study of student teachers is that it helps explain what resources/strengths an individual can bring to a situation due to their personal history of attachment and security. While it was not possible for this study to inquire into all aspects of a student teacher's biography, we do know that a secure individual has a greater capacity for concentration, cooperation, confident, and resilient. Such individuals can express emotions

openly and appropriately, acknowledge the physiological signs of anger, can control anger, and have better mental health and relationships (Belsky, 2002). Ainsworth, Blehar, Waters & Wall (1978) expanded on the work of Bowlby (1977) exploring attachment behaviour, concluding that early attachment lays the foundation for later secure adult attachment. This is particularly evident in positive psychological states and performance at work (Hazen & Shaver, 1990).

In summary, attachment history can be viewed as a psychological strength that has important implications as identified by Lopez (2003) who concludes that "*given the strong associations with healthy and adaptive self-regulation in adulthood, attachment security arguably could serve as a key construct in the continued development of positive psychology*" (p. 285). How individuals cope with stressful situations can, therefore, be linked to early life experiences, e.g. attachment. This lays the foundation for psychological strength; some individuals thrive in the face of adversity (Masten, 2001) others when faced with the challenges posed by work life and everyday difficulties including relationships, family finances and health cause people to become stressed (Green & Humphrey, 2012). Resilience has been referred to as a "*general coping skill and mechanism that help overcome the challenges of everyday life*" (Terzi, 2013, p. 102). Coping is how to successfully deal with a difficult situation (Greenglass, 2002). Thriving in the face of adversity can be viewed as coping. The link between coping and resilience will now be discussed.

Resilience and Coping

The most frequently cited definition of coping is provided by Lazarus and Folkman (1984), "*coping is the constantly changing cognitive and behavioural efforts to manage specific external and or internal demands that are appraised as taxing or exceeding the resources of the person"* (p. 141). Research has indicated how coping strategies buffer established teachers from the negative effects of the demands they face on a daily basis (Cooper, Dewe & O'

Driscoll, 2001). Coping is divided into two forms, namely direct coping and palliative coping (Lazarus, 1976; Parker & Martin, 2009). Direct coping is considered positive and is associated with greater levels of resilience, where the source of the stress is handled (Campbell-Sills, Cohan & Stein, 2006). Direct coping involves strategies such as planning and mastery, which may result in better workplace outcomes such as in-service training, support and suggestions from colleagues, friends and family. Palliative coping strategies are considered negative. Parker & Martin (2009) describe palliative coping strategies as "*failure avoidance in which an individual's motivation to invest effort is primarily to avoid the negative consequences of failure*" (p. 69). Palliative techniques include denial or detachment, or somatic strategies such as drinking or smoking. To further explore coping strategies as part of resilience as attachment and psychological strength, this research review will now examine both self-efficacy and agency.

Self-Efficacy and Agency

The study of self-efficacy is important to consider as part of the conceptual framework as self-efficacy beliefs according to Bandura (1977) are said to provide the foundation for human motivation, wellbeing, and personal accomplishment. Self-efficacy begins to form in early childhood, people with high levels of self-efficacy tend to be more resilient. Resilience is particularly important when making the transition from student to student teacher which is often fraught with concerns. This new identity is complex and an ongoing process of learning and reflection. People with high levels of self-efficacy possess strong resilience Tschannen-Moran & Woolfolk Hoy (2001). An important element of coping is self-efficacy. Self-efficacy is an individual's "*estimate of confidence in his or her ability to accomplish a certain level of performance*" (Hagger & Chatzisarantis, 2005, p. 105). In social learning theory, the importance of self-belief is crucial as individuals will be resistant to trying new experiences if

they believe they cannot do it. Self-efficacy plays a critical role in private and professional decision making (Markman, Balkin & Baron, 2002), it is a form of self-evaluation, a person's belief about their capabilities to "*produce designated levels of performance that exercise influence over events that affect their lives*" (Bandura, 1994, p. 71).

Self-efficacy reflects a person's realistic expectations and degree of certainty about the ability to achieve success (Anshel, Kim, Kim, Chang & Eom, 2001). Foucault (1997) believed that the phrase 'Who am I' was limiting in terms of how we respond to the challenges that life presents. Foucault's view can be described as "*instead of trying to know ourselves, we should cultivate or craft a pleasing style of conducting oneself*" (Guilfoyle, 2016, p. 5). This is explained by Foucault (1997) "*what strikes me is the fact that in our society, art has become something which related only to objects and not to individuals or to life… but couldn't everyone's life become a work of art? Why should the lamp or the house be an art object, but not our life?* (p.261). This differs to resilience as attachment and psychological strength as it sees identity as not as something that one is but a creative performance (Guilfoyle, 2015).

Research on teacher self-efficacy is one of the most critical areas on resilience as psychological strength, as it links to the question of secure attachments, feelings of security and feelings of self-belief. Although a single stressful event may not place significant demands on the coping abilities of most individuals, it is when "*multiple problems accumulate, persisting and straining; the problem solving capacity of the individual that the potential for serious disorder occurs"* (Cohen & Wills, 1985, p. 312). Doney (2013) identified the need to develop student teacher programmes that aim to train teachers how to deal with the stressors of teaching through self-efficacy, problem solving and humour. Knobloch and Whittington (2002) suggest that student teachers feel more efficacious and confident if they receive positive

feedback, guidance, and encouragement from their students, other teachers, administrators, parents, and community members. It has been shown that novices who have this kind of support are more likely to stay in the teaching profession (Ruhland & Bremer, 2002). Kyriacou, (2001) research on established teachers reveals "*the most important thing to recognise about effective coping strategies is that each teacher has to discover what strategies work best for them"* (p. 32). Self-efficacy is seen as the foundation of human agency. Having a sense of agency influences an individual's psychological strength. Agency is linked to a feeling of controlling an individual's actions and causing external events (Gallagher, 2000). The difference between agency and self-efficacy is that self-efficacy is the perceived ability; the belief (Bandura, 1986) to deal with a situation whereas agency is the actual ability to deal with the situation.

Bandura (2001) considers self-efficacy to be a central element of agency. Resilient teachers use specific coping strategies when faced with challenges such as disruption or anxiety (Henderson & Milstein, 1996). Teacher efficacy is the belief that teachers hold about their ability to bring about a range of positive outcomes in their classrooms. These beliefs have been associated with a wide range of positive outcomes for students, schools, teachers, and student teachers (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Bandura (1997) tells us that efficacious teachers see difficult tasks as challenging goals and maintain a strong commitment to them while they also heighten and sustain their efforts in the face of failure. After failures, they quickly recover their sense of efficacy. Emirbayer and Mische (1998) argue that "*agency should be understood as a configuration of influences from the past, orientations towards the future and engagement with the present*" (p. 963). In particular, influences of the past include attachments which create the context in which resilience can be developed (Connolly, 2004).

Studies on the importance of self-efficacy and teachers indicate that efficacious teachers use persuasion rather than authoritarian approaches to classroom management and direct their efforts towards resolving academic problems. The importance of self-efficacy is that *"a teacher with strong beliefs in his or her efficacy will be resilient, able to solve problems and, most importantly, learn from their experience"* (Bangs & Frost, 2012, p.3). Research has shown that student teachers enter teaching training programmes with a higher sense of self-efficacy than practising teachers (De le Torre & Casanova Arias, 2007).

The importance of teacher self-efficacy is linked with outcomes most notably student achievement, motivation and a student's sense of efficacy (Gurol, Ozercan, Yulcin, 2010). Self-efficacy is linked with emotions. Schaufeli & Salanova (2007) imply that low self-efficacy is associated with negative emotions. Coping and self-efficacy beliefs refer to an individual's beliefs about one's ability to cope with external stressors. Being able to control specific stressors can diminish stress instilling strength and belief in one's coping efficacy (Bandura, Cioffi, Barr Taylor & Brouillard, 1988). Klassen, Wilson, Siu, Hannock, Wong, Wongsri & Jansem (2013) claim that if self-efficacy is nurtured in student teachers, this may lead to higher levels of self-efficacy, which in turn may prove essential in managing the stressors of teaching. Lazarus and Folkman (1984) claim that "*there is a growing recognition that while stress is an inevitable aspect of the human condition, it is coping that makes the big difference in adaptation outcome"* (p. 6). Selye (1987) first used the term stress, describing stress in terms of *"...the non-specific response of the body to any demand placed upon it*" (p. 17). People cope with stress in different ways (Carver & Connor-Smith, 2010), personality traits are linked to how people cope with stressful events. Attachment is linked to personality traits as it impacts on forming social relationships (Bowlby, 1969, Ainsworth, Blehar, Wates & Wall, 1978). Stress will now be examined in the context of attachment and psychological strength.

Stress

In a classroom, stress can impact on how responsive and effective teachers are in dealing with the challenges of teaching (Flook, Goldberg, Pingerm, Bonus, & Davidson, 2013). Kyriacou (2001) defines teacher stress as a set of emotional responses to the demands of the occupation that may include tension, frustration, anxiety, and depression. According to Kelly & Colquhoun, (2003), "*it is perfectly natural to be stressed under contemporary conditions marked by profound social, economic and political transformations on the scale of the personal and the global*" (p.202). Bowlby's (1988) attachment theory claims that "*to remain within easy access of a familiar individual known to be ready and willing to come to our aid in an emergency is clearly a good insurance policy – whatever our age*" (p.27). This secure attachment leads to alleviating stress. International studies concerning established teachers and stress have shown that one-third of teachers are stressed or extremely stressed (Borg & Riding, 1991; Kyriacou & Sutcliffe, 1979; Thomas, Clark & Lavery, 2003). Research has discovered that teachers who are less resilient are more likely to experience stress and burnout (Chang, 2009). There are two types of stress, i.e. good stress/positive (eustress) and negative stress (burnout). Lazarus & Folkman (1984) describes eustress as stress that is healthy or gives a feeling of fulfilment. Negative stress is described as an "*unpleasant experience*" (Gold & Roth, 2013).

In teaching there are multiple sources of negative stress, Turk, Meeks, & Turk (1982) in an early study recognised seven problems that were consistently identified by teachers as sources of stress these include student behaviour (Ingersoll & Smith, 2003; Klassen, 2010; Miller, 2003) school environment, poor working conditions, personal concerns of the teacher, relationships with parents, time pressure, and inadequacy of training. Larrivee (2012) added increased teacher accountability, the excessive workload to the source of negative stress

(Travers & Cooper, 1993; Borg, Riding & Falzon, 1991). Such is the extent of sources of stress for teachers it is inevitable the student teacher would share these experiences. Research highlights the challenges faced by teachers that can result in teacher stress and teacher burnout (Kyriacou & Sutcliffe, 1978).

Negative emotions in work contribute to job dissatisfaction, absenteeism, turnover, and burnout (Zapf et al, 2001). The problems mentioned above have been associated with increased depression (Schonfeld, 1992), psychological distress (Punch & Tuettemann, 1991), burnout (Fernet, Guay, Senecal & Austin, 2012; Kyriacou, 1987) and absenteeism (Arnell & Brown, 2012). Resilience stress and burnout links back to increased personal resources, Gu and Day (2007) have identified how increased personal resources have resulted in greater burnout resilience and decreased burnout risk (Howard & Johnson, 2004).

The Role of Emotions and Psychological Strength

According to Page (1999) "*the child that is able to carry into new social relationships positive representative models of the self and others is more likely to engage positively with others and build mutually satisfying relationships*" (p.422). It helps to explain why people with complicated relationships in the past find it difficult in the future (Howe, Brandon, Hinings, & Schofield, 1999). Bowlby revolutionised modern day thinking concerning the importance and function of close relationships. The importance of attachment for established teachers is that secure attachment is associated with "*a reflective stance towards experience*" (Wallin, 2007, p.4). Emotions are fundamental to how effective we are as established teachers (Nias, 1996; Hargreaves, 2000). The precise definition of emotions similar to resilience has always proved difficult to define with no one definition accepted by all. For this research the definition of emotions by Bisquerra (2000) is used:

> *Emotions are reactions to the information we receive in our relationships in the environment. The intensity of the reaction depends on subjective assessments that we make of how this information will affect our well-being. These subjective assessments will involve prior knowledge, beliefs, personal objectives, perceptions of a challenging environment. An emotion depends on what is important to* us (p. 63).

The initial teacher education phase has been described as an emotional roller coaster (Podsen & Denmark, 2013).

Positive emotions and coping have long been a source of study (Folkman & Moskowitz, 2000; Folkman, 2008) research have identified positive emotions "*as an outcome of resilient coping but also resilient people may use positive emotions to achieve effective coping*" (Fredrickson, 2004, p. 1372). Positive emotions can be viewed as a psychological strength. The Broaden and Build theory were developed to investigate the links shared between positive emotions and their contribution to survival. Positive emotions are brief; according to Fredrickson (2004), positive emotions such as joy, contentment and love build individuals personal resilience, in contrast to narrowed mind-sets resulting from negative emotions. The broadening effect allows individuals to look for creative, flexible new ways of thinking and acting, opening up to new ideas. This theory claims that positive emotions *"fuel human flourishing"* (Fredrickson, 2004, p. 1373). Goleman (1995) claims that "*academic intelligence has little to do with emotional life. The brightest among us can founder on the shoals of unbridled passions and unruly impulses; people with high IQs can be stunningly poor pilots of their private lives"* (p.34). Teachers who are resilient are "*likely to persevere in adverse situations, find it easier to adapt to change and ultimately may be less inclined to consider leaving the profession*" (Morgan & O'Donnell, 2016, p. 45).

To assist in this 'flourishing' to sustain high quality, enthusiastic teaching daily over a

career, teachers need to be emotionally resilient. Attachment is considered key to understanding the formation of emotional functioning and personality development in the lifespan of an individual. Emotional Intelligence has its roots in Social Intelligence (Thorndike, 1920). Piaget explored the concept further by examining the links between affectivity and intelligence. Izard (1985) and Lazarus (1982) discussed the link between emotion and cognition in the 1980s. Salovey and Mayer's (1990) ideas on emotional intelligence arise from Thorndike's (1920) work on social intelligence and Gardner's (1983) development of interpersonal and intrapersonal intelligence. However, the specific concept of Emotional Intelligence has only been defined since the beginning of the 1990s (Mayer, Di Paolo, Salovey, 1990; Salovey & Mayer, 1990). Mayer, Di Paolo & Salovey (1990) refer to emotional intelligence as a *"type of emotional information processing that includes an accurate appraisal of emotions in oneself and others, appropriate expression of emotion, and adaptive regulation of emotion in such a way as to enhance living"* (p. 772).

Salovey and Mayer (1990) expand on the definition above to include *"the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them"* (Sardo, 2004, p.14). Armstrong, Galligan & Critchley (2011) claim that emotional intelligence may be directly connected to resilience as "*emotionally intelligent behaviour in stressful circumstances is adaptive*" (p.331). Goleman (1995) stresses the importance of emotions and states that *"intelligence can come to nothing when emotions hold sway"* (p.4). Bierema (2008) supports this view and emphasises that the Intelligence Quotient (IQ) is only one small aspect of intelligence with interpersonal competencies, such as managing one's emotions and anticipating the emotions of others as being superior qualities. Goleman (1995) further contends that *"in a very real sense we have two minds, one that thinks and one that feels"* (p.8). Sardo (2004) believes an emotionally intelligent organisation can

result in "*lower absenteeism, better psychological health, higher commitment, clearer boundaries, higher levels of responsibility and performance of direct reports, higher satisfaction, and better coping skills*" (p.15).

Enhancing the emotional well-being of teachers is essential in achieving this aim. Concepts such as emotional intelligence (Goleman, 1995) and multiple intelligences (Gardener, 1983) are important endorsements of this argument. There exists a delicate balance between the cognitive and the emotional according to Day and Leitch (2001):

> *Teaching at best requires motivation, commitment, and emotional attachment and this requires a deep knowledge of self as well as the student. It is then crucial that the importance of this interaction is not only acknowledged but is also understood to have a central role in the programmes of teacher education and continuing professional development in all phases of teachers lives* (p. 414).

Gu and Day (2007) claim that Fredrickson's broaden-and-build theory of positive emotion "*contributes to the conceptual basis for understanding the resilient qualities of teachers who are doing a job that is itself emotional in nature"* (p. 1304). Emotional intelligence (EI) and resilience are connected such that emotionally intelligent behaviour in stressful circumstances is adaptive. Salovey, Bedell, Detweiler & Mayer (1999) claim that persons with higher emotional intelligence can *"accurately perceive and appraise their emotions know how to and when to express their feelings, and can effectively regulate their mood states"* (p. 161). EI acts as a buffer in the face of adversity through emotional self-awareness, expression, and management (Armstrong, Galligan & Critchley, 2011). The conceptual framework is linked to emotional intelligence "*attachment styles have a significant effect on adaptability emotional intelligence…….and on stress management emotional intelligence*" (Samadi, Kasaei & Pour, 2013, p. 1714). EI can be linked back to early childhood experiences where "*a person's identity takes its shape from relationships with their environment*" (Samadi, Kasaei & Pour, 2013, p. 1713). Emotionally intelligent teachers *"help students with improved motivation, enhance*

innovation, increased performance, effective use of time and resources, improved leadership qualities and improved teamwork" (Mc Dowell & Bell, 1997, p. 3).

Resilience as attachment and psychological strength provides a strong foundation for how we understand coping with adversity, and how we reconcile ourselves to roles that may be quite challenging, particularly in the very early stages. It is multi-faceted in nature, drawing on attachment and self-efficacy theories in particular. This aspect of the study's framework indicates that a positive view of self builds personal strength which helps individuals in coping. Importantly student teachers have biographical expectations about teaching that may be in conflict with their teaching experience. Resilience as attachment and psychological strength highlights the importance of developing programmes to train teachers in how to deal with the stressors of teaching, and harnessing the higher sense of self-efficacy that student teachers may bring to teacher training programmes.

Models of intervention based on resilience as a psychological strength

It is difficult to find models that reflect successful resilience interventions for student teachers based broadly on the notion of resilience as psychological strength. A lot of the existing research focuses on resilient children Masten & Obradovic, (2006) and Wright & Masten, (2005). Successful interventions have focused on individual strengths in the area of mental health (Chmitorz, Kunzler, Helmreich, Tüscher, Kalisch, Kubiak, Wessa & Lieb, (2018). Research conducted by Joyce, Shand. Tighe, Laurent, Bryant & Harvey (2018), suggests that certain types of resilience training can be beneficial using "*mindfulness or cognitive behavioural therapy techniques*" (p. 7). Ungar, Russell & Connelly's (2014), work on successful resilience with students suggests that "*it is never too late to make a difference*" (p.

71). The power of resilience is indicated in Cassen, Feinstein & Graham (2008), research which notes the ability to provide a caring school community which can override the negative impact of learning challenges. This aforementioned research supports the view of resilience as a complex, multi-dimensional, interrelated phenomenon.

One recommended, but individually focused approach is online e-health interventions, which targets resilience in the workplace Atkins, Astin, & Peiletier, Levanovich, Baase, Park & Bodnar, (2014). Results of Atkins et al. (2014) study suggest a reduction in employee stress and increased resilience following an e-health intervention. The effectiveness of this solution however, must be regarded as limited in scope given the need for social and cultural supports for resilience to flourish. With this in mind, the next aspect of the conceptual framework Communities of Practice will now be explored through an examination of its origins, characteristics and limitations.

RESILIENCE AS COMMUNITIES OF PRACTICE

Origins of Communities of Practice

The origins of communities of practice are grounded in theories that learning involves social participation (Wenger, 1998; Wenger Trayner, 2015). Communities of practice are not new, with links between knowledge and work practices existing since *homo sapiens* evolved 50,000 years ago (Agrifoglio, 2015). Lave and Wenger (1991) first used the term communities of practice with situated learning in the context of the study of five apprenticeships (Amin & Roberts, 2008). Situated learning builds on the work of Bandura's social learning theory, Vygotsky's constructivism (1978), Dewey (1933), Knowles (1988), and Kolb (1984). It is based on the notion that learning occurs in an environment which is situated in a particular context. CoP as a concept has been widely applied to many spheres, e.g. education,

government, and business. For Wenger (1998), education should "*not merely be formative but transformative"* (p. 263). According to Lave and Wenger (1991), learning is an "*integral and inseparable aspect of social practice*" which involves the construction of identity (p. 53).

Student teachers, through collaboration with colleagues, develop a sense of identity as they become active members of the learning community (Wenger, 1998). Wenger (1998) defines identity in practice as "*social not merely because it is reified in a social discourse of the self and of social categories, but also because it is produced as a lived experience of participation in specific communities*" (p. 151). In a school setting, communities of practice can provide support for "*instruction, share resources, identify shared practical, pedagogical, and disciplinary knowledge that might otherwise remain tacit*" (Squire, 2011, p. 2). CoP connect to the work of Bowlby, as being a member of a community of practice involves the ability to form relationships to participate in wider social relations (Lave &Wenger, 1991).

Characteristics of Communities of Practice

The characteristics of communities of practice can vary significantly; some are formal while others were informal. Wenger (1998) refined his meaning of CoP and described communities of practice as a place of learning. Originally a CoP consisted of three components: mutual engagement, joint enterprise, and shared repertoire. Mutual engagement is the sustained interaction of individuals, which includes the "*roles and interactions that arise from this interaction*" (Aguilar & Krasny, 2011, p. 219). Joint enterprise occurs when members are joined together by shared understanding working together towards a common goal. Shared repertoire, is when over time, the members produce communal resources signs, symbols, tools, resources that are specific to the community (Wenger, 1998).

Wenger, Mc Dermott and Snyder (2002) further developed these three components; the revised characteristics include the domain, community, and practice. A domain is a shared domain of interest, a shared competence that distinguishes members from other people (Wenger Trayner & Wenger, Trayner, 2015). The domain in this context could be student teachers on teacher placement. The passion within the domain is important; it serves to inspire its members allowing the community to flourish. Members learn from each other, there is a shared competence by pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and the information is shared. Outside the domain, few people may value or recognise the expertise of the group (Wenger Trayner & Wenger Trayner, 2015).

In the main, the members learn from each other. Each member of the community brings their own stories and experiences which they share with the community. The feeling of the community provides a strong foundation for learning and collaboration (Snyder & Wenger, 2004, p.4). According to Darling-Hammond & Ball (1997), there exists an ever-growing demand for CoP among teachers. Research suggests that an individual's ability to learn and form relationships is shaped by early childhood experiences. This implies that successful participation in the community of practice is in part influenced by experiences of attachment. Practice is the work that they do; the members are practitioners "*They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice*" (Wenger, 2006, p. 1). The development of a community of practice takes time and interaction.

Communities of practice are increasingly crucial in today's classroom, where the importance of collegial rather than autonomous professionalism has significant implications

on how to best prepare teachers (Hargreaves, 2003). A strong school culture within schools is instrumental in shaping how management, teachers, students, and parents work together as a community (Craig, 2009; Deal & Peterson, 1999; Maslowski 2001; Rosenholtz, 1991; Schien, 2010). Culture, according to Schein (2010), is essentially the socialisation of unwritten rules that people learn as they try to fit into a particular group. A CoP can offer emotional support and alleviate stress through "*its real-life value and in its ability to capture the depth and complexity of human interaction and learning"* (Mortier, Hunt, Leroy, Van de Putte & Van Hove, 2010, p. 346). Early career teachers have different strengths, vulnerabilities, and different working conditions call for different forms of help and assistance. To maintain well-being effectiveness in our daily work and lives, it is important to have good quality relationships (Goleman, 2007; Day & Gu, 2010). Attachment theory can be integrated into communities of practice as people with secure and insecure attachments have different experiences of social and emotional development - these developments impact on relationships which are central to the success of communities of practice. New teachers with little experience likely depend on the support of more experienced teachers in the workplace, family, and friends.

The need for student teacher resilience is evident in dealing with one of the significant concerns of student teachers namely issues of misbehaviour which upsets classroom order (Houghton, Wheldall & Merrett, 1988; Little, 2005; Thomson, 2009). Misbehaviour is more likely to occur when teachers are less able to manage disruptive behaviour, fail to recognise student characteristics and needs, and do not maintain positive teacher-student relationships and communication (Kayikci, 2009). Behaviour such as distractibility and hindering can be a great source of concern for student teachers (Stephenson, Linfoot & Martin, 2000; Chang, 2009; Friedman, 1995; Kyriacou; 2001), cite problems with pupils as one of the most stressful

daily events in the lives of established teachers. It is often minor events, which happen regularly that can affect teachers resilience "*unpleasant negative emotions, such as anger, anxiety, tension, frustration or depression"* (Kyriacou, 2001, p. 28). In a school setting, where knowledge is a central focus, collaboration among established teachers is important in reducing teachers working in isolation. Research on established teachers indicates that resilience can be enhanced by *"fostering productive relationships with people who understand the trials and tribulations of teaching"* (Tait, 2008, p.59). The ability to form relationships links to attachment theory, support will have a positive impact on student teacher performance, promoting personal and professional well-being. When social support is perceived to exist, it acts as a stress buffer. Support manifests itself in different guises, for example, emotional support, tangible support, and informational support.

Support

Research indicates that to be resilient involves forming relationships which can help in the face of adversity and reduce stress. Support for beginning teachers is vital in influencing their decision to remain as teachers and will help longevity in their career. Student teachers begin their teaching career with many of the same responsibilities as experienced teachers. The challenges faced by a student teacher of teaching and learning are compounded by the additional need of learning about the school communities, pupils and staff, school policies and procedures, the curriculum, and developing a professional identity (Feiman - Nemser, 2003) to mention but a few. In this environment, support is essential and can be described as "*materials, resources, advice and hand-holding*" (Feiman-Nemser, Carver, Schwille, Yusko, 1999, p.4). Much research has been conducted underlining the relationship between high levels of social support and better mental and physical health (Ozbay, Johnson, Dimoulas, Morgan, Charney, Southwick, 2007; Maulik, Eaton, Bradshaw, 2010). High levels of support have been attributed

to enhancing resilience to stress (Ozbay, Douglas, Johnson, Dimoulas, Morgan Carney & Southwick, 2007). Anderson & Freebody (2012) recognise that "*teachers achieve work through the development and management of several relationships: with students, colleagues, and school leadership"* (p. 362). The same can be said of a student teacher who negotiates a range of relationships on their teacher learning experience.

Support can be divided into two overlapping categories, namely instructional support and psychological support. Instructional support involves "*assisting the novice with knowledge, skills and strategies necessary to be successful in the classroom and the school*" (Gold, 1996, p. 561). Instructional support involves working in collaboration with the cooperating teacher who has pedagogical knowledge, helping to adapt materials to enhance the learning environment, supporting pupil success and intellectual growth. Psychological support is "*building the protégé sense of self and ability to handle stress*" (ibid). Psychological support could be in the form of regular meetings with the student teacher. Feiman-Nemser (2003), claims that at times, psychological support can "*play a bigger role than instructional support*" (p. 280). One way to achieve social support in a school setting is through a community of practice.

Gellel (2010) stresses the importance of developing communities of practice for student teachers through "*short residential periods, social activities and discussion groups*" (p. 173). Research by Greenglass, Burke & Konarski (1997) indicates that support from colleagues is more influential at buffering the impact of teacher stress on burnout than are other social support sources. Le Cornu (2013) argues that relationships are of paramount importance to build resilience in new teachers. During teacher placement, student teachers are encouraged to become immersed in the school community. Hargreaves (2001) supports the view that

establishing close connections with colleagues as well as students is vital to the success of a new teacher.

Kyriacou (2001) stresses the importance of working in a school with social support "*this enables teachers to share concerns with each other, which can lead to helpful suggestions from a colleague that the teacher can implement or action by colleagues that resolves the source of stress"* (p. 31). Goleman (2011) states "*resonant relationships are like emotional vitamins, sustaining us through tough times and nourishing us daily*" (p. 312). Evans and Powell (2007) believe that CoP has a "*social purpose of supporting peers and colleagues in the sharing of knowledge and artefacts that serve authentic practice*" (p. 199). Jordan (2006) emphasises the importance of relationships as a source of resilience she states "*a person's engagement in mutually empathic and responsive relationships as more likely a source of resilience*" (p.80).

Wenger (2000) believes that communities of practice are the "*basic building blocks of a social learning system because they are the social containers that makeup such a system*" (p. 229). Learning through a social network can increase resilience through the sharing of knowledge (Reed, Evely, Cundil, Fazey, Glass, Laing, Newig, Parrish, Prell, Raymond & Stringer, 2010). Castro, Kelly & Shih (2010) recognise that school administrators need to listen to teachers who "*reported needing an accessible mentor, collaboration with faculty and support with discipline issues and an encouraging principal"* (p. 622). Shared learning among peers is believed to facilitate faster and more in-depth learning in comparison to knowledge shared through an instructor (Elywn, Greenhalgh & Macfarlane, 2001). Communities of practice can enhance resilience through the shared learning of known challenges and providing support in the event of future challenges. According to Schlager and Fusco (2004), a

community of practice can play an integral role in teacher professional development.

Limitations of communities of practice

According to Kerno (2008), the general view of communities of practice has been "*a rose-tinted view*" (p.69). Communities of practice have limitations; not all communities of practice succeed. Some communities of practice can hinder relationships if, for example, membership becomes exclusive, which may deter the integration of newcomers and may also deter new members. One aim of a communities of practice is to empower the student teacher. A relative absence from the community of practice literature is the concept of power highlighted by Brown & Duguid (2000) and Punamaki, Engestrom & Miettinen (1999). Reed, Evely, Cundill, Fazey, Glass, Laing, Newig, Parrish, Prell, Raymond & Stringer (2010) highlight how power dynamics influence the outcome of the learning process, as learning is a social practice. Lave and Wenger's work (1991) provided "*little insight into the potential for conflict between the expert and newcomer*" (Li, Grimshaw, Nielsen, Judd, Coyte, Graham, 2009, p.3). Aligning with a Foucaultian notion of power in the next lens, the notion that practice involves normative behaviour generated through subtle force relations "*has the potential to add to understanding of power to the activity of learning in situated action*" (Fox, 1999, p. 8).

Problems associated with communities of practice include the emergence of group thinking, which may restrict individual growth and creativity. Lave and Wenger (1991) highlight the complex nature of communities of practice "*legitimate peripherality can be a source of power or powerfulness, in affording or preventing articulation and interchange among communities of practice*" (p. 36). Earlier learning histories and family relationships also impact on learning relationships (Mayes & Crossan, 2007). In some cases, institutional factors inhibit the growth of a CoP. Institutional factors include workload. The workload of a student

teacher consists of many hours attending college lectures and tutorials, essays, portfolios, microteaching and private study as well as preparing schemes of work, lesson plans, and reflections. Compounding the institutional factors associated with class teaching preparations is the financial pressure and interpersonal conflict (Kyriacou & Kunc, 2007). Time is also an issue which hinders communities of practice, where members can engage in sustained discourse. Kyriacou (2000) acknowledges the fact that a student teacher has a reduced timetable but highlights the issue that the daily tasks of experienced teachers such as planning and developing lessons take much longer. Increasingly, individuals look to the virtual world for support.

New Technologies and Communities of Practice

Alternative ways to be part of communities of practice have emerged in the form of online communities of practice or virtual communities. Virtual learning communities are a form of professional support (Fulton, Burns & Goldenberg, 2005). Virtual community activities can be in the form of professional development, learning from each other, sharing opinions, and questions (Koh, Kim, Butler & Bock 2007). The reach of communities of practice in recent years has been greatly extended with the development of new technologies. Hemmasi and Csanda (2009) highlight some of the advantages of how virtual learning CoP provide their members with *"a group of peers whom they can be contacted quickly and easily through technology, pose issues or specific problems, and obtain suggestions, in a relatively short time frame"* (p. 263).

The use of virtual communities is particularly helpful when members are not co-located. Virtual communities of practice use web-based environments to communicate and conduct community activities. Social networking sites such as Facebook and WhatsApp, allow

groups of people to join together bound by a common purpose, interest or goal (Rothaermel & Sugiyama, 2001). Challenges identified within communities of practice include time issues which are essential to the effectiveness of the CoP. Virtual communities are more fluid than traditional communities of practice (Johnson, 2001). The appeal of social media network is the instantaneous nature of communication this facilitates information sharing, communication, and support (Sweeny, 2010). Meyer (2002) in a study examining novice teachers learning communities noted that "*classroom instruction (is made) public in a private space*" (p. 37). Meyer's (2002) study indicates that novice teachers divulged their dilemma's more freely when removed from their home schools. For virtual communities to work effectively, there must be active participation of its members (Dixon, 2000).

Despite the potential benefits of online communities of support for a student teacher, there are significant drawbacks as well. Firstly, a student teacher online does not necessarily build the same level of face to face interactions intrinsic in traditional communities of practice. Secondly, there is a disconnect between the student teacher within the community as they are teaching in different settings; this adds to an air of isolation. There is a lack of human interaction, that can prove to be beneficial and stimulating for a student teacher. Another disadvantage is the miscommunication of information, as without face to face interactions, it is difficult to convey tone online. It is also difficult to form an attachment to the group. Furthermore, with online communication, the security of the information could be jeopardised as a result of a security breach yet regardless "*people move across the porous boundaries between the real and virtual into hybrid spaces with ease*" (Chambers & Sandford, 2018, p. 15). It is also not unusual for computers to fail or internet connections to falter. Finally, there are risks associated with creating a cyber self, which is a version of the self that the individual creates on a digital platform (Aiken, 2016).

Models of intervention on resilience in terms of social support

I argue in this study that resilience for student teachers is achieved through support in particular in the school environment through a community of practice. The importance of social support in terms of complementing any interventions on individual psychological strength cannot be ignored (Hultell & Gustvasson, 2011). Social relationships have long been recognised as an integral part in supporting teacher efficacy and their psychological well-being (Wallace, Bisconti & Bergeman, 2001). Social support can provide the psychological support to cope with stressful life issues. Social support can be both formal and informal and can help improve the quality of teaching. Bresno, Schaufeil & Salnova's, (2011) study of self-efficacy based interventions revealed that changes to work engagement levels increased self-efficacy. Hultell & Gustavsson, (2011) job demands and resources model highlights that social support helped teachers to cope with the emotional demands of teaching. Examples of successful social support interventions include teacher support with pupils. These interventions indicate that pupils with more teacher support have positive outcomes such as enjoyment and less anxiety (Liu, Mei, Tian, & Huebner, 2016). Again, however, the issue of power relations is under researched in relation to the field of resilience.

RESILIENCE AS POWER AND THE PRODUCTION OF NORMATIVE BEHAVIOUR

How people react to events is partially based on their expectations (Berger, Fisek, Norman & Zelditch, 1977). It has been recognised that a student teacher "*undergoes a shift in identity*" on their journey to become a teacher (Beauchamp & Thomas, 2009, p. 175). Building on the work of Lave and Wenger, (1991) communities of practice learning *"involves the construction of*

identities" (p. 53). Kagan, (1992) notes that a student teacher's own experiences influence a student teacher's perceptions of teaching, and impacts on the way they acquire and interpret knowledge during their teacher training. It also impacts on interactions among teachers and professional development. Expectations influence the dynamics of social interaction (Baldwin, Kiviniemi & Snyder, 2009). A central feature encapsulated in expectations is the notion of power, "*having information can be a source of power, increasing a person's perceived ability to exert control and influence over situations*" (Baldwin, Kiviniemi & Snyder, 2009, p.2). Foucault's concept of power, however, focuses on the notion that power is strongly attached to social and institutional norms and 'information' and cannot be located in one place; it is "*everywhere and therefore inside of us*" (Foucault, 1979, p. 108). Based on this, it can be presumed that becoming resilient involves the production and negotiation of normative behaviour in institutional (school and university) contexts.

Definition of Power

Power regarding human relationships is based on the authority that one person has over another. Foucault claims that power is everywhere. Foucault (1979) argues that power is not a commodity possessed by some privileged person or group who dominated a weaker or less privileged group instead "*Power is everywhere; not because it embraces everything but because it comes from everywhere"* (p. 93). Since this study is partially concerned with the impact of normalising judgement and performativity on the process of becoming resilient, this research will view power as "*an overall effect that emerges from multiple complex relations"* (Foucault, 1979, p. 93). Power is, therefore, both spatial and temporal that is a "*result of the movement and interaction of a network of relations*" (Buendia, 2000, p. 148). Foucault focuses

on how power works and how in doing so creates a subject. The result is described in terms of a technologies of the self.

According to Foucault, power is not a discipline or a body of knowledge, rules, relations, and expertise, but discipline is a way that power can be exercised. Disciplinary power is a concept developed by Foucault that believes that power is not maintained by force but rather by everyday institutions, e.g. schools, prisons, and interactions allow individuals to govern their behaviour. According to Smeyers & Waghd, (2010) "*knowledge of the individual marks the power through normalisation across the population*" (p. 452). Foucault analyses disciplinary power regarding three elements which determine its success, which include:

(1) Hierarchical observation

(2) Normalising Judgements

(3) Examination

The combination of these elements is how invisible disciplinary power is implemented.

Hierarchical Observation

Hierarchical observation is when discipline is achieved through observing people, watching others pressurises people to conform. Individuals are made to feel like they are being watched by their superiors all the time, but in reality, they are only being watched some of the time. Foucault (1995) uses the metaphor of the Panopticon prison as a means of explaining surveillance. In prison there is a belief that each prisoner is permanently observed "*the subjects of surveillance are forced to discipline themselves, and even if the guardian is not present, the inmates still feel observed*" (Siebert & Mills, 2007, p. 310). The effect of this panopticon is a perpetual sense of being visible. This state of feeling watched Foucault claims forces the

individual to act in a certain way. In schools, it operates by a calculated gaze not by force (Welland, 2001). The gaze is intended to ensure that individuals behave in a certain way.

Student teachers are subject to surveillance, which Foucault (1979), argues in the context of prison, induces *"a state of conscious and permanent visibility that assures the automatic functioning of power"* (p. 201). The student teachers are watched by the university tutor and school based cooperating teacher and the pupils they teach; Foucault (1979) wrote:

> *He who is subjected to a field of visibility, and who knows it, assumes responsibility for the constraints of power; he makes them play spontaneously upon himself; he inscribes in himself power relation in which he simultaneously plays both roles* (p. 202).

The hierarchical observation speaks to each aspect of the conceptual framework in terms of seeking support, an acceptance of the new role and the student teacher's ability to cope.

Normalising Judgments

The second aspect of disciplinary power is normalising judgements. Individuals are watched to determine what is normal; any deviation from this is considered to be abnormal, any departure from correct behaviour is punished. Punishment must be corrective. These micro penalties are carried out because hierarchical observation makes sure they are carried out. Normalisation allowed for the exertion of maximum social control with minimum force. Teachers, according to Foucault (1979) are "*technicians of behaviour*" or "*engineers of conduct*" (p. 294). Normalising judgements allow control to happen in schools for example pupils can be scrutinised and monitored. Lodge & Lynch (2000) identifies the institutional relationship between the pupil and teacher "a*s a power-based one*" (p.47). Those individuals that are unable to reach that set level of the standard norm are considered abnormal.

Surveillance procedures in a school setting can take the form of examinations and keeping records of students (attendance, misbehaviour).

Examination

The final aspect of disciplinary power is examination. Examination is an exercise of power; it is how normal subjects are maintained, for example in a school setting through tests, documentation, school records of academic achievement. Power is productive in the sense that it produces subjects, "*pupils and students conform to these norms it can be gauged through the documentation process that undergirds this new epoch in discipline"* (Foucault, 1979, p. 189). The examination is proof of the student's competence; as a teacher, the examination is in the form of regular assignments and observations. The marks indicate knowledge it links to the norm, a good result or bad result. The student teacher is expected to "*modify his/her teaching behaviour in order to conform to the organisational behaviour of the school*" (Rutherford, Conway, Murphy, 2015, p. 5). During their teacher education, a student teacher draws on the intersecting discourses as well as the subject positions they make available in order to construct an idea of a proper teacher (Bloomfield, 2010; Lamote & Engels, 2010; Schultz & Ravitich, 2013). A student teacher becomes the subject. The perception of a proper teacher is formed in a number of ways from personal history, social interactions and psychological, and cultural factors (Cooper & Olsen, 1996). Youdell, (2006) claims that *a* subject is "*individualised, categorised, classified, hierarchised, normalised, and provoked to self-surveillance*" (p. 517). Early childhood experiences influence this formation of the perception of the proper teacher. This concept of subjectification will now be discussed.

Subjectification

The student teacher is an agent working within a structured system, constrained by both external and internal forces, which limits their actions. Foucault (1988) describes this as subjectification as "*the procedure by which one obtains the constitution of a subject or, more precisely of a subjectivity*" (p. 252). According to Foucault (1983) power is derived from a complex network of relations between people and institutions *"the subject is produced in two senses... first in the sense of being subjected to someone else by control and dependence"* (p. 81) and second, in the sense of being "*tied to his own identity by a conscience or self-knowledge"* (p. 81). Foucault describes two meanings to the word subject "*subject to someone else by control and dependence, and tied to his own identity by a conscience or self-knowledge. Both meanings suggest a form of power which subjugates and make subject to*" (p. 781). This subjection can be applied to student teachers through the process of observation and assessment by the university-based tutors and school-based mentor teachers. Through the subjectification process, students may learn more about who they should be than who they could become (Green & Reid, 2008) and find themselves caught between what they wish to be on the one hand and what various others tell them they should be on the other (Rots, Kelchtermans, Aelterman, 2012). The process of becoming in tune with our subjective formation requires reflection; this allows us to better understand our "*complexities of consciousness*" (Kincheloe & Steinberg, 1996, p.176). What a student teacher believes about teaching is intertwined with making decisions and meaning-making (Hong, 2010) in the classroom.

Foucault (1988) developed the notion of subjectification and how it can be realised through what he defines as technologies of the self. Technologies are those that "*permit individuals to effect by their means or with the help of others a certain number of operations*

on their own bodies and souls, thoughts, conduct, and way of being, so as to transform themselves in order to attain a certain state of happiness, purity, wisdom, perfection, or immortality" (p. 18). The influence of disciplinary power ensures that student teachers produce, but may also evade normative behaviour. This negotiation can be viewed as being resilient not just to bounce back from adversity, but to redefine or reinterpret that which is considered normative or expected of oneself.

According to Smeyers & Waghd (2010), "*the constitution of the self is a kind of speaking the truth that does not refer to a form of knowledge or self-awareness, but rather to the care of the self and one's relation to the world, that is, the social self*" (p. 456). The view of self is different from that of Bowlby in that the person is shaped by the past and the experiences of the past. Smeyers & Waghd, (2010), is of the opinion that the past cannot define the self but the knowledge that is gained from knowing the past self can:

> *This transformation does not elicit a confrontation with one's past shortcomings, and it does not represent a rejection of what one despises about oneself. It is an experience that draws one away from oneself and confronts one with the questions "how shall I go on"* (p. 456).

This leads to the question of coping in the form of self monitoring.

Self-monitoring – Coping Mechanism

Self-monitoring refers to a systematic approach to the observation, evaluation and management of one's own behaviour (Armstrong & Frith 1984). Richards, Plat and Plat (1992) define self-monitoring or self-observation regarding *"observing and recording information about one's own behaviour for the purpose of achieving a better understanding of and control over one's behaviour"* (p. 327). Foucault (1995) believes if an individual "*becomes his/her own subjection, the surveillance is permanent in effect even if it is discontinuous in its action*" (p.

203). Self-monitoring can be viewed as the way individuals "*strategically cultivate public appearances*" (Gangestad & Snyder, 2000, p. 530).

Mastering the code of style, student teachers are in an in-between place, for example, a dress is a way of belonging to a certain group, and it is a way of defining a position in a community. Historically, clothes and adornments have always been an important mode of expressing identity, both personally and socially (Cordwell & Schwartz, 1979). Dress can denote power, status and conformity, sense of community or belonging (De Long, 1987). Rutherford, Conway & Murphy (2015) view dressage as a technique to "*facilitate strict orderliness and pattern. It reflects a visible display of functional and obedient behaviour* (p.329). Self-monitoring is seen as a desire to "*to fit social settings and roles*" (Gangestad & Snyder, 2000). There exist two levels of self-monitoring behaviour, including high self-monitoring persons who according to Gangestad & Snyder (2000) construct and project images with the goal of impressing others. This is an attempt at self-preservation, to fit in (Oyamot, Fuglestad & Snyder, 2010). In contrast, low self-monitoring individuals do not want to portray any false impressions and reveal their true self "*regardless of the situation or role in which they find themselves"* (ibid, p. 26).

Normative Behaviour

Normative behaviour is the disposition and behaviour of a competent practitioner that is monitored during the student teacher placement phase. Resilience is influenced by the student teachers' production and evading of normative/required behaviours in the school placement setting. Establishing a professional relationship can be haphazard and can be problematic at times (Wang, 2001). The nature of the relationship between university tutor and student teacher is centred on observation and evaluation, "*when an observer shares the same physical space*

as a student, it is never easy to grasp the full meaning and significance of the student experience" (Van Manen, Mc Clelland & Plihal, 2007, p. 13). When we refer to normative behaviour, it is thinking and acting like a professional educator, and it is the codes of professional conduct in practice. Normative behaviour includes meeting a student's needs, passion and enthusiasm, demonstrating accountability, being fair, and working professionally, being committed to reflection "*the normative expectation that teachers ultimate concern ought to be about the students and student learning rather than the self*" (Conway & Clark, 2003, p. 467). Information power is used by a university tutor to suggest how a task could be done differently. Informational influence then results in a cognitive change (Raven, 2008, p. 2). Foucault (1980) believes that power is closely linked to knowledge "*Power can be enabling, en-skilling bodies to perform, to move ideas forward, to reach goals and to transform the context in complex ways*" (Rutherford, Conway, Murphy, 2015, p. 328).

The need to survive as a student teacher influences how people act in certain ways. Foucault (1980) remarks how power is always "*dispersed, heteromorphic, localised…accompanied by numerous phenomena of inertia, displacement, and resistance… there are no relations of power without resistance"* (p. 142). Student teachers perform in ways that satisfy the needs of the pupils, school, parents, and tutors. Student teachers sometimes evade normal behaviour as a means of resilience. Student teachers act in ways that appear normal. There is a desire to avoid stress, taking risks and upset. The degree of evading resistance is influenced by how satisfied the student teacher is on placement. Individually a student teacher covertly evades normative behaviour. The extent of their resistance to placement is linked to a student teacher's positioning in the school setting. This area answers the question "What is expected of me?". It is largely under researched in the context of studies of resilience, and will be explored in Chapter Five and Chapter Six. University tutors identify

the strengths and highlight challenges faced by the student teacher. Normative behaviour highlights the expectations of the school and university. A student teacher's decisions in the school setting are influenced by many factors, in particular, the teaching self (Bullough, 1997). The nature of teaching lends itself to "*the unavoidable, interrelationship between the professional and personal identities*" (Day, Kington, Stobart & Sammons, 2006, p. 602). Establishing normative behaviours between student teachers and pupils can be a struggle for student teachers as they distance themselves from the pupils they teach, exercising their position of authority, which makes them unapproachable (Fuller, 1957). The student teacher may experience the impostor syndrome, straddling identities between a student teacher and a student. Student teachers face the challenge of navigating a new school environment, the complexity of the classroom, school politics and the hidden curriculum while simultaneously grappling with in-depth coursework and a lack of time (Darling- Hammond, 2013; Oakes, Lipton, Anderson & Stillman, 2013).

Relationships between a student teacher and a pupil are complex and have the potential to "*either produce or inhibit developmental change to the extent that the pupils engage, meaningfully challenge and provide social and relational supports*" (Pianta, Harma & Allen, 2012, p. 366). Sarason (1990) claims that power struggles between a teacher and a pupil are a universal aspect of school life. Research is beset with evidence of the importance of a strong relationship between a student and a teacher for healthy academic development (Hamre & Pianta 2001; Wigfield & Eccles, 2002; Liberante, 2012). When dealing with an adolescent establishing a personal connection with the pupil is considered a key element in improving pupil motivation in the school and emotional functioning outside of school (Skinner, Zimmer-Gembeck & Connell,1998). The relationship has been described by Waller (1932) as "*a form of institutionalised dominance and subordination*" (p. 195). Lynch and Lodge (2000) identify

that the relationship between the teacher and the pupil is power based "*teachers are invested with power over students, not only by virtue of their adult status in society, but also because of their institutional position as knowledge providers who are deemed to have a special responsibility for the young people in their care*" (p. 47). Devine (2000) identified how in the school system adults exercise of power is considerable.

It is arguable that resilience interventions should seek to empower a student teacher, but not in an individualised sense. Empowerment can be defined as "*the process of giving authority or power to individuals or groups to give strength and confidence to make choices and to transform those choices into desired actions and outcomes*" (Soanes & Stevenson, 2009, p. 468). Power imbalances and norms which reflect hierarchies exist in the student teacher setting. Blasé (1997) research on established teachers can be applied to student teachers and indicates:

> *Teachers have a traditional subordinate political role in schools…a teacher's traditional expectations for principals, their need to please and maintain working relationships, norms of propriety and civility and fear of reprisals undoubtedly contribute to a form of collusion inadvertent in part, that reinforces the structures of domination* (p. 961-962).

Literature in the past on power relations in education often focused on the 'top-down' perspective (Kincheloe, 1993), with an emphasis on improving productivity and performance, while ignoring the effects on teachers. Research has since shifted its focus to the impact on teachers (Ball & Goodson, 1985, Ingersoll, 2003). While there is limited research on 'empowerment' as it relates to the field of resilience in teacher education, this study will later argue that more effective empowerment strategies relating to student teacher resilience include authentic participation and sense of community belonging, alongside a more traditional individual psychological sense of empowerment.

Conclusion

The important role of the teacher in the classroom cannot be underestimated, it is considered a crucial factor in student learning (Hattie, 2003; Willms; 2000). Life in the classroom is often very different from the one envisaged by the student teachers. A student teacher enters initial teacher education with a set of expectations described by Huling-Austin (1992) as "*unrealistic optimism"* (p. 174). Veenman (1984) claims that negative experiences can lead to "*the collapse of missionary ideals formed during teacher training*" (p. 143). Friedman (2004) refers to this collapse of ideals, or dawning as 'reality shock'; it is a time when new teachers strive to be accepted by the pupils they teach, peers and tutors (Letven, 1992).

The fostering of resilience in individual, social and cultural terms is important for teachers if they are to have a positive influence on the pupils they teach and the wider community (Gibbs and Miller, 2014). In education, teachers with little professional experience who report high levels of support from school management, colleagues, tutors, and friends impacts positively on their ability to adapt (Tasdan & Yalcin, 2010). This literature review provides the basis of this study; it brings to light the challenges faced by student teachers and established teachers, the processes they must negotiate and factors which may support or hinder them in becoming resilient. The hope of this study is that by bringing together different perspectives on resilience, a range of possible interventions that benefit student teachers may be considered by readers, including academic, policy and teacher communities. The research presents a view of resilience that is relevant to student teachers but also has wider applications.

The following guiding questions have emerged from the literature review framed by the intersecting spheres of the conceptual framework (biographical identity, support and expectations):

(a) How do I reconcile myself to this role?

(b) Who and what do I turn to?

(c) What is expected of me?

The guiding questions serve to inform the methodology chapter and will be discussed further in Chapter Five. Chapter Three will review the methods and procedures used in conducting the research.

Chapter Three: Methodology

We shall not cease from exploration

And the end of all our exploring

Will be to arrive where we started

And know the place for the first time.

(Little Gidding (No. 4 of Four Quartets) T.S. Eliot, 1991, p. 207)

Introduction - The Phenomenon Under Study

The purpose of this study is to understand how six student teachers negotiate the challenges of school placement through the lens of resilience. This research views resilience as a composition of three intersecting, if contested perspectives, namely resilience as attachment and psychological strength, resilience as communities of practice and resilience as power and the production of normative behaviour. Qualitative research methods were used in this study as it focused on the experiences of individuals and how they assign meaning to these experiences. The premise of this research is that *"the study of teachers' narratives that is, stories of teachers own experiences are increasingly being seen as crucial to the study of teachers thinking, culture and behaviour"* (Zembylas, 2003, p. 214).

This research was qualitative as the research questions were open-ended and probing, with the intention of generating hypotheses rather than testing theory. This chapter will firstly provide a rationale for the use of qualitative research, followed by a discussion of the philosophy of qualitative research and a description of constructivism-interpretivist paradigm and approach. Foucault's theory of discourse will be examined to explore the notion of power

as a subtext. The importance of credibility, crystallisation, subjectivity, generalizability, reliability, and validity will be discussed in the context of this research. The analysis of the data will then be explained. The final aspect of this chapter is a critical statement. In the spirit of this qualitative methodological stance, this study aims to answer the following research questions:

Main Research Questions

1. What are the challenges faced by six Irish post-primary student teachers during their student placement in one school in the Republic of Ireland?
2. What practices of resilience does this cohort of six student teachers invoke when coping with these challenges?
3. How do we need to conceptualise the process of becoming resilient to take account of these student teachers' stories?

Research has at its root the idea of working towards, recursively answering particular complex questions. Sherman & Webb (1988) describes research as "*going around, exploring, and looking within a situation, context, or field*" (p. 32). This involves a process of repeated investigation and a re-testing of discoveries to gain a better understanding. Marshall & Rossman (1999) describe real research as *"often confusing, messy, intensely frustrating and fundamentally nonlinear"* (p. 21). The research dictates the appropriate research methodology used to underpin a study. The rationale for choosing a qualitative study will now be examined.

Qualitative and Quantitative Methodologies

Research methods are often divided into two main types of quantitative and qualitative methods (Muijs, 2004). Patton (1990) asserts that researchers have long debated the relative value of qualitative and quantitative inquiry. According to Cohen, Manion & Morrison (2000),

researchers have their worldviews about the nature of knowledge and reality that helps them clarify their theoretical frameworks. The argument can be made that no one research methodology is better or worse than the other, as both are proved to be useful in research endeavours (ibid). Quantitative research tends to be associated with numbers as the unit of analysis and large-scale studies and is inclined to test the theory using *"mathematical models, statistical tables, and graphs, and often write about their research in the impersonal, third-person prose*" (Denzin & Lincoln, 1998, p.11). Types of quantitative research include experimental, quasi-experimental and survey research (Campbell & Stanley, 1963; Rea & Parker, 2005; Weisburg, Krosnick & Bowen, 1996).

In contrast, qualitative research has been defined as "*an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem*" (Creswell, 1998, p. 15). Qualitative research tends to generate theory about such problems in a situated way (Delyster, 2008). Qualitative researchers study things in their natural settings *"attempting to make sense of or interpret, phenomena in terms of meanings people bring to them"* (Denzin & Lincoln, 1998, p. 3). Creswell (1998) highlights that qualitative research allows the researcher to *"build a complex, holistic picture, analyse words, reports detailed views of informants, and conducts the study in a natural setting"* (p.15).

DeLyser (2008) argues that "*quantitative research and (mixed research methods) answers important questions that qualitative research cannot address, equally, qualitative research addresses issues and ideas not accessible quantitatively*" (p. 235). Both qualitative and quantitative researchers are concerned about the individual's point of view. However, qualitative investigators believe *"They get closer to the actor's perspective through detailed interviewing and observation"* (Denzin & Lincoln, 1998, p. 10). Denzin & Lincoln (1998)

argue that quantitative researchers can seldom are able to capture *"the subject's perspectives because they have to rely on remote, inferential empirical materials"* (p. 10). As the research questions attempted to seek a better understanding of the world of student teachers through first-hand experiences rather than testing laws of human behaviour (Bryman, 2001), I choose to adopt a qualitative approach.

Philosophical Assumptions

Philosophical considerations are an integral part of the research process. The study of humans is deeply rooted in descriptive models of science (Streubert-Speziale & Carpenter 2007). The research began with the selection of the topic on the experiences of student teachers during their school placement. From this setting came the selection of a paradigm; a *"set of beliefs"* (Guba & Lincoln, 1994, p. 107) through which the study was viewed. This paradigm would essentially be the founding framework of beliefs, values, and methods which guided the research. Choosing an appropriate research methodology can be difficult (Walker, 1997). It is imperative to select a design that effectively addresses the research problem in a coherent and logical manner.

The design of the research centred around the following four questions, which will be examined in more detail shortly:

1. Ontological - relates to the nature of reality or theory of being. It concerns the questions relating to what constitutes reality; ontology is about what exists (Hitchcock and Hughes, 1989). This concept links the ideas about the existence of and relationship between people, society, and the world in general (Eriksson & Kovalainen, 2008). It is how the researcher views the world. The qualitative researcher aims to report multiple realities using the words of the participants and presenting different perspectives.

2. Epistemological - this branch of philosophy is concerned with the nature of knowledge, knowing and beliefs. This is the relationship between the researcher and that being researched. Epistemology can be described as what constitutes valid knowledge and, put simply, how can we obtain it? The longer the researcher stays in the field, the more they 'know what they know' from first-hand information (Wolcott, 2008).
3. Methodological - is the entirety of the research from the research theory to practice. The social world can only be understood by obtaining first-hand knowledge of the subject under investigation. The methodology is characterised as inductive emerging, from the ground up.
4. Methods and Techniques - this includes the collection, measurement and analysis of data; it is the overall strategy. It is paramount to critically reflect on the information required to answer the research problem.

A Constructivist Interpretivist Approach

The paradigmatic approach to this qualitative research can be defined as constructivist-interpretivist, which assumes a certain stance on the four above questions of ontology, ethics, epistemology, and methodology. I will firstly define constructivist interpretivist approach and then explain the ontological, epistemological and ethical assumptions which guide the constructivist-interpretivist stance, before finally discussing the methodology. Constructivism assumes that people construct knowledge and meaning from their experiences. In constructivist research, the meaning is embedded in the texts, and verbal accounts involving the analysis of documentary sources and accounts gathered through data collection strategies such as interviews and reflective journals. Constructivists do not begin with theory instead they *"generate or inductively develop a theory or pattern of meanings"* (Creswell, 2003, p. 9) during the research process.

This research was also interpretive. Schwandt (1994) describes an interpretative approach as providing a deep insight into *"the complex world of the lived experience from the point of view of those who live it"* (p. 118). The role of a researcher is interpreting what is observed in the field, taking into account what is witnessed and heard. Carr and Kemmis (1986) describe the role of the researcher in an interpretative approach as "*not standing above or outside the research, but is instead a participant observer*" (p. 88). It involves collaborating with the student teachers. Whether consciously or not the researcher's background influences their interpretation of the research. The importance of reflexivity is, therefore, a key component of this research, my positioning as a teacher and a researcher in the same school is acknowledged and will be discussed later in the chapter. As a researcher, I remained open to the question 'How I influence my work', using self-reflexivity I applied the same level of rigour and analysis to myself as to those whom I researched throughout the data collection process remaining honest about my motivation and outside influences.

Ontological and Epistemological Position

In this research, my perception of how things are and how things work is guided by a constructivist view. Constructivist-Interpretivists contend that "*there exists multiple, constructed realities, rather than a single true reality*" (Ponterotto, 2005, p. 130). The constructivist's position is that *"reality is subjective and influenced by the context of the situation namely the individual's experience and perceptions, social environment, and the interactions between the individual and the researcher*" (ibid). Merten (2010) states *"reality is not absolute, but socially constructed and that multiple realities exist that are time and context dependent"* (p. 226).

In line with the Constructivist-Interpretivist tradition, the researcher is an integral part of the research process. What was important for me, was to be mindful of my own personal biases and perspectives. Throughout the research process, I became aware of my own "*consciousness*" (Van den Hoonard, 2002, p. 88) using self-reflexivity I situated myself socially and emotionally in relation to participants (Mauthner & Doucet, 2003). As the researcher, I was positioned as an 'insider' in the research domain. The question of insider research is discussed further in the ethics subsection below.

Ethics

Qualitative research aims at an in-depth understanding of an issue (Marshall & Rossman, 2010). A fundamental requirement for all research is that it is scientifically and ethically sound. The main reason for choosing a social Constructivist-Interpretivist stance was I wanted to explore the issue of student teachers' experiences from many perspectives. I focused on how student teachers' stories might change over time and how these accounts might help them to come to terms with their experiences. Constructivist-Interpretivists maintain that the researcher's values and lived experiences cannot be divorced from the research process with ethics important to every aspect of the design Maxwell (2005). Flick (2009) believes that "*in many domains, research has become an issue of ethics"* (p.36). The issue of ethics is complex relating to "*right and wrong, conscience, justice, choice, intention, and responsibility*" (Burns & Grove, 2005, p. 62).

A key ethical issue relates to the question of being an insider in the research community under study (Bolak 1995). Insider membership has been defined as *"studying one's own social group or society"* (Naples, 2003, p. 46). Breen (2007) describes the insider researcher as those who choose to study a group to which they belong while outsider researchers do not belong to

the group under study. Chavez (2008) describes two types of insiders, namely total insiders and partial insiders. Total insiders share multiple identities or "*profound experiences with the community they are studying*" (Greene, 2014, p.2). In contrast, partial insiders share a "*sole identity with certain distance or detachment from the community*" (Ibid). In this research, I would describe myself position as a partial insider in the sense that I was part of the school community but distanced by the fact that I was not a student teacher. The position of being an insider has both advantages and disadvantages.

The advantages of being an insider include the fact that I was familiar with the school and students. I was familiar with the group and social setting and knew how to approach individuals thus their colleagues are usually happy to talk often welcoming the opportunity to discuss with someone who understands (Bell, 2005). As I worked in the field I was able to conduct data collection on a daily basis more quickly and intimately, than an outsider may not have access to (Chavez, 2008, p. 482). To be on site was important as it meant that there was continuity in the data collection. As a teacher in the school, I had pre-existing knowledge of the context of the research (Bell, 2005). Working in the school allowed me to project a more "*truthful, authentic understanding of the culture*" under study (Merriam, Johnson Bailey, Lee, Kee, Ntseane & Muhumad, 2001, p. 411). As an insider in the study, I had an understanding of "*the historical and practical happenings of the field*" (Chavez, 2008, p. 481).

Insider-ness or outsider-ness are not fixed or static positions, rather, they are "*ever-shifting and permeable social locations*" (Naples, 1996, p. 140). While it is not unusual for a researcher to be part of the social group being studied (Bonner & Tolhurt, 2002) the challenge of the qualitative researcher is to *"demonstrate that this personal interest will not bias the study"* (Marshall & Rossman, 1999, p. 28). An insider position is unique, with the advantages

of being an insider including a deep understanding of the group's culture and the ability to interact naturally with the participants. Greater intimacy is achieved because a previously established relationship exists with the participants (Pugh, Mitchell & Brooks. 2000; Ryan, 1993). Chavez (2008) believes that being an insider proves advantageous "*in accessing the field more quickly and intimately"* (p. 482). Bonner & Tolhurst (2002) stress the danger of being an insider highlighting issues of subjectivity when interacting with study participants but also in the interpretation and presentation of study findings.

The benefit of this insider position was the closeness and unique insight and familiarity to the group; this meant that trust was already established (Chavez, 2008). Thus I was able to acquire meaningful research from the start. Chavez (2008) states "*where outsiders have the advantage of detachment from the field, an insider must learn to manage the influence of being the researcher"* (p. 478). The disadvantages of the insider position are also acknowledged in this research. Greater familiarity can lead to a loss of objectivity and thus increase the risk of making assumptions based on their prior knowledge and or experience Delyser (2001). The insider is considered too close to the culture under study to raise provocative questions and can be accused of bias (Merriam et al., 2001). Aguiler (1981) claims that insiders bias may be "*a source of insight as well as error*" (p. 26). However, it is the interaction with the researcher and the participant, which Toma (2000) refers to as *'conscious partiality'* (p.34) that creates rich data as it brings the researcher closer to the phenomena.

In practical terms, as the research was somewhat sensitive in nature and content, each student teacher was asked to sign a consent form (Appendix B). The student teachers were informed that the data was to be used solely for the research study. The name of the school and the name of the student teachers would remain anonymous. Banister, Bruman, Parker, Taylor

& Tindall (1994) highlight how it is important to consider the potential impact of the interviewer throughout the research process. The ethical consideration goes beyond the institutional required considerations; relationships are at the core of research. In the writing of written texts, it is essential that the participant's experiences be represented in a manner that resonates with the participants.

The ethical issues that emerge from informed consent concern the fact that as researchers we cannot predict what will emerge. Eisner (1991) indicates *"the notion of informed consent implies that the researchers are able to anticipate the events that will emerge in the field about which those to be observed are to be informed"* (p. 215). However, the reality is that we do not know "*what we will find, what tangents might become the focus of primary inquiry or into what political minefields we will stumble*" (Malone, 2003, p. 801). Rossman (1984) states that all research "*may be coercive especially when done at home*" (p. 225).

Throughout the research relationships were built with the student teachers. Brannick & Coghlan (2007) claim that researchers may struggle with the role of conflict if they find themselves caught between "*loyalty tugs*" and "*behavioural claims*" (p. 70). Daily contact with the student teachers through the sharing of stories led to the emergence of a professional relationship. I was cognisant of looking at these stories with peripheral vision (Bateson, 1994) and focused out from them in order to understand their connectedness to people's lives and the stories that compose those (Downey & Clandinin, 2010).

According to Greene (2014) whatever position the researcher chooses to take it is important to remember that instead of striving to be too much an insider or outsider researchers should strive to be both (p. 12). Hellawell (2006) claims "*there is much to be gained from being*

close to one's research as there is much to be gained from keeping one's distance and having an outside perspective" (p. 487). Pike (1990) highlights the important role of an insider to have the ability to analyse data like an outsider.

Research Profile of Participants: Recruitment and Selection

The following vignettes form the introduction to the student teachers lives. The use of the participants' stories in this research allowed for the interactions of the student teachers accounts to be woven together. The stories, as told in the data, will be presented in Chapter Five. The use of semi-structured interviews and reflections was a way for student teachers to recount their experiences. Storytelling is a prominent part of the daily lives of teachers to create scenarios, entertain, and educate pupils. The following vignettes are a brief snapshot into the lives of the student teachers. These stories indicate both the private and the shared experiences of the student teachers as they negotiate student placement. The commonplaces played a role in examining the student teachers past experiences. The commonplaces help to clarify the distinctions and commonalities of student teachers.

It is difficult to prescribe or predict what the sample size should be for a qualitative study of a small number of student teachers' experiences. The numbers of student teachers in this study were determined by the number of student teachers who applied for teaching placement at Mount Marian, which totalled six. The student teachers were all female. This fact is not surprising, as there are more female teachers than male teachers working in post-primary teaching within Ireland as a whole (CSO, 2016). Before the study commenced, the principal of the school and the Board of Management were approached to seek approval to conduct this study in the school. An information pack was sent to all student teachers that had obtained a

teaching position at the school. This information pack contained all details that were pertinent to the research such as location, duration, activities (Appendix A). I was facilitated in this process by the principal of the school who gave me access to the student teachers email addresses. This introductory letter invited participants to the study commencing in August 2013 (Appendix A). Interested candidates were requested to inform me through email of their intention to participate in the study. Before the research commenced the student teachers were asked to sign a consent form which stated that the student teacher was willing to participate and can withdraw at any time, it also included the information that the interviews would be recorded (Appendix A). The following short vignettes of each student teacher was based on information obtained from the open profile questionnaire (Appendix A).

The student teachers taught the following subjects: Irish, History, French, Business Studies, Geography, English, Music, Maths, Social, Political and Health Education (SPHE), Civic, Social and Political Education (CSPE) and Art. The teachers ages ranged from 20 to 30 years. This cohort of students is part of Generation Y as categorised by Brosdahl and Carpenter (2011), or the Millennial Generation born between the 1980s to the early 2000s. This generation of students have grown up in a digital environment; technology has a significant impact on how they live and work (Bennett, Maton & Kervin, 2008; Wesner & Miller, 2008). The Millennial Generation *"actively contributes, shares, searches for and consumes content – plus works and plays on social media platforms"* (Bolton, Parasuraman, Hoefnagel, Michel, Kabadayi, Gruber, Loureiro & Solnet, 2013, p. 245). All teachers were assigned to teach first-year classes except for one teacher who was timetabled for a Transition Year class. The study was initially conducted between August 2013 and June 2014 and as data emerged extended to September 2014. The findings of the study are limited to the data collected during these months.

The Student Teachers

Claire

Claire is 23 years old and is teaching Geography and Irish; she also is timetabled for one SPHE (Social Personal and Health Education) class a week. Following the completion of her degree, she studied for a Masters in Geography and then applied for the Post Graduate Diploma in Education. Claire likes the idea of teaching and hopes to be able to convey her passion for her subjects to the students. She admits to being anxious about teaching; it is a daily thought, especially in the weeks before teaching. The biggest problem she foresees is classroom management. Her interests are badminton and Pilates, reading, travelling, and art. Reflecting on her own school experience, she states that she enjoyed her time at school. When asked why she wanted to teach she replied that is something she always wanted to do and also a desire to change students' perceptions of the subjects of Geography and Irish, which she feels are often thought of as being boring.

Chloe

Chloe was the youngest student teacher in the study. Her teaching subjects were Maths and English and similar to Claire, she also has one class of Social Personal and Health Education (SPHE). She had just completed a Bachelor of Arts Degree. Chloe immediately applied for the Postgraduate Diploma in Education and was accepted. She believes that the best thing about teaching is that students learn something new every day. Chloe looks forward to the prospect of teaching. She feels that the least thing she will like about teaching is discipline issues. Her greatest strength as a teacher will be her ability to be firm but fair. Her interests outside of school include hockey and reading. Chloe's own experience of schooling was 'mixed'. Explaining why she wants to become a teacher, Chloe states *"I remember the positive*

influences my teacher's had on me and I would love to positively influence students" (Chloe, Open Profile Questionnaire, August 2013).

Deirdre

Deirdre is 24 years of age; her teaching subjects include French, English, CSPE, and SPHE to all first years. She has just completed a Bachelor of Arts Degree in French and looks forward to her teaching placement and the prospect of helping the students to understand the subject. The area, which she envisages that she will like least, is the possibility of losing control over the class. Since receiving a place on the course, Deirdre states how it occupies her mind several times a day and is increasingly nervous about starting in the profession. She describes her greatest strength as her ability to communicate with others and her ability to listen. Her hobbies include travelling and the cinema. When asked what positive characteristics that her former teachers have demonstrated, she claims it was the love for their subject, which she found to be inspiring, and motivated her to learn. This passion for her subjects is something which she feels she possesses. When asked to describe her own experiences of school, she states that it was very positive.

Lorraine

Lorraine is 25 years old. Her teaching subjects are Irish and English. Teaching, she believes will develop her confidence and skills to communicate. She has become anxious about starting teaching placement. Since receiving her place, she has thought about it several times a day. She describes her biggest weakness as her nerves in front of a classroom and perhaps not being able to control the class. She has many interests outside of school, which include playing several musical instruments, including flute and trumpet; she is also interested in many sports

including Karate and Irish Dancing. On reflection of her own school experience, she describes the best teachers as the ones who can teach well while keeping the respect of the students in a friendly and comfortable environment. Lorraine's student experiences were positive; she describes having great teachers with one teacher, in particular, standing out, this teacher had well-structured classes. When asked why she wanted to become a teacher she said, "*I feel I would learn a lot through teaching and develop as a person. I will gain confidence in my teaching and learn how to cope with stressful situations*" (Lorraine, Open Profile Questionnaire, August 2013).

Rosemary

Rosemary is 23 years of age her teaching subjects include History and Maths. She will teach all first year students. When asked what she thinks she will like most about teaching she states that she will like working with young people and the holidays. The aspect of teaching which she thinks she will like the least is dealing with difficult issues such as bullying, self-harm, and demanding parents. The thought of teaching is something she thinks about only now and again. She considers one of her strengths to be enthusiasm to work with students and one of her weaknesses is catering equally for all students. She believes that she possesses the leadership, kindness, patience, and motivating to be a good teacher. Her own school experience was positive and she claims to have had a great relationship with her teachers in school and that is part of the reason why she wanted to teach.

Tracy

Tracy, at 30 years of age, is the oldest of the six student teachers. Before teaching, she worked as an interior decorator. She thinks that the area she will like best about teaching is witnessing

her students developing skills, conceiving new, unique projects for each student group and introducing her students to a variety of new media. She believes her greatest strength, as a teacher will be her ability to communicate and a clear ability to engage a group. She also claims to be extremely creative and innovative. Her interests outside of school are ladies football and travelling. The teachers which she admired most show interest in their subject and went the extra mile to help the students succeed; this is something which she hopes to emulate in her teaching. Her own experiences in school were very positive. She wants to teach as she feels that she has a lot to offer the students and will enjoy introducing them to a host of new materials and techniques, which will enable them to experience a new form of self-expression.

Methodology

Qualitative research is inductive; it is about getting closer to the participant's interpretation. It requires a "*collaboration between the researcher and the participants, over time, in a series of places, and in social interaction in milieus*" (Clandinin & Connelly, 2000, p. 20). As I became more familiar with the data, I realised that I was concerned with the lives of the student teachers, their interests, concerns, and passions. As the researcher I was curious to explore the student teachers' experiences, to learn how the student teachers constructed meaning from their placement in multiple ways. The approach used in this research was to interpret the experiences of the student teachers' as a storied phenomenon.

Working in the same school and teaching some of the same students meant that my life was interwoven with the lives of the student teachers. This research focused on the 'in process' nature of interpretation (Ezzy, 2002). The stories of the student teachers complemented this study as they are shaped by numerous factors including social, cultural, linguistic and institutional. Listening to the experiences of student teachers informed this research as it

addressed both the complex reality and subtleties of experience while on placement. Student teachers know their lives in terms of stories "*they live stories, tell stories of those lives, retell stories with changed possibilities, and relived the changed stories. ……their way of being in the classroom is storied: as teachers, they are characters in their own stories, which they author"* (Clandinin & Connelly, 1995, p.32). Until the 1960s this methodology was concerned with *"content as direct representatives of life experiences"* (Lal, Suto & Ungar, 2012, p. 4) after which researchers began to explore the stories of narrators. This research aimed to understand not only what the student teachers thought but why they thought in a particular way. This research chose in depth interviews, observations and reflections.

One-on-one interviews give rich descriptions from real-life stories, it gives a voice to the participants' realities. The constructivist interpretive tradition aligns well with semi-structured interviews as it avoids rigid structural frameworks, instead being more personal and flexible (Carson, Gilmore, Perry & Gronhaug, 2001). This approach results in capturing meaning in human interaction. Dewey's (1938) philosophy influenced my choice as a research method he described how "*every experience lives on in further experiences*" (p. 27) which resonated with how I understand resilience. Dewey (1938) highlights that experiences are at the heart of learning, teaching, and living. Clandinin & Connelly (2000) have a shared view of experience; they state that *"the imagined now, some imagined past of some imagined future, each point has a past experiential base and leads to an experiential future"* (p. 2).

The primary sources used were based on the direct recollections of the participants. Through data collected from the qualitative research methods of semi-structured interviews, reflections and observation inquiry, I was able to examine resilience using open-ended exploratory questions. This approach would facilitate the development of new knowledge from

the multiple realities experienced by student teachers. This research methodology allows "*inquiries to travel inward, outward, backward, forward, and situated within place*" (Clandinin & Connelly, 2000, p. 49). Focusing on three aspects of Dewey's theory of temporality, sociality, and place (the commonplaces), I explored the experiences of each student teacher. The goal of the constructivist-interpretivist research is to understand and interpret meaning rather than to generalise and predict cause and effect (Newman, 2000). The inquiry space is three dimensional with consideration given to each of the following commonplaces - temporality, sociality, and place - which are investigated simultaneously.

When considering temporality, it is important to analyse the past, present and future actions of the storyteller. Experience is temporal. Clandinin and Connelly (2006) describe the transitional nature of people, places and events. Sociality involves analysing the story from the personal experience of the storyteller and their interactions with other people. Personal conditions include "*feelings, hopes, desires, aesthetic, reactions, and moral dispositions*" (Clandinin, & Connelly, 2006, p. 480) of the storyteller and the researcher. Social conditions include "*the environment, surrounding factors and forces, and people*" (ibid). This research thus considered socio-cultural/contextual influences on teaching placement experience, and the centrality of power relationships to that experience. Place, or aspects of place impact on the study, e.g. school and community defined as "*the specific concrete, physical and topological boundaries of place or sequences of places where the inquiry and events take place*" (p. 480-481). The place gives meaning to the story, and activities in a particular place does affect one's experiences. Thus the study considered how the school environment itself impacted on student teachers' placement experience.

As is discussed later in the chapter, student teachers' experiences were analysed using the above three commonplaces. But also embedded in this methodology is an approach coined by Byrne-Armstrong (2001) "*a Foucaultian twist*" (p. 111). The Foucaultian aspect aims to examine power as a subtext, exploring the multiple voices drawing out how voices were shaped, and which voices were silenced or powerful. Byrne-Armstrong (2001) believes that "*the interpretation we call truth is the one that is attached to power*" (p.113).

Foucault – Power as a subtext

A subtext is a message beneath the spoken word or non-verbal cues. Foucault focuses on how power relations shape individuals. Using Foucault encourages us to see the lived experiences of the student teachers as not simply as descriptions but as enactments of social life as this and not that. Discourses concern what can be said and thought, but also about who can speak, when and with what authority. This research attempted to construct what was both said and the unsaid student teacher experiences. As Foucault (1974) queried, "*How is it that one particular statement appeared rather than another"* (p.27). Foucault's work complements analysis approach as a suitable framework for analysing the phenomenon of interviews and reflections.

When we talk of discourse, it can include the spoken word (interview) the written word, or professional discourse that is associated with scientific, medical, legal statements. Foucaultian discourse analysis is different from other forms of analysis in that there is no set methodological approach to follow. Foucault (1984) analysis involves examining different aspects or axes of experience, namely knowledge, power, self, and ethics. Foucault claimed that these axes "*can only be understood in relation to one another and cannot be understood one without the other*" (p. 243). A Foucaultian notion of discourse believes that discourse is

not a carbon copy of reality but rather is a culturally constructed representation of reality. Kendall and Wickham (2004) outline five steps in using 'Foucaultian discourse analysis'. The first stage is to select a "*corpus of statements*" (Willig & Stainton Rogers, 2008, p.100) that are relevant to the study. Temporality is an important consideration in the collection of the discourses with earlier data, e.g. differing for later data.

The analysis of the data in the research explores how the statements were constructed. This approach focuses on the problems what is said and unsaid. This approach allows the researcher "*to think differently about the present by taking up a position outside the current regimes of truth*" (Willig & Stainton Rogers, 2008, p. 101). Foucault in *Technologies of the Self* (1988), suggests adopting a tactic to determine truth, namely Games of Truth. This focuses on the *"set of rules by which truth is produced*" (Foucault, 1997, p. 297). Kendall & Wickham (2004) proposed examining the data regarding how it was created. These statements were used to guide the analysis of power as a subtext. Below, I provide an outline of the research process and strategies used in the gathering of the data.

Research Process

Stage One:	May 2013: A request to the Board of Management for six student teachers to participate in research while on placement in an Irish secondary school.
Stage Two	May 2013: Consent letters issued to the six participants.
Stage Three:	June/July 2013: Design of Data collection instruments.
Stage Four:	August 2013-September 2014: Collection of Data. Interview of student teachers on school placement using open profile questionnaire, interviews, reflections, and observations.

Stage Five: September 2014 - October 2015: Analysis of Data.

Stage Six: November 2015 - August 2017: Write up of Research.

Stage Seven: September 2019: Submit.

Research Strategies - Introduction and Explanation of Approach

The specific strategies used in this research include open profile questionnaire, interviews, reflections and observations. The research explored the critical events for the student teachers throughout one academic year, while at the same time looking at a holistic overview of the year thus leading to a wide range of understanding of the experiences of the student teachers.

Open Profile Questionnaire

In the preparatory stage of this research, an open profile questionnaire (Appendix B) was distributed to all student teachers. The open profile questionnaire was used to acquire some background information on the student teachers. The goal was to explore the student teachers past experiences to understand their identity. This questionnaire would provide a window into the lives of the participants, giving the student teacher time and space to consider their answers and allowing for similarities and differences to emerge. A covering letter was included explaining the rationale and outline of the research. The questionnaires were collected when the student teachers started the school placement. In the open profile questionnaire student teachers were asked to give accounts of their background, school experiences, their hopes, and expectations. The profiles were examined both individually and collectively. The information obtained from the questionnaire would form the basis for the first interview.

Interviews

As discussed earlier, one of the primary ways of living and telling of stories is through interviews. Interviewing is a technique that encourages and stimulates interviewees to tell their story. In qualitative interviews, it is the established norm to have open-ended questions (Creswell, 2007; Merriam, 2009). The questions aimed to help student teachers tell their story. For example: *Can you tell me about your first experience of teaching a class?* My role was one of a passive listener. There exists a collaborative feature of semi-structured interviews as the story emerges from the exchanges between the interviewer and the interviewee (Creswell, 2014). In my role as the researcher, I wanted the voice of the student teacher to be heard, and my voice as a researcher minimal. Attentive listening was one of my primary roles during the interview, with occasional non-verbal signs given such as nodding. During the analysis process, I worked with a single interview at a time, isolating and ordering relevant episodes into the account. The venue for each interview was held on the school premises on a date and specific time that was convenient to the student teacher.

The interview can be divided into four phases:

- Phase 1: Introduction to the topic
- Phase 2: Main Narration
- Phase 3: Questioning Phase
- Phase 4: Small Talk

The student teachers were informed that the interviews would be recorded. Confidentiality was assured by assigning pseudonyms to each participant. I changed very few details in my student teachers' responses (Kaiser, 2008). A pseudonym replaced any names that were mentioned during the interviews. I transcribed the recording. All identifiable information, recordings, and

transcripts were kept locked and secure in my home and will be destroyed seven years after the completion of the research.

To conduct the interviews, I needed to know what I wanted to find out and to ask the right questions. To achieve this, I used an interview schedule. The interview schedule was created based on existing literature, which was explored in Chapter Two; the interview dates are show below. The interview schedule firstly details the dates when the interviews took place and secondly details the composition of each interview as contained in Appendix F. While both closed questions and open questions were asked the questions were largely open. The questions were based around the conceptual framework. Each interview focused on four elements,

- Introduction and explanation
- Resilience as attachment and psychological strength
- Resilience as communities of practice
- Resilience as power and the production of normative behaviour

The introduction set the scene for the interview with an open-ended question: *How are you getting on?* This was followed by an explanation of the research approach. To help build rapport and confidence with the student teacher any questions and concerns relating to the interview process were discussed. Follow up questions were then used to discuss the student placement experience, probing for further detail where necessary on previous interviews questions that may have arisen as a result of reflection on the interview or during the transcription process. This allowed the student teachers to elaborate on issues raised or to clarify points where necessary.

The interviews were semi-structured as they aimed to "*describe and understand the central themes the person experiences*" (McLeod, 2009, p. 75). The advantage of using a semi-

structured interview approach was that it allowed for flexibility to guide the conversation and to also provided rich personal detail to emerge. The student teachers in the study had the questions put to them orally and accepted orally in a conversational manner. This allows for the student teachers to elaborate as fully as possible and allows the interviewer to interact with the student teachers in a flexible manner. All interviews were recorded and then transcribed. A digital Dictaphone was used to record each interview. I was particularly concerned with maintaining the student teachers' confidentiality while presenting rich data, as I wanted to avoid deductive disclosure, also referred to as internal confidentiality (Tolich, 2004). I was influenced by Weiss (1994) who states "*nothing reported from the study, in print or in a lecture, should permit identification of respondents*" (p. 131) while simultaneously highlighting that "*it is our responsibility to make (our respondents) lessons known*" (ibid). It was important as the researcher to maintain respondents' confidentiality while at the same time presenting rich, detailed accounts of their student teaching placement experience. Confidentially is defined by Sieber (1992) as "*agreements with persons about what may be done with their data*" (p. 52). This issue of deductive disclosure was dealt with by taking responsibility for deciding what aspects of a person's story or life circumstances need to be changed to maintain confidentiality (Parry & Mauthner, 2004).

The interviews aimed to gain information from the student teachers' perspectives. Interviews are considered a form of discussion which aims to collect "*elucidating information*" (Davies & Mac Donald, 1998, p.82). Davies and Mac Donald (1998) outline the advantages of using interviews highlighting how "*far more detailed information than is possible in a self-completion questionnaire*" (ibid). The interviews created a private space where the student teachers could describe their story and allowed me as the researcher to "*obtain a special kind of information*" (Merriam, 1990, p. 72).

Interviews are recognised as the most frequently used mode of qualitative data collection. The interviews were conducted in school offices. All interviews were conducted in private due to the sensitive nature of the material being discussed. Each interview was approximately thirty-five minutes in length. The student teachers were asked the same first two questions. In the first interview, I reviewed the informed consent document, reiterating that their names would not be used when reporting the results. The questions that followed were probes as appropriate to the specific answer. I used the other questions to gain data relevant to the research questions. The questions for the interviews were compiled by an in-depth reading of the main themes as detailed in the literature review, focusing on the conceptual framework. If a student teacher highlighted a particular incident, I would follow with the question "*how did this impact on you?*" Fontana and Frey (2003) note that interviewing is "*one of the most common and powerful ways in which we try to understand our fellow human beings"* (p. 62). My goal was to investigate what I could learn from the student teachers' stories and how to increase my understanding of becoming resilient. I prepared a list of questions in advance of each interview to serve as a guide, but the wording and the order of the questions were flexible. In preparing the interview questions, I was careful to use common everyday language (Creswell, 2007; Merriam, 2009). Subsequent questions were asked for clarification purposes. The interviews provided the opportunity to explore emerging stories as they were told in the data analysis. This allowed me to respond to the unique answers of each student teacher. I was conscious not to interrupt the student teachers to allow the answers to questions to emerge naturally from conversation (Elliot, 2005). Outside of the scheduled interview time, I also spent informal time with the student teachers at impromptu lunch breaks or in the corridors.

Interview Schedule Dates

Interview Schedule September – October 2013

Number	Name of Student Teacher	Interview Date	Interview Time
1	Lorraine	9/9/13	10.10
2	Claire	10/9/13	09.30
3	Chloe	12/9/13	11.05
4	Tracy	12/9/13	12.25
5	Deirdre	13/9/13	09.30
6	Rosemary	13/9/13	12.25

Interview Schedule November - December 2013

Number	Name of Student Teacher	Interview Date	Interview Time
1	Tracy	11/11/13	10.10
2	Rosemary	11/11/13	12.25
3	Lorraine	12/11/13	09.30
4	Chloe	12/11/13	10.10
5	Claire	14/11/13	O9.30
6	Deirdre	14/11/13	10.10

Interview Schedule January – February 2014

Number	Name of Student Teacher	Interview Date	Interview Time
1	Tracy	13/1/14	10.10
2	Claire	13/1/14	11.05
3	Rosemary	14/1/14	09.30
4	Chloe	14/1/14	12.25
5	Deirdre	16/1/14	09.30
6	Lorraine	16/1/14	10.10

Interview Schedule March - April 2014

Number	Name of Student Teacher	Interview Date	Interview Time
1	Rosemary	3/3/14	09.30
2	Claire	3/3/14	11.05
3	Deirdre	4/3/14	10.10
4	Chloe	4/3/14	12.25
5	Tracy	6/3/14	08.50
6	Lorraine	6/3/14	11.05

Interview Schedule May - June 2014

Number	Name of Student Teacher	Interview Date	Interview Time
1	Tracy	3/6/14	09.00
2	Deirdre	3/6/14	10.00
3	Lorraine	3/6/14	11.00
4	Rosemary	4/6/14	09.00
5	Chloe	4/6/14	10.00
6	Claire	4/6/14	11.00

Reflection

Reflecting on your teaching is a metacognitive approach it involves reflecting in action and on the action (Schon, 1983). Dewey (1933) defined reflection as "*the active, persistent and careful consideration of any belief or supposed form of knowledge in light of grounds that support it and the further conclusion to which it tends*" (p.7). As student teachers begin their teaching placement, it is recognised that reflecting on teaching practice is a difficult task. The importance of reflecting on practice is well documented, benefiting critical thinking, linking theory to practice and self-awareness (Pollard, Collins, Simco, Swaffield, Warrin & Warwick, 2002; Stake 1995). Reflection is a tool that helps student teachers to learn from experiences in the classroom and provided another insight into the world of the student teacher.

Student teachers were asked to keep reflective diaries and to submit one weekly reflection throughout the placement. A total of 174 weekly reflections were collected and analysed. There was no prescribed format for keeping reflective diaries, the student teachers were given general guidelines, but it primarily centred on reflecting on their experiences each week, recording their thoughts, focusing on the challenges. The deliberate unfocused approach to reflections was an opportunity for student teachers to share the reality of the school setting. The reflections encouraged student teachers to look at the personal and not to focus on educational practices. It should be noted that student teachers differ in their ability to engage in reflections with the need for "*open-mindedness, wholeheartedness and responsibility*" (Dewey, 1933, p. 107). Open-mindedness is defined by Dewey (1933) as the "*active desire to listen to more than one, to recognise the possibility of error even in the beliefs that are dearest to us*" (p.30). Student teachers emailed me their reflections on a weekly basis. I was conscious of the fact that the student teachers had deliberately chosen to write about these particular events for reflection. Reflections provided another opportunity for student teachers to tell and

retell their story. What is important about the written text is that "*it has been detached from the moment it occurred and has assumed consequences of its own… the narrative goes beyond the initial situation and becomes relevant in other contexts*" (Moen, 2006, p. 6).

Reflection Schedule Dates

Reflection Schedule September – October 2013

Week	Name of Student Teacher	Reflection Date	Total Reflections Submitted
Week 1	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	30/8/13	6
Week 2	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	6/9/13	6
Week 3	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	13/9/13	6
Week 4	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	20/9/13	6
Week 5	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	27/9/13	6
Week 6	Lorraine, Claire, Chloe, Tracy, Deirdre.	4/10/13	5
Week 7	Lorraine, Claire, Chloe, Deirdre and Rosemary.	11/10/13	5
Week 8	Lorraine, Claire, Tracy, Deirdre and Rosemary.	18/10/13	5
Week 9	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	25/10/13	6

Total submitted term 1= 51

Reflection Schedule November - December 2013

Week	Name of Student Teacher	Reflection Date	Total Reflections Submitted
Week 12	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	8/11/13	6
Week 13	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	15/11/13	6
Week 14	Lorraine, Chloe, Tracy, Deirdre and Rosemary.	22/11/13	5
Week 15	Lorraine, Claire, Chloe, Tracy and Deirdre.	29/11/13	5
Week 16	Claire, Chloe, Tracy, Deirdre and Rosemary.	6/12/13	5
Week 17	Lorraine, Claire, Chloe, Tracy and Deirdre.	13/12/13	4

Week 18	Lorraine, Claire, Chloe, Deirdre and Rosemary.	11/12/13	4
Week 19	Lorraine, Claire, Tracy, Deirdre and Rosemary.	20/12/13	5

Total submitted term 2= 40

Reflection Schedule January – February 2014

Week	Name of Student Teacher	Reflection Date	Total Reflections Submitted
Week 20	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	10/1/14	6
Week 21	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	17/1/14	6
Week 22	Lorraine, Chloe, Tracy, Deirdre and Rosemary.	24/1/14	5
Week 23	Lorraine, Claire, Chloe, Tracy, Deirdre.	31/1/14	5
Week 24	Claire, Chloe, Tracy and Deirdre.	7/2/14	4
Week 25	Lorraine, Chloe, Tracy and Deirdre.	14/2/14	4

Total submitted term 3= 30

Reflection Schedule March - April 2014

Week	Name of Student Teacher	Reflection Date	Total Reflections Submitted
Week 26	Lorraine, Claire, Chloe, Deirdre and Rosemary.	28/2/14	5
Week 27	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	7/3/14	6
Week 28	Lorraine, Chloe, Tracy and Deirdre.	14/3/14	4
Week 29	Claire, Chloe, Tracy and Deirdre.	21/3/14	4
Week 30	Claire, Chloe, Tracy, and Rosemary.	28/3/14	4
Week 31	Lorraine, Claire, Chloe, Tracy and Deirdre.	4/4/14	4
Week 32	Lorraine, Claire, Chloe and Tracy.	11/4/14	4

Total submitted term 4 = 31

Reflection Schedule Schedule May - June 2014

Week	Name of Student Teacher	Reflection Date	Total Reflections Submitted
Week 33	Lorraine, Claire, Chloe, Deirdre and Rosemary.	2/5/14	5
Week 34	Chloe, Tracy, Deirdre and Rosemary.	9/5/14	4
Week 35	Lorraine, Chloe and Deirdre.	16/5/14	3
Week 36	Claire, Chloe, Tracy and Deirdre.	23/5/14	4

Week 37	Lorraine, Claire, Chloe, Tracy, Deirdre and Rosemary.	30/5/14	6

Total submitted term 5 = 22
Total Reflections 174

Observation

Observation has been defined as "*the systematic description of events, behaviours and artefacts in the social setting chosen for study*" (Marshall & Rossman, 2006, p. 79). During this research, I observed the student teachers on one occasion per term throughout the school year, this totalled 30 observations. The observations provided me as a researcher the opportunity to observe the student teacher in their day to day classroom life. I made observations using wonderings, questions and positive language not judging the student teacher or pupils they taught. Due to the nature of the classroom observations, it was not possible for me as the researcher to blend in. The purpose of including observations in the methodology process was "*to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method*" (DeWalt & DeWalt, 2002, p. 92). The school setting was an ideal opportunity for observing student teachers with multiple opportunities for observations. The analysis of the observations required me to read carefully through my notes, the information included informal conversations with pupils, how the student teachers behaved and reacted, their mood, general environment, classroom atmosphere and any detail that made the observation complete.

The limitations of using observation, as a tool for data collection are acknowledged, as a researcher who was also a teacher in the school, may have influenced the way the pupils and the student teacher performed. To truly capture the observation there must be "*scrupulous attention to detail*" (Schensul & Schensul & Le Compte, 1999, p. 95).

Observation Reflection Dates

Observation Schedule September – October 2013

Number	Name of Student Teacher	Observation Date	Observation Time
1	Lorraine	23/9/13	09.30
2	Claire	23/9/13	11.05
3	Chloe	25/9/13	11.05
4	Tracy	24/9/13	12.25
5	Deirdre	26/9/13	10.10
6	Rosemary	27/9/13	09.30

Observation Schedule November - December 2013

Number	Name of Student Teacher	Observation Date	Observation Time
1	Tracy	25/11/13	09.30
2	Rosemary	26/11/13	12.25
3	Lorraine	26/11/13	11.05
4	Chloe	27/11/13	10.10
5	Claire	28/11/13	12.25
6	Deirdre	28/11/13	10.10

Observation Schedule January – February 2014

Number	Name of Student Teacher	Observation Date	Observation Time
1	Tracy	3/2/14	10.10
2	Claire	3/2/14	11.05
3	Rosemary	4/2/14	09.30
4	Chloe	4/2/14	12.25
5	Deirdre	6/2/14	09.30
6	Lorraine	6/2/14	10.10

Observation Schedule March - April 2014

Number	Name of Student Teacher	Observation Date	Observation Time
1	Rosemary	24/3/14	09.30
2	Claire	24/3/14	11.05
3	Deirdre	25/3/14	09.10
4	Chloe	25/3/14	12.25
5	Tracy	27/3/14	08.50
6	Lorraine	28/3/14	11.05

Observation Schedule May - June 2014

Number	Name of Student Teacher	Observation Date	Observation Time
1	Tracy	12/5/14	09.30
2	Deirdre	12/5/14	10.10
3	Lorraine	13/5/14	11.05
4	Rosemary	13/5/14	09.30
5	Chloe	15/5/14	10.10
6	Claire	15/5/14	11.05

Total Observations = 30

Data Analysis

The methodology used to explore interviews, reflections and observations will now be examined, namely data analysis "*Data analysis is the process of organising and storing data in light of your increasingly sophisticated judgements that is of the meaning-finding interpretations that you are learning to make about the shape of your study"* (Glesne, 2006, p. 149). Throughout the analysis process, I was recursive, reflective and reflexive while being mindful of the structuring the inquiry process that allowed for the living, telling, retelling and reliving of the storied lives of the student teachers. The analysis would allow for the retelling and reliving of the stories showing the interconnectedness between events and the human experience. I used the same approach to analyse the data obtained from the open profile questionnaire, interviews, reflections, and observations. I prepared for the interviews by reflecting on what I wanted to learn. The task of organising the data can be overwhelming; I chose to convert my field text into research text through the following approach. I began the data analysis by structuring it according to each student teacher, divided into school terms. Each student teacher had a file, which included the open profile questionnaire, transcribed interviews, reflections, observations, and reflections from my diary relating to the student teacher. I saved the data by date and stored it on an electronic file.

Analysis of Interviews

A total of 30 interviews were conducted over the school year at strategic points

Month	**Description**
August/September	Beginning of the School Year
November/December	Second Term

January/February	Typically the half way point in the school year (approximately day 83)
March/April	Final observation phase by university tutor
May	Completion of School Placement

Table 2 Interview:

Throughout the analysis process, I was conscious of retelling the stories with attention to the three commonplaces, tensions, gaps and silences. As the study began to unfold common themes came to the fore, these became incorporated into the interview to assist the process of "*the development of categories in terms of their properties and dimensions, including variation*" (Corbin & Strauss, 2008, p.134).

Step 1

Initial analysis was completed on all interviews as soon as possible after the interview. I spent time after each interview to sit quietly and write all my thoughts and impressions of the student teacher and what had been said and left unsaid. These field notes would prove invaluable to me as I reflected on the process.

Example of Field Notes

Field Notes Chloe – November 2013
Chloe seemed very down during today's interview she was quiet in her voice and there seemed to be no life in her. She is usually animated and making fun and jokes and tends to talk with her hands but today's interview seemed like a chore, a ticking the box exercise that she kind of felt she had to do. I was dragging the chat out of her. When I asked how she felt she was getting on, she replied, "*it's all right grand" generic* – I got the impression she was not even really answering my question. Chloe gave the impression that she was under pressure with combining school work and college assignments, she was ranting today about how she has so much to do with tutor visits and assignments, lesson plans, and reflections, its like she is tired even talking about it, sometimes I think her answers are quite short, even though I am trying to probe her, she does not want to engage. I am wondering how am I contributing to her workload and could she be doing all the other things

in her life, without the added to the pressure of me interviewing her. I did think of cutting it short and rescheduling, but its too late now. She is clearly finding this term difficult she talked today a lot about one particular class and one student disproportionately to her other pupils. This is similar to her last interview. The issues with the class seem to have escalated.

Table 3 Field Notes

A word-by-word transcription of the raw data was used with notes made on changes in the tone of voice or pauses. Essentially this involved making a written transcript. I included questions which focused on the three commonplaces such as:

- What were your hopes and desires when starting your teaching placement (Temporality)?
- Who were the people/factors involved, e.g. pupils, colleagues, tutors (Sociality)?
- Can you tell me about the classroom, school where the story happened (Place)?

I initially divided the interviews into each participant and then as the analysis progressed clustered each set of six interviews into each file. This was a lengthy process and involved transcribing hours of interviews over the year.

Example of written transcript Chloe November 2013

Week 14 How do you feel it's going	I lost the will to live years ago *(sigh)*. It's stressful like; there is lots of work stupid work *(pause),* I mean like they cover the same thing in every lecture there is a lot of overlap. If I hear about multiple intelligences one more time!! *(sense of frustration)* They overlap everything, and I'm thinking how are they going to get a year out of this. How are they going to get two years out of it and its going to cost ten grand (referring to ten thousand euro)? *(disbelief and anger)*. You are getting used to it now the lesson plans, and schemes, this term is a little bit harder in the terms that we have more work to do, we have had more and we have more work with essays for the next couple of weeks *(throws eyes up to the ceiling)*. We have assignments due in for the next three weeks in a row. Probably just getting everything organised, getting the classes prepared, the lessons plans written

	out and the schemes to do. Monday and Wednesday I am up at 7 in the morning and I am not home until 7 in the evening, and that's kind of long, and you don't get anything done on a Monday or Wednesday night, but on Tuesday and Thursday I am home at 5 o clock, so that's not too bad *(said without pause, tired even saying it)*. This Friday we are off we don't have a lecture, on educational technology. It's all right. So we have a half-day this week and we had two hours of portfolio last week, that's worth the same as a module.

Table 4 Example of Written transcript

The nature of a semi-structured interview often results in a lot of verbal accounts given but not all relevant. Therefore, I needed to introduce text reduction. The purpose of this approach was to improve the conciseness of the data. I, therefore, extracted sentences from the transcript. I wanted to reduce the text without detracting from the central idea that the story conveyed. This was achieved by taking a page of transcription, reading through the text and highlighting the significant point of that particular section. Sentences would be removed if they were irrelevant to the main topic. I used a constant comparative method which involves reading and re-reading the interview transcripts. I would insert comments/my thoughts into brackets, as I was reading through the text and used colour to highlight the text.

Example of Comments/my thoughts

Deirdre September 2013 (note the time, first term)
Can you describe your experience as a past pupil returning to teach in your old school? (Place) I thought about coming back as I had absolutely loved it here (*temporality, looking at past actions and positive memories of place*), I didn't mind coming back to the school. It was a bit daunting (*note the word daunting – why daunting interesting choice of word, intimidating – going back, intimidated by former teachers?*) going into the library (*sociality*) on the first day and all the staff are there (*power*) but once you do it you are in (*sense of belonging to a place, ease of transition, need to be brave, face the fear*, nervousness) and everyone was so nice and I'm not surprised as everyone was so nice when I was here before (*temporality – past actions*). It is a

little weird (*sociality* - *why weird? – sense of disbelief- strange abnormal*) and I was saying to the deputy principal (*power, no use of name*), that I saw my first years (*use of My – sense of ownership- temporality, links to the past*) that I would have been a fifth-year buddy and they are in sixth year now, and that is weird (*use of the word weird again*) and I have a cousin in sixth year but I haven't seen her yet but generally I don't really know a lot of people (*why mention not knowing a lot of people*), I don't know any of the first years. But it has been okay so far (a *suggestion that this might change*), I thought it would be weirder (*use of the word weird again*), it is still weird but it's ok now, I am over it (*over being in her former school*). My tutor said there would be pros and cons (*discussed with the tutor – a concern*) that you could be treated like a student (*temporality*) (*power*) but I am definitely not. I think it is a pro, I know the school, the teachers, and I have any idea of the school rules and the discipline slips (*power*) and the uniform. I think if I went to another school (*place – a sense of belonging*) I would have way more to learn. I always wanted to do it, but then I had in the back of my head is it the right thing to do (*doubt*) and even during the summer I was thinking what if I go in and I hate it (*doubt*). But I was only thinking yesterday during a lecture that I am really delighted that I have done and I know this is the right move, it's a feeling. And hopefully, when things do go bad (*temporality – future action – predicting that things will go bad – why?*) I will still think that this is the right decision.

Table 5 Deirdre Interview Transcript

Step 2

I, then, would give an overview of the interview with a summary of the analysis at the end of each term. The overview was helpful to compare and contrast with other terms to see what the overall experience was like for the student teachers.

Deirdre September 2013
Deirdre is a past pupil she sounds happy in this interview. In the interview, she indicates that she was apprehensive and daunted by the responsibility. She felt supported in the school environment and comforted by the fact that she was familiar with the school setting. Reassurance came in different forms from subject departments going over the general year plan/schemes of work which made it clear what to cover in class. She also found reassurance in her fellow student teachers. Her interview revealed that she was nervous which she described as an odd feeling and was concerned that it might be evident to the

pupils. This interview reveals that she feels a sense of survival and happy that she was able to handle the classes. She noted the different dynamics between the classes she teaches with some more lively than others. By week two she notes how the nerves were not as bad although still present, she talks of feeling comfortable in this setting and notes how the pupils are too becoming more comfortable, in what she describes as "lively". There was a sense of positivity in the interview, excitement and a detectable enjoyment from the classroom experience. She gave the impression that this was the right path for her. The sense I got from the interview was that she wanted to make the classroom an enjoyable learning environment for the pupils.

Table 6 Comments/Thoughts relating to transcript

Overview of Interviews August- October 2013
There was a general sense that the student teachers had come a long way since the start of the term referring to the significant difference between the start of the term and the end. There was almost a sense of disbelief that the first term as a student teacher was over -and in other ways - the Orientation Seminar in August seems like years ago. For the most part, the student teacher felt the time had passed quickly with the days seemed to have flown by in a blur of lesson plans, reflections, schemes, classroom interactions, lectures and commuting. In the beginning, the student teachers revealed that it was at times quite overwhelming, and teaching mostly seemed like trying to perfect a juggling act. The student teachers commented on how in the initial weeks it was awkward to remember the names of students; remembering to look at notes; remembering to change the PowerPoint slide; remembering to keep an eye on the time and most of all remember to not just lecture the students but engage with them through the subject area in interesting ways. Being nervous, was a common theme but a gradual growth in confidence allowing the student teachers to be more themselves in the classroom. There is a common theme that the course is a constant learning curve, and it comes with many ups and downs. The course has been described as exhausting, mentally and physically. There is a constant state of reflection with one student describing her experiences "*I find it really difficult to come out of a lesson that did not go the way I wanted it to, and feel positive about it. Those kinds of things would tend to play on my mind for the rest of the day and I would constantly think of reasons why it didn't go right, and what I had done wrong*" (Chloe, Interview, September 2013). The student teachers struggled with balancing college and school placement with accounts of being exhausted "*when I do get home, I am generally exhausted – so my*

routine is generally to eat dinner, plan lessons, and go to bed and repeat" (Claire, Interview, October 2013). Overall, I think I have really enjoyed the experience so far. However, I am looking forward to the week off in order to recharge and rethink approaches to topics!

Table 7 Overview of Interviews

I was particularly interested in how the student teachers' thoughts and views evolved throughout the year as a result of new experiences and interactions with pupils, colleagues, and tutors. Time is important to understanding previous experiences, understanding the present context and imagining the future. The rich data as a result of descriptions of these teaching experiences, provided insight into the realities of student teaching.

Step 3

Step 3 involved extracting the key sentence/paragraph from each page of the transcribed interview this information was put in a table format and consisted of three columns. The first column contained the critical sentence. The second column focused on the three commonplaces temporality, sociality, and place. Keywords were taken from the original text. The final column was linked to Foucault, which links to column one which identified 'what had been said' this column looked for 'what was not said' – examining the aspects of the experience. I explored the raw data noting which student teachers said what and who had different experiences and what they cited. This process was completed after each interview.

Student Teacher Name: Deirdre

Key Sentence	Commonplaces temporality, sociality and place	Power as subtext
I thought about coming back as I had absolutely loved it here	(*temporality, looking at past actions and positive memories of place*),	
I didn't mind coming back to the school going into the library on the first day and all the staff are there	(*note the word daunting – why daunting interesting choice of word, intimidating – going back sociality,*	*intimidated by former teachers?*) (*power*).
My tutor said there would be pros and cons that you could be treated like a student but I am definitely not. I think it is a pro, I know the school, the teachers, and I have any idea of the school rules and the discipline slips and the uniform.	(*temporality*) (*place – sense of belonging*)	(*power*) *issues with former teachers and student* *(power) previous knowledge of the school and how it functions re discipline procedure*

Table 8 Sentence/paragraph from transcribed interview

Student Teacher Name: Lorraine

Key Sentence	Commonplaces temporality, sociality and place	Power as subtext
It's actually fine I thought it would be worse that I would have loads of students talking back and that I would be up there shouting my head off I thought it would be worse and then when I came in its lovely here.	*Sociality – story from the student teachers perspective – fear of what the environment would be like*	*Power of the pupils – and issues of classroom management*

I would be thinking what's next. What I'll do next I didn't expect the workload to be so hard and everyday rushing everywhere.	*Sociality – intensity of the experience – the work load is unaudited – the teaching cannot be impacted by the workload, that is outside of the classroom.*	*Power- self surveillance, watching what she is doing*
It is a mix between really good classes and relief and not so good – when it's a mess, like what did I just do kind of thing.	*Sociality – sense of relief when the class goes well, a feeling of happiness. Extremes - When the class is a 'mess – what happened – not prepared? Classroom management issues?*	*Power – where does the power lie*

Table 9 Sentence/paragraph transcribed interview

Step 4

Once all the initial data was analysed from the first phase of interviews, I revisited the data, to ensure that nothing had been overlooked in the process. It involved reading and re-reading the entire data and the sentences and paragraphs that I had identified. At this point, I again made notes of my thoughts and new ideas that came to mind.

Step 5

At this stage, I still had a lot of data and needed to reorganise in order to group specific ideas, what was most significant and salient points. It was evident at this point that not all the data was relevant to my research questions, so I then began to focus my data on information that was of interest. I was now ready to put the accounts together. Several different categories emerged, some categories significant, based on the frequency that they appeared in the interview transcripts, other categories were minor stories but equally important and unique to the individual student teacher. Through the process of reorganising the data, I gained a better

understanding of the student teachers and their relations within the school setting. The process revealed the intricacy of the situation, which is unique to each student teacher, even though they are in the same school and often teaching the same pupils. This research was not about gaining the facts; instead, it was the meanings portrayed in the story. The complex nature of teaching and the multiple discourses that are involved in a daily basis resulted in multiple experiences for the student teacher. The accounts that the student teacher told may not necessarily be the truth, instead, it is the student teachers interpretation of the event. Bailey & Tilley (2002) highlight the aim of narrative inquiry is "*to reveal the meaning of the individual's experience as opposed to objective, de-contextualised truths*" (p. 574-583).

Step 6

After examining all the data and considering the nature of the study, I decided to focus on the stories that the student teachers recounted most frequently. This data would form the basis for the findings of the study and will be discussed in detail in Chapter Four.

Step 7

I then re-examined the data and identified which data I could refine even further. Active collaboration with the student teacher was necessary throughout the process, as I analysed the data new thoughts emerged, as I had daily interactions with the student teachers I was able to discuss the data with the student teachers and this was helpful when I was retelling the stories. I co-constructed the accounts with the student teachers working together in the research process.

Step 8

In this stage, I identified the key themes, which would form the basis for my findings chapter. At this point I took a break from the examination of my data. I felt this was necessary as it

would allow me to process my thoughts, look to the literature to weave information together with my new data. When I returned to re-examine the data, it was with a new sense of energy, distancing myself from the data, allowed me to re-examine it as if for the first time, thus ensuring that I had not overlooked any important data. In this re-examining of data, I looked for conflicting experiences from the same student teacher or unique experiences.

Analysis of Reflections

The student teachers were asked to write a weekly reflection which was sent by email to the researcher. I adopted the same approach as previously discussed for the interviews I made notes of the language used, I used the participants own language when describing the story, identifying 'quotable quotes' that I could use in the presentation of findings. Using reflections, I was cognisant that the information is based on memory and that memory is selective, "*some events are deliberately or unconsciously forgotten*" (Muylert, Sarubbi, Gallo, Neto, Reis, 2014, p. 186). I used significant words and sentences; I identified phrases that were useful to summarise the main theme of the account, I explored the commonplaces. I looked for tensions between individual stories. At times, I would distance myself from the data and then return with 'fresh eyes' to re-examine the account to ensure that nothing was left out, to bring hidden meaning to light.

Example of Reflection

Chloe Time: November to December 2013

Key Sentence	Commonplaces temporality, sociality and place	Power as subtext
This is something I had to overcome in class. I had to step outside my comfort zone as I read the Grand High Witches speech from Roald Dahl's 'The Witches'. I really think that I have grown a lot this past week, as I have had to do things that I previously would not have been comfortable with. I realised that it is the teacher who creates the environment of the class, and I really feel that I created a comfortable environment where all the students, not just the more outgoing students, participated and enjoyed themselves After all the acting and performing that I did this week, I realised that teaching itself is a performance. Every day we have to put on our 'teacher clothes' and bring our 'teacher bag' and all the other paraphernalia associated with teaching. Our persona as an educator, I believe, is not entirely what we are. It is just an aspect of who we are. We walk into the classroom, and though we all have different personalities and teaching styles, I have to put on a more serious 'teacher face' and demeanour. While it is still me, I feel that I am an actor pretending to be a teacher.	*Temporality – a reference to a change from the past to the present. Grown-up – no longer the student but the teacher. Trying to engage all the students'. Change in power – authoritarian teacher.* *Sociality - Teaching as acting – performance – the personal experience of the teacher- the notion of different personalities. Interesting use of words – I am an actor pretending to be a teacher – is this teacher, not a real teacher, why pretending- there is no repeat for this class, this is real life. Pretending to appear all-knowing, establishment of power. What was said and unsaid. Did she feel unworthy, still feeling like a pupil and not like a teacher? A difficulty with adjusting to the role.* *Power – The said and the unsaid? why is this story told, where does the power lie, the teacher has the power to create a "comfortable" environment……* *Teaching involves putting on a persona……. struggle with identity…. Who the person is*	
The students are a particularly disruptive group and are the only first-year group to have had pupils issued with discipline slips. At this moment in time, I feel that they have no respect for the subject, or for me every Friday when I walk into the room.	*Sociality – personal experience of the student teacher who is struggling with a particular group of pupils. This is a significant section of the reflection. There is a sense of despair. It's hard being a good teacher.*	

"It's only SPHE, Miss." As a result, I feel that the pupils' negative attitude towards the subject is causing me to become negative towards the students within the subject area, and this is something that I am not very proud of. During a particularly disruptive lesson, I resorted to giving the entire class group extra homework, a decision which I immediately regretted upon leaving the room at the end of the lesson. Although the majority of pupils were being disruptive, there were still a few pupils whose behaviour was very good amidst the chaos of the lesson. This is something I have not done during my time in teaching and was quite annoyed with myself by responding so negatively to the entire class.	*Place and Time are worth noting with Friday being the last day of the school week.* *Power – the student teacher feels that the students have no respect for her, the power is in the hands of the pupils. The student teacher is struggling to maintain control of the class. There is a sense of desperation in her actions and the immediate regret and realisation that her actions were not thought out and had a negative impact on the entire class.*

Table 10 Example of reflection

Analysis of Observations

It is difficult to record everything that is happening in class and take notes at the same time. I, therefore, made brief notes as the time of the observation, writing down keywords, phrases and direct quotes where possible. These words would help to trigger my memory when writing more detailed notes after the observation. As soon as the observation was complete, I expanded my notes, including as many details as possible. The information was handwritten during the observation and later converted into a word document. I was conscious of being objective. My document was converted into a table where I extract the key sentences/paragraphs; the next column consisted of my interpretation and personal comments. I then applied the same approach as used in the analysis of interviews.

Credibility

Credibility included prolonged and persistent engagement this aims to *"identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail"* (Lincoln & Guba, 1985, p. 301). To ensure credibility as the researcher I met with the student teachers on a regular basis, giving them a copy of the transcripts of the interviews to ensure that they were happy with the content and to comment on the data if necessary. This process helped to achieve crystallisation of the research process. According to Guba (1981), thick descriptions as a result of detailed note taking help to understand the research setting and context facilitating **t**ransferability. Crystallisation is a shift away from the triangle a rigid, fixed, two-dimensional object. Crystals combine *symmetry and substance with an infinite variety of shapes. Substances, transmutations. Multi-dimensionalities and angles of approach…crystallisation provides us with a deepened, complex, thoroughly partial understanding of the topic* (Richardson, 2000, p. 934).

In this research, crystallisation complemented the approach I achieved crystallisation by using my interview transcripts, observation field notes, field notes after each interview, and the student teachers' weekly reflections. Using these multiple sources, I was able to determine recurring themes or perspectives. The strength of crystallisation lies in the thick rich descriptions which give the researcher a deeper level of understanding (Ellingson, 2008). Ellingson (2008) highlights that crystallisation *"provides another way of achieving depth, through the compilation not only of many details but also of different forms of representing, organising and analysing those details"* (p. 10). Similar to any methodology, limitations also exist with crystallisation, which is described as a *"trade-off between breadth and depth"* (Ellingson, 2008, p. 17). Another disadvantage as identified by Ellingson (2008) is the lack of

peer recognition, as a viable methodological framework. This is an issue which often arises with new research approaches.

Qualitative Research and Subjectivity

Subjectivity guides everything in qualitative research it influences the choice of the topic studied, selecting methodologies and interpreting data (Ratner, 2008). In this research, I drew on my own personal experiences in order to better understand the subject of study. The benefit of subjectivity is that due to the deep involvement I had with the topic, I was able to have insights that others may not have. In this research rather than diminish the effects of subjectivity I embraced it and engaged in reflexivity, reflecting on my own subjectivity, and how it shaped my own research. Reflexivity involves reflecting on one's actions, values, perceptions, and behaviours in tandem with the participants (Gerrish & Lacey, 2006). This need to reflect on practice can be linked back to John Dewey (1933) and Donald Schon (1983).

Dewey (1933) states "all *direct experiences are qualitative, and qualities are what make life-experiences itself directly precious. Reflection goes behind immediate qualities, for it is interested in relations"* (p. 293). During this research, I reflected inwardly as the researcher and outwardly at the forces that shape the study. I also considered the interaction between myself as the researcher and the student teachers in the study (Sandelowski & Barroso, 2002). Reflexivity allowed me to think of my own background and my experiences as a student teacher this caused me to examine what assumptions I was making and how much of me and my relationship with the student teachers would be included in the presentation of findings. Subjectivity can be viewed as a having both strengths and weaknesses, the solution that I applied to this research was to describe the subjectivity I found and seek to understand it.

Qualitative Research and Generalizability

When conducting qualitative research, it is important to consider the methodological contribution of the research. The key question of generalisability and qualitative research are *"can the results of the research generalisable to populations in other settings"* (Fox, Martin & Green, 2007, p.18). All research is selective; it would be impossible that the researcher can capture the literal truth of events (Mays & Pope, 1995). Green Gardner & Chapple (1999) alleges that *"the use of a single site or a small sample size does not in itself threaten the validity or potential generalisability of a qualitative research*" (p.421). Green, Gardner & Chapple (1999) further maintain that "*the generalisability of this study does not derive from the representativeness of the sample but from the concepts that may well be relevant to other settings*" (p.421). Some authors doubt that generalisability can be achieved in qualitative research. Lincoln and Guba (1985) asserts "*the only generalisation is there is no generalisation*" (p.110).

In a contrasting view, Mays & Pope (1995) highlights that *"qualitative research lacks reproducibility the research is so personal to the researcher that there is no guarantee that a different researcher would not come to radically different conclusions*" (p. 109). Erlandson, Harris, Skipper, and Allen (1993) note that generalisability is never possible as all observations are defined by the specific contexts in which they occur. Gorard (2001), a dissenting voice, believes that "*the danger for qualitative research conducted in isolation from numeric approaches is that it could be used simply as a rhetorical basis for retaining an existing prejudice*" (p. 5). In this research, the qualitative approach will allow the research questions to be fully explored by allowing the student teachers an opportunity, through the interview process, to identify what is important to them. In this study, I cannot claim that the experience

of the six student teachers in this school was the same as student teachers in other schools. Combining this issue is the fact that the sample is small and is non-numerical so therefore, it is not possible to establish the probability of the data as representative of a large popular group. As a consequence, as the researcher, I had to rely on my expertise and intuition, choosing the questions carefully, identifying areas of interest from the data and highlighting the experiences uncovered during this research.

Qualitative Research Reliability

In the research, I used the participant's own words to help to ensure truthfulness concerning the interpretation of the data process Golafshani (2003). Joppe (2000) defines reliability as "*The extent to which results are consistent over time and an accurate representation of the total population under the study is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable"* (p.1). The link between validity and reliability is identified by Kirk & Miller (1986) who claim, *"reliability is the degree to which the finding is independent of accidental circumstances of the research, and validity is the degree to which the finding is interpreted in a correct way"* (p. 20). Reliability and validity determine the credibility and academic value of a piece of research. While flexibility is important in the research process, I was systematic in the data collection methods rather than ad hoc (Hartley, 1994). The interpretative nature of qualitative research means, "*the published results are only an interpretation of the 'truth', and the validity of the findings must be judged in relation to the care with which the data was analysed*" (Richards & Schwartz, 2002, p. 136).

Critical Statement

The qualitative researcher *"study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them"* (Denzin & Lincoln, 2000, p.3). This process involves critical thinking, which gives "*reasoned consideration to evidence, contexts, conceptualizations, methods and criteria"* (APA, 1990, p.316). As the researcher, I acknowledged that I learned a great deal concerning the research process in particular through the collection of data:

1. The importance of establishing trust between the interviewer and the interviewee.
2. Ensuring student teachers remain anonymous in order to protect the student teachers.
3. The value of the interview setting that it is a comfortable, relaxed setting, convenient to the participant with no interference of outside noise.
4. The significance of listening and being comfortable with silence.
5. The skill of observation, realising that there is so much to be learned just by observing.
6. To be flexible and accommodating, suiting the student teachers first.
7. The researcher must employ some system for managing the significant volume of data collected.
8. Importance of a Reflective journal/log - recording of events and personal throughout the data collection process.

Research Action Checklist

Main Research Question	**Answered Using**
1. What are the challenges faced by six Irish post primary student teachers during their student placement in one school in the	Literature review

Republic of Ireland?	
1. What practices of resilience do student teachers invoke when coping with these challenges?	Open profile questionnaires, in depth interview.
2. How do we need to conceptualise the process of becoming resilient to take account of these student teachers stories?	Literature Review and data

Table 12: Research Action Checklist

Conclusion – Moving from field text to research text

The research process led to the findings of which the text become the representations of our retelling of the student teachers' stories. The telling of the stories formed the initial part of the methodology, but it was the analysis of the stories that provided the retelling. The goal of the research is to find a deeper understanding of the experiences of the teachers. The difficulties lie in the making use of subjectivity without projecting my own experiences (Kahn, 1996). The focus throughout this process was on resilience and the challenges faced by the student teachers. This research study relates to my own biography as a student teacher, when I also faced challenges and adopted coping mechanisms. I relied on the student teachers to willingly enter into conversations with me about their personal experiences in the school environment. As the researcher, I cared deeply about what and whom I was studying (Toma, 2000). I was afforded this privileged position and one which was dependent on me treating each student teacher with dignity and respect. I was particularly conscious of how both my professional and personal responsibility to ensure that the student teachers experiences were explored respectfully and that the student teachers did not feel exploited or abandoned at the end of the research. I ensured that contact was maintained after the research was completed offering any

support and advice as they began the next phase in their teaching journey. The next chapter will bring to light the findings of the research.

Chapter Four: Findings – The Negotiation of Multiple Selves

People are always tellers of tales.

They live surrounded by their stories and

The stories of others; they see everything

That happens to them through those stories,

And they try to live their lives as

If they were recounting them.

(Webster and Mertova 2007, p. 1 [paraphrasing Jean-Paul Sartre]).

Introduction

The role of the student teacher is one that is uniquely constructed by society. Student teachers are imagined to be competent, effective, to help all learners to achieve, while also being tasked with the social, moral and emotional development of their pupils. When faced with challenging situations, student teachers naturally often struggle to separate the emotional response. The dynamics of the classroom room may cause anxiety and vulnerability with student teachers questioning if they have the resources or skills set to deal with a situation. The intense nature of the experience can also be transformative for the student teacher.

The findings that have emerged are a result of my research moving backwards and forwards between the literature and data. During this process, I referred constantly to my research question and the multi-dimensional conceptual framing of resilience in the literature review. The findings indicate that student teachers negotiate multiple forms of self in the process of becoming resilient on school placement. Goffman (1959) developed the idea that individuals have many selves. The conceptual framework (below) provided a lens to explore resilience through the selves and served as a foundation for the analysis of the data from which

the findings emerged. In line with the notion of multiple selves, the data is presented thematically rather than as a linear story of each individual.

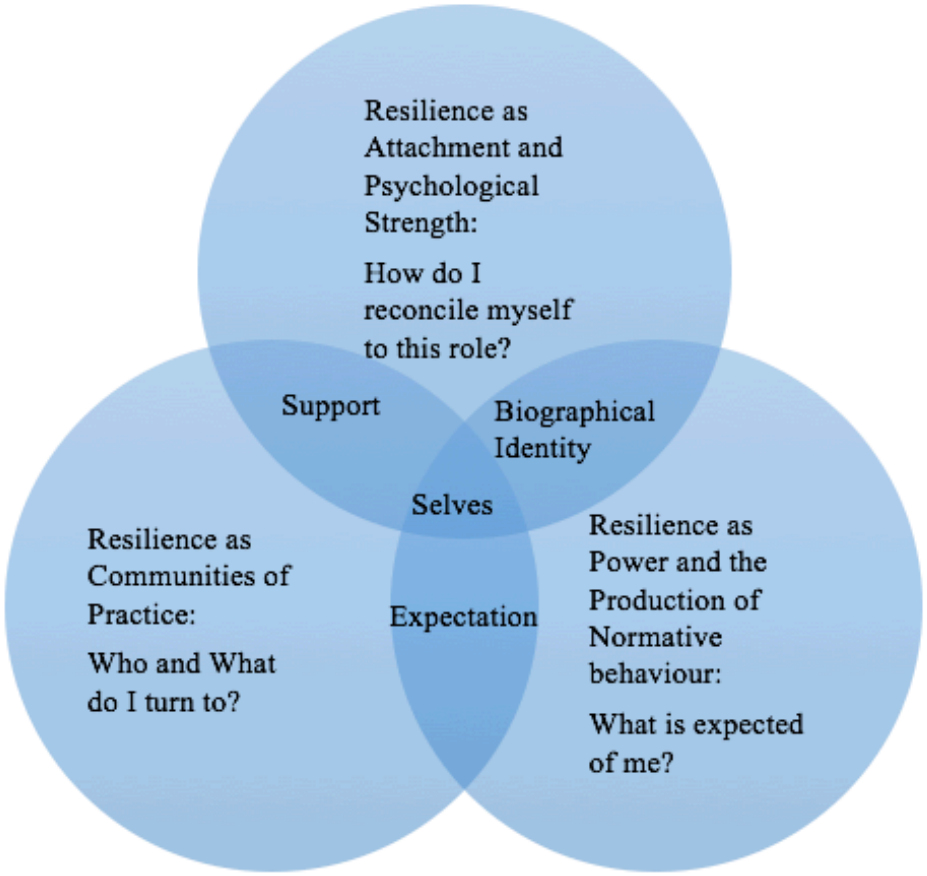


Figure 4.1 Multiple Dimensions of Resilience

Noticeable in the findings is the manner in which student teachers' experiences are influenced by the interpersonal – not least by how others see them. The findings will be unpacked in this chapter using the framework, demonstrating the multiple dimensions of resilience that student teachers negotiate through interactions with the self, pupils, teachers, parents, and peers. The findings indicate three interconnected selves:

- The relational self
- The monitored self
- The coping self

Each of these forms of self became apparent in the student teachers during teaching placement and helped the student teachers to navigate the year. Each self will be discussed below, beginning with the relational self. Links to the relational self and the conceptual framework will first be highlighted, followed by a presentation of the findings concerning the relational self. The interconnectedness of the findings will be linked back to the conceptual framework and literature review and will be fully mapped on to each other in Chapter Five.

The Relational Self

There are numerous challenges facing student teachers on placement, e.g. workload, feeling overwhelmed, time management, and financial pressures. However, it was the relational self that emerged as one of the key findings throughout the data. The relational self is broadly speaking based on personalised bonds of attachment, e.g. parent-child relationships, friendships and romantic relationships. It also includes specific role relationships, which are directly relevant to this aspect of the research, such as the relationship with past selves, with student teachers, pupils, peers, parents, and the tutors. The relational self is linked to each domain of the conceptual framework. But it is linked primarily to resilience as attachment and psychological strength, as the early bonds we develop impact on social, emotional and cognitive development. Attachment is particularly relevant in the face of a threat e.g. failure, feedback where people with negative self-evaluations evaluate themselves more negatively, whereas those with positive self-evaluations evaluate themselves more positively (Milkulincer, 1988). In terms of the data, the relational self is divided into five sub-themes, namely:

- Sub-theme 1: The relationship with past selves: memories of school and teachers
- Sub-theme 2: The relationship with pupils past and present
- Sub-theme 3: The relationship with the tutor
- Sub-theme 4: The relationship with staff

- Sub-theme 5: The relationship with peers

Sub-theme 1: Relationship with past selves: memories of school and teachers

Self-perception impacts on how we experience the world; this links back to Cooley (1902) and Mead (1934)'s research discussed in chapter two. One's relationship to oneself is shaped by experiences of the past, present, and future selves. The idealised present and future teacher self and actual self emerge as student teachers negotiate school placement and past experiences of schooling. While formally learning to be a teacher, the student teachers often reflected on their own school experience and drew on the knowledge they gained through observation (Lortie, 1975). Previous research has shown student teachers have pre-existing attitudes towards teachers and the type of teacher they want to be and not want to be (Furlong & Maynard, 1995). Student teachers may experience a conflict between their expectations of being a 'good teacher' and their actual experiences as a student teacher. Wideen, Mayer-Smith & Moon (1998) state *"the story of how beginning teachers experience programs of teacher education begins with who they are and what beliefs they bring to pre-service programs"* (p. 141). Cole & Knowles (2000) claim that student teacher development is constructed as highly individualistic and that *"who we are and come to be as teachers…is a reflection of a complex, ongoing process of interaction and interpretation of elements, conditions, opportunities, and events"* (p. 28).

Building a good relationship with yourself helps to build a relationship with others. At times this was difficult, when basic physical needs were neglected in facing the challenges of student placement. This included not getting enough sleep, eating, and exercising. The pressure was often internalised. Claire reports:

> *I feel that I am pulling later nights and longer days, seven days a week. I am a perfectionist and I will not be happy unless I get first class honours I know that effect that I am putting in is worth it. But as I*

am at the stage where I am starting to tire from the constantly going" (Claire, Reflection, November 2013).

Rosemary describes how:

> *I felt absolutely wrecked getting up for school and didn't seem to be able to shake off the grogginess even during the class. I wasn't one hundred per cent myself today. It was a struggle to "pretend" to be energetic and lively so as to help keep the class motivated.* (Rosemary, Interview, March 2014).

Rosemary, reflecting on her state of tiredness, draws the following conclusion:

> *I realise that I can't be full of life every day of the year but in future I need to make sure I get a good sleep the night before this Tuesday class because I know it's unfair on the students to be explaining teaching points badly and I plan to make sure I run an enjoyable class for the girls next week, as I can't expect the students to be energetic and partake in the lesson wholeheartedly when I am not doing so myself* (Tracy, Reflection, November 2013).

The student teachers looked to their past, their experiences in school to create their teaching self. Memories can be powerful and provide information on how to negotiate the present. These memories serve to guide the student teacher as they embarked on their teaching placement. Student teachers' experience of attachment influenced the way they experienced and remembered their classroom memories (Bowlby, 1982) as similarities emerged in the student teachers' reflections on their former teachers. Lorraine recalls one of her teachers:

> *I had one excellent teacher that is where my love for the subject comes from. When I started teaching every single day I would think what would she do, how would she teach this, it was the structure of her classes you would come out of her classes knowing way more than when you would go in, it was a subconscious thing. It was just the way she taught, she was very passionate, and she had strict rules, and yet you were still able to get on with her. You could have fun with her, but you still had a boundary where you could have a laugh, and she was able to teach us* (Lorraine, Interview, September 2013).

Claire recalls her English teacher and her aspiration to be like her:

> *She was really good. It was just the way that she presented everything, it was interesting it wasn't fun all the time but she was lovely and encouraging, and you could tell that she was really interested in it as well. Just the way she got excited about things when she was talking, she had a passion for the subject*

and she was just an all-round nice person. She didn't need to give out and was very fair (Claire, Interview, September 2013).

Chloe recounts her school experience:

My teacher was really witty, which is sometimes good with the class because you could have a teacher who just drones on and on. She was just a good teacher, we were never afraid to ask a question, no matter what you asked she always tried to answer them for you. She got the course done and we all got good results (Chloe, Interview, September 2013).

The student teachers were also very aware of the type of teacher they do not want to emulate; Chloe recollects on a former teacher:

She had no discipline in her class, she would have the head of discipline come into us now and again, he would go out again but it was always the lads that were messing in class, she had no respect, she had no idea what she was doing, everyone would come in and go oh geography (Chloe, Interview, September 2013).

Deirdre recalls a teacher who she would not like to be:

I tried to work hard at one subject and I needed to get a certain result and sometimes the teacher didn't think that I was able and that came across, and that put me down a lot and I questioned myself was I able for it, and in the end, I got the result. I don't think that I would ever want to put someone down, that their ability was questioned. And I know that you have to look as if everyone is able but not to let the pupils know that it is what you are thinking, because that did happen and I worked harder to prove them wrong. I would be determined and if I want something, I will try my best (Deirdre, Reflection, September 2013).

Tracy recalls a teacher who didn't inspire her:

She had no control over the class, no interest in learning, there was no discipline, and we were a good class, and if we didn't do the homework, there were no repercussions no interest or enthusiasm in the subject either, and it just translated into the class (Tracy, Interview, September 2013).

Lorraine's personal experience of school is tinged with negativity:

My own experiences in school have also shaped the teacher I am. I don't ever want anyone to feel like they don't belong in my class or that they are stupid. I also do not want any of my students crying or

> *upset at home because they can't do their homework or because they are afraid to ask a question* (Lorraine, Interview, June 2014).

The student teachers' perceptions of their ability impacted on their teaching experience. Student teachers were often their own worst critics; often highlighting what was wrong with the lesson rather than what worked well:

> *I feel I was a bit distracted during the lesson by classroom management issues. I feel I spent my time reacting to various situations rather than having forecasted fully and prepared for them. I felt compromised as a teacher which is something that didn't sit well with me. I felt that the pupils should have received more of my attention* (Tracy, Reflection, January 2014).

A similar account is given by Claire:

> *I find the course to be exhausting, mentally and physically and I find it really, difficult to come out of a lesson that did not go the way I wanted it to, and feel positive about it. Those kinds of things would tend to play on my mind for the rest of the day, and I would constantly think of reasons why it didn't go right, and what I had done wrong* (Claire, Reflection, October 2013).

From the beginning of the teaching placement a student teacher's expectations often centred on being the best teacher, knowing their subject and obtaining results. It centred on monitoring the pupils and monitoring the self. When Lorraine imagined teaching, it was about instructing, teaching her subject area, conveying information, helping the students to learn. Student teachers highlighted how teaching expectations changed throughout the placement:

> *"My expectations of teaching were initially unrealistic. In my mind 100% of the work would be from the textbooks and that I would have 30 well-behaved students that would listen to me quietly, I quickly revised my expectations of what it meant to be a teacher and helping each student achieve"* (Tracy, Interview, June 2014).

Sub-theme 2: Relationship between student teachers and pupils past and present

A teacher pupil relationship is defined as "*the generalised interpersonal meaning pupils, and teachers attach to their interactions with each other*" (Wubbels, Brekelmans, den Brok,

Wiseman, Mainhard & Van Trrtwijk, 2014, p. 364). The interpersonal relationship between the student teacher and the pupils is considered important on many levels including discipline and contributing to the learning process of the pupils. Student teacher engagement with pupils provides the setting for a professional relationship to form. When student teachers communicate with pupils, they are forming a real, if somewhat transient relationship. The relationships between student teachers and pupils, are largely non-permanent, and yet they require mutual exchange and maintenance to grow over the school year. Relationships are fragile and are affected when there are failures to meet expectations, such as pupils misbehaving. The student teachers felt accountable to the pupils regarding who decides if they are a good or bad teacher. In other words, the opinion of the pupils mattered. However, participants' memories of themselves as pupils also influenced them in the present. Deirdre hopes that she will not be fooled easily by pupils:

> *When in school, I saw first-hand the tricks that are pulled – fantastically creative ways to cheat on tests, taking the extra-long route to class, the ridiculous excuses for no homework. While I feel that I am in touch with what goes on, I hope that I can cope with these situations if they happen in class* (Deirdre, Interview, September 2013).

Deirdre also remembers her first-year self:

> *Looking back, I was so cheeky in class and I remember being cheeky in first-year, and I was hoping that there wouldn't be bad karma and I would come back into the classroom, I was on report card in first-year, for being a brat given by a Dip and I was dreading that karma was going to come back and I get someone like me sitting in front of me* (Deirdre, Interview, September 2013).

There is an intergenerational observation going on above, the student teacher being observed by the pupils and the student teachers who were once the observers.

Tracy recalled memories of her sister in school and how this has influenced her relationship with pupils. Tracy's sister has dyslexia, and she struggled in school; this Tracy claims made her determined to be "*an extremely compassionate teacher, I intend to empathise*

with my pupils and find as many ways of teaching that I can to help them do their best. I am a firm believer in positive reinforcement and mutual respect in the classroom. It makes for a happier and more conducive environment" (Tracy, Interview, September 2013). Deirdre's personal experience influenced her relationship with the pupils:

> *I definitely think having younger siblings who are still in school has influenced the type of teacher that I am. When giving homework, I try to be fair to students and adapt it so they don't need to bring home their huge book every night or give them a night off homework every so often. I also make an effort to be understanding (within reason!)* (Deirdre, Interview, June 2014).

Experiences in the classroom also influence the relationship with the pupils. Claire is struggling in many aspects of her teaching, including time management. Claire notes that first-year pupils are becoming more comfortable in the school, this has impacted on behaviour in particular:

> *My class proved to be slightly disastrous, and I felt I had no control over the class group, the class are not remotely interested, students were just repeating the same questions from the previous day which ended up in the class going off topic. Some students are particularly disruptive with excessive questioning or speaking out of turn with topics that were not relevant to the lesson at all* (Claire, Interview, September 2013).

Tracy recalls when she began teaching in September how "*I used always have to bring in water with me when I started. My heart would be pounding beating fast. I internalise it, on the outside I would look fine but I would be panicking on the inside, and you would have to know me very well to realise that"* (Tracy, Interview, January 2014). Building a relationship with the pupils proved a challenge for the student teachers. Student teachers reported power differentials from the start of their teaching practice which impacted on their relationship with the class. The difference between the student teachers and pupils, while significant is also subtle. While the role of the student teacher is to provide an environment for teaching and learning to take place, the success is influenced by the relationship. There is a power inequality as the role of the student teacher gives relative authority over the pupils. However, the authority has to be carefully managed. For pupils, this authority can create a safe classroom environment, fairness,

support, accomplish a task. However, when mismanaged and misused, it can lead to misunderstanding, disempowerment and disrespect.

Student teachers often relied on relatively simplistic notions/models of good and bad teachers and pupils, and the findings indicate this was counterproductive for their own well-being. If the student teacher does not comply with the organisation of orderly and disorderly conduct in their classroom, then they are failing. Non-compliance by their pupils was seen as failure/threat by the student teachers. Misbehaviour negatively impacted the student teachers' self-belief. How student teachers interpreted the misbehaviour of pupils is linked to student teachers' confidence in themselves *"it is very irritating when the same pupils are repeatedly chatty, I hope my irritation does not come across when I speak, I tell myself that I have to sound calm"* (Tracy, Interview, November 2013).

Student teachers' relationships with pupils varied. Rosemary wondered if the students were judging her, the same way that she would have judged her teachers in the past external validation was important. This impacted on her relationship with the class from the beginning. Rosemary cultivated a more business-like relationship with the class; she aimed to remain detached *"If the students know I mean business, I feel they will adopt the same attitude, which will lead to a well-run class"* (Rosemary, Reflection, September 2013). Chloe had difficulties from the start; she did not want to appear authoritarian and struggled to deal with discipline issues. Chloe desperately wanted to manage a particularly disruptive pupil but had limited success. Her struggle to control this student damaged relations with the whole class: "*she was bouncing off the walls… she had been really disruptive, and before that, I had just been correcting her, and now I was like stop teaching and say Laura stop!* (Chloe, Interview, September 2013). When teachers speak of 'losing control', the flip side of that perception is

that the students have 'gained control' in the classroom. Chloe did not know what was behind the pupil's behaviour. She realised that she was engaging in a power struggle with Laura. The attempts to control Laura's behaviour had limited effectiveness with several approaches failing to achieve the desired results. The incidents with Laura happened in a very public way in the presence of the entire class, and therefore, Chloe felt that the pupils were watching her every reaction. Chloe described how she would start to dread when she had to teach the class, wishing that it would be over before it would even start. She felt guilty that she could not control the class and that the good pupils were getting frustrated as they wanted to learn, and she was spending all her time disciplining.

Chloe recognises that in hindsight, she should have stricter class rules at the start "*As students kept shouting out answers instead of putting their hands up. I realised watching this class that I never really dealt with issues within my class effectively and instead attempted to firefight rather than taking time to deal with the issue effectively"* (Chloe, Reflection, October 2013). She describes her approach to teaching this class *"I have to be a complete drill sergeant with them or they will not be completely listening, they just don't care, I feel I am turning into the teacher I didn't want to be"* (Chloe, Reflection, November 2013). Chloe believed that the issues with Laura are permeating through the rest of the class and other pupils becoming chatty. The pupils have been watching Chloe and know what behaviour is checked, the quieter students are now testing the boundaries, the power now lies with the pupils, and it is increasingly challenging for Chloe to reassert her authority in the class. Chloe is now at the point where she feels that she will never build up a good relationship with the class as soon as she allows the pupils to go off topic or becomes more relaxed, the class can spiral out of control.

Relationship building with Rosemary's classes also proved challenging, by week two of her placement Rosemary realised that discipline was becoming an issue *"I can already spot who will be more disruptive in the class"* (Rosemary, Reflection, September 2013). Rosemary states *"I had to give out to them which I don't think I would have had to do if my classroom management had been in order, and the lesson was less enjoyable for everyone involved"* (Rosemary, Reflection, September 2013). As the weeks progress relations with the pupils dis-improve further. Rosemary is at a loss and is afraid to issue discipline slips as no other teacher seems to issue them, she is afraid to talk to other teachers as she feels it will reflect unfavourably on her abilities as a teacher.

Rosemary worries that she has been labelled the 'soft teacher' as a result of not being strict enough with the pupils in relation to complying with the class rules and that the pupils consider her weak. She is concerned that the pupils are not taking her seriously and that they are ignoring her attempts to keep the class under control "*My presence in the class today wasn't strong enough, I felt. When I give the class a group activity, I find that they tend to get noisier and noisier when they are in groups of threes or fours. Then afterwards it's difficult to get the class to quieten down*" (Rosemary, Reflection, October 2013). For Rosemary, the only solution to this problem is to change her ways "*It is my aim to prove these labels wrong, starting immediately. I have never been an ambassador for 'soft teachers' and by no means ever intended to be one myself. That is why I felt shocked that I let myself slip to this level"* (Rosemary, Reflection, December 2013).

Rosemary realises that she has placed emphasis on the rules but has failed to enforce the rules. She did not want to be seen as policing the pupils, in the hope that the students would have the maturity to make enforcement unnecessary. Unfortunately for Rosemary, the reality

of the classroom is different, and the learning was suffering. The situation reaches a head when this misbehaviour becomes very apparent during a visit from her college tutor when her poor relationship with the class was highlighted:

> *This was significant for me; it was quite the slap in the face. It was a situation of what could go wrong did go wrong, and on the day I felt quite disheartened as my achievements didn't seem to be matching up to my efforts at all, and it's hard to take criticism at something you work hard at, and being completely honest, it made me question if I had made the right career choice after years in college. However, looking back at it now, I feel a disaster lesson may have slowly built up for weeks.* (Rosemary, Reflection, December 2013).

When a teacher spends a disproportionate amount of time disciplining the students this negativity can seep into the classroom and consumes the positivity necessary to build good class relations.

Claire is also having trouble connecting with her class. The source of the problem she believes is that a power differential has emerged as she only teaches them once a week. Compounding this is the fact that the subject is not an exam subject and the pupils in her eyes do not regard it as important:

> *I feel that, even at this stage, I have failed to connect with the class group. The pupils are a particularly disruptive group and are the only first-year group to have students issued with discipline slips. At this moment in time, I feel that they have no respect for the subject or for me every Friday when I walk into the room" (Claire, Interview, November 2013).*

She describes her relationship with pupils as '*strained*' (Claire, Interview, November 2013). A simple request may turn into a highly charged situation. Claire admits to usually retreating to avoid further confrontation and may pretend not to notice certain behaviours. This she feels is making her appear weak "*I feel that the students' negative attitude towards the subject is causing me to become negative towards the pupils within the subject area, and this is something that I am not very proud of"* (Claire, Reflection, November 2013). Claire admits to struggling

with this class and reports how in an attempt to regain power and control over the class during a particularly disruptive lesson, *"I resorted to giving the entire class group extra homework, a decision which I immediately regretted upon leaving the room at the end of the lesson"* (Claire, Reflection, November 2013). Claire realised the other students felt this treatment was unfair. She describes how:

> *it wasn't premeditated in fact it couldn't believe I even said it, I knew I was getting frustrated by the class, my voice was sounding cross, and I was trying to keep calm, but it wasn't working, when I gave the blanket punishment the protests started, I was worse, I felt I couldn't back down, now I dreaded getting complaints from the parents (Claire, Reflection, November 2013).*

The student teacher/pupil relationship is multi-faceted, and no two class groups are the same, with no one-size-fits-all solution to classroom problems. The dynamics within the class make it a melting pot of personalities where there is the potential for relationships to blossom or become openly conflictual. The first year pupils are also struggling to fit in. This can present itself in the form of misbehaviour, such as disrupting the class or not following teacher instructions. Student teacher/pupil relationships are fragile and can be easily damaged by a harsh word, indiscipline or disrespect and at the same time relationships can flourish with an act of kindness, praise or merely being there to listen.

Sub-theme 3: Relationship with the tutor

The relationship between the tutor and the student teacher is complex and often centred around the tutor visits. The tutor visits happened throughout the school year and was a key area of concern for the student teachers. Tutor visits are face to face interactions, involving a two-way sharing of information. Relationships with the tutor varied. Claire's tutor was very experienced in the field. She required very detailed lesson plans and schemes of work that seemed at odds

to other student teachers' "*My lesson plans were pages long; one was even 14 pages I would spend hours writing each night. This was the standard she expected*" (Claire, Interview, September 2013). Chloe regarded her tutor as being fair and considered their relationship to be collaborative. Chloe considered her tutor to be approachable. Chloe loved the fact that her tutor only required very short lesson plans. Deirdre had a good relationship with her tutor. The tutor had a very friendly manner and liked to set his students at ease. Deirdre considered herself to be lucky to have him as a tutor; *"We were always just told to be ourselves and got lots of reassurance, he was positive and assured us not to worry. I think I was super lucky getting him as a tutor he was so good to us!"* (Deirdre, Interview, June 2014). She regarded their relationship as collaborative. Lorraine had mixed feelings about her tutor she also described her relationship as collaborative *"At times I felt comfortable asking questions and sharing issues that I had. Together we would come up with solutions and ideas to how I would deal with certain situations"* (Lorraine, Interview, June, 2014).

The student teachers worried about problems they would encounter while being visited by the tutor; such as discipline or technology failure. All felt considerable pressure to do well as a successful tutor visit was seen as vital to achieving a good result. At times Lorraine felt utterly disillusioned with the feedback, and it made her question her decision to have opted for this course. Rosemary did not have a good relationship with her tutor. Rosemary felt that she was unnecessarily critical of her teaching. She often felt that she could do very little right and was reduced to tears after a visit. Rosemary describes how she feels that too much is expected of you while on teaching practice:

> *Tutors expect you to go above and beyond for every single assignment and class you teach all year while being positive throughout. No consideration is given to part-time jobs or financial restraints and the improvement of the classes you have taught for the year is not measured even though this is surely*

important when considering how successful the student teacher was in teaching the class (Rosemary, Interview, June 2014).

Tracy found it hard to build up a relationship with her tutor. She was very open to advice from her tutor and respected her knowledge. She aimed to please her tutor, and despite having differing opinions, she would agree with the tutor. Tracy had high expectations from the start and wanted to maximize her marks, a challenge to the feedback she felt would impact negatively on her grades.

Sub-theme 4: The relationship with staff

The relationship with staff was professional for most of the student teachers. On entering the school building student teachers experienced an established set of staff relationships, as well as patterns of thought and behaviour (Johnson, 2004). The student teachers in this study without exception emphasised the importance of their relations with their colleagues. Colleagues were viewed as important for advice, resources, discussing lesson plans, observing lessons:

It was a bit daunting going into the library on the first day and all the staff are there but once you do it you are in and everyone was so nice It is a little weird I thought it would be weirder, it is still weird, but it's ok now, I am over it (Deirdre, Interview, September 2013).

The role of colleagues mainly focused on providing support. The student teachers reported how the staff played an important role throughout the year Chloe states:

All the staff were great and were always there if you needed advice on something. I think before this year I didn't realise how much teamwork goes into running a school and being part of a school. As a teacher, you are in the classroom on your own but this year I have seen the importance of a supportive staff in a school (Chloe, Interview, June 2014).

A feeling of being part of the school community is recorded by Claire "*I always felt that I could sit anywhere in the staffroom*" (Claire, Reflection, February 2014). Deirdre highlights the support she experienced in advance of her first parent-teacher meeting "*Various members of*

the staff offered support and advice at how to deal with parents" (Deirdre, Interview, March 2014). Tracy had a similar experience "*Advice and support provided by mentor teacher in relation to first-year parent-teacher meetings was great, I felt a lot more confident*" (Tracy, Interview, January 2014).

Claire feels that she was lucky with her school placement "*I had heard a few horror stories, I think I was made 100% welcome"* (Claire, Interview, March 2014). Mahoney (2008) contends that congregational spaces can be used for social support among teachers. The supportive environment experienced by the teachers in Mahoney's (2008) study contributed to the teachers' resilience. The student teachers in this study agreed that they felt part of the school community and were working as a team with the other staff members. They felt supported by their colleagues "*I have come to realised how important a positive atmosphere is within a school and how teaching is not a one-person occupation but rather a community where everyone is valued and plays an important role"* (Claire, Reflection, October 2013). All student teachers in this study reported seeking help and assistance from others. Sources of help included both formal and informal help from other teaching colleagues. Rosemary recalls her experience with students opting out of a class activity and how she turned to her mentor for advice:

> *I feel that with at least half of the students are disinterested in the class and I am not sure how to deal with this. I am not taking it that my classes are not enjoyable because I have discussed it with other teachers in the school and they assured me that this happens with first years every year (Rosemary, Reflection, October 2013).*

In the initial weeks, all student teachers reported asking for and receiving assistance from others for example on how to deal with difficult situations, disruptive pupils or course material.

Sub-theme 5: The relationship with peers

Research on beginning teachers has discovered that effective supports for beginning teachers can offset stress and fatigue and reduce teacher attrition rates (Johnson, 2004). All participants stated that the welcome into the school community was important in maintaining their resilience. Chloe has a good support network with family and friends. When asked how she deals with a bad day she states that *"If any one of us have a bad day we have a vent in the car, on the way home, and probably bang a door at home and I feel better now. If I am under pressure I get irritable"* (Chloe, Interview, September 2013). Deirdre reported "*I do have a massive support system around, like in this school the teachers and other student teachers are brilliant and other student teachers I know in other schools. So you can ask them what they are doing, and get their opinion*" (Deirdre, Interview, September 2013). Rosemary too relies on her fellow student teachers for support; "*I wouldn't ring my parents as they help me with the car, rent, fees, food basically everything and I don't want to be offloading on them, I live with five student teachers, so they are my help and support"* (Rosemary, Interview, September 2013).

Peer support allows student teachers to connect with fellow student teachers to learn and discuss topics; it can help to create a sense of belonging. Through peer support, there is a sharing of experience that can create a sense of community and information shared by peers is often considered more credible. Lorraine finds the support she has from her 'teacher friends' invaluable:

> *I share a house with other student teachers, we are all in different schools, but have lived together for the last four years. We can share a lot of different stories and information. This increases the knowledge we have, we discuss what other tutors are saying or incidents in the classroom with the pupils. It helps with coping, knowledge is power. It is great to have the chats in the evening, we bounce ideas off each other and there is a shared problem solving* (Lorraine, Interview, November 2013).

The support from peers provided an increase in confidence and self-esteem. It gave the sense that one was not alone. In the school setting, student teachers felt the need to put on a façade to colleagues, pupils, management, and tutors while among friends, the student teachers felt they could be themselves. Support from peers was viewed as positive - it helped the student teachers to personally recover and it was personally empowering. Tracy describes how peer support was helpful to her:

> *Peer support was basically risk free support; what I mean by this is that you were not judged by your friends, where you might be judged by your colleagues if you offloaded your struggles with them. It was sensitive information no one likes to say they are struggling, that they couldn't cope with a particular class or pupil. It was easy to relate to other student teachers, who can share their own experiences and ways that they overcame similar situations or challenges* (Tracy, Interview, November 2013).

Claire found the relationship with peers essential in how she negotiated student placement. She describes the relationship with her peers:

> *What I liked most about having a good relationship with my peers what that it was real life knowledge. It was practical advice from someone who had experienced a similar event. We had a bond, which I think was crucial. My peers could recall and share what had worked or did not work. I think that you are more trusting of your peers in relation to sharing being unhappy or when you are complaining about what is happening* (Claire, Interview, January 2014).

Student teachers were less anxious and more trusting of their fellow student teachers. The student teachers were closer to their peers in regard to their overall identity.

The Relational Self: Linking Back to the Conceptual Framework

People with strong, secure attachment bonds tend to experience a more positive self-evaluation in dealing with feedback, and those with negative attachments tend to experience negative self-evaluation when faced with negative feedback. Psychological strength thus influences student teachers' ability to attain their teaching goals and well-being. The relational self interacts with

the way student teachers view their identity. The relational self thread can also be seen in the notion of resilience as involving communities of practice. Communities of practice by definition involve relationships they are defined as "*groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an on-going basis*" (Wenger, Mc Dermott & Synder, 2002, p. 4). Learning is social, and therefore by its nature involves building relations with, for example pupils, student teachers and teachers. In a school setting, a community of practice must work within the culture of the school. The community of practice allows for the making sense of experiences, sharing concerns and developing new coping strategies.

Resilience as power and the production of normative behaviour is linked to the relational self, as power is one of the primary components in the relationship between the student teachers and pupils and the student teacher and tutors. Power plays a role in information sharing and conflict; it can be in the form of structural power or psychological power.. Student teachers implicitly know their roles, and personal needs are often not expressed. The relationship between the student teacher, pupils, and the tutor is unequal, and each member has its intentions. Power is "*thus an inherent dimension of any relationship between two differentiating elements, whether they are individuals or collectives, a society without power relations can only be an abstract idea; it can never exist in reality*' (Foucault, 1982, p. 791). The next self to be examined is the monitored self. This refers to student teachers monitoring their behaviour to accommodate interactions with the self, tutors, and parents.

The Monitored Self

The findings suggest that the student teachers' behaviours changed as part of self-management on teaching placement. The monitored self is a concept developed by Snyder (1974, 1987)

which involves modifying one's behaviour in response to observing socially appropriate behaviour. Student teachers monitored their behaviour, the pupils and tutors. The monitored self involves observing specific aspects of one's behaviour. It is linked to the conceptual framework in each domain. Resilience as attachment and psychological strength, is linked through earlier experiences and expectations impacting on social interactions. Student teachers' level of and approach to monitoring social interactions can be linked to secure and insecure attachments and psychological strength. Monitoring in this research took the form of self-monitoring, monitoring tutors and monitoring by the parents.

The monitored self also forms part of resilience as communities of practice. This includes relationship building, collaboration, knowledge sharing, learning and knowledge strategy. The monitored self is perhaps most clearly prominent in the notion of resilience as the negotiation of normative behaviour. Student teachers learn their role in a very public way. Expectations changed over the placement with revelations of performativity and professional learning as student teachers look beyond placement towards employment. As such, the monitored self emphasises how student teachers reconcile themselves to developing a professional identity to negotiate the programme. The sub-themes that emerge in the monitored self include the following:

- Sub-theme 1: Self-monitoring
- Sub-theme 2: Being monitored by the tutor
- Sub-theme 3: Being monitored by the parents

Sub-theme 1: Self-monitoring

Student teachers monitored their behaviour as they strive to fit into the new school setting. The student teachers were anxious to present the best version of themselves. There was a desire by

the student teachers to meet the expectations of the pupils, tutor and parents. Student teachers were hypersensitive to comments and feedback. The student teachers often censored themselves in their attempt, to be a person they are not to fit in. There was a lack of confidence in their ability; it involved changing the way the student teacher taught to please the tutor. It often means hiding the true self, essentially being someone you are not. Rosemary critically reflects on her own school experience; *"It is up to me to take the responsibilities of a good teacher in my stride and leave my immature bad habits behind"* (Rosemary, Reflection, September 2014).

The pressure to succeed is based on the high regard that student teachers place on their role. The student teachers report wanting to appear confident and knowledgeable. The student teachers felt monitored by the pupils from the start, which caused the student teachers to self-monitor. Student teachers report being highly visible behaving differently when being watched. The direct gaze of the pupil or tutor was disconcerting for some student teachers:

> *I needed to work on being confident in my ability to teach Maths in the classroom. I really felt conscious of every word I said, and then I lost my confidence; I was afraid to calculate a Maths sum up on the board in case a pupils said "no miss you do it this way" or something and then I would look like a fool in front of the rest of the pupils* (Rosemary, Interview, September 2013).

Claire struggles with the duality of teaching and feels that she is not true to herself:

> *Every day we have to put on our 'teacher clothes' and bring our 'teacher bag' and all the other paraphernalia associated with teaching. Our persona as an educator, I believe, is not entirely what we are. It is just an aspect of who we are. We walk into the classroom, and though we all have different personalities and teaching styles, I have to put on a more serious 'teacher face' and demeanour. While it is still me, I feel that I am an actor pretending to be a teacher* (Claire, Reflection, November 2013).

Rosemary, in her interview, exposes two different teaching selves. The next class directly after a tutor visiting Rosemary reports how she would be; "*flicking through the next few pages of the book for the first time as I approached the classroom*" (Rosemary, Interview, November

2013). In contrast to the time when she is expecting a tutor visit and has a well-prepared lesson plan.

Student teachers compared themselves to other teachers, and Lorraine had concerns over the volume of noise coming from her class when they were practising conversational pieces she describes the volume level as "*atrocious*" (Lorraine, Interview, November 2013). She recalls how students were speaking as loud as possible and were acutely aware that the noise could be heard outside of the classroom. Rosemary also self-monitored by reflecting on her practice; for example, she recounts how a delay in arriving to class changed the outcome of the lesson:

> *I was delayed getting to the class and assumed I could set up quickly. This delay led the pupils to become disruptive and giddy. I reacted by giving out to the pupils about their disruptive behaviour. But the more I thought about the situation it had taught me a valuable lesson. To be on time, to be organised and set up and to establish order from the beginning of the class (Rosemary, Reflection, October 2013).*

Self-monitoring was not just limited to behaviour but also extended to personal appearances and clothing. The student teachers wanted to appear professional in appearance and manner to the pupils "*I wanted to dress for the part, subconsciously I wanted the pupils to see me as an adult, that I am here to get work done, arriving in jeans was just not an option for me"* (Lorraine, Reflection, September 2013). Student teachers reported feeling different. Power is also associated with formal clothing. The psychological effects of wearing certain work clothes made the student teachers feel authentic. People tend to base their expectations on appearance and clothes. Some student teachers wore certain clothes to make them look and feel older "*I was only twenty when I started my teaching placement, and some of the sixth years are 19, as you can work out there is not much of an age difference. One day one of the students told me she had the same top as me, I was mortified"* (Chloe, Reflection, January 2014).

Sub-theme 2: Being monitored by the tutor

Student teachers adapt and change over the placement to conform to the notion of a good teacher. This research suggests that there is a hidden professional resistance to university and organisational constraints. The monitoring of students is a form of accountability, it does not take into consideration the complexity of the pupils, the classroom the local environment. However, overt resistance is rare, considering the assumed consequences for the individual. As Deirdre describes, it is considered justifiable, a legitimate activity, they were doing nothing wrong. Contestations refer to "*protests, demands, and provocations exclusively oriented against…school control*" (Fernandez, 1988, p. 174) or in this case, university control. Contestation practices are often covert because of the surveillance in operation with the university tutor visits. There is no shortage of ways student teachers surreptitiously contest tutor visits. Contestation can be seen in the ways that a student teacher is performing for the tutor. The regime for evaluating a student teacher encourages them to teach to the (then) 'PDE model' to become what is prescribed. Teachers demonstrate "*considerable skill in developing and employing strategies to match particular situations*" (Jeffrey & Woods, 1996, p. 159). In between tutor visits, the student teacher reverted back to their usual practices. In devising strategies around tutor visits, student teachers may be seen as reasserting their professional selves. There is a subtle form of resistance to enhance resilience.

The intensity of a student teacher's self-monitoring is mainly evidenced in preparation for the tutor visit. The central component of the tutor visit is the observation of a lesson to monitor the student teachers progress. All aspects of the teaching are under a microscopic lens. One of the first areas to be monitored is the teaching file and lesson plan. This can be viewed as administrative monitoring through the existence of a paper trail that documents the work that has been done by the student teacher. Deirdre felt during the year that her lessons were

being excessively monitored and felt under pressure and stress. To be creative, innovative to vary the lesson coming up with what the tutor described as 'hooks' into the lesson was challenging.

High self-monitoring was most evident during observations. The classroom observations were described in terms of putting on a 'performance' to impress the tutor in the hope of maximising their grade. Lorraine describes how *"It is a very strange experience to have a tutor in the room watching a lesson, it feels like every move you make or anything you say/ask is judged or a mistake"* (Lorraine, Interview, November 2013). For Rosemary, even the thought of a tutor arriving had an effect on her emotions:

> *I worried that the tutor would come and think my class is a bit wild. I have only first years, which is grand. I don't know how I am getting on. My mentor told me to start on a different chapter to the other student teachers but now I feel I can't compare with the others and know what's going on, so hopefully, I am not ruining their whole introduction to the subject. You know if you have a really bad teacher in first-year and you start hating that subject* (Rosemary, Interview, September 2013).

Chloe describes her experience of a tutor visit *"The thought of a tutor visit can sometimes lead to sleepless nights. All my stress is linked to the tutor coming. In a normal classroom, I am never stressed."* (Chloe, Interview, January 2014). Lorraine describes her tutor visits as "*I felt like these were over prepared intense lessons that felt a little uncomfortable for me and the pupils"* (Lorraine, Interview, June 2014).

Student teachers recount stories of how performances were staged to create a particular impression. Chloe reports how she would not only have the perfect lesson prepared but would also make sure that the wall both inside and outside the classroom was covered in posters and artwork so that the tutor might see this and that it would reflect positively on her. Rosemary

was of the belief that when her tutor was present, it was not an accurate reflection of her teaching ability:

> *Tutor visit visits didn't truly represent how I taught my classes because I acted differently due to nerves, and my students acted differently, whether they thought it was me being inspected or them" (Rosemary, Interview, November 2013).* Chloe concludes that the tutor visits *"were most certainly performances to try to make a good impression and get maximum marks* (Chloe, Reflection, January 2014).

While being observed, there is a sense of trepidation Lorraine reports "*when the tutor is writing feverishly, you begin to second guess yourself, and I start to think, did I say something wrong, I tried not to think about it and avoided that side of the room so that I would not have to look at her*" (Lorraine, Interview, January 2014). Lorraine explains that the presence of the tutor in the classroom would be a source of stress and she worried about getting the class work done and explained so much, that she would forget to interact with the students. When she was not being watched she describes her classes "*without a tutor in the classroom it was easier for me to start discussions and debates within the classroom, when the tutor was there the students behaved differently. They were almost too quiet and afraid to answer questions"* (Lorraine, Interview, June 2014). Claire tried to forget that the tutor was in the room; she recalls that in the initial few minutes she was very conscious of the tutor in the room:

> *I would spot her out of the corner of my eye and begin to get nervous, I dreaded when the students put up their hand to ask a question as I worried that I would not know the answer and look like a bad teacher in front of the tutor, the pupils think that you know everything and I did not want to say that I didn't know the answer* (Claire, Interview, January 2014).

The presence of a tutor also impacted on Tracy "*I would have been extra conscious of how my class was going and was I doing things 'the right way'. I tried to stay relaxed as I generally would be a calm person but I was anxious for things to work well*" (Tracy, Interview, June 2014). Deirdre describes her reaction to hearing that her tutor had arrived in the school:

> *I got a call that my tutor had arrived at the school. My immediate thought was 'oh my god he is there before me' even though I was still going to be a half an hour early for school. I broke all speed limits*

> *that day going to school for the fear I would make a wrong impression that he had arrived before me. Because I had not expected him I hadn't woke up super early to mentally prepare and go through the steps of the class. I actually drove down to school with the lesson plan resting on the steering wheel. I was so wound up for the class I knew I had to take 5 minutes on my own when I got to the school to calm down and go through everything that I had planned. I was 100% most nervous for this one given the shock and because it was the final one I had to seal the deal and deliver a top-notch class that would ensure my marks* (Deirdre, Interview, June 2014).

For Lorraine her tutor was never early, she was timetabled for a double class on Thursday and dreaded the fact that the tutor could come during the lesson:

> *The class could be midway through an activity or I could be explaining a concept, or anything could be happening, I felt completely thrown when it happened during my second tutor visit and worried from then on that it would happen again, this class were particularly lively and I found it a struggle to keep their attention for a double class so it was one of my worst nightmares to hear a knock on the door and see her arrive into my classroom* (Lorraine, Reflection, January 2014).

Following a tutor, visit feedback is given to the student teacher. Deirdre describes this as the "*nitty-gritty details*" (Deirdre, Interview, March 2014) of the lesson were discussed. Feedback was a contentious issue for Lorraine which she found difficult to cope with:

> *I felt that my tutor would contradict herself in her feedback between tutor visits. It was also, unfortunately, all quite negative, and this seemed to be a reoccurring pattern for every student in my tutorial group. This is not always a bad thing and I was grateful to receive help and criticism on certain aspects of a lesson. However, I would have perhaps appreciated a little positivity throughout the year to be encouraged to want to teach. Many of my friends were turned off teaching due to their tutor visits and one left in April. The tutor visits rarely complimented you on any improvements you made from the previous tutor visit. This was quite frustrating. If I had a difference of opinion, I would rarely say it as it could be taken as rude or unprofessional* (Lorraine, Interview, June 2014).

After the tutor left the school, there was then a sense of relief and freedom in the knowledge that the tutor would not be back for another few weeks. Lorraine talks of her sense of relief "*it was like a weight was lifted off my shoulders, I would have jumped for joy, I had wished away my whole year and now it was over*" (Lorraine, Interview, June 2014).

Sub-theme 3: Being monitored by parents

The student teachers were nervous as to how parents in the school would view them. Deirdre was very apprehensive concerning the parent-teacher meetings. She attributes her nervousness to the fear that she will not be taken seriously "*as a student teacher I worried that some parents might judge me by this or by my age and not take me as seriously as they would with other teachers*" (Deirdre, Interview, January 2014). Chloe had concerns relating to the parent-teacher meeting because of the fear of the unknown *"I did not know what to expect from the parents"* (Chloe, Interview, January 2014). Rosemary is concerned that parents will complain about the amount of homework that she assigns. Rosemary defends this action stating how:

> *I won't mind if they said that I give them a lot of work, I try to give the class a good bit of work because I know that the summer test is all the same and I want them to be high up in that I don't want them to be the lowest* (Rosemary, Interview, September 2013).

Student teachers were anxious that they would be compared to more experienced teachers and those parents might think they were not performing at the same level. Chloe also reports how she feels stressed at the pressure to complete the course on time as all first years complete a common summer paper "*I don't want to be the only teacher who doesn't complete the course; this could open up the floodgates to complaints by the pupils and the parents. This has me questioning the pace I am going through in certain areas"* (Chloe, Reflection, March 2014).

Parents have a responsibility and arguably a right to know how their children are performing in school. There is generally a lack of communication between the student teacher and the parent until some negative issue arises. The student teachers feared being watched for the last six months by the students and were concerned that there could be a potential conflict with some parents. Lorraine had concerns that some of the parents might question the

difficulties she was having with classroom management. Lorraine was nervous about communicating with parents; she was uncertain how parents would react to information positive or negative about their child. Rosemary describes how "*It was strange seeing the parent-teacher meetings from a teacher's point of view."* (Rosemary, Reflection, February 2014). "*I wouldn't like to be known as the one that we don't want kind of thing. I like to think that if the parents were talking about me that they think, I taught their kids something and that it wasn't a waste of a year. I'd loved to be known as fair and a nice teacher but with respect at the same time"* (Chloe, Interview, September 2013). Deirdre attributes her nerves to that fact that it was experiencing the unfamiliar:

> *When entering a school, you are familiar with the environment and what to expect to some extent, from previous personal experience of being in a school and classroom as a student before. However, going into a parent-teacher meeting, you are totally unaware as to what to expect as you only hear about what they are like. Being faced with the task of meeting with 85 parents in such a short space of time is daunting to think about* (Deirdre, Reflection, February 2014).

The monitored self: Linking back to the conceptual framework

Self-monitoring is a cognitive and emotional process that involves observing and monitoring one's behaviour. Self-monitoring takes two forms, high self-monitoring and low self-monitoring Snyder (1974). High self-monitoring is the public self, similar to actors considering what role they should play in certain situations. Low self-monitoring, in contrast, refers to how the individuals appear as the person they are - the authentic self. How a student teacher reacts to everyday life in the classroom depended on the context and also the relationship for example with the pupils and tutor. Student teachers self-monitor their emotional states, often concealing them in the case of tutor feedback. A student teacher learns from direct experiences in

childhood and from observed experiences with siblings, friends, and teachers. Student teachers often change their behaviours to fit in.

The communities of practice in this study were formed on a voluntary, informal basis for a brief period throughout the placement. As discussed in the next subsection, this study found that student teachers also formed online communities, which provided support to teachers who were located in other school placements. The online student teacher community built and exchanged knowledge throughout the placement, which links into the notion of the monitored self as part of resilience as power and the production of normative behaviour. There is power in self-awareness, but there are also limitations, in that students need to negotiate what is considered normative behaviour in the school placement context. Through monitoring of the self, a student teacher portrays the best versions of themselves. The next theme to be discussed is the Coping Self.

The Coping Self

The coping self is the way a student teacher regulates their response to the challenges of teaching placement. The coping self is linked to the conceptual framework in each domain. Coping involves resilient thinking and feeling. Resilience as an attachment and psychological strength and coping as attachment styles impact on coping strategies. Lazarus & Folkman (1984) define coping as "*constantly changing cognitive and behavioural efforts to manage specific external and or internal demands that are appraised as taxing*" (p.141). When a student teacher is faced with challenging situations, those with apparently secure attachments, i.e., historic psychological strengths adopt solutions-oriented strategies. In contrast, those with apparently insecure attachments or issues with self-efficacy use less effective coping strategies.

Coping can be both reactive in response to a stressor but can be also proactive in preparing and anticipating a future stressor.

The coping self illuminates the active ways in which a student teacher negotiates teacher placement, relying on informal discourse, peer mentoring and the connected world through virtual support. The coping self links with support and is embedded in the community of practice aspect of the conceptual framework. In terms of power, the coping self also speaks to the production of subjectivity that emerges as coping. This section highlights how the student teachers attempt to retain a grounded sense of self in the face of stressors. The complex ethical issues of the placement are brought to the fore in this aspect of the findings. Different coping styles help student teachers cope with the challenges of teaching placement. The coping self can be divided into three sub-themes:

Sub-theme 1: Self-coping

Sub-theme 2: Support from staff

Sub-theme 3: Real and virtual coping

Sub-theme 1: Self-coping

The student teachers report that student placement is intense and often stressful. The student teachers could identify different stressors while on placement and highlighted how they coped. Nerves and anxiety were part of becoming a teacher. Lorraine reports "*my hands would be shaking, my heart beating and my stomach in knots, I was worried that my nerves would be obvious to the pupils, I managed to talk myself through this, I tried to appear confident in front of the class*" (Lorraine, Interview, September 2013). Deirdre is always busy:

The assignment dates are all around the same time, I know that we get a lot of notice, but it is stressful to have so many assignments due together. This goes along with the pressure of the final visit and regular schoolwork. I coped by trying to be organised, this is exhausting but I knew it would not last forever (Deirdre, Interview, March 2014).

Rosemary has faced many stressors over the year, including:

Most of the stresses I deal with come from my disorganisation. Traffic in the morning, correcting tests quickly, the photocopier running out of toner, not being able to find who has the key to the classroom. Sometimes I feel somewhat stressed when I have covered something time, and time again with the pupils and they don't know it when it comes to a test or writing it out themselves for homework (Rosemary, Interview, March 2014).

Tracy describes her placement experience:

I felt I was burning the candle at both ends and it's finally catching up with me. I don't feel like my teaching has suffered but I feel less organised in general, regarding my own structure of tasks across the school, work and college – social life, forget it! I'm feeling tired of the continuous multitasking and having so many things going around my head at any one time (Tracy, Interview, March 2014).

Tracy admits to coping by faking it, which is also one of her biggest fears. The student teachers wanted to appear confident and knowledgeable and hoped that they would avoid blunders or any signs of weaknesses until they became more proficient. There was a desire by the student teachers to put on a show/performance; hiding the deficits that inexperience brings *"as a student teacher the biggest requirement was having to fake what I knew and what I was doing for the first few weeks to make that everlasting first impression on my students"* (Tracy, Interview, June 2014). Lorraine found placement demanding she states how:

To learn fast! I don't think anyone really realises the demands you are put under. You are required to be organised, to expect the unexpected. The teaching practice file always had to be up to date and in order, having an idea of a plan B if the PowerPoint breaks down (especially if it is inspection season!), knowing when assignments are due and reading them in advance just so you can start thinking about them (Deirdre, Interview, June 2014).

Lorraine explains how for a student teacher placement is stressful *"we must teach in the morning attend lectures in the afternoon, juggle study and lesson plans at night and also try to get involved in extracurricular activities with the school"* (Lorraine, Interview, June 2014). Lorraine admits to frequently not coping and considered giving up. The workload associated with the course is a reoccurring theme among all student teachers. Tracy states how *"there was no option to take your foot off the pedal at any point as you would never catch up. I found the start manageable but definitely felt a bit burnt out towards the end"* (Tracy, Interview, June 2014). Chloe recalls how she found it difficult to cope when classes became unmanageable "*it is enjoyable for no one, I feel useless, the pupils are learning nothing, the good pupils are switching off, and the power all lies with the disruptive pupils, the way I'm coping now is to countdown the days to the end of the term"* (Chloe, Interview, November 2013).

At times student teachers felt they were not coping. The workload is all consuming for Rosemary - she feels that increasing disorganisation is creeping into her teaching which resulted in her classes becoming increasingly unsettled and disruptive. She copes by *"awarding extra homework to those students who were continuously disruptive throughout the class"* (ibid). Lorraine describes how she is stressed all of the time. The classroom management problems have escalated she is coping through avoidance "*I have started to avoid confrontation, pretending not see various misdemeanours and often dealing with situations with empty threats and failing to follow through when pupils break class rules*" (Lorraine, Reflection, November 2013). Claire finds some days particularly exhausting:

> *There are days, coupled with lectures in the afternoon and the hour and a half commute home from college leave me very disheartened when I do get home and generally exhausted – s my routine is to eat dinner, plan lessons, and go to bed and repeat. This impacts on the time I would have spent on my own hobbies and interests like yoga, Pilates, running - even reading. However, I think this is something that*

will eventually kind of resolve itself as I get better at managing time and planning (Claire, Reflection, October 2013).

Rosemary coped through reflecting on her experiences and trying to adopt new strategies. Rosemary decides in the New Year to build a new level of respect between the pupils the teacher and the subject:

I will draw up contracts with rules with the pupils, in which they will have a level of autonomy regarding the rules. These rules will be enforced from day one, and within a lesson or two, I plan to break the bad disciplinary habits that have manifested in my class" (Rosemary, Reflection, December 2013).

Chloe tries to deal with stressful situations that arise in the classroom through laughter:

I try to deal with stress by laughing about it, I chat about it with the lads, and then we have a joke and a laugh about it. Another way I deal with stresses of school and the course is to look at the bigger picture. It is not life and death, and there are more important things in life. This works for me most of the time (Chloe, March, Interview, 2014).

Research on beginning teachers has discovered that effective supports for beginning teachers can offset stress, fatigue and reduce teacher attrition rates. Lorraine found support in her family and friends. However, as the year became more intense, she also started yoga "*after Christmas I started doing yoga every night for 15 minutes. This 15-minute shut down period helped a lot with the stresses of the year*" (Lorraine, Interview, June 2014). To cope with the stressors of teaching Tracy responds by saying:

I eat a lot of chocolate and I'm serious too, I have put on a few pounds. I would internalise a lot of that, same with situations I might be anxious in or nervous of. I am quite confident and proud so even if I wasn't feeling 'on top of my game' people who don't know me well wouldn't really know. I don't lash out or get angry. I might come across quieter than usual but always quite calm on the outside. I love running which I have found great for when I was working full time and felt under pressure with a deadline that was a great way for me to relieve energy and eat my chocolate guilt-free (Tracy, Interview, March 2014).

Deirdre feels that she has coped well with the demands of the year:

> *Preparation is key. In one of the first few weeks of the course, I realised this. The demands of the course will be a lot less stressful if you have a plan and do not leave anything go till the last minute. I find that it is important to come away from the work. The course is one that you could spend a morning, noon and evening working to perfect each lesson and assignment but you would burn out* (Deirdre, Interview, March 2014).

Preparation was also required when planning topics around tutor visits. Rosemary describes how she would prepare herself prior to an impending tutor visit "*I always knew when the tutor was due and made a bigger effort with my classes prior to this to keep my teaching and the students work rate high so everything would be routine during the tutor visit"* (Rosemary, Interview, June 2014). For Deirdre in the weeks before the tutor visit, she knew that her classes had to be perfectly in order, lesson plans and schemes up to date:

> *Sometimes I would go really slowly and dwell on a certain theme or topic because you knew that this topic would be a good one to create activities with or sometimes it would be an awful one. So you would try to get through it a bit quicker so it wouldn't fall into the classes in which you would be inspected. This is a bad way of teaching but realistically it is close to impossible to make every single topic fun so why would you threaten you marks and have a mundane class when you could get it covered and move on to something more creative* (Deirdre, Interview, June 2014).

During tutor visits the student teachers reported experiencing strong support from the school community:

> *The sound of the phone in the staff room is something that will probably haunt me forever. We would all be studying the clock if the phone rang with about 10/15 minutes to go then your heart would begin to race. The 5 seconds it would take for the person who answered the phone to find you in the room and make eye contact that meant 'this is for you' was painful* (Deirdre, Interview, September 2013).

Support included going to the classroom in advance and ensuring it was clean, that desks were in order and that students were on their best behaviour. Tracy reports how:

> *People always made sure you had everything you needed. Once the tutor was out of sight people were rallying around you making sure all photocopying was done, were you ok, did the class need a warning.*

> *People always ran up and gave the class notice to be prepared, have everything and to put an extra chair and table in place* (Tracy, Interview, January 2014).

Rosemary describes how she coped with the post-visit meeting with the tutor:

> *After the tutor visit took place, you then had to sit through half an hour of feedback, during which I used to wholeheartedly agree with the tutor in hope that my enthusiasm might sway results in my favour and because agreeing with them meant it would be over quicker* (Rosemary, Reflection, June 2014).

Rosemary felt nervous at openly stating her differences with the tutor. However, as the year continued Rosemary describes how her confidence grew and she felt able to speak to her tutor after the visit:

> *If a tutor made some errors in what she wrote in my feedback for whatever reason, I asked her to change anything she had written that was inaccurate, I also asked her to write down the positive feedback she was giving me verbally but had failed to write in my report. I felt as if she was in a negative mood that day and my report was getting the brunt of it, and I found it hugely frustrating that this was happening after a well run, well-planned* lesson (Rosemary, Interview, March 2014).

Sub-theme 2: Support from staff

The research indicates that there is a considerable process of 'psyching oneself up' for the teaching experience based on the fear of the known and the unknown. The school placement plays a huge role in the formation of the teacher you become. A student teacher can experience being an outsider to the main group of permanent teachers. In the case of Claire she describes the staff as being extremely welcoming and in particular helpful in explaining how the school operates, its rules and regulations and in answering any questions she had. She believes that the welcome she received "*really helped in facilitating the transition from pupil to student teacher"* (Claire, Reflection, September 2013).

With few teaching hours, the staffroom was the place where the majority of the student teachers spent their non-teaching time. Interactions with other staff members were often

informal with casual conversations on the way to class or meetings in the corridors. Informal exchanges between student teachers helped to cope with the challenges of teaching. Peer mentoring was very much in evidence, taking many forms, e.g. advice on how to deal with a particular student, sharing of resources. These exchanges allowed the sharing of experiences, providing support and allowing the student teachers to talk about what they had been through dealing often with the same student and classes. It allowed student teachers to give advice on how they dealt with a similar situation. The student teachers found it beneficial to learn from their peers who were experiencing the same problems, and shared both their negative and positive experiences, thus reducing the feeling of teacher isolation.

Sub-theme 3: Physical and virtual support

The desire to predict impending visits is all-consuming for some student teachers, it was a means of coping. Rosemary claims that the tutor visits were by far the most discussed and the most feared of our teacher placement. Some student teachers through a process of guesswork tried to predict when the tutor would most likely visit. Deirdre pinpointed a block of classes in which she predicted her tutor would come to observe her lessons. Predictions were not just a solitary act by individual teachers; on the contrary, a hidden discourse was very much in play behind the scenes among tutorial groups. To aid in the accuracy of predicting visits Deirdre's tutorial group set up two private groups on social-media - one on Facebook and another on WhatsApp. The purpose of these groups was to communicate with each other if a student teacher had a tutor visit, they would detail how the visit went, including what was said and any indication of where the tutor would be going next. Social media was also used to find out information about other tutor visits. The use of social media was seen as a coping method in what was described as a very stressful situation. Deirdre views this knowledge as invaluable:

> *It proved a major help throughout the year and as a result I was able to have a good idea when three of the tutor visits were going to be due to the fact that I was the only one left to be seen at one stage and another time he mentioned he was 'hitting the countryside' straight away this could come back to the group* (Deirdre, Interview, June 2014).

The use of social media rapidly accelerated the rate that information regarding tutor visits was transferred among this tutorial group. Deirdre could see no issue in the use of social media and defended its use "*technically we weren't breaking any rules it was simply a process of elimination through contacting other tutorial members. I am aware that other tutorial groups had similar communication links set up as well"* (Deirdre, Interview, June 2014). Student teachers rationalised the strategy as there were no rules that disallowed this practice. In essence, it was a moral rule; you could not be punished. Lorraine's group also set up a private Facebook page this she describes as useful for alerting each other of tutor visits "*My tutorial group was great for letting each other know how their tutor visits went and what type of negative and positive points were said to them"* (Lorraine, Interview, June 2014).

The coping self: Linking back to the conceptual framework

Resilience viewed in terms of communities of practice and social support is linked through the coping self as student teachers collaborate and transfer knowledge for mutual benefit. The community of practice enables the building of relational resilience among student teachers and supportive established teachers. Communities of practice have the power to activate internal resilience capacity to cope with the challenges of the placement for example, classroom management, tutor visits, and parent-teacher meetings. Resilience as power and the production of normative behaviour can also be seen in the coping self. Student teachers have a role-based power over the pupils or perceived power and the tutors have a position-based authority regarding the student teachers. The norms associated with these roles can impact on the coping

of the student teacher. Additionally, in a power differential situation, how you react to the situation impacts on your emotions, leading to negativity and being reactive, rather than proactive.

Conclusion

The findings indicate that student teachers adapt and modify their teaching and behaviour as a result of past and present interactions with the self, pupils, tutors, teachers, parents, and peers. This results in the formation and negotiation of different selves, most significantly, the relational self, monitored self, and coping self. The research highlights the commonality of experiences but also their uniqueness. Student teachers often relied on relatively simplistic notions of good and bad teachers and pupils, and the findings suggest this was counterproductive for their own well-being. This supports the view that people cannot be simplistically reduced to being 'a good or a bad student teacher', they negotiate a range of selves, and a range of challenges in the process of becoming resilient on school placement. In teaching, there are few absolutes; quick decisions are made at the expense of endless possibilities. The experiences of the student teachers provide a depth of knowledge that will be further explored in Chapter Five while providing links to previous research. This discussion chapter will address the findings based on the following guiding questions:

(a) How do I reconcile myself to this role?

(b) Who and what do I turn to?

(c) What is expected of me?

These questions relate to the data in the findings. Firstly 'How do I reconcile myself to the role?' primarily addresses the issues regarding the relational self. The second question of

‘Who and what do I turn to?’ refers primarily to the coping self. A resilient student teacher is able to cope and recover from problems and challenges. The third question of ‘What is expected of me?’ speaks primarily to the monitored self. Monitoring is important in resilience, as predicting and prevention of possible challenges can help a student teacher to be resilient. These questions will now be explored in Chapter Five, which will link the conceptual framework, referring to the literature review to discuss the findings.

Chapter Five: Discussion

"This above all. To thine own self be true".
Shakespeare's Hamlet (Act 1 Scene 3)

Introduction

This research has been guided by a conceptual framework outlined in Chapter One, which views resilience as complex and multi-dimensional (see Figure 5.1). The theoretical dimensions of resilience include (a) history of attachment and psychological strength (b) communities of practice and (c) negotiation of power relationships. The conceptual framework provides both an explanation of how resilience is formed and particularly how student teachers on school placement respond in adverse conditions.

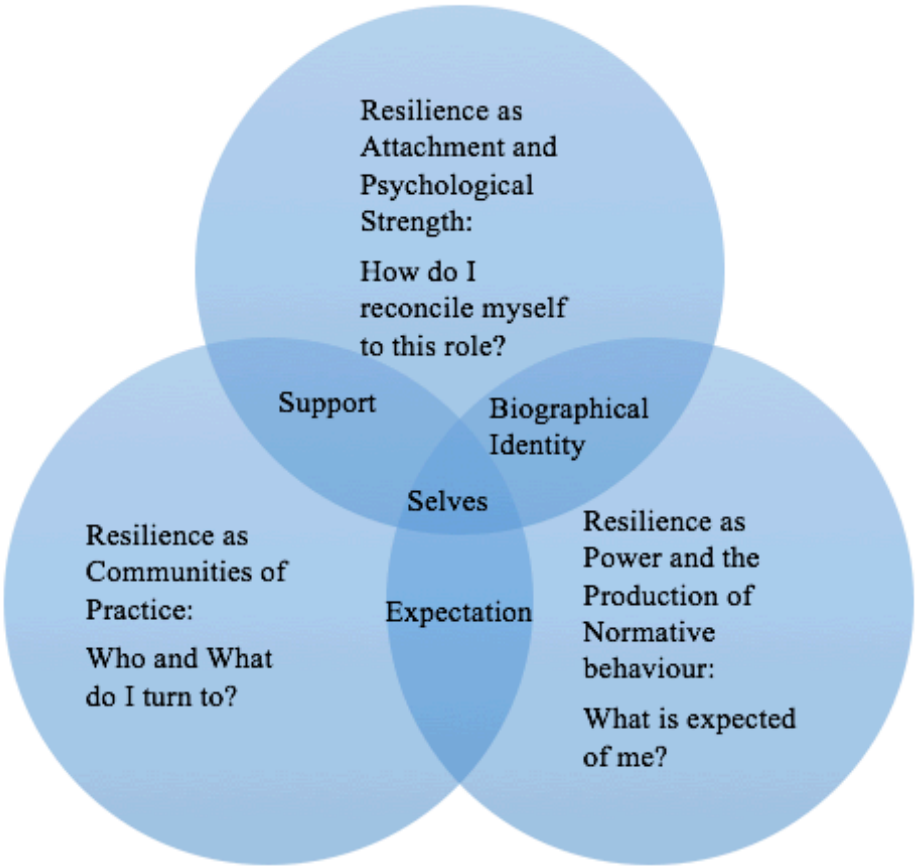


Figure 5.1 Multiple Dimensions of Resilience

The framework evolved over the course of the research as new data emerged. The three research questions emanate from the conceptual framework. The main research questions below were key to the conceptual framework as it helped me to identify student teachers' experiences of resilience while on placement:

Main Research Questions

1. What are the challenges faced by six Irish post-primary student teachers during their student placement in one school in the Republic of Ireland?
2. What practices of resilience does this cohort of six student teachers invoke when coping with these challenges?
3. How do we need to conceptualise the process of becoming resilient to take account of these student teachers' stories?

The discussion in this chapter will address these by using the following guiding questions framed by the intersecting spheres of the conceptual framework (biographical identity, support and expectations):

(a) How do I reconcile myself to this role?

(b) Who and what do I turn to?

(c) What is expected of me?

These are all asked from the point of view of the student teacher on school placement (see Figure 5.1). The guiding questions will now be addressed.

Relational Self

How do I reconcile myself to the role? Biographical Identity

A number of student teachers were capable of reconciling themselves to their new role by becoming adaptive and drawing on their psychological strengths. Student teachers who were capable of interrogating the self, and reflecting on who they were, had more successful experiences of resilience while on school placement. The findings indicate that the capacity to build a good long-term relationship with yourself helps to build a relationship with others. In the literature review, I discussed how identity is defined as the "*one's self-concept – variously described as what comes to mind when one thinks of oneself*" (Oysterman, Elmore & Smith, 2012, p. 69). The self is socially constructed (Mead, 1934). The student teacher relies on the personal resources acquired from previous and current (i.e., biographical) identity. These identities are linked to early childhood, school experience, and the social environment. Each student teacher is unique, means that they all rely to some extent on their own particular resources in terms of resilience.

The research indicates that the type of teacher that emerges is a result of habitually and repeatedly doing the same thing. This takes time and reflection. Through practice situated in supportive contexts, a student teacher develops resilience. This research echoes previous findings that student teachers' experiences as pupils combined with their own personal histories influence the teachers they become (Chong, Ling & Chan, 2011, p. 30). Biographical identity influences the mind-set of student teachers as they enter into the profession. Student teachers reconcile themselves to their new role by building relationships. A student teacher's biographical identity will also influence the type of relationship that they develop with the pupils and other members of the school community. Identity affects how we perceive people. Student teachers have different identities and experiences; this impacts how they view the

individuals they interact within the school community. Identities are also created through relationships.

How do I reconcile myself to the role? Support

Student teachers who were capable of reconciling themselves to the role did so by acknowledging that it was challenging and that they needed support. The research indicates that the more support a student teacher could rely upon, the more resilient they tended to be. Support takes many forms such as friends, family, peers, established teachers, and tutors. As discussed in the literature review children internalise experiences, when attachment is strong "*infants and young children develop a deep confidence in their parent's protection which provides a sense of security*" (Goldberg, 2000, p. 8). If individuals have insecure attachments, it can lead to difficulty finding social support. Social support is essential in buffering the impacts of teaching placement and can assist a student teacher in becoming resilient.

Having good relationships with peers helped student teachers to learn strategies to help negotiate school placement. Chloe reconciles herself to the role through help from her peers:

> *I try to deal with stress by laughing about it, I chat about it with the lads, and then we have a joke and a laugh about it. Another way I deal with stresses of school and the course is to look at the bigger picture. It is not life and death, and there are more important things in life. This works for me most of the time* (Chloe, Interview, March 2014).

When a student teacher shares similar classroom experiences, they can relate better and offer an authentic, empathic response. Student teachers report how sharing challenges helped to put the situations into perspective, providing an objective view.

How do I reconcile myself to the role? Expectations

How student teachers reconcile themselves to their teaching role is also linked to expectations. Expectations are the "*strong belief that something will happen*" (Soanes & Stevenson, & Hawker, 2009, p. 501). Expectations can be linked to attachment and psychological strength. Throughout the placement, there was an experience of fear; this fear is legitimate and 'normal', or normalised on teaching placement. There is little resistance to this, it is culturally accepted. Fear is the critical inner voice; fear can sometimes be motivational, but it can also lead people to have negative thoughts towards themselves. In the broader psychological literature, we know this fear is linked to a large degree to (in)security of attachments and how early life experiences impact on emerging self-esteem. In the student teacher context, fear is often based on the prospect of losing order in class, or that a power struggle would develop with the pupils. A student teacher often tries to be 'someone they are not' in an attempt to keep the pupils under control. This fear fuels the need to dominate the class, filling it with information rather than creating an experience that would enable the pupils to learn effectively.

Teaching has a lot of variables, and lessons do not always go according to plan. Sometimes the fear of failure makes the student teacher less likely to take risks. Waghorn and Stevens (1996) state that "*student teachers usually comply with the status quo and carry out actions and routines preferred by their tutor"* (p. 70). There is an expectation of self to act in a certain way to be the best teacher. Student teachers expect pupils to act in a certain way. However, pupils will not always learn what the teacher intends, student teachers often needed to be more aware that learning often takes place over several class periods in order for them to grasp a set of skills or concepts. With expectations, there also needs to be acceptance. This is part of becoming resilient. Student teachers throughout the placement negotiated multiple realities and selves. Student teachers needed to accept that they were learning. Acceptance of

their learner role opened the possibility of reducing stress and thus becoming more resilient. For example, certain student teachers learned that if a lesson did not reach expectations that it was an opportunity to learn and develop.

Coping Self

Who and What do I turn to? Biographical Identity

Each student teacher's expectations and experiences are different. How a student teacher reacts to adversity is described as coping. How a student teacher responds to challenges is linked to early childhood experiences, personal beliefs, and past events. A student teacher's identity changes over the course of teaching placement. To cope, a student teacher looks to the self and their identity, the research revealed the emergence of an identity that is flexible. The identity was not seen as rigid instead it was one that was evolving. This can be seen in the case of Chloe "*I had to step outside my comfort zone as I read the Grand High Witches speech from Roald Dahl's 'The Witches'. I really think that I have grown a lot this past week, as I have had to do things that I previously would not have been comfortable with"* (Chloe, Reflection, November 2013). Some student teachers struggle with this identity, and given the pressure to perform a unitary, coherent self, issues of the authentic self came to the fore. The question of 'acting the part' until a student teacher became 'the part' emerged in the data. The identity that the student teacher adapted was initially unnatural "*as a student teacher, the biggest requirement was having to fake what I knew and what I was doing for the first few weeks to make that everlasting first impression on my students"* (Tracy, Interview, June 2014). To achieve this new identity, the student teacher looked to close personal relationships for support.

Who and What do I turn to? Support

It is well established that social support can reduce the impact of stressors on a variety of outcomes including psychological well-being, job satisfaction, and physical illness risk Cohen & Wills, (1985). Talking about teaching-related problems helped; it allowed student teachers who were frustrated to express those feelings. Having a good relationship with other student teachers made the experience more enjoyable. Greenglass et al. (1997) has shown that co-worker support is more influential in buffering the impact of teacher stress on burnout than are other sources of social support (such as family and friends). Although a single stressful event may not place significant demands on the coping abilities of most persons *"it is when multiple problems accumulate, persisting and straining the problem-solving capacity of the individual, that the potential for serious disorder occurs"* (Cohen, 1985, p. 312).

The findings indicate the importance of a community of practice for student teachers. A beginner community of practice (BCoP) is different from the original CoP as developed by Lave & Wenger (1991) and later expanded by Wenger (1998), as it consists of newcomers (in this case student and/or newly qualified teachers). The BCoP are informal groups, formed in staffrooms and overtime become established members. These groups share practice and participation. The shared experience of apprenticeship allows learning to take place and the development of a sense of belonging. Learning for a student teacher "*involves a process of understanding who we are*" (Handley, Sturdy, Fincham & Clark, 2006, p. 644). A student teacher brings to the community of practice their personal histories. It is easier to fit into this new community learning from peers. According to Widen, Mayer-Smith & Moon, (1998) "*Only when all the players and landscapes that comprise the learning-to-teach environment are considered in concert will we gain a full appreciation for the inseparable web of relationships that constitute the learning-to-teach ecosystem"* (p. 170).

Vygotsky (1987) suggests that human activities are grounded in social participation and not learned in isolation, but with the assistance of others. Student teachers have always interacted informally. This research contends that the full landscape extends beyond the boundary of the school community to a virtual community of learners who jointly shape the student teacher experience. Society is increasingly reliant on digital devices, social media and network connections and the growing opportunities and risks they present. Traditionally student teachers negotiate the real spaces on school placement as a triad of critical members including the cooperating teacher and the university tutor. Some researchers would claim that this relationship is an uneasy one (Bullough and Draper, 2004). This research suggests that the learning community now extends to the virtual world.

The relationship between those who watch and are watched is real but also unspoken. This observation is done in secret but also in a very public way. The use of Facebook and WhatsApp is a new platform for multiple kinds of surveillance. Social media can play a fundamental role in the lives of student teachers in what is now a heavily interconnected world. Being part of online communities allows for digital inclusion. The learning communities were used during teaching placement to share personal experiences and to learn from their peers. Student teachers compose and broadcast to the virtual world with ease within the established groups. Baird and Fisher (2005) claim that "*the convergence of social networking technologies and a new 'always on' pedagogy is rapidly changing the face of education*" (p.5).

Student teachers view social networking sites as a source of support and empowerment. While all individuals in the group may not contribute, they may still be learning through passive participation. However, social media sites are public forums, and there is always the potential

of frictionless sharing. Private settings are not ironclad – even so, there is perceived anonymity online. Sugimato, Hank, Bowman, Pomerantz (2015) note that "*a conversation now held in the ethereal walls of an office or in passing on campus are now semi-public and documented, leaving a digital trail of the communications when communicated via social network sites"* (p. 16). The danger is that the intention may be to share information with a small group of people, but the information is instead shared with many more people than would have been possible offline. Even if student teachers use maximum security settings, private settings are notoriously unreliable and easily bypassed (Opsahl, 2010). These informal interactions today have the potential of reaching a worldwide audience (Hull et al. 2011). Nevertheless, the use of social media for student teachers may be viewed as an effective coping mechanism in the short run, and also as a means of providing support in stressful situations (Selwyn, 2007).

Who and What do I turn to? Expectations

The student teachers responded to the stressor of the tutor visits in varying ways. Selye (1950) named the response to severe stressors as 'general adaptation syndrome'. Lortie (1975) highlighted the notion that the teachers act differently behind closed doors. There is pressure from the school, tutor, and university to conform; conforming is often the easiest way to cope. The student teachers are more authentic or true to themselves when they are not being watched. During teacher education, a student teacher draws on intersecting discourses as well as the subject positions in order to construct an idea of a proper teacher (Bloomfield, 2010). It is high stakes accountability resulting in the normalising of how student teachers behave, react and cope with the placement. Echoing research on established teachers Ball (2003), this study demonstrates that central to observation is the emergence of performativity "*are we doing this because it is important, because we believe in it, because it is worthwhile? Or is it being done ultimately because it will be measured or compared? It will make us look good".* (p. 220).

Primarily performativity in this study involved lesson planning strategy, creating a well-staged lesson; in some cases, the student teachers reported trying out the lesson on other classes and then adapting it. Deirdre explains her strategy to cope with planning demands:

> *Sometimes I would go really slowly and dwell on a certain theme or topic because you knew that this topic would be a good one to create activities with or sometimes it would be an awful one. So you would try to get through it a bit quicker so it wouldn't fall into the classes in which you would be inspected. This is a bad way of teaching but realistically it is close to impossible to make every single topic fun so why would you threaten you marks and have a mundane class when you could get it covered and move on to something more creative* (Deirdre, Interview, June 2014).

Performativity to the multiple demands of placement is a means of conforming and in doing so, coping. This is a form of coping by attempting to meet the expectations of the tutor and university. People who are subjected to surveillance in the workplace express a range of reactions; Ball (2010) notes that "*while surveillance is used to achieve organisational goals it can negatively impact on employees"* (p. 88). The student teacher is an agent working within a structured system, constrained by both external and internal forces, which limits their actions.

Student teachers take an active role regarding who and what they turn to, in the form of strategising around tutor visits. Student teachers used various methods of coping, such as planning classes around tutor visits. This is an example of everyday resistance relating to power. This resistance is seemingly invisible yet deemed necessary to survive where open resistance might be viewed as detrimental to the final year result. The dislike of observations is largely based on the evaluation and accountability nature of the classroom visit (Malderez, 2003). The need for performativity is the response to being monitored. The monitored self will now be examined in terms of 'what is expected of me'?.

Monitored Self

What is expected of me? Biographical Identity

There is a considerable process of psyching oneself up for the teaching experience that is premised on notions of surveillance and control. This impression of being under the surveillance impacted each student teacher in different ways. The surveillance was most acute at the time of the unannounced tutor visit. The tutor visits are seen as stressful undertakings. Student teachers became more resilient when they changed from aspiring to be the best teacher to the teacher that learns and grows over the placement. What is expected of me when being monitored and how is this linked to my identity? Student teachers learn from past experiences, both direct and observed. Student teachers adapt their behaviours and adopt normative behaviours to meet expectations. With reference to Claire, the research shows how a student teacher edits the self to fit in:

> *Every day we have to put on our 'teacher clothes' and bring our 'teacher bag' and all the other paraphernalia associated with teaching. Our persona as an educator, I believe, is not entirely what we are. It is just an aspect of who we are. We walk into the classroom, and though we all have different personalities and teaching styles, I have to put on a more serious 'teacher face' and demeanour. While it is still me, I feel that I am an actor pretending to be a teacher* (Claire, Reflection, November 2013).

The reasoning behind conforming is in part due to an insecure identity that may be associated with being new to the role.

What is expected of me? Support

It is a struggle to become a different person in the pursuit of normative behaviour. When student teachers struggle to meet their expectations, the role of support comes to the fore. Student teachers describe how they consulted with management when pupils presented with difficulties such as running away from home and bullying. Colleagues provided support with regard to

parent-teacher meetings. Peers provided support with everyday occurrences challenges in the classroom. What the research suggests is that different challenges required different types of support from different people.

What is expected of me? Expectations

There is a gap in student teachers' expectations and the reality of teaching. The gap can lead to teaching becoming stressful for teachers. There are societal expectations as to the role of the student teacher, which are the same as established teachers. Student teachers view student placement as a zero-sum game of power; this is expected. Chloe believes that there was an expectation surrounding tutor visits; they *"were most certainly performances to try to make a good impression and get maximum marks"* (Chloe, Reflection, January 2014). Foucault (1980) argued that power is the norms that circulate in the institution about legitimate and illegitimate conduct. The monitored self is at the heart of power and the production of normative behaviour. Visibility is a crucial component of all forms of power, as discussed by Foucault. Visibility is used not only to control people, but it is also important as "*power's condition of possibility*" (Gordon, 2002, p. 132). A key feature of Foucault's (1980) work is his focus on surveillance as a controlling technique "*an inspecting gaze, a gaze which each individual under its weight will end by interiorising to the point that he is his own overseer, each individual thus exercising this surveillance over, and against himself*" (p. 155). In relation to student teachers this gaze is seen as a powerful force penetrating 'the soul'.

Power differentials are apparent at this time in particular between the student teachers and pupils who share the same spatial-temporal locale. Pupils and tutors alike scrutinise student teachers' actions and utterances. There is an intensity to the gaze and heightened visibility; this gaze imprints on the person. Malderez (2003) writes that "*observation does not just mean*

seeing: it is most often used to include hearing as well as other senses to collect information" (p. 179).

At the heart of the conceptual framework are the selves; it is what unites all aspects of the conceptual framework. The selves will now be discussed in an integrated way.

The Selves - Who am I as a student teacher and a person?

The deeply affective and existential question of "Who am I as a student teacher and a person?" is at the heart of this conceptual framework. This research has attempted to answer this question. The findings suggest that there were multiple selves at play in student teachers becoming resilient, which I identified as relational, monitored and coping selves. The selves are manifest in the adoption of different behaviours and emotions in different situations that arise (Mischel, 1968). To become resilient requires a multi-faceted approach. To omit any element of the conceptual framework, i.e. resilience as an attachment and psychological strength, resilience as communities of practice, or resilience as the power and the production of normative behaviour will likely miss out on a key insight into student teacher's ability to negotiate placement.

Becoming resilient on school placement requires integrating diverse experiences from the past, present and future selves. The selves are shaped by societal interactions Mead, (1934). "Who am I as a student teacher" and a person can be linked to the idea of the person-pedagogue, that notion that the teacher and the person are one Armour & Fernandez-Balboa (2001). Armour & Fernández-Balboa (2001) state "*the way people are, is often the way they teach and at another level, the way people develop their pedagogies can influence who they become"* (p. 106). The differences then, between 'Who am I as a student teacher and a person' may be

subtle. Palmer (2007) states "*The work required to know thyself is neither selfish nor narcissistic. Whatever self knowledge we attain as teachers will serve our students and our scholarship well. Good teaching requires self-knowledge: it is a secret hidden in plain sight"* (p. xi).

Conclusion

A student teacher's interpretation of the placement experience can be very emotionally charged. How a student teacher deals with adversity is linked to the how they emotionally respond. The internal dialogue that a student teacher engages in and how a student teacher interprets the situation determines how empowered the student teacher will feel or emotionally deflated. Overcoming the critical inner voice can lead a student teacher to become emotionally resilient.

To summarise this chapter, three questions have been answered in relation to the data. Firstly 'How do I reconcile myself to the role?' primarily addresses the issues regarding the relational self. The findings indicate that attachment and psychological strength play a significant role in how a student teacher negotiates placement. The quality of relationships impacts on a student teacher's emotional resilience. A student teacher who accepted help and support from peers and tutors demonstrated more resilience in the face of adversity. Being able to provide support for others also helped in creating resilience as it created a strong relationship which in turn supports resilience. Support allowed student teachers to be more flexible and resilient when faced with stressful situations.

The second question of 'Who and What do I turn to?' refers primarily to the coping self. A resilient student teacher can cope and recover from problems and challenges. The

research indicates that there were similarities with those student teachers that cope. These included talking to other student teachers, finding someone to help in the form of peers, colleagues, friends. Student teachers that coped had inner strength, managed their emotions. There was a desire to learn how to be the best teacher, to do it right, learning for observation of past teachers.

The third question of 'What is expected of me?' speaks primarily to the monitored self. Monitoring is important in resilience as predicting and prevention of possible challenges can help a student teacher to become resilient. Monitoring involves repeated surveillance over time with the aim of detecting change. Student teachers self monitored and also monitored their tutors. They also were subject to relatively high stakes accountability resulting in the normative production of how they are supposed to behave, react and cope on school placement. Student teachers exercise their power in the face of accountability, through performativity, teaching to the tutor visit, using beginner communities of practice and the virtual world for support and surveillance.

All human action is social and therefore complex; students, who are in a vulnerable position on school placement, are themselves implicated in creating the culture of performance amongst themselves, and to some extent, alongside the established teachers.

Chapter Six: Conclusion

"Always do what you are afraid to do"
(Emerson, 1841, p. 262).

Introduction

In this chapter, I will summarise the purpose, limitations, methods, and findings of this study. This chapter also discusses the significance of the study. Each student teacher had their own story and their own experience, while each story is unique, something can be learned from each story. As a teacher, in the school where the research was conducted; I positioned myself as an insider; I had local knowledge of the school and teaching. I viewed this as a positive as I had a familiarity and understanding of the situations and contexts as described by the student teachers.

The primary purpose of this study was to explore how student teachers negotiate becoming resilient while on teaching placement. The research was conducted in a post-primary secondary school in Ireland. The secondary purpose was to examine how student teachers coped with the challenges while on placement. Through the study of the student teacher experience, there is an opportunity to learn in the 'two world' divide between teacher preparation programmes and the reality of teaching practice (Feiman-Nemser & Buchmann, 1985).

The intention of the study was to add to the existing knowledge and current research concerning initial teacher education. The research reviewed the context of initial teacher education in Ireland followed by an examination of literature regarding resilience offering a critique of attachment theory, and psychological strength, communities of practice and power and the production of normative behaviour. School placement carries high expectations from

the university and the student teachers. Hargreaves (1994) claims that *"for teachers what goes on inside the classroom is closely linked to what goes on outside it"* (p. ix). The discussion of the findings is not based on statistical analysis, rather on the interpretation of the data of the student teachers. The story of this research is framed by the research questions, and the answers to these questions.

Main Research Questions

1. **What are the challenges faced by six Irish post-primary student teachers during their student placement in one school in the Republic of Ireland?**

The findings indicate the challenges faced by student teachers in the study include the following: negotiating specific role relationships such as the relationship with past selves, with student teachers, pupils, peers, parents, and the tutor. Self-perception impacted how student teachers experienced the world. The relationship with oneself is shaped by experiences of the past, present, and future selves. The idealised present and future teacher self and actual self emerge as student teachers negotiate school placement and past experiences of schooling. The memories of past selves and school experiences serve to guide the student teacher as they embarked on their teaching placement.

Student teachers are visible to pupils, tutors, management, parents and the self to varying degrees. Student teachers and pupils, for example, share the same spatial-temporal locale. Pupils and tutors alike scrutinised the student teachers' actions and utterances. There is an intensity to the gaze and heightened visibility at particular times. This gaze imprints on the person and their experience of their body at those times. Certain school spaces are also more emotionally intense than others. There is always resistance to power. The difference with pupils is that a student teacher can watch them back; whereas the tutor is not

challenged/questioned in the routine running of things. There seems to be little escape from this loop of watching, to the point where it is an intergenerational panopticon. There is often no kind of discussion possible about who is watching who and the ethics of the public space of teaching – which links to a broader, open question of what is considered a 'good' education in this context.

This research brings to light the limited positive culture around observation of student teachers. There are power relations at play; learning is challenging, with mistakes identified. What other ways can a student teacher achieve excellence, innovation, experience failure while at the same time, tackle challenging tasks and be able to think creatively? A student teacher is judged mainly on how they perform on the day of the tutor visit. There is a need to look at the broader context and the individual nature of each classroom setting, such as the needs of the pupils. Little consideration is given to the pedagogical and pastoral work outside of these visits. Ball (1985) describes performativity as an audit practice. The university employs a monitoring system through the mechanics of performativity in the form of tutor visits.

2. **What practices of resilience does this cohort of six student teachers invoke when coping with these challenges?**

Building a good relationship with yourself helps to build a relationship with others. At times this was difficult when basic physical needs were neglected in facing the challenges of student placement. Student teachers adapt, with coping, relational and monitored self coming to the fore. Student teachers are teaching for the attainment of results rather than the educational experience. There is a shift in identity under pressure to perform; student teachers are compliant. The data indicates that a student teacher strategises in preparation for tutor visits.

Resilience is an outcome of the experience, the basis of this resilience is linked to a student teacher's experiences of attachment and psychological strength, communities of practice and power relations.

Performativity is driven by interactions with different people, e.g. self, tutor, pupils, parents, and peers. Teaching placement is considered to be "*one of the most important aspects of a teacher education program for learner teachers*" (Farrell, 2008, p. 226). Student placement is to a large degree about performance and output. Performance is evaluated, a student teacher is evaluated using set criteria, including the technical aspects such as classroom management. Ball (2003) describes performativity as:

> *a culture or a system of "terror". It is a regime of accountability that employs judgements, comparisons and displays as a means of control, attrition and change. The performances of individual subjects or organisations serve as measures of productivity or output, or displays of "quality", or "moments" of promotion or inspection. These performances stand for, encapsulate or represent the worth, quality or value of an individual or organisation within a field of judgement* (p. 57).

Performativity is a means of conforming and in doing so, coping. This performativity takes numerous forms such as the act of watching the tutor; this is merely a way of coping. The student teacher placement is based on performing formal observations by university tutors. The predominant method of observation in education is based on what Ball (2010) describes as information-giving impression management. Performativity is associated with the result. The process is culturally pre-advertised as being exhausting and stressful. There is a cautiousness concerning experimentation as the mistakes on the day could have an impact on the result.

3. **How do we need to conceptualise the process of becoming resilient to take account of these student teachers' stories?**

The student teachers' stories indicated that the process of becoming resilient is unique and individual to all participants. There is no clear solution: the question of becoming resilient cannot be reduced to following linear steps to 'become' resilient. However, what this research has shown is that being resilient is necessary and attainable. It is necessary to ensure the well-being of our teachers, to ensure longevity in the careers of teachers, to reduce stress levels. Learning from the accounts of the student teachers and the literature review the process of becoming resilient requires strong attachment to significant individuals, a secure support network and the importance of reflecting and acting on power.

Contribution of the Study

Student teachers compare themselves to other teachers, often experienced teachers whom they observed as pupils or other mentors. The research hypothesis assumed that student teachers were faced with challenges and coped. Analysis of the data indicated this to be true. What the findings shed light on are the nuanced ways in which a student teacher coped and in doing so demonstrated resilience. From the findings, the research indicates that a student teacher negotiates multiple forms of self in the ongoing process of becoming resilient. The first theme – the relational self acknowledged the importance of relationships in facing the challenges and coping with teaching placement. The formation of positive relationships is linked primarily to attachment and psychological strength but also must recognise the overlap with communities of practice and the power and the production of normative behaviour. The importance of knowing oneself is revealed as the foundation for interaction with others. The relationship with others is a vital component of how a student teacher advances on placement.

There was a desire to achieve amongst student teachers throughout, and a focus on gaining a strong mark in placement. The second theme of the monitored self looked at examples of how a student teacher monitored the self, tutors, and parents. Monitoring was considered necessary and widespread and brought to light the stress that a student teacher experiences while on teaching placement. The final theme of the coping self identified how a student teachers strategises in the face of the pressure of teaching placement. Resilience is also seen when a student teacher looked beyond the school for support to the virtual.

Student teachers are under pressure to perform a coherent, unitary teacher self in the face of competing demands, it is likely that given this pressure, the student teacher often internalised the challenges they faced during teaching placement. What is new in this study is that there is evidence of the performativity of student teachers. The literature currently does not examine in depth how student teachers cope with experiences of performativity that are evident on teaching placement in the context of becoming resilient. This includes the relatively hidden practice of sharing challenges in the virtual world.

Chapter Five addressed the following guiding questions framed by the intersecting spaces of the conceptual framework (biographical identity, support and expectations):

(a) How do I reconcile myself to this role?

(b) Who and what do I turn to?

(c) What is expected of me?

The following conclusions were derived from these questions.

(a) How do I reconcile myself to this role?

This role requires a student teacher to be adaptive, drawing on their psychological strengths. A student teacher who was capable of interrogating the self, and reflecting on who they are had more positive experiences of becoming resilient while on school placement. The findings indicate that capacity to build a good long-term relationship with the self helps to build a relationship with others. The research indicates that a student teacher learns how to respond to situations, and that the type of teacher that emerges is a result of habitually and repeatedly doing the same thing. With expectations, there also needs to be acceptance.

(b) Who and what do I turn to?

Some student teachers struggled with this new identity, and given the pressure to perform a unitary, coherent self, issues of the authentic self came to the fore. The question of acting the part until a student teacher became the part emerged in the data. The findings suggest that student teachers form a beginner community of practice (BCoP). The BCoP are informal groups, formed in staffrooms and overtime become established members. These groups share practice and participation. The shared experience of apprenticeship allows learning to take place. The student teachers developed a sense of belonging.

Traditionally student teachers negotiate the real spaces on school placement as a triad of critical members between the school, co-operating teacher and the university tutor. This research suggests that the learning community now extends to the virtual world. The relationship between those who watch and are watched is real but also unspoken. This observation is done in secret but also in a very public way. The use of Facebook and WhatsApp is a new platform for multiple kinds of surveillance. However, social media sites are public forums, and there is always the potential of frictionless sharing. These informal interactions

today have the potential of reaching a worldwide audience (Hull, Lipford & Latulipe, 2011). The use of social media for student teachers may be viewed as an effective coping mechanism in the short term.

Teaching placement involves relatively high stakes accountability for the person, resulting in the normalising of how student teachers behave, react and cope with placement. From this emerges performativity. Performativity is the response to the multiple demands of placement is a means of conforming and in doing so, coping. This is coping by attempting to meet the expectations of the tutor and university. The findings indicate that student teachers reported trying to avoid teaching particular topics. This is performativity in action.

(c) What is expected of me?

There is typically a gap in student teachers' expectations and the reality of teaching. The gap can lead to teaching becoming stressful for teachers. There are societal expectations as to the role of the student teacher, which are the same as established teachers. Student teachers adapt their behaviours to meet expectations. To meet these expectations that are largely self-imposed student teachers adopt normative behaviours. Student teachers view student placement as a zero-sum game of power; this is expected. The reasoning behind conforming is in part due to insecure identity that may be associated with being new to the role. It is a struggle to be different people to different people in the pursuit of normative behaviour.

The findings suggest that the multiple selves contain overlapping elements of relational, monitored and coping self. The selves are manifest in the adoption of different behaviours and emotions in different situations that arise (Mischel, 1968). To become resilient requires a multi-faceted approach. A deficit of any element of the conceptual framework i.e. resilience as an attachment and psychological strength, resilience as communities of practice or resilience as

the power and the production of normative behaviour will negatively impact on our understanding of a student teacher's ability to negotiate placement.

Limitations

While this study provides useful information, there are several notable limitations about this study. The first limitation was the relatively small sample size of six student teachers on placement in the school. While it is not possible or intended to generalise from these experiences, it is helpful to gain a nuanced and potentially transferable insight into their lived experiences on school placement. Equally, the findings may prove helpful in understanding how a student teacher negotiates resilience in other similar teacher preparation programmes. A fundamental limitation is the researcher's subjectivity - I need to ask why I asked particular research questions or made particular observations. As Mishler (1995) asserts "*we do not find stories; we make stories*" (p. 117). Another limitation is the fact that the researcher conducted all interviews. To counteract this, and address researcher bias, I transcribed each interview and reviewed the transcriptions with my supervisors. Once the data was analysed each theme was discussed with my supervisors to verify the themes established through the research. The students may have felt compelled to volunteer because we worked in the same school, even though they were given the option to withdraw from the study at any time.

Benefits of using this framework

The framework offers a new perspective on the understanding of student teachers' resilience. Being resilient is not only important for student teachers ITE but also to inform continuing professional development. The benefits of this framework will help to inform policy makers

and reduce the risk of student teachers falling behind the expectations of the university. It identifies the flaws and deficits in the current practices. Exploring resilience in a student teacher is not just for the sake of knowledge – it may also lead to solutions. Since the study of resilience began with Garmezy, different qualities of resilience have emerged, the area of student teacher resilience is under research; thus this new knowledge will add to our understanding of the student teacher experience. This study is constructing meaning out of the reality of placement, understanding what makes it manageable, shedding light on what makes it overwhelming at times and uncovering the common goal of learning how to become a 'good teacher'. The use of a conceptual framework provides a model for the relationship between each variable with the purpose of describing the phenomenon (Berman, 2013) and captures the tentative nature of the theory.

Drawbacks of the conceptual framework

Despite its attempts to be holistic and comprehensive, the conceptual framework represents only one model of understanding resilience. It is acknowledged that the conceptual framework has been developed with reference to a small number of student teachers. There is always the danger of ongoing bias as the framework develops with greater emphasis on certain areas at the expense of others being ignored. To prevent this, I revisited the conceptual framework, particularly at the end, when I was evaluating my work.

The potential impact of the study

The research confirms that student teachers experiences on placement are unpredictable with dilemmas and choices. I argue that the rationale for the choices made by student teachers can be explored by appropriately examining personal histories (Goodson, 1980) in ITE itself. The conceptual framework indicates the following:

- Focusing on resilience as attachment and psychological strength would suggest that initial teacher education needs to be more appropriately cognisant of early experiences of strong relationships and how they impact student teachers resilience while on school placement.
- Resilience as communities of practice identified the important role that contemporary relationships and support provide while coping on school placement.
- Resilience as power and the production of normative behaviour suggests that the role of power is instrumental in how a student teacher 'performs' while on placement.

In light of this knowledge, the findings would suggest that initial teacher education can be enhanced in the following ways:

Past experiences are the foundation of how we exist; learning from the past ensures that future student teachers may not have to endure the same challenges. In teaching, it is not possible to keep the personal out of the professional. This research provided knowledge on how student teachers coped, and in doing so provides knowledge on how student teachers can be protected in the future. While an individual student teacher's past is the past, it continues to effect and shape the student teacher into the future. The past informs pedagogical decisions and shape interaction with pupils. For this reason it is important for initial teacher education to address this issue. Reflection on past experience can be partially achieved through self study. Self study is "*to know the past, to know oneself as an individual and as a representative of a socio-historical moment in time; like others each person is a victim, vehicle, and ultimately a resolution of a cultures dilemmas"* (Bullough & Gitlin, 1995, p. 25).

Student teachers teach in multiple different classroom settings; there is a need to "*unpack their own beliefs, ideologies, and experiences that shape who they are before learning*

how to respond to a diverse classroom of children" (Ruby, 2013, p. 3). The importance of self study in initial teacher education is to inform "*who we are as people, affects who we are as teachers and consequently our student learning*" (Samaras, Hicks & Berger, 2004, p. 4). Self study has been defined as an autobiographical act (Goodson, 1998). It involves reconstructing significant life events to "*inform professional identity formation*" (Samaras, Hicks & Berger, 2004, p. 2). The contribution of self study is to enhance both professional and personal development. Self study is described as:

> *an extension of reflection on practice , with aspirations that go beyond reflection and even professional development and move to wider communication and consideration of ideas, i.e., the generation and communication of new knowledge and understanding. Reflection is important in self-study but alone is not self-study. Self-study involves reflection on practice* (Loughran & Northfield, 1998, p. 15).

Self study is a means of understanding one's experience of multiple selves. It can take different forms such as education-related life histories, personal metaphor analyses and personal teaching texts (Bullough, Knowles, & Crow, 1992).

In relation to resilience as communities of practice, the research emphasised the importance and need for support. Student teachers have specific needs that more experienced teachers may not have. The research suggests that, support that is helpful and sustained will help to improve student teachers resilience, "*typically, collaboration is neither taught nor modelled in university coursework*" (Goddard, Goddard & Tschannen-Moran, 2007, p. 878). This has since been addressed with the introduction of the PME programme where the school-university partnership has become more formalised. However, there needs to be opportunities to develop professional relationships. The university partnerships with schools needs to provide ongoing support to guide the development of the student teacher and the co-operating teacher. There needs to be a sharing of support responsibilities. This needs to include the teachers within the same department and a whole school approach where school leaders can share their

expertise of key policies and procedures, and teachers can share their knowledge of successful practice. The issue with schools is that support is often limited by time constraints. While many teachers are willing to support student teachers, it is often on top of an existing full workload. It is for this reason that it is critical from a policy and resourcing perspective to develop a system that empowers all involved and does not overburden school leaders and student teachers.

The research suggests that there is a perceived need for performativity in order to succeed while on placement. This research has indicated the nature and extent of performativity by the student teachers in this study. These practices have emerged over time, motivated by surveillance. The overall effects are seen in increased stress and the adoption of behaviours that is teaching to the tutor visits. To address this issue in initial teacher education, there is a need for teacher educators to support the development of an authentic sense of self on placement, and for schools and universities to empower student teachers to make shared decisions about their placement experience. Policy makers need to understand the demands and expectations that are placed on student teachers. There is a need to understand why student teachers do not resist the pressures of placement in a public manner but rather do so in subtle ways (such as performativity). The answer lies in the findings which suggests that student teachers have to comply so that they can survive to cope the university's and school's demands. Their careers depend almost entirely on the results of their teaching placement. However, it is also apparent the power of the student teachers voice can be collectively harnessed in bringing their issues and concerns forward.

Changing the Story - How the policy sphere might be influenced?

As mentioned above, it is recognised that ITE has changed since the beginning of this research, with introduction of the two year Professional Masters in Education (PME). Sahlberg (2018) highlights the lack of empirical evidence concerning student teacher experiences in the restructured ITE programme "*information about student attitudes to their ITE programmes from the Irish Survey of Student Engagement (ISSE), is limited as the return rate is low*" (p.27). This lack of evidence is described as a "*serious handicap that should be addressed without delay*" (p.27). The educational experience of student teachers is central to ITE. In Sahlberg (2018) reports regarding the experiences of student teachers "*we heard wonderful illustrations from students about being placed in a real-life environment can change the entire picture of what it is and what is required to be a teacher. We also heard some students concerns about their placement experiences"*(p.33).

To change the story is difficult. Resilience is complex for policymakers; there is a dilemma regarding the development of a student teacher's resilience. On the one hand, the state expects student teachers to perform highly. On the other hand, the state wants to ensure that student teachers are not unduly pressurised. This thesis sheds light on how initial teacher education policy can be informed by student teachers experiences of placement. The results of this study indicate that student teachers feeling overwhelmed by the intensity of the course, the number of assessments and juggling the different strands of the role. Many facets of the role may not be outwardly invisible. As such it is arguable that interventions for student teachers should focus on expanding their role in supported, empowered decision-making around their ITE experience.

Models of support that exist in different initial teacher education programmes in Ireland centres on the student teacher being supported by "*one or two co-operating teachers for the duration of their placement at a school"* (Clarke, Lodge & Shevlin, 2012, p. 143). The co-

operating teacher is appointed by the school principal, and there is no remuneration for their role. The support system is based on a combination of professional discussion with their co-operating teacher(s) and engagement with the university tutor. Further enhancing student teachers' capacity to become resilient is difficult without more research on "*the attitudes and views of student teachers about the programmes they have undertaking*" (Clarke, Lodge & Shevlin, 2012, p.143). The Teaching Council (2017) guidelines and criteria for ITE programmes providers recognise the need for "*processes and systems to be in place for identifying and responding to the personal and social development needs of student teachers*" (p.23). A successful model of support, as suggested by this study requires a combination of the existing model (co-operating teacher and university tutor support), with personal and social development, combined with listening to, and acting upon the experiences of the student teachers, and empowering them to make shared decisions about their teaching placement.

Student teachers often have preconceived ideas of the way classes should be and are ill-prepared for when classes do not progress in this way. Student teachers also have expectations of how they will respond and deal with situations as they arise. The expectations, however, may not be appropriate to the situation. A student teacher needs to be supported to accept that their expectations and reality may clash, and be helped to change the internal dialogue to a story that is empowering and allows the student teacher to work through the situation. Through changing the perspective, a student teacher can open their minds to more possibilities in dealing with the situation. Coping with adversity may build resilience. Responding to the challenges that teaching present will determine their ability to bounce back.

Future Research

Perhaps most importantly, the question of why there is a need for performativity amongst student teachers needs to be further examined. The issue of performing for inauthentic and external goals has dominated thinking in student teacher placement for decades - it is difficult to expel. The student teachers have little by way of alternatives which would deviate from the norm and in doing so, risk a lower grade which could significantly impact your future job perspectives. There needs to be a consensus that student teachers are not fully formed – and this consensus can begin by examining the multiple demands, and multiple selves that student teachers negotiate on school placement.

The research also raises concerns about the use of social media by student teachers for the surveillance of tutors. Informally tutors are graded all the time; student teachers talk about their tutors and share what they think. There may be a deliberate distancing from ethical questions on the part of student teachers in this context; in fact, there is a justification for the surveillance. But does the end justify the means? Further research needs to examine the ethics of what information is shared and discussed among student teachers. Student teachers engage in online conversations with other teachers to learn about their tutor. There is little kind of discussion currently developed about who is watching who, the ethics of the public space of teaching, and how people devise strategies around these issues to become resilient.

The reason why social media is significant in the lives of student teachers is likely due to the pace and scale of contemporary digital communication. It allows student teachers not just to talk but also listen to the experiences of others. For a group of student teachers, it allows them to reap social capital with the right content at the right time; this allows student teachers to take advantage of collective intelligence (Smith & Duin, 1994). In this sharing, there is a sense of community (Valkenburg, Peter & Schouten, 2006). The reason behind adopting the

use of social media for student teachers is that it connects student teachers without boundaries. Students use social media for informal learning "*discussing out of class, assignments, tasks and other formal requirements with other students*" (Allen, 2012, p. 218).

What makes a good teacher varies from person to person. To increase our understanding of what is a good teacher, it is important not just to focus on competencies, but a teacher's beliefs on teaching and learning (Prawat, 1992) and also on "*the personal and professional factors that can act to support or detract from the creation of more effective learning environments*" (Devine, Fahie & McGillicuddy, 2013, p.85).

Conclusion

There are no perfect interventions in regard to resilience in particular, there is no one size fits all intervention. It is likely that for an intervention to succeed, it requires a multi-level approach involving a combination of strategies including interpersonal approaches (support from colleagues), which are flexible and sustainable over time as ITE policy changes. Doebler and Roberson (1987) highlight that the more we know about the challenges that a student teacher faces, the better chance there is of eliminating these problems. Failure to prepare student teachers for the reality of the classroom in initial teacher education programmes may lead to an overwhelming feeling of inadequacy and doubt over their ability as effective teachers (Stroot & Whipple, 2003).

What are the major threats to becoming a good teacher based on this research? The research can conclude that there is an emphasis on producing teachers but less on exploring the person - their psychological strengths and the social supports through which they develop. The pressurised nature of school with large workloads results in a shortage of time to support

student teachers. The research highlights the continuing need to perform to meet the demands of the tutor to the detriment of the authentic self. To be a good teacher requires building good relationships.

It can be concluded that in the process of becoming resilient, the existing psychological literature on teacher resilience, and specifically on student teachers, does not deal adequately or systematically with the multiple selves of student teachers. Resilience is linked to the past, to the student teachers' biographical identity but also linked to the present in terms of support, and to the future to what the student teacher becomes. Resilience interventions should seek to empower student teachers, but not in an individualised sense. The conceptual framework goes beyond becoming resilient as 'bouncing back for adversity' and instead explores resilience as a complex and multi-dimensional process. The study presents an integrated theoretical lens on the likelihood of becoming resilient as a combined history of attachment and psychological strength, communities of practice and negotiation of power relationships. This conceptual framework helps clarify the formation of resilience and how student teachers respond in the face of adversity on their journey to becoming a 'good teacher'.

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Appendices

Appendix A: Information Pack

Information Pack

Ph.D. in Education

Una Evelyn Nation

August 2013- May 2014

Working Title: Investigating the resilience of Irish Post-primary student teachers

The word Resilience comes from the Latin term resiliens to jump back, recoil to leap. The definition often used is to bounce back which means to overcome adversity, to sustain competence under pressure. Being resilient is an attribute that we all possess.

- This research is the first attempt to undertake an in-depth analysis of the role that resilience plays in the formation of Professional Diploma in Education students.
- My research explores the lives of 6 student teachers on their direct teaching practice through the lens of resilience.

Research Questions

- How can studying the experience of PDE student teachers contribute to the concept of resilience as it relates to developing a professionally vital teaching body.
- What are the risk and protective factors that pre-service teachers experience in their teaching role?
- What are the personal and social resources that student teachers draw upon to manage their emotions as part of their teaching and learning about teaching?
- How teachers' learner biographies and personal lives contribute to their resilience.
- What is the role of self-efficacy in the development of resilience in pre-service teachers?

My research will study what happens on the job in the practice of working with students, teachers, management, and parents.

Data collection tools will include for example reflective journal*, in-depth interview**, focus groups*** and classroom observations****.

1. From the data collected, the **key points** are marked with a series of ***codes*****,** which are extracted from the text.
2. The **codes are grouped into similar *concepts*** in order to make them more workable.
3. From these concepts, ***categories*** **are formed**, which are the **basis for the creation of theory**.

The importance of this research will contribute to student teacher resilience literature and to inform future teacher training education where there is a mismatch between teachers' academic preparation and the increasingly rigorous demands of the classroom.

* Keep a reflective journal with one journal entry each week.
** Approximately one Interview per month August, September, October, the start of December, January, March, May.
*** Focus group twice in the year TBC
**** Week 2,4,6,13,17,22,29,38

Appendix B Open Profile Questionnaire

Working Title: An investigation into the resilience of Irish Post-primary student teachers

Female □

Male □

2. How old are you _____
3. What are you teaching subjects as per your degree?

   _____

4. What subjects will you be teaching and to what level?

   _____

   _____

5. Did you pursue any other profession before teaching?

   _____

6. What do you think you will like best about teaching?

   _____

   _____

   _____

7. What do you think you will like least about teaching?

   _____

   _____

8. Since you were awarded a place on the PDE course how often have you thought about the prospect of teaching in the classroom. Circle the scale that seems the most appropriate description.

   All the time

   Several times a day

   Once a day

   Now and again

Rarely

Never

9. What do you think will be your greatest strength or weakness as a teacher?

_____

_____

10. What are your interests/hobbies outside of school?

_____

11. Think of your best teachers. What positive characteristics do you believe these teachers demonstrated? Which positive characteristics do you believe you have?

_____

_____

_____

_____

12. What was your own experience of teachers and teaching?

13. Complete this statement: I want to teach because……..

_____

_____

_____

_____

_____

_____

14. Draw a picture that illustrates how you feel today as a student teacher about to commence your teacher training. E.g. Classroom, a face, a journey…

Thank you for taking the time to respond to this questionnaire.

Appendix C Consent Form

Working Title: Investigating the resilience of Irish Post-primary student teachers

I……agree to participate in Una Nation's research study.

The purpose and nature of the study have been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with Una Nation to be tape-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick one box:)

I agree to quotation/publication of extracts from my interview

I do not agree to quotation/publication of extracts from my interview

Signed……. Date…….

Appendix D Discussion Guide

Introduction

Thank you for joining me today. My name is Una Nation and I researching as part of a PhD in Education in UCC. The purpose of our interview today is to gather your thoughts and opinions on resilience and teaching and build on the information you answered in the open profile questionnaire. I would like to go over a few logistical points before we begin the interview:

- The interview will last approximately forty minutes long.
- This interview is for research purposes only.
- Please be assured that everything we discuss during this interview will be kept in strict confidence and your real name will not appear in any of our results.
- As such, please make every effort to be open and honest when responding to the questions.

For data capture purposes, this interview will be recorded on audiotape.

Appendix E Interview Protocol

To facilitate note taking, I would like to audio tape our conversations today. Please sign the release form. For your information, only I the researcher on the project will be privy to the tapes, which will be eventually destroyed after they are transcribed. Thank you for your agreeing to participate.

I have planned this interview to last no longer than forty minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Date	**Action Item**
July 2012	Submit research proposal.
September 2011-September 2013	Literature review.
April 2013	Write letter to School Principals asking for permission to engage in research. Literature review.
May 2013	Identify participants for the research. Design, distribute and collect Consent forms for all participants.
June 2013	Map aims to outcomes, and to clarify the learning assumptions underpinning the programme design. Design a reflective journal proposal.
June-August 2013	Seek ethical approval Design research instruments [open profile questionnaires/reflective journals, interview

	questionnaires, focus group questionnaires]. Note: as the process is qualitative, some instruments will be developed in response to emergent analysed data.
August 2013- June 2014	(1) Data Collection. (2) Data Analysis.
October 2014	Complete overall data analysis
October 2014-July 2015	Write up findings and complete chapters.
September 2019	Submit completed thesis.

Contact Numbers:

If you are a Student in Distress:

Consider making an appointment to see a counsellor by contacting Student Counselling & Development.

Telephone: +353 (0) 21 490 3565

Text: 087 215 25 05

Email:counselling@ucc.ie

Open: 9.30 a.m. to 1.00 p.m. and 2.15 p.m. to 4.15 p.m.

Location: Ardpatrick House, College Road, Next to College Car Park.

Other supports available:

- Multimedia interactive online support.
- Peer Support Programme.
- Personal development and support workshops.
- Comprehensive Self-help Information on a variety of issues.

If you are a Student in Crisis

Emergency Contact Details:

Student Counselling & Development, Hours 9:15-1pm, 2:15-5pm M-F Tel: 4903565

Student Health Department Hours 9:15-1pm, 2:15-5pm Mon-Fri, Tel: 4902311

UCC General Services Security, 24 Hours, Tel: 4903111

Anglesea Street Gardaí HQ, 24 hours, Tel: 4313031

A+E Cork University Hospital, 24 hours, Tel: 4920230

South Doc Evenings weekends, Tel: 1850 335 999

Niteline: Freephone: 1800 32 32 42

Niteline is a confidential listening service offered by students for students. Available throughout the academic year on Tues, Weds & Thurs from 9.00pm to 1.00am

Samaritans: 1850 60 90 90 Coach St., Cork. Tel: 021 427 13 23 (www.samaritans.org).

Confidential emotional support for those who are despairing or suicidal, 24 hours a day by telephone, e-mail, letter or face to face.

Contact Information Una Nation

unation@eircom.net Mobile: 086 810 91 80

Appendix F Interview Schedule Guide

Introduction

1. How are you getting on?
    - Describe and explain the research approach
    - Deal with questions and concerns
    - Build rapport and create a relaxed atmosphere
    - Ensure confidentiality
    -

The first interview centered on questions such as:

- Why did you want to become a teacher?
- How would you describe yourself as a teacher?
- What are your best qualities that you bring to the classroom?
- How do you find working with teenagers?
- How would you describe a typical day?
- Has your daily life changed as a result of teaching placement? If so in what ways?
- How would you describe your personal goals as a student teacher?
- What is your favourite story you can share so far in relation to your classroom experiences as a student teacher?
- What does being resilient mean to you?
- Can you tell me a time in your life when you were resilient?
- How do you think you become resilient?
- Anything you want to add?

(As there was a total of six interviews over the course of the academic year, the introductory questions, often sought to clarify data as mention in the previous interview. These questions would be unique to each individual student teacher).

Part 2: Resilience as attachment and psychological strength

Can you think of any time that you felt tension as a student teacher?

Could you tell me about the event and circumstance? Start at the beginning, in your own time?

How do you answer personal questions that the pupils may ask you?

Does your personal life ever cross over into your student teacher life?

What have you found the great challenge to your teaching?

How did it make you feel at the time?

How did it make you feel on reflection?

How have past experiences impacted on how you approach your teaching?

How would you describe yourself as a teacher?

Tell me about a stressful event you experienced while on teaching placement?

In what ways did this event cause you stress?

How did you deal with the stressful event?

How did you cope with this event?

What do you hope to have accomplished by the end of your teacher training?

Can you describe an occasion where working with others benefited you and your teaching?

How do you feel your own college experience has prepared you for working with pupils?

How do you feel your own college experience has prepared you for working with other teachers?

Do you think you have changed as a person over the duration of teaching placement? If so, in what ways?

How do you view yourself before and after teaching placement? Have your expectations changed?

What have your learned about yourself over teaching placement?

How has reflection impacted on your sense of self?

Do you have a greater understanding of the self after teaching placement?

What do you know about yourself that you didn't know before?

Has your relationship with other student teachers changed over the course of student placement?

What motivates you to stay in teaching?

Part 3: Resilience as communities of practice

How do you feel you have integrated into the staff?

How do you feel you have integrated into the school community?

What do you feel would make working with colleagues easier?

How does working with others enhance you as a student teacher?

What kind of things to you do with other staff members in school and outside of school?

Where do find your greatest source of support?

How would you describe your relationship with the other student teachers?

How would you describe your relationship with your university tutor?

Do you fell that the university tutor's expectations of you are realistic?

Was there a challenge that you felt you were not able to cope with on your own? Did you seek help or support to deal with this challenge?

How did it affect your sense of self at the time?

Did this event affect your self esteem? If so why and in what ways?

Part 4: Resilience as power and the production of normative behaviour

Can you tell me your definition of power?

What is normative behaviour in a teaching context?

Can you think of a time when the pupil's behaviour in class was other than what you expected?

What do you feel would make working with pupils less challenging?

What challenges have your encountered while working with other staff members?

What changes could be made to make teaching placement a less stressful experience?

How do you feel about been observed on student placement?

Did you adapt your teaching practices during these observation periods?

Have your experienced power struggle in the school setting apart from pupils?

How do you think power struggles are resolved?